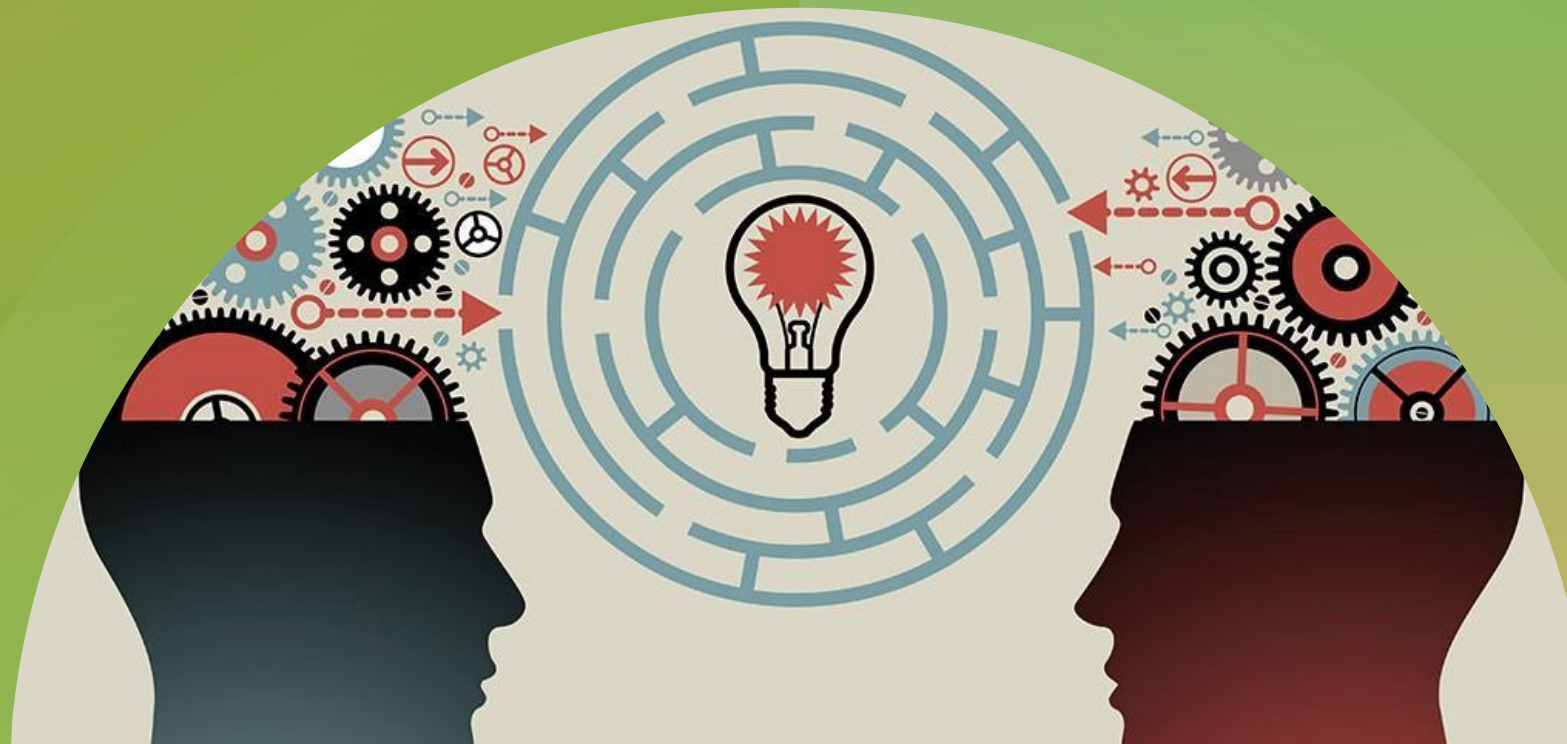# BRINGING CRITICAL THINKING INTO CLASSROOM

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OBJECTIVES

- Get familiarised with <u>definitions of critical thinking</u>

- Get familiarised with <u>the application of critical thinking in classroom</u>

OVERVIEW

Critical Thinking as a concept

Critical Thinking in ESL

TRUE OR FALSE

DO YOU THINK THE STATEMENTS BELOW ARE TRUE OR FALSE?

F
- Critical Thinking means criticising each other's opinions even if there is nothing wrong with them.

F
- Critical Thinking must be taught in separate courses from school subjects.

T
- WHO (World Health Organisation) recognises CT as one of the core life skills.

F
- Critical Thinking is essentially the same thing as problem-solving.

CRITICAL THINKING AS A WORD

- Kriticos (discerning judgment)

- Kriterion (standards)

Paul & Elder, 2014

CONCEPT OF CRITICAL THINKING

WHICH STATEMENT DEFINES CRITICAL THINKING?

1. Reasonable reflective thinking that is focused on deciding what to believe or do.

2. Thinking explicitly aimed at well-founded judgment, using appropriate evaluative standards in an attempt to determine the true worth, merit, or value of something.

1. Ennis, 1987

2. Paul & Elder, 2014

A MORE COMPREHENSIVE DEFINITION OF CRITICAL THINKING

Skills perspective

Criticality perspective

The critical pedagogy perspective

Davies & Barnett (2015)

SKILLS PERSPECTIVE

Cognitive and Argumentative skills

- Facts from opinions
- Building an argument (supporting the main idea)

Language to express their argument

- Agreement
- Disagreement
- Explaining
- Asking probing questions

CRITICALITY PERSPECTIVE

Character and disposition a critical thinker has

- Openness to new ideas
- Wilfulness to being well-informed
- Use of credible sources

Rather internal – the actions to show them externally:

- Taking a stance
- Defending their position
- Being open to opposing argument / if convincing enough – change position
- Evaluating the credibility of the sources

THE CRITICAL PEDAGOGY PERSPECTIVE

A critical thinker

- Acts responsibly and ethically
- Is aware of the hegemony that dominates the world
- Uses higher education to unlearn the social conditions that restrict and limit freedom
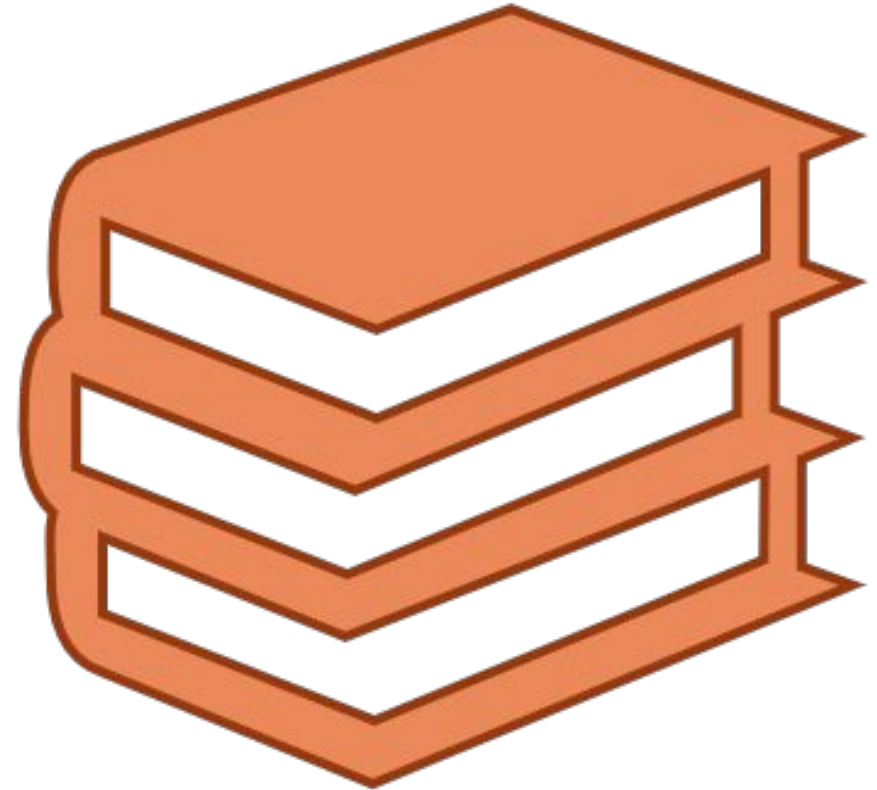
CRITICAL THINKING IN CLASSROOM

HOW DO YOU THINK WE CAN IMPLEMENT CT IN

CLASSROOM?

ACTIVITIES TO PROMOTE CT IN CLASSROOM

- Interactive activities

- Team-based activities

- Collaborative activities

- Peer-based critiquing activities

- Activities that would promote higher order thinking skills (HOTS) – Bloom's Taxonomy

ACTIVITIES - DEBATES

- In groups, students try to build arguments in group

Language for debate is needed (The skills perspective)

DON'T FORGET TO SCAFFOLD!

DEBATING ACTIVITY

- How to scaffold it?

In terms of critical thinking:

- Ask students to declare their stance.

- Students with similar positions, work together.

- Come up with ideas to support their opinions.

- Teacher asks the right questions to challenge the students and make sure the arguments support the initial position well. How does this support that? Why do you think so? Etc.

In terms of language:

- Causal relationship language / personal statements / agreement / disagreement / explanation language

ACTIVITIES – RESEARCH STUDIES

- Students give a presentation about research done on some aspect of human behaviour.

- Adapted from: Williams, J., Ostrowska, S., & Sowton, C. (2014). *Unlock: Listening, Speaking & Critical Thinking 5 (Vol. 5). United Kingdom: Cambridge University Press.*

A — Perceptual blindness

Perceptual blindness refers to the failure to see or notice a stimulus that is in plain sight. However, this lack of attention has nothing to do with vision problems. A number of studies have tested this idea, especially when the stimulus is unexpected.

References:
Invisible gorilla experiment
Clown on a unicycle experiment

B — The judgment of others

The halo effect describes the fact that people frequently extend their judgments of others in one area (e.g. physical attractiveness) to another area (e.g. intelligence). Experiments have documented this effect in many different contexts.

References:
The halo effect
Beauty is talent

C — Conformity

Conformity experiments test the degree to which people report their true feelings or beliefs when others around them state opposing feelings and beliefs.

References:
Asch experiments
Sherif: Group norms and conformity

D —

_____
_____
_____
_____
_____
_____

	study 1	study 2
goal: What was the research question?		
participants: How were they chosen?		
study description: What were the participants asked to do?		
results: What did the study show?		
conclusions: What did the researcher(s) conclude from the results?		

1 What website(s) did you consult?

_____

2 What is the purpose of the website?

_____

3 Who is/are the author(s) of the study?

_____

4 When was the study conducted? Are other scholars still citing the findings?

_____

5 Do you believe the website offers reliable information? Why / Why not?

_____

1 In what ways are the studies you read the same? In what ways are they different?

2 Does each study confirm, expand on, or conflict with the findings of the other(s)?

THE STRUCTURE OF THE PRESENTATION

1. Explain the question(s) that the studies were investigating.

2. Explain briefly and concisely what happened in each study.

3. Give a brief description of the results of the two studies.

4. Compare the results of the two studies.

RESOURCES

Davies, M., & Barnett, R. (2015). Introduction. In M. Davies & R. Barnett (Eds.), *The Palgrave handbook of critical thinking in higher education (pp. 1 - 26). Hampshire: Pallgrave Macmillan.*

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THANK YOU

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