



## Module 4: Critical thinking

### Topic 4.1: About critical thinking

#### Quiz

Check your knowledge by answering questions in the following quiz:

**The elements of reasoning based on Paul-Elder Framework are:**

- Fair-mindedness, Intellectual courage, depth, relevance, the point of view, data, implications and consequences
- Purpose, attempt, assumption, the point of view, data, information and evidence, concepts and ideas, inferences and interpretations, implications and consequences
- Purpose, attempt, assumption, Intellectual humility, courage, empathy, autonomy, integrity, confidence in reason
- Clarity, accuracy, precision, relevance, depth, breadth, logic, significance, fairness

**According to Bloom, the first thing the teachers should check with their student is**

- Can the student justify a stand or decision?
- Can the student recall or remember the information?
- Can the student explain ideas or concepts?
- Can the student create a new product?

**Purpose, attempt, assumptions, point of view, data, information and evidence, implications and consequences are:**

- Intellectual integrity
- Intellectual traits
- Parts of thinking
- Parts of intellectual standards

**In order to find out whether students are understanding foundational content and get information about how well they can analyze information and think critically, we would apply the following exercise:**



- A jigsaw
- Updated your Classmate
- 3-2-1
- Support a Statement

**A well-cultivated critical thinker is able to:**

- raise vital questions and problems, formulating them clearly and precisely
- gather and assess relevant information, using abstract ideas to interpret it effectively
- come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- persuade others about solutions that are right

**The definition of critical thinking in the educational context**

- is connected to process, with criteria and standards for the kinds of thinking that the process may involve.
- Is connected to student criticism.
- should be a brief sentence that everybody can understand.
- should be very precise so that teachers can evaluate the progress of the students.

**Select the right answer:**

- Critical thinking instruction should be relegated to one or two disciplines or departments with discipline-specific language and conceptualizations.
- Critical thinking instruction should be explicitly infused in all courses so that critical thinking skills can be developed and reinforced in student learning across the curriculum.
- The use of a specific discipline approach with a specific language allows for the development of critical thinking skill sets which can then be used in other disciplines.
- Critical thinking is the same as innovative thinking.

**Observing, feeling, judging, deciding are**

- The parts of the 3-2-1 method
- Four considerations of critical thinking



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- The processes of active listening
- Mental acts and mental events that can occur in critical thinking process