



Module 4: Critical thinking

Topic 4.3: Approaches to teaching 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
- The processes of active listening
- Mental acts and mental events that can occur in critical thinking process