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## Questioning as we learn: An introduction to critical thinking

### Material for Higher Education students in Sierra Leone by INASP, UK



Provided by the Critical Thinking Taskforce (CTTF)  
within the project AQHEd-SL

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#### *Unit 1 - Snippet 01*

Dear student

Literature reading and evaluation calls for not just strong comprehension skills, but also critical thinking. Therefore, we want to help you to improve your critical thinking (CT) skills during the following weeks. This will include the following learning outcomes:

- Understanding what critical thinking means and how to develop your questioning skills
- Approaching different types of non-fiction text and analysing the author's purpose
- Recognizing and constructing arguments
- Distinguishing facts from opinions, and identifying cause–effect relations and fallacies
- Recognizing biases and assumptions, and reflecting on your own biases and assumptions
- Analysing and evaluating argumentative text and speech

Good learning starts with questions – the attribute of an inquisitive mind. Therefore, I want to ask you this first question:

It is said that it is impossible to fold a piece of paper in half more than eight times. How can you fold a piece of paper in half an indefinite number of times?

Try it out with a piece of paper. We will provide you with some solution when writing to you the next time.