

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

Unit 6 - Snippet 130



Practical activity - Arguments in support and against a statement

Consider the following statement:

Online learning is preferable to face-to-face learning.

Do you agree? Do you disagree? Do you feel that it depends on the context or situation? How many good arguments in support of the statement can you find? How about counterarguments (arguments against this statement)? If you aren't sure how good arguments look like, revisit Unit 3 (snippets 56 to 85).

Regardless of where you yourself stand on this issue at the moment, think of what someone would give as reasons in support of the statement or against it. If your arguments or counterarguments are only valid in a certain context, it's useful to describe the factors which support or counter the argument. This activity can help you whenever you want to make informed decisions.

Now try to find reasons for both positions. Draw a table such as the example below. Then take about 10 minutes to write down your arguments and counterarguments.

Online learning is preferable to face-to-face learning.

| Arguments for: <i>I agree with this statement for the following reasons</i> | Counterarguments / Arguments against: <i>I disagree with this statement for the following reasons</i> |
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