

## 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 134



#### Practical activity – Tackling a complex argument (continued)

Have you understood the essence of the text? The author finishes with this conclusion:

There are many good reasons why face-to-face is better than online for study. Recently, many students have tried to choose the new type of education. However, the traditional face-to-face method makes our study more useful and helpful because students can not only connect with the teachers and classmates but also learn important responsibilities for their future in the workplace. The most advanced way is not always the best, and students should choose the way which is the best for them to study.

Now, re-read the text with a mind to answer the questions below, which will guide you to analyse and make judgements about the author's thinking. Make notes so that you can compare your thoughts with some sample answers in the next snippet.

1. *What kind of thinking does the author want us to engage in? What key questions does the text address?*  
Recall the text frames introduced in Unit 2 (snippets 34 to 53), to guide your thinking about the text's purpose.
2. *What claims does the author make? Are they well supported by the premises?*  
Recall or revisit Unit 3 'Arguments and reasoning' (snippets 56 to 85) when you try to identify the claims and their related premises.
3. *What are the most important facts, experiences, and/or opinions the author uses to support his or her ideas?*  
Recall Unit 4, especially the section 'Facts and opinions' (snippets 87 to 91)