

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 2 - Snippet 42

Could you find out what each text focuses on and what purpose it serves?

Here is the answer key to this practical activity:

#	If the text seems to focus on ...	then the frame is ...	Sample text
36	Why things happen; Why or how something works/happens	Cause/effect	Understanding climate change
37	What something is or looks like; How something can be described/classified	Concept/definition	Photosynthesis
39	How things are alike/different or positive/negative	Compare/contrast	“Global warming” or “Climate change”
40	How to do something; What steps/directions/procedures to follow	Goal/action/outcome	Critical incident technique
41	What is wrong and how it can be taken care of; What needs to be improved/changed;	Problem/solution	Local governments are joining together to clean up the Anacostia River
38	Why accept an opinion/hypothesis/theory/argument; What viewpoint is being expressed; How conclusions are based on studies/evidence	Proposition/support	Disasters have visible impacts on poverty

Do you feel it is always clear-cut what purpose a text serves, or could a text have elements of different ‘frames’?

You may want to discuss this question with your fellow students.