research and knowledge at the heart of development

inasp

# Questioning as we learn: An introduction to critical thinking
# Material for Higher Education students in Sierra Leone by INASP, UK

Assuring

Quality Higher Education

in Sierra Leone (AQHEd-SL)

Provided by the Critical Thinking Taskforce (CTTF)
within the project AQHEd-SL
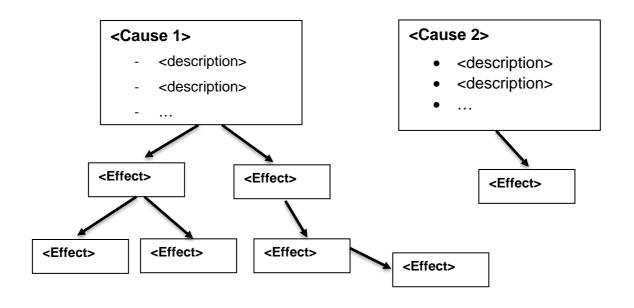
*Unit 2 - Snippet 45*

We will provide you now with same examples of graphic organizers that you can use for texts such as our samples. There are also less graphic ways of organizing information for easier comprehension such as tables. These tables have headings or labelled boxes which help you structure the information extracted from your reading.

That's the first graphic organizer which you can use for 'Cause/effect' text.

## Cause – Effect

*How to use this graphic organizer?*

- Identify the causes described in the text; you can add further causes if need be

- Link them to any effects the text describes; add or move the arrows accordingly

- Check which other effects are caused by previously-identified effects until you have represented the whole text contents in terms of the cause–effect chain