

## 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 50*

Was your completed graphic organizer about the photosynthesis text similar or quite different to our sample. Have you noted that we adjusted the graphic organizer to our needs? Please note that the given structure is not set in stone; adjust it so that it reflects your thoughts about a text in the best way.

You will be given below and in the next snippets graphic organizers for the other types of text. If you want, you can practise by applying them to the text samples that you received in the snippets 38 to 41. We also want to encourage you to use graphic organizers when you study any other texts.

#### **Graphic organizer for ‘Compare – contrast’ texts**

How to use this graphic organizer?

- Identify the items / concepts / terms which the text compares
- Write in the columns on the left and right all the attributes presented in the text that describe either item 1 or item 2 and in the middle column the attributes which both items are associated with
- Add rows if required

Only item 1	Both item 1 and 2	Only item 2