

## 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 3 - Snippet 65

Could you spot any premise and/or conclusion indicators in the text about the Darai people and their indigenous knowledge system in snippet 64? Could you find any arguments in the text – with or without indicators?

Copy the table below in your learning diary and try to fill in the gaps. Each row shall show one complete argument: one column for the argument's premises and one column for the conclusion. Premise and conclusion indicators are marked in bold. We have pre-filled the row with the first argument already as an example.

	Premises	Conclusion
1 (Given as example)	<ul style="list-style-type: none"> <li>the knowledge of the community passed on from generation to generation orally is now facing a risk because of the swift modernization, introduction of the internet, easy access and availability of allopathic medicine, and the younger generation's desire to migrate and adopt modern lifestyles</li> <li>It is worrying that people are forgetting the traditional medicinal practices and depending solely on modern medicines</li> </ul>	<b>For that exact reason</b> , it is important to document the traditional knowledge
2	<ul style="list-style-type: none"> <li>Local people have suggested effectiveness and demonstrated success in the use of traditional medicines for curing and controlling diseases.</li> <li>...</li> </ul>	<b>That is why</b> ...
3	<ul style="list-style-type: none"> <li><b>As</b> there is ...</li> </ul>	...