

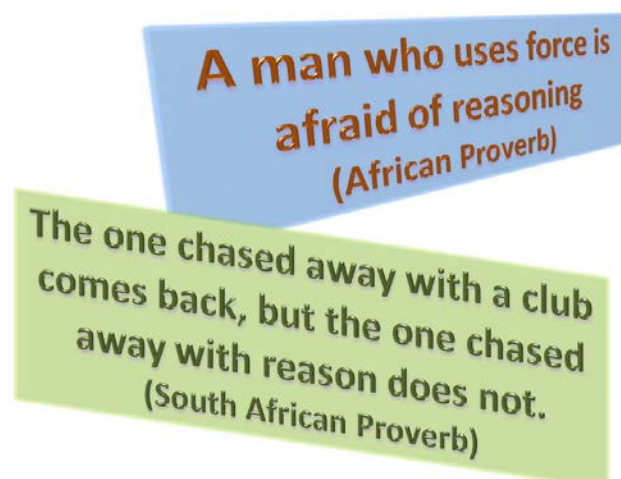
Questioning as we learn: An introduction to critical thinking

Material for Higher Education students in Sierra Leone by INASP, UK



Provided by the Critical Thinking Taskforce (CTTF) within the project AQHEd-SL

Unit 1 - Snippet 12



These African proverbs express the wisdom that reasoning – or thinking and arguing about something in a logical, sensible way – is a powerful tool but not everyone uses it. Humans are not born critical thinkers but can learn the skills which can make them become critical thinkers.

A study by North Carolina State University researchers found that teaching critical thinking skills in a humanities course significantly reduced student beliefs in 'pseudoscience' that is unsupported by facts. "Given the national discussion of 'fake news', it's clear that critical thinking – and classes that teach critical thinking – are more important than ever," says Anne McLaughlin, an associate professor of psychology at NC State and co-author of the paper describing the work (<https://news.ncsu.edu/2017/03/critical-pseudoscience-2017>).

The 'Consensus statement regarding critical thinking and the ideal critical thinker' in the Delphi Report lists some characteristics and skills the ideal critical thinker has.

[Facione, P.A. (1990). 'Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. Research findings and recommendations' (Delphi report), available at <https://eric.ed.gov/?id=ED315423>, Table 1, p. 3 (accessed 15 Jan 2017)]

The following activities will provide you with the opportunity to compare your own thinking with the behaviour of an ideal critical thinker.