How is Critical Thinking (CT) taught in your institution?





Taught as its own discipline



Taught explicitly within another discipline



Taught as part of another discipline, but not explicitely



Taught as a combination of own discipline and in another discipline

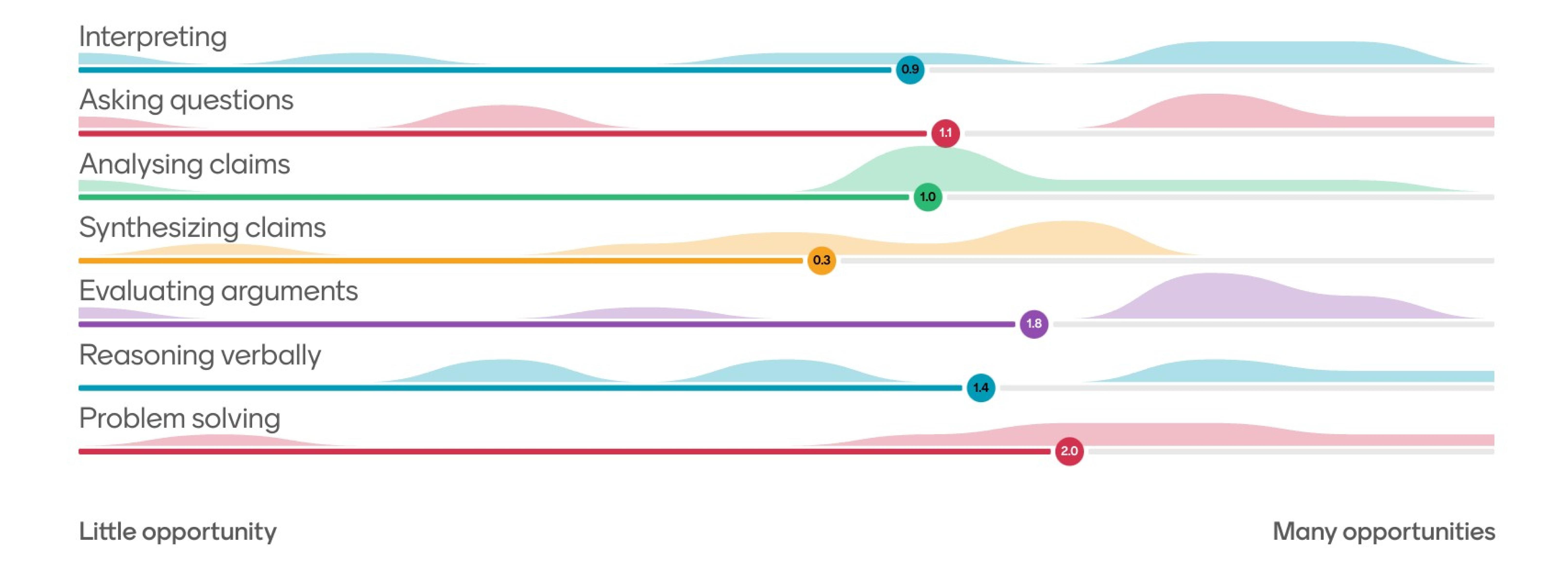
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I don't know!





And in your own course (or the course you support), can you rank these skills in terms of opportunities for students to practice?



If you do, how do you evaluate CT learning gain with your students?

Rrflection

Quality of their assignments.

Self-reported confidence

critical appraisal of a published paper

Within the rubric for assignments there are learning outcomes and assessments criteria against which tutors give feedback

Level of analysis demonstrated

Short exercises to build confidence and check understanding of the concept

Informal feedback during live sessions. Marks and feedback for summative assessments (critical thinking/writing included in rubric).

If you do, how do you evaluate CT learning gain with your students?

i use socratic questions in exercises

Are there specific aspects of PG teaching that are particularly supportive of CT?

Originality of research projects

Dialogue around the dialectics that emerge when trying to work with some of the debates in practice

Focus on effective use of evidence, critical appraisal of evidence, and how to do these to build effective arguments.

MSc dissertation (identifying research topic + designing/running project)

challenging asssumption in class

leading questions to bring students to higher level of analysis Typically smaller cohorts and more seminar and workshopstyle teaching allows more opportunity for discussion and generating ideas together

Analysis of the evidence and depth of discussion

Feedback that raises alternative ways to think about a problem

With your own experience of the world, what are the key CT skills and dispositions our students will need for their future life?

25 responses

