

Department Of Education

University Of Karachi

Bachelors of Education B.Ed.(Hons.) Secondary, 05 Semester Program

DTE-521

Critical Thinking and Reflecting Practices

Objectives

1. Differentiate between 'Good' and 'Bad' bent of mind.
2. Ask and analyze thought provoking Questions.
3. Understand the relationship of critical thinking with reading and writing.
4. Foster rational motivation among the students.
5. Apply critical thinking in different content areas.
6. Develop the habit of contributive thinking.
7. Understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness.
8. Use reflection as a tool of inquiry into practice.

Course Outline

Unit 1: Introduction

1. Introduction to the fundamentals of Critical Thinking
2. Why Critical Thinking matters?
3. Critical Thinking and the process of Analysis
 - A. Teaching Students to Think Theoretically
 - B. Teaching Students to Think Empirically.

Unit 2: Strategies and Techniques to develop Critical Thinking

1. Brainstorming
2. Concept Mapping
3. Generalization and Testing the limits.
4. Venn Diagram
5. Logical Reasoning.

Unit 3: Critical Thinking and Art of Questioning

1. Critical Thinking and Socratic Questioning

2. Teaching Students to Ask Good Questions & Follow up the Implications of Thought
3. Teaching Students to narrate, analyze and evaluate their own 'Points'
4. View and of others
5. Open and Close Ended Questions.

Unit 4: Critical Thinking and its Applications.

1. Interrogating the Text
2. Primary and Secondary Sources
3. Characteristics of Academic Text
4. Status of Evidence
5. Status of the Author
6. Comparing the Contrasting Different Sources.

Unit 5: Introduction to Reflection

1. Meaning of reflection on practice/ educational issues
2. Significance of reflection for teachers.

Unit 6: Major Proponents of Reflective Practice

1. John Dewey
2. L. Stanhouse
3. D. Schon

Unit 7: Process and Techniques of Reflection

1. Process of Reflection
2. Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)
3. Skills for Reflection

Unit 8: Application of skills and approaches to reflection

1. Systematic reflection throughout the coursework
2. Identify key questions for their own role as novice teachers
3. Understand the issues in becoming a reflective practitioner.

Bibliography/Webliography

- Baron, J, and Sternberg, R, (Eds.) (1987) Teaching Thinking Skills: theory and practice, New York: Freeman.
- Barrow, R. (1990) Understanding Skills: Thinking, Feeling and Caring. London Ontario: Althouse.
- Beyer, B. K. (1987) Practical strategies for the teaching of thinking. Boston: Allyn and Bacon.

- Chipman, S., Segat, J, and Glaser, R, (1985) Thinking and Learning Skills, Volume 2. Research and Open Questions. HiNsdale, New Jersey: Eribaum.
- Costa, A,L, and Lowery, L.F (1990) Techniques for teaching thinking. Melbourne: Hawker Brownlow.
- Ennis, R.H. (1989) "Critical Thinking and Subject Specificity: Clarification and needed Research", Educational Researcher, 18 (3), 4-10.
- Garrison, D.R, (1991) Critical thinking and adult education; a conceptual model for developing critical thinking in adult learners. International Journal of Lifelong Education. Vol 10, No 4, pp 287-303.
- Heger, P. (1989) "Are the Skills of Critical Thinking/Logical Reasoning Transferable Across Disciplines?" in Jewell,P.D. (Ed.) Intermediate conclusions, Adelaide: FlindersUniversity.
- Hager, P. and Käye, M.(1991) 'Critical Thinking Ability and Teachers Effectiveness" , Higher Education Research and Development, (forthcoming).
- Kaye, M. and Hager, P.(1991a) "A study of the Critical Thinking Skills of Vocational Teachers' ' , Australian Journal of TAFE Research and Development, Vol. 6, No. 2, , pp.19-29.
- Lowery, L.F. (1990) Thinking and Learning. Melbourne: Hawker Thinking. New York and London:Routledge.