

Skills And Qualities That Influence The Development Of Critical Thinking In Education

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What Is Critical Thinking?

Critical thinking is a process in which you have to use a variety of skills and qualities in order to reach a conclusion. Different factors have to be taken into consideration. Cottrell (2013) describes critical thinking as 'weighing up the arguments *for* and *against*' (Cottrell, 2013, pg. 187).



Asking Critical Questions

You can ask critical questions when you are reading and writing. This allows you to actively engage analytically as you go along (Burns and Sinfield, 2016). Some questions you can ask as you go along are

- How do we know this true?
- What could be going on under the surface?
- What do we not know about this?
- How reliable?

(Cottrell, 2008, pg. 276)

Reading Between The Lines

Some texts may have hidden agendas and true meanings. Due to this, reading between the lines is an important and a valuable skill. Authors sometimes assume that the reader already has an understanding about the topic which may lead readers to take things the author has said in a literal sense. As Price and Maier (2007) say 'you are expected to put two and two together and come up with answers' (Price and Maier, 2007, pg. 254).

Objectivity vs Subjectivity

When you are objective it means that your main emphasis is on the information and is evidence based. It means that you are not biased. If personal opinions were included it would then become subjective. Subjective means something has been based on personal/influenced opinions (Eales-Reynolds et al., 2013).

Objectivity



Subjectivity



<https://thesecularjurist.files.wordpress.com/2017/05/objectivity-vs-subjectivity.jpg?w=450&h=231>
Robert A. Vella (2017)

Reflection

Reflection is an important skill when thinking critically. Dewey (1993) has said that 'it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality'.

David Kolb's model of reflection.

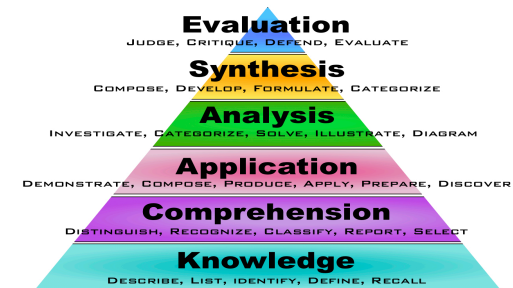
Experience or action – an experience or action happens

Reflective observation – of the new experience or action

Abstract conceptualisation – in which the individual forms new ideas

Active experimentation – which means putting the new ideas into practice

Bloom's Taxonomy



Bloom created this taxonomy in which there are six levels of learning.

<http://www.fredwbaker.com/wp-content/uploads/2012/06/Blooms-old-Updated-300x231.jpg>
Fredrick W. Baker (2018)

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