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Critical thinking

Defining, Teaching, and Assessing Critical Thinking

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2. Introduction

Ever since the creation of the world, people have been learning to think, reason, listen and speak. The topic of today's report is Critical Thinking and how to develop and benefit from it. We will discuss what is critical thinking, how we can achieve it, also the importance of it, and how this could be developed. Thinking, as a skill, takes many different forms, such as the ability to reason, it could also be directed at many different fields, ideas, and many others. This report will also discuss the importance of critical thinking, and the ability to be able to think "outside the box", we will also find out whether we can learn it as a skill. It will show the benefits of being able to think openly, critically, and from another point of view, and how to achieve the best results in the future. In the end, we will evaluate what we have learned, and how we can use this skill in real life and take the most of it.

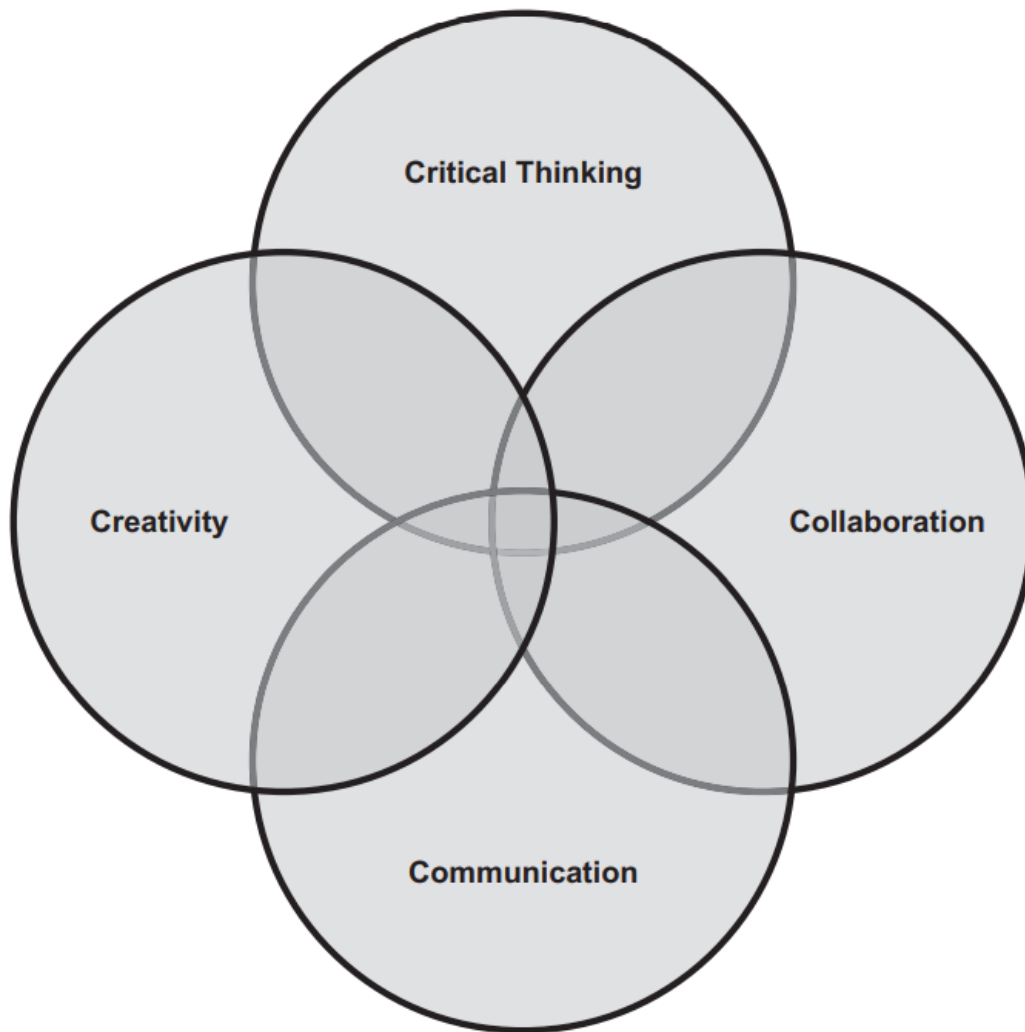
3. Methodology

Very few people would dispute the importance of people's ability to reason and think critically. The ability to think critically means fully understanding and being aware of what is going on in our heads. It is called metacognition, which means awareness, and understanding of our thoughts. We need to find new ways and stimulate our thinking with new and interesting things so that our thinking can be continuously enriched. Logic is something we learn at a young age, and plays a major role in improving our reasoning, from an optimistic point of view, critical thinking could open our minds to levels we never thought we could think at and give us answers and solutions to certain questions we didn't think we could understand.

The human mind is structured in such a way that it is divided into three opposing parts - reason, emotion, and instinct. Our vision and decision-making depend on these three parts, but this could make it difficult for some people to be rational and trust their inner voice. It is very important to keep our minds open to other views and be able to understand that other kinds of views could affect our personalities in great ways and make us more knowledgeable, and informed and even change some not-so-good things about our personalities or see ourselves in another perspective which we never thought we could.

One of the best-known attempts to create synthesis (connecting different elements into a whole) is the P21 framework for 21st-century skills, created by Century Learning in 2002. For the purposes of this discussion, the form P21 identifies critical thinking as one of the "Four C's" that represent critical thinking, communication, collaboration, and creativity organized as overlapping domains. These four skills as intersecting points mutually assign roles so that they can complement each other or not, for example, critical thinking, cooperation, and communication can define the skills needed to participate in a social activity, while also leaving room for individual skills without the need for all three to be combined. There can also be an intersection between critical thinking, and creativity, and leading to creative activities, scientific thought, experimentation, etc.

P21 Framework.



(Haber, 2020, p.112)

One of the main goals of critical thinking education is the transfer or the ability for people to take the knowledge and skills gained in one subject and apply them to another subject or to parts of their lives outside of academia. This raises more questions about the best strategy to pursue. One of the tactics to create a critical thinker is to encourage the study of specific subjects such as science, writing, and reading. This is a tactic that would help educators instill in students the ability to integrate and the appropriate skills to turn them into critical thinkers.

5. Discussion

There have been debates surrounding critical thinking and whether it could be influenced, learned, or taught. While children are developing and their minds are not yet burdened with everyday thoughts like adults such as work, family, or financial problems, it is known that children remember and absorb everything they see or hear, and for this, we can help them develop their thoughts and how to be more creative and open to new things.

The development of our brain and more recently the part (yes, there is such a part and it's called the prefrontal cortex behind our forehead) that is associated with decision-making, and self-control usually takes shape by the time we reach our mid-twenties. To create critical thinkers out of students and pupils, schools must also consider the widespread belief that critical thinking is not simply a set of content to be taught and memorized, it rather consists of three related components: knowledge, skills, and personal attitudes. This means that becoming a critical thinker does not just cover teaching material, and reading textbooks on subjects like logic, and argumentation, but also that knowledge to be applied and used daily to be useful in decision-making and in the future as well.

The thousands of hours of practice necessary to become a proficient critical thinker cannot possibly be covered by even the most intensive critical thinking course, especially a course in a different subject that must balance the development of general and subject-specific analytical thinking with the learning of course material. The teaching of critical thinking skills should be supported, whether as a stand-alone course or as a key component of others. If teachers are trained to acquire certain critical thinking skills and how to teach them, they will be competent to incorporate critical thinking topics into their lessons and enrich their students. Instead of relegating critical thinking topics to one or two lectures if critical thinking is included in another area, integration should give students consistent exposure to critical thinking strategies.

Also last but not least, students should be given the opportunity to apply what they learn in real life, be encouraged from an early age to handle important decisions, be able to have the freedom of their will, and be critical thinkers.

6. Conclusion

In conclusion, I will say that being a critical thinker is not easy at all. You need to constantly enrich yourself with information and acquire new knowledge to build your skills as a critical thinker. We discussed the methods that teachers and professors could use to stimulate pupils and students to think openly and critically and be useful to themselves in the future. We also discussed the skills that a critical thinker should have Communication, Collaboration, and Creativity and when we combine these three skills, we get a critical thinker. In addition, I can say that the book is very interesting, and we can learn how to nurture and manage our thoughts so that we can make correct and reasonable decisions in the future, whether domestic or professional.

7. References

Haber, J. (2020) '*Critical thinking*'. Published: MIT Press Ltd, United States.