

The Range of Skills and Personal Qualities that Influence the Development of Critical Thinking in Education



(Source: The Hanen Centre, 2022 Google search)

According to Sternberg (1987, p.5), critical thinking is defined as “the mental processes, strategies and representations people use to solve problems, make decisions and learn new concepts”. The information provided should be questioned so it can be thought about and considered properly in order that beliefs can be formed when there are good reasons. In addition to this, it follows that questioning is a very important component in developing critical thinking skills. According to Crete & Kuncel (2008), successful study skills are the result of using time, resources and suitable strategies and methods.

Note-taking

As stated in Cottrell (2017), note taking is worthwhile to do. It enables information to be recorded that is specific to the readers need rather than everything in the text. However, Cottrell (2017) also suggests that the note-taking should be selective and not recorded just because the information is of interest to the reader. According to Chatfield (2018), note-taking helps the reader with their own judgement and thoughts and allows critical thinking of what has been read. It aids organisation of the text and it is important to record the details of the source so that it can be found easily and the details are there to record and cite when work is being prepared. Note-taking can be important as it is an advantageous way to learn and understand information. It aids in remembering and understanding and contributes to the collation of information.

Time management

There is lots of information and literature discussing time management and the advantages of it. According to Clayton (2012), in order to have effective time management skills, an individual will need to have a positive attitude to allow them to get things accomplished. Additionally, it is important to have a good life balance between work and normal activities such as spending time with the family. This will allow the individual to take control of their time. Clayton (2012) also states how it is essential to have priorities and set realistic goals in order to complete work in the time given. Similarly, Tracy (2012) also agrees that setting goals is effective. Also she believes that giving yourself a good amount of time to complete the work will result in achieving much higher success. It is important to avoid taking short cuts and is vital to set yourself time in order to become successful. The success could end up becoming a positive addition (Tracy, 2012). Overall this is an effective skill for the development of critical thinking.

Group work

Group work in critical thinking is a well researched area in educational research (Fung & Liang, 2019). It provides the opportunity to listen to criticisms and gain new perspectives. Indeed, Brandler And Roman (2016) state that group members can help and compliment each other providing every group member respects the opinions and thoughts of the other members. Members will agree and disagree which proves beneficial to all parties. Talking to each other honestly, communicating openly, problem-solving and supporting each other to find an outcome that they can all agree on. In turn, it can help to encourage individuals to have more confidence in their own views and thinking.

Conclusion

Individually these skills and qualities are useful tools, however when utilised together they prove invaluable in developing a beneficial and constructive approach to critical thinking.



(Source: Storyboard That, 2022 Google search)

Reference List

- Brandler, S & Roman, C,P (2016) *Group Work: Skills & Strategies for Effective Interventions*.3rd ed. New York and London: Routledge Taylor & Francis Group.
- Chatfield, T. (2018) *Critical Thinking*. 1st ed. London: SAGE Publications Ltd.
- Clayton, M. (2012) *Brilliant Time Management: What the most productive people know, do and say*. 1st ed. London: Pearson Business.
- Cottrell, S. (2017) *Critical Thinking Skills: effective analysis, argument and reflection*. 3rd ed. London: RED Globe Press
- Crede, M. & Kuncel, N.R. (2008) 'Study habits, skills and attitudes. The third pillar supporting collegiate academic performance.' *Perspectives on Psychological Science*, 3(6). DOI: <https://doi.org/10.1111/j.1745-6924.2008.00089.x>
- Fung, D. C. L. & Liang, T. W. (2019) *Fostering Critical Thinking Through Collaborative Group Work: Insights from Hong Kong*. Singapore: Springer Nature Singapore Pte Ltd.
- Sternberg, R. (1987) 'Critical Thinking : What can it be?' *Analytic Teaching*, 8(1), pp.5-6. <URL:journal.viterbo.edu/index.php/at/article/view/403/197>
- Storyboard That. (2022) Available at <https://www.storyboardthat.com/articles/e/critical-thinking-skills> (Accessed: 26th September 2022)
- The Hanen Centre. (2022) Available at <http://www.hanen.org/Helpful-Info/Early-Literacy-Corner/Critical-Thinking.aspx> (Accessed: 28th September 2022)
- Tracy, B. (2012) *Eat that frog!:21 Great ways to stop procrastinating and get more done in less time*. 3rd ed. Goodreads Author.