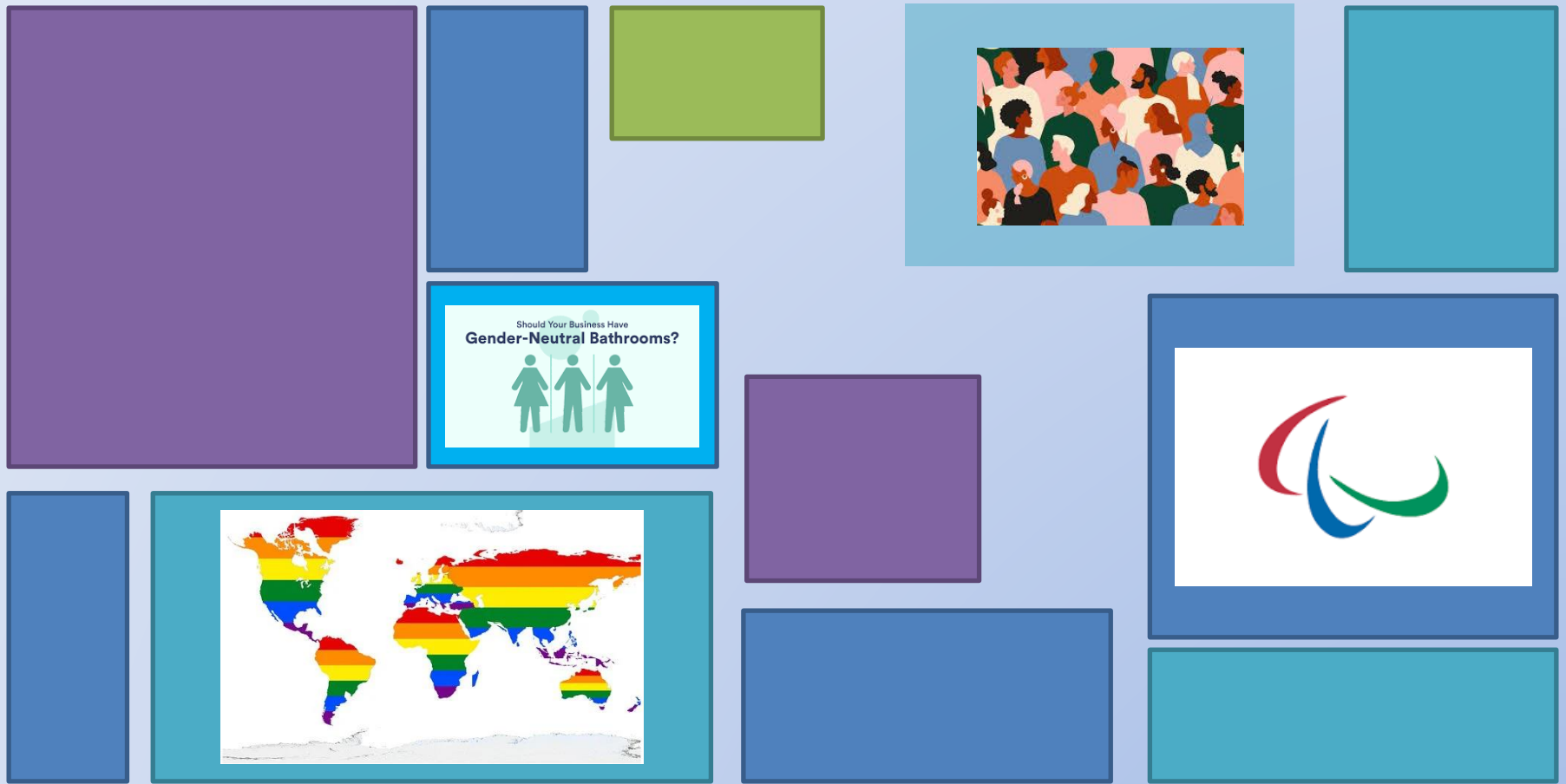




ECSO5001: Diversity & Difference in a Modern World

Theme 7: Applying Critical Thinking to Issues of Diversity and Difference (Part 2)

The Learning Outcomes for this Module

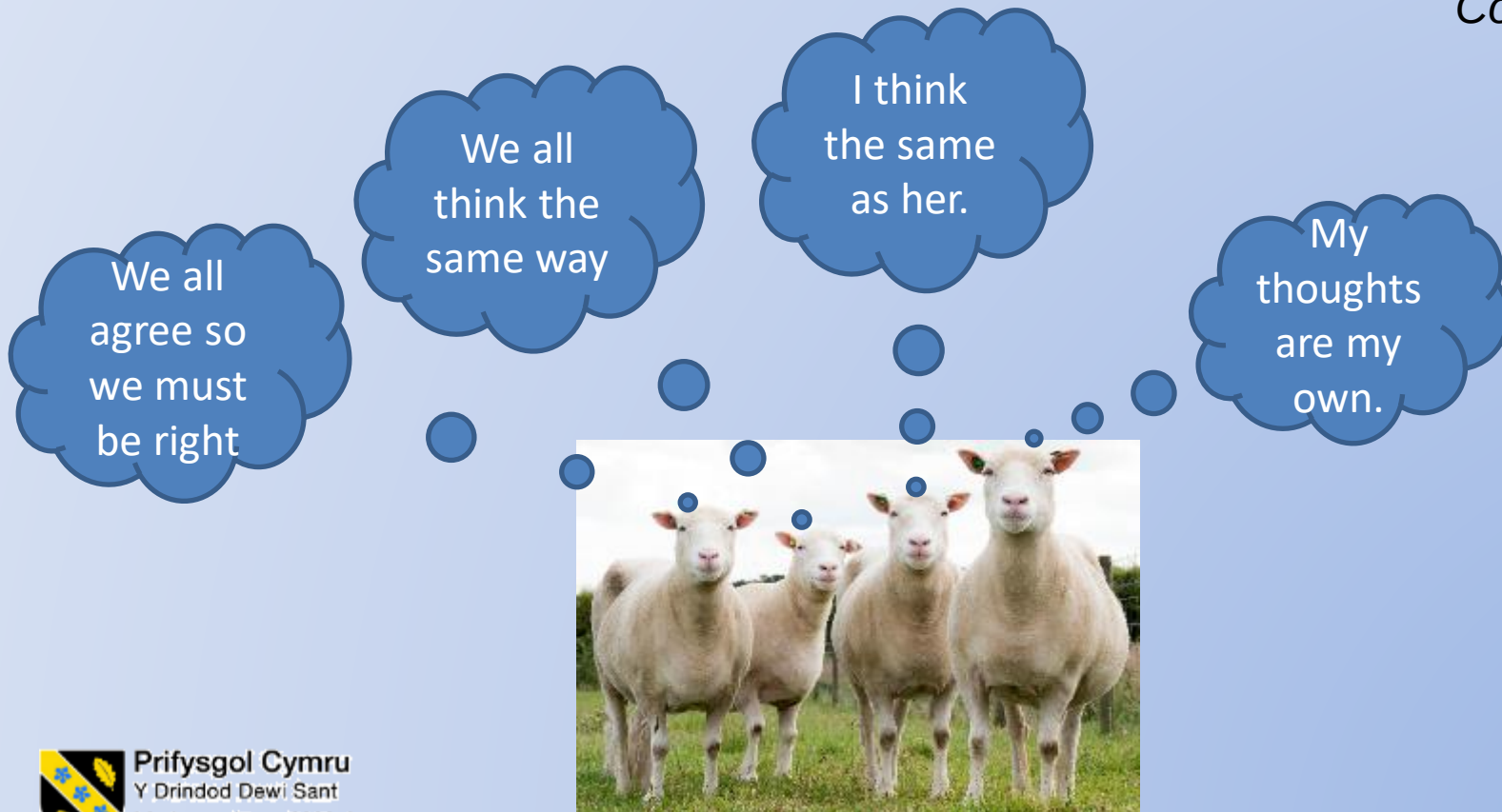
- critically understand the key influences on the social (re)production of individual and group identities and how gender and sexual diversity, class, poverty, ethnicity, disability, sexual orientation, race and age represented in our society;
- critically reflect upon individual representations of identity in the media and society and the politics of recognition;
- critically engage with theories of difference and how these assist the study of conflict and inequality in society.

*All three Learning Outcomes therefore relate to
Critical Thinking skills*

Critical Thinking - What is it?

*"Study without reflection is a waste of time;
reflection without study is dangerous."*

Confucius



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Critical thinking begins when you question beyond 'face value'.

A critical thinker wants to know.....

- how something happens,
- why it happens, and further;
- what will happen if something changes.

Critical thinking therefore requires a conscious level of processing, analysis, the creation and evaluation of possible outcomes, and reflection.

If you are a critical thinker, you think.

No surprise Sherlock!

However, the way that you think is important;

- You are willing to examine your beliefs, assumptions, and opinions and weigh them against facts.
- You are willing to evaluate the generalizations and stereotypes you have created,
- and are open to change, if necessary.

Critical thinkers listen carefully.

- If you are a critical thinker, you listen carefully to what others are saying and are able to give feedback.
- You are able to suspend judgment until all the facts have been gathered and considered.
- You are listening for what is implied as well as what is said

Can you think of an example where what someone says and the way they say it do not match?



Critical thinkers look for evidence....

- If you are a critical thinker, you look for evidence to support your hypotheses.
- But you also look for evidence that contradicts your assumptions and beliefs
- You examine problems closely and are able to reject information that is incorrect or irrelevant.
- You look for facts behind the sound bites.

Therefore...through experience, as a critical thinker, you will:

- identify information that is being put forth as an argument and break it down to its basic components for evaluation.
- construct alternative interpretations.be willing to explore diverse perspectives.
- be willing to change personal assumptions when presented with valid information.
- be willing to ask difficult questions and the ability to receptive to opposing viewpoints.

Critical thinkers are curious.

- They are interested in knowing all there is about a topic.
- They look for new and better ways to do everything.
- They are not the person who will settle for “...because that is the way we have always done it.”

Definitions

Critical thinking is . . .

- Thinking “outside” the box
- Divergent thinking
- Forming logical inferences
- Limitless thinking
- Higher level thinking involving. .

Higher Level Thinking Involves

- Evaluating
- Analysing
- Synthesizing
- Forming opinions
- Assessing
- Rating
- Making inferences
- Drawing conclusions
- Critiquing

And now for the Theory bit.....

Bloom's Taxonomy

- Educational psychologist Benjamin Bloom created a 'taxonomy' of learning objectives in 1956.
- This can also be thought of as a hierarchical classification of the levels of thinking
- *Thanks very much Ken, but what does that actually mean?*

Bloom's Taxonomy

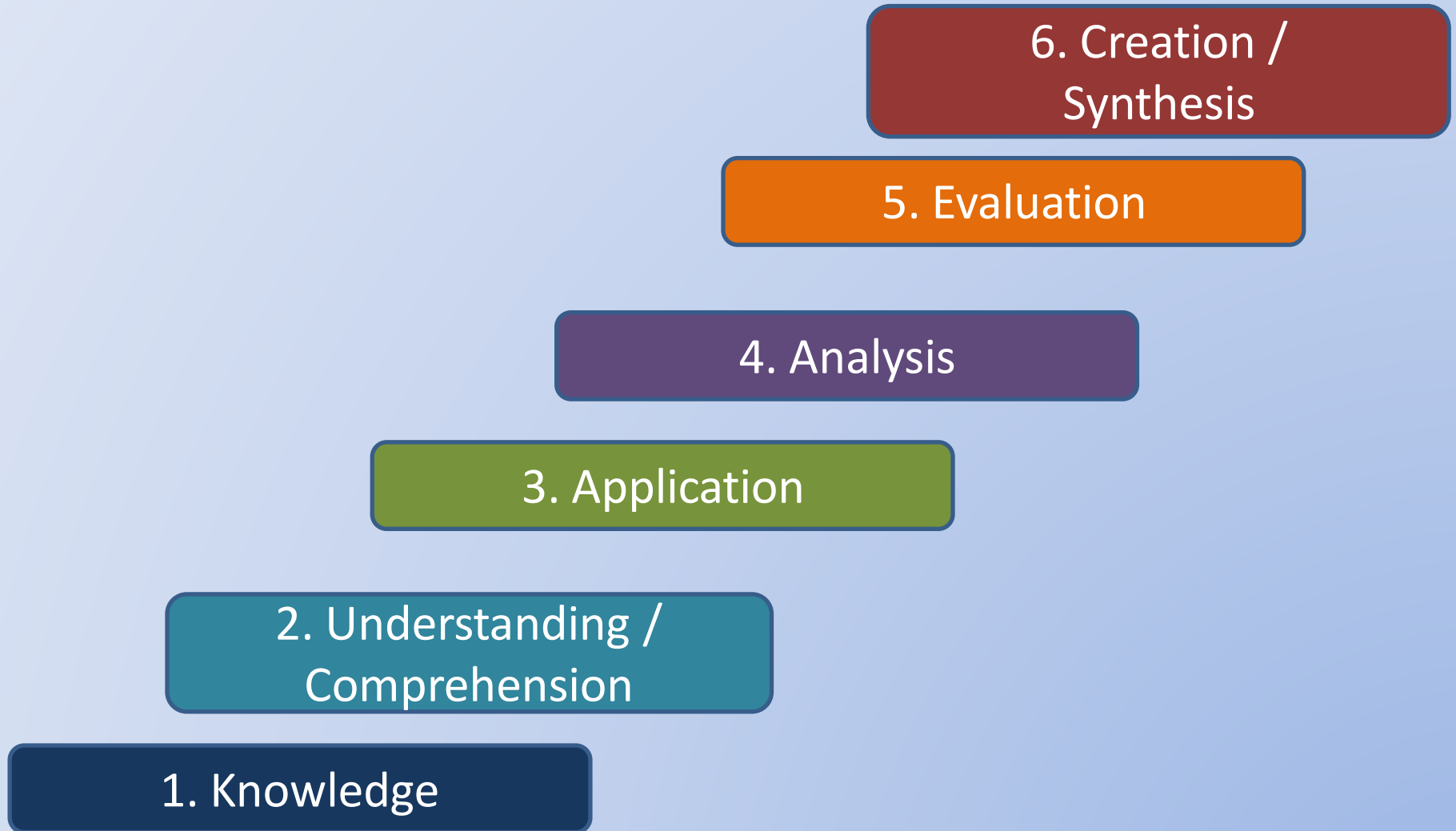
- A hierarchy is a sequential organization, it is much loved by psychologists and social scientists
- Can you think of another hierarchy that we have discussed in other Modules?
- Bloom's hierarchy progresses upward from simple learning/thinking to complex learning/thinking
- Each level builds upon the preceding level(s) – hence sequential
- An appropriate concept map of Bloom's Taxonomy is pyramidal in shape, beginning at the base with knowledge and progressing upward
- At the highest levels there is no 1 “right” answer
- We will look at Bloom's Taxonomy in another Module but will look at the Cognitive Domain briefly here.

Learning Theories: Domains of Learning

In order to be an effective reflective practitioner (as well as an effective student) one needs know how one learns, e.g.

- Bloom's Taxonomy:
- 1.Cognitive Domain – knowledge based
- 2. Psychomotor domain – skills based
- 3. Affective domain – attitudes, feelings
- Each of these domains has levels of learning which become progressively more sophisticated

Cognitive domain



Cognitive domain

1. Knowledge

- Recognising, learning and remembering facts without necessarily understanding their full meaning.

e.g. terminology, names, lists, models, sequences, classifications, methodology, theories, structures etc.

Typical verbs: define, duplicate, list, memorize, repeat, reproduce

Example: List the levels in Maslow's Hierarchy of needs in the correct order

Cognitive domain

2. Understanding / Comprehension

- Demonstrating an understanding of ideas and facts

e.g. organising data, making comparisons, interpreting information, giving descriptions, and stating the main ideas

Typical verbs: explain, paraphrase, discuss, classify, exemplify

Example: Discuss the differences between a Private Sector and a Third Sector organisation?

Cognitive domain

3. Application

- Using prior knowledge to solve problems; using knowledge in a new way or situation

e.g. identifying connections, recognising patterns, using known techniques and rules in new situations

Typical verbs: interpret, solve, demonstrate, discover.
illustrate

Example: Demonstrate how the Social Services and Wellbeing (Wales) Act 2014 has changed practice in Policing?

Cognitive domain

4. Analysis

- Distinguishing between different elements of a topic, how they relate to each other and to the overall structure

e.g. making connections between ideas, analysis of elements, analysis of relationships, analysis of organization

Typical verbs: differentiate, contrast, distinguish, examine, relate

Example: What distinguishes the roles of 'dependent' and 'independent' advocate?

Cognitive domain

5. Evaluation

- Justifying a stance, decision or conclusion

e.g. evaluating the quality of work based on set criteria,
judging the validity of ideas or arguments

Typical verbs: appraise, argue, defend, select, support,
critique

*Example: Critically evaluate the effectiveness of a
housing policy for a Local Authority of your choice.*

Cognitive domain

6. Creation / Synthesis

N.B. This is a more recent adaptation of Bloom's original

- Producing new or original work, ideas or research

e.g. combining ideas to make a new theory, generating new ideas, undertaking original research

Typical verbs: design, construct, create, conjecture, develop, formulate, investigate

Example: Is there a causal connection between expulsion from school and involvement in the criminal justice system?

Bloom's Taxonomy

Quiz Time!!!!!!

How Can One Become a Critical Thinker?

- By asking pertinent questions (of self as well as others);
- By assessing statements and arguments;
- By developing a sense of observation and curiosity;
- By becoming interested in finding new solutions;
- By examining beliefs, assumptions, and opinions and weighing them against truth.
- By developing a “thinker’s vocabulary”.
- By listening carefully to others, thinking about what they say, and giving feedback;
- By observing with an open mind;
- By making assertions based on sound logic and solid evidence;
- By sharing ideas with others;
- By becoming an open-minded listener and reader;
- By engaging in active reading and active listening!

Final Words

- Critical thinking is “higher level” thinking
- It often requires us to think “outside the box”
- Many occupations/careers require critical thinking
- The things we enjoy in everyday society are the result of critical thinking
- By adopting certain habits and behaviours we can learn to think critically.

Final Words

Critical Thinking Allows us to:

- Question our values and norms that we have acquired through socialisation and from our habitus
- Challenge stereotypical thinking in ourselves and others
- Question whether the way that things are being done is the best way or the only way
- Recognise that we can change the way we think about things that we have 'taken for granted'

Everyone thinks...

“Everyone thinks. It is in our nature to do so. But so much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced. Yet the quality of our life and that of what we produce depends on the quality of our thought.”

Richard Paul

RESOURCES

This Powerpoint has been adapted from:

Reach resources for academic achievement: contact Dorothy S. Golden, Seminar Coordinator, REACH at dsgold01@louisville.edu

Halvorsen encouraging critical thought in the EFL classroom.ppt

Nist, Sherrie L. and William Diehl. *Developing Textbook Thinking*, 5th ed. Boston: Houghton Mifflin Co., 2002.

Ruggiero, Vincent Ryan. *Becoming a Critical Thinker*, 3rd ed. Boston: Houghton Mifflin Co., 1999.

Spears, Deanne Milan. *Developing Critical Reading Skills*, 5th ed. Boston: McGraw-Hill College, 1999.

www.kcmetro.cc.mo.us/longview/ctac/definitions.htm

www.criticalthinking.org

www.chiron.valdosta.edu/whuitt/col/cogsys/critthnk.html

www.calpress.com/critical.html

www.coping.org/write/percept/intro.htm

www.utexas.edu/student/utlc/handouts/1414.html

www.coun.uvic.ca/learn/crit.html

For additional information about critical thinking development and other topics included in the on-line modules, please contact Dorothy S. Golden, Seminar Coordinator, REACH at dsgold01@louisville.edu, (502) 852-2320, or (502) 852-6706.

References

Cottrell, S. (2013) *The Study Skills Handbook* Basingstoke: Palgrave Macmillan

Lynch, C.L. & Wolcott, S.K. (2001) *Helping Your Students Develop Critical Thinking Skills* The IDEA Center