



# **An exercise to introduce and deepen critical thinking**

**Jenny Moon,  
Centre for Excellence in Media  
Practice, Bournemouth University  
Media School**

([jenny@cemp.ac.uk](mailto:jenny@cemp.ac.uk)),



# Some different approaches to critical thinking in the literature


Critical thinking is considered:

- in terms of logic
- as a sequence of stages or as components that are usually identified as skills
- in pedagogical terms
- developmentally
- as an acquired disposition towards all knowledge and action




# The activities to which critical thinking applies

- Review of someone else's argument
- The evaluation of an object
- The development of an argument
- Critical thinking about the self
- Critical thinking about an incident
- Engage in the constructive response to the arguments of others
- A habit of engagement with the world



**The exercise to introduce and  
improve the quality of critical  
thinking**



## Shifts that describe the differences between superficial and deep critical thinking (1)

- From description of surface issues to text shaped by the critical thinking process; little focus to focus;
- From absence of argument and comparison to presence of both;
- From dealing with surface characteristics of words/ ideas to deep consideration, including attention to assumptions;
- From a descriptive text to one in which questions are raised to one in which there is an embedded response to questions raised;
- From not noticing or dealing with emotional issues to noticing, dealing with and reasoning about emotional aspects;



## Shifts that describe the differences between superficial and deep critical thinking (2)

- From the giving of unjustified opinion as conclusion to the giving of considered conclusion based on reasoned evidence
- From one dimension (no account of other possible perspectives) to recognition of other potential perspectives);
- From no recognition of the role of prior experience in influencing the thinking process, to its recognition;
- From a text in which there is drift from idea to idea to on in which there is a deliberated persistence in dealing with relevant issues (a writing style issue);
- From no metacognition/reflexivity to metacognition/reflexivity