




Critical Thinking


Jenny Moon, Centre for Excellence
in Media Practice, Bournemouth
University, Bournemouth, UK





What I will cover -


- Introduction
- Overview of critical thinking
- An example of critical thinking at work
- A quick look at approaches to critical thinking
- The activities which involve critical thinking
- What does it take to learn to think critically?
- The development in sophistication in thinking


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- The learner's understanding of the nature of knowledge and knowing – or
 - epistemological development
 - or the development of epistemological beliefs


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- **Charlie:** Learning in sociology seems hard. I had got good at writing clear lecture notes either from the lecture or from the web but this teacher won't give us notes. She says that we have to learn to think for ourselves. It seems to be a hard way of learning – but then I guess I quite enjoy having to think a bit.

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- **Elke:** I like having to work in groups now in social work. It is amazing that we have all developed such different perspectives since we have come back from placement. We are much better at listening to each other. I know that I am all the time trying to understand how each of us justifies our views and listening to others helps me to put together my own thoughts.


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- **Samuel:** In our tutorial, it came out that there are differences of opinion about how much different mammals 'plan' their actions. I suppose it is just that people have not done the research yet. There does not seem much point in disagreeing about it when the work has not yet been done.

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- **Janine:** I have been a bit confused by the way that the two lecturers I have had in this subject have dealt with the battle of Samargo. They seem to have different attitudes to it. One said that it came about because of political reasons and the other said that it resulted from an uprising of the poor. I don't know how to handle these different attitudes but maybe I have to learn to deal with them. It makes thing so uncertain


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- **Darren:** When I was reading this chapter, I was thinking 'how does this fit' and ' why does the author seem so sure about this?' and I was relating it all to my views and I think my views might have changed now. I will have another look at it and decide where I stand.



Emma: I am not sure why we have such a long reading list for this subject. I mean why does someone not just write a textbook on the subject and then we could learn what we need from the textbook. Lectures sometimes confuse me, the way they wander around the subject.



Dale: It is good in seminars now. I see that my mates sometimes have made different senses of the lectures on politics than me. It's not that one of us is right and the rest not right – but that we have to get good at justifying the way we see it.



Michael: I was asked to critically analyse some theories about delinquency last semester. I wasn't sure exactly what was meant by that. I thought it was probably about discussing each of them and arguing my case for the one I thought to be right.