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**PROGRAMME PHD OF EDUCATION**

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CRITICAL THINKING (CTI 058)

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**PHD OF EDUCATION**

**COURSE TITTLE: CRITICAL THINKING (CTI 058)**

**ASSIFNMENT TITTLES**

**ASSIGNMENT 1**

**What is critical thinking? How can we apply critical thinking to our lives?**

**ASSIGNMENT 2**

**What is psychological thought? How can you apply it to benefit your learning?**

**ASSIGNMENT 3**

**What does critical thinking mean in Education?**

**ASSIGNMENT 4**

**What is complex thinking?**

**ASSIGNMENT 5**

**ASSSIGNMENT 6**

**How can you apply the six hat thinking skills to your life? What do the six hats have in common?**

**What is critical thinking? How can you apply thinking critically to your daily life?**

**ASSSIGNMENT 7**

**How can you apply thought and knowledge to become a better listener, questioner, and to think critically**

**ASSIGNMENT 8**

**What is immature behaviour? How can you learn from this type of behaviour and turn it into a positive thought?.**

**ASSIGNMENT 9**

**What is Meta Cognition? How will you apply what you’ve learnt today into your work?**

**ASSIGNMENT 10**

**What have you learnt in regards to the review of critical thinking?**

**ANSWER TO ASSIGNMENTS**

**ASSIGNMENT 1**

What is critical thinking? How can we apply critical thinking in our lives?

Critical thinking is the intellectually disciplined process of activity and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information gathered from, and generated by observation experience, reflection, reasoning or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions; clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breath and fairness. In short critical thinking is self directed, self monitored and self corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.

In 1941, Edward Glaser defines critical thinking as follows “The ability to think critically, as conceived in this volume, involves three things (1) an attitude of being disposed to consider in a thoughtful way, the problems and subjects that come within the range, one’s experience (2) knowledge of the methods of logical inquiry and reasoning and 3 some skills in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and further conclusion to which it tends. It also generally requires ability to recognize problems, to find workable means of meeting those problems, to gather and marshal pertinent information to recognize the existence (or non existence of logical relationships between preposition to draw warranted conclusions and generalization, to put to test the conclusions and generalizations at which one arrives, to reconstruct one’s pattern of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life.

How can we apply critical thinking to our lives?

Critical thinking is applied in self guidance, in self disciplined thinking; it helps to reason at the highest level quality in a fair minded way.

Critical thinking is applied in rational living. It is applied in reasonability and empathy.

Critical thinking strives to diminish the power of egocentric and sociocentric tendencies. Critical thinking uses the concept and principles that enable people to analyze to assess, to improve thinking.

Critical thinking diligently develop the intellectual Virtues of intellectual, Integrity intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason.

Critical thinking helps the world to improve in whatever ways they can and contribute to a more rationale, civilized society.

Critical thinking helps to actively and skillfully conceptualize, apply, analyze synthesis, evaluate information among scientific, mathematical historical, anthropological economic, moral and philosophical thinking.

**ASSIGNMENT 2**

What is psychological thought? How can you apply it to benefit your learning?

Psychological thoughts is the mental process in which beings from psychological associations and models of the world. It is manipulating information, as when we form concepts, engage in problem solving, reason and make decisions. Psychological thought produces more thoughts.

Psychological thoughts are more involved in research articles, meta-analysis, clinical reports, case studies, student’ essays and book reviews. The psychological thought strategies are:- state dependent recall, the fundamental attribution error, effort justification/change bias, cognitive dissonance, chunking positive reinforcement, spaced reception. Multi-modial learning, declarative knowledge vs procedural knowledge, the method loci, interacting images divided attention, serial vs pararell processing, incidental memory working memory capacity, priming, schema, forgetting curve episodic vs semantic memory, social emotional learning, metacognition, knowledge organization, pattern recognition, anchoring, choice supportive bias, verbation effect.

(b) How can you apply it to benefit your learning?

Helps in teaching/ learning methods.

Helps in instructional process and also in different learning outcomes.

Helps to understand the social emotional and cognitive processes that constitute learning throughout lifespan.

It helps the teacher to understand the psychology of the learner and the method of education.

It helps in instructional procedures;

It helps in personal differences in learning.

It helps in dealing with gifted learners and also in dealing with learning disabilities.

It helps in knowing how people learn, and also new information to be delivered.

It helps educational psychologists to work with local communities and authorities and social workers, in partnership with families and other experts to help children and young people realize their full potential and achieve their goals.

 **ASSIGNMENT 3**

What does critical thinking mean in Education?

Critical thinking in education means to generate ideas and to evaluate ideas i.e. in the thinking that can produce new knowledge and new character must be creative and critical.

Creative Thinking

What, why and how

Can we teach creativity.

Critical Thinking

Why should we teach critical thinking?

How can it be taught effectively?

What is the logic of critical thinking?

What is the ethics of critical thinking?

Problem-solving skills are in the areas of blending creative and critical thinking, using multiple intelligence and styles using thinking skills in education using methods in design and science. Applying problem solving in education.

In education when we teach and encourage critical thinking we empower individual lives and invest in our collective future.

In education, critical thinking involves

Analyzing

Conceptualizing

Defining

Examining

Inferring

Listening

Questioning

Reasoning

Synthesizing

All these give rise to evaluating information and evaluating our thought which help us refine our thought processes in a disciplined way.

All these at the end help us to think and assess information more comprehensively and makes us more able to identify and reject false ideas and ideologies.

Benefits of Critical thinking in Education:-

1. Moves us away from :
* Rash conclusions
* Mystification
* Reluctance to question received wisdom, authority, tradition.
1. Moves us towards:
* Intellectual discipline
* Clear expression of ideas
* Acceptance of personal responsibility for our own thinking.

**ASSIGNMENT 4**

What is complex thinking?

Complex thinking is the type that involves content that is abstract or complex. Students should apply the new thinking to new situations, use their use skills to develop new knowledge, products or ideas, and then evaluate the qualities of their thinking.

All students need to develop a repertoire of higher level thinking skills. However, highly able learners who naturally think in more complex ways can and should spend a relatively greater proportion of their school time using and developing these skills. The overlapping triangles in figure 4:6:1 represent this difference in emphasis. Remembering, understanding and applying care are the lower levels.

Analyzing, evaluating and creating are considered higher levels of thinking.

The height of each triangle indicates the relative amount of time students spend developing skills at each level of thinking; higher means more time and lower means less.

Fig 4.6.1

Time spent by student with high ability

Time spent by student with average ability

Each of these approaches focuses on a different type of thinking; however there are overlaps among them as well. A teacher should choose model that emphasizes the type of thinking best suited to the learning outcomes to be addressed.

Complex thinking is linked to thinking skills and reasoning processes that are considered a critical element to designing purposeful performance assessment tasks. These are comparing, classifying, induction, deduction, error analysis, constructing support, abstracting, analyzing perspective, decision making, problem solving, experimental inquiry, invention, investigation.

**ASSIGNMENT 5**

What is critical thinking? How can you apply thinking critically to your daily life?

Critical thinking is that mode of thinking – about any subject content or problem – in which the quality of his or her thinking by skillfully analyzing, assessing and reconstructing it. Critical thinking is self directed, self disciplined, self monitored and self corrective. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our natural egocentrism and sociocentrism.

The critical thinking tradition seeks ways of understanding the mind and then training the intellect so that such “errors” “blunders” and “distortions” of thought are minimized. It assumes that the capacity of humans for good reasoning can be nurtured and developed by an educational process aimed at that end.

How can you apply thinking critically to your daily life?

I apply critical thinking in self directing my self in my daily decisions about my belief, about my family, about my relationship with other people.

I apply critical thinking in shaping my character and my self discipline.

I apply it in monitoring my lifestyle and my self correction especially when I need to improve in certain aspects of my life.

I apply critical thinking by skillfully analyzing how I perform my teaching task so that the student can follow and also participate fully to gain new cognitive and skillful experiences.

I apply it to attain rigorous standard of improvement in my education and new experiences to attain higher level in life.

I also apply critical thinking in my daily communication with other people and in trying out my problem solving abilities.

Even I apply critical thinking to overcome my egocentrism so that I can live my life tending towards humility to serve others and to overcome my sociocentrism so that it is clear to me that I cannot know and do everything, I should also give people chance to try.

**ASSSIGNMENT 6**

How can you apply the six hat thinking skills to your life? What do the six hats have in common?

The “sex thinking hat” is an important and powerful technique. It is aspect of critical thinking usage to look at decision from a number of important perspectives.

The “six thinking hat” can force me to more outside my habitual thinking style and help me to get more rounded view of situation. My tool was created by Edward de Bono “6 thinking hats”.

They are:-

“Blue thinking hat” to help me process control and manage the thinking, focus tool, thinking agenda development, time management plan, keeping my egos and my argument in check.

“White thinking hat” help me to gather my data, my information, my facts, helping to keep the range of accuracy, and to get spectrum of relevance data.

“Green thinking hat” help me in creativity, in my ideas, in my alternative solutions and possibilities.

“Yellow thinking hat” helps me with benefits, optimistic views, frame of values, levels of feasibility, competitive advantages and sense of potential.

“Black thinking hat” help me in risk assessment in potential problems in danger, in difficulties help me in finding errors, to speculate about the future, to know the things that does fit, to set out to remove difficulties.

“Red thinking hat” helps in feelings, decision making, idea sorting, and level of commitment.

What do “The six hats” have in common?

What they have in common is complex thinking in the area of analyzing, evaluating and creating.

**ASSINGMENT 7**

How can you apply thought and knowledge to become a better listener\questioner and to think critically?

I should be in the disposition to change my mind when I am given good reasons to change for good.

I am a good thinker and I change my thinking when I discover better thinking. I can be moved by reason. I can exchange my mind even when I am set for good reasonable change – I can change, and listen and question too.

I can suspend my belief to fully hear the views of those with which I disagree. All these make me to question very well and to listen very well. I used to say to myself I am not perfect. I make mistake. I often wrong. I have the courage to admit during argument “of course, I may be wrong, you may be right”.

I always look for opportunities to make changes in my thinking; this makes me a good listener and a good questioner, and thereby using my critical thinking.

**ASSINGMENT 8**

What is Immature Behavior?

How can you learn from this type of behavior and turn it into a positive thought.

Immature Behavior is the behavior that is put up by someone who only thinks of himself or herself. In other words, he or she is selfish, self-centered, self-absorbed, uncaring, they think they are better than other people and think they are different from other people. People who show immature behavior don’t care about anybody, they are only concerned about themselves, they don’t listen to people, they only do what they like, and are blocked by their selfish ideas. Immature people are in love with themselves, they see divisions and differences, and they see objects not people.

Such persons have illusory, identity filled with their fabricated and borrowed ideologies and they avoid the truth.

In the school, students with immature behavior have specific altitudes and actions. They are self-centered, unable to think for themselves, don’t follow directions, they demand a great deal of individual teacher time and don’t relate well with pears.

Turning it into a positive thought 2 -

Identify causes of misbehavior pinpoint students needs being revealed. Employ specific methods procedures, and techniques at school and at home for getting the students to modify or change his/her behavior.

Try to give him/her attention, help him in building self confidence, and help him in his primary needs, health nutrition. Help him/her to establish improved healthy relationship with peers. Help him/her to escape from pain, get closer to the misbehaved student.

Give him/her opportunities for achievement and performance. Make him/her have a status by finding place with others. Don’t discuss his/her problem openly.

Get the student to admit his/her bad action and try change.

Make sure that mature behavior from the student brings back privileges one at a time rather than all at once.

Do not make mistakes, common misjudgments and errors in managing the misbehaved child may perpetuate or intensify the problem. Reprimanding or punishing this student in any way reflects immaturity on our own part.

**ASSIGNMENT 9**

What is Meta-Cognition?

How will you apply what you have learnt today into your work?

Meta-Cognition is awareness and understanding of one’s own thought processes.

It is cognition about cognition.

It is knowing about knowing.

“Meta” means beyond.

Meta-Cognition has two components i.e. knowledge about cognition. Higher-level cognition was given the name Meta-Cognition by American developmental psychologist John Flavell (1979).

Meta-Cognition also thinks about one’s own thinking process such as study skills, memory capabilities and the ability to monitor learning.

Meta-Cognitive knowledge is about our own Cognitive process and our understanding of how to regulate those processes to maximize learning.

Some types of meta-cognitive knowledge would include:-

Person Knowledge (declarative knowledge), which is, understanding one’s own capabilities.

Task Knowledge (procedural knowledge) which is how one perceives the difficulty of a task which is the content, length and the type of assignment.

Strategic Knowledge (conductional knowledge), which is one’s own capability for using strategies to learn information.

How will you apply what you have learnt today into your work?

It helps me to recognize my competence as an effective teacher. It helps me to be aware of my weakness in my teaching processes as well as my strength.

It helps me in planning my task and context of different topics to be delivered during teaching.

It helps me to transfer and share true knowledge, experience and skills with my students. It helps me to study the different development levels of students.

It helps me in proper communicating verbal and non-verbal.

Meta-cognition helps me to be systematic inn talking problems and to think logically. Meta-Cognition helps me to learn how to integrate the student experiences and self efforts in my teaching/learning processes.

It helps me to organize and carry everyone along in community as a women leader.

It helps me to cooperate with my teacher so that I can gain better knowledge as a post graduate student. In summary, meta-cognition helps me to move along in my life choosing the positive and humanitarian aspect of life.

**ASSIGNMENT 10**

What have you learnt in regards to the review of critical thinking?

Critical thinking involves the use of a group of interconnected skills to analyze, to create, integrate and evaluate what you read and hear. To be a critical thinker, one must be able to decide whether an author’s opinions are true or false, whether they have adequately defended their ideas that they have put forward.

Characteristics of critical thinking:-

* Critical thinking skills: this is about learning to think critically. These skills make critical thinking to be goal oriented and applicable consistently.
* Critical thinking reasoning: involves construction and evaluation reasoning to support beliefs.
It also involves reflection, i.e. examination and evaluation of ourselves and others thoughts.

Critical thinking is practical action packed and more rational if they are based on beliefs and what we take as justified. Critical thinking is then what we determine to accept, reject suspend, judge about the truth or a claim.

Review as the guiding model:-

Step 1 Knowledge: - this is acquiring knowledge or information.

Step 2 comprehending: - this understands what you read and hear

Step 3:- Applying what you understand to a given situation

Step 4 Analyzing: - Analyzing the information that you understand

Step 5 synthesizing: - this is creatively using what you understand and have analyzed

Step 6 critically evaluating what you understand and have analyzed or created.

The challenge we face:-

If we are committed to helping students think well with concepts, we must teach them how to strip off surface language and consider alternative ways to talk and think about things. To closely examine the concepts; they have personally formed. Being fundamentally egomentric, humans tend to be trapped in “private” meanings.

We must make proper use of the dictionary to identify and determine the quality of the world. Journey to personal freedom:- To move towards personal freedom, we must develop the ability to distinguish the concepts and ideas implicit in our social conditioning from the concepts and ideas implicit in the natural language we speak. We must understand the divergent basis of both.

Never the less, though sharing the linguistic heritage, the various people do not share the same social conditioning. What is more a person from china or Tibet could learn to speak the English language fluently without in any way taking in our social indoctrination.

Testing my understanding of basic concepts (the Webster new world dictionary is recommend)

Clever/Cuming

Power/control

Love/romance

Believe/know

Socialize/educate

Selfish/self motivated

Friend/acquaintance

Anger/rage

Jealous/envy

Legible/clearly

Emigrant/outgoing

Import/bringing in

Repatriate/send in again

Edible/can be eaten

Critical thinking in real life:-

It is important not to take what you experience read or hear at face value but to look behind the obvious for presupposition evidence, and argument.

The critical thinker reads more carefully to understand possible difficulties, to explore – reasonable explanations and when appropriate to think about the credibility of his or her sources of information.

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