

Course: Critical Thinking and Reflective Practices

Credit Hours: 3

Objectives:

After- studying this course, the students will be able to:

- Differentiate between 'Good' and 'Bad' bent of mind
- Ask and analyze thought provoking Questions
- Understand the relationship of critical thinking with reading and writing
- Foster rational motivation among the students.
- Apply critical thinking in different Content areas
- Develop the habit of contributive thinking
- Understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
- Use reflection as a tool of inquiry into practice

Course Content

Unit 01 Introduction

- 1.1 Introduction to the Fundamentals of Critical Thinking
- 1.2 Why Critical Thinking Matters?
- 1.3 Critical Thinking and the Process of Analysis
 - A. Teaching Students to Think Theoretically
 - B. Teaching Students to Think Empirically

Unit 02 Strategies and Techniques to develop critical Thinking

- 2.1 Brain Storming
- 2.2 Concept Mapping
- 2.3 Generalization and Testing the Limits
- 2.4 Venn Diagram
- 2.5 Logical Reasoning

Unit 03 Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2
- 3.3 Teaching Students to Ask Good Questions & Follow up the Implications of Thought
- 3.4 Teaching Students to narrate, analyze, and evaluate their own 'Points'

- 3.5 View' and of others
- 3.6 Open and Close ended Questions

Unit 04 Critical Thinking and its Applications

- 4.1 Interrogating the Text
- 4.2 Primary and Secondary Sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of The Author
- 4.6 Comparing and Contrasting Different Sources

Unit 05 Introduction to Reflection

- 5.1 Meaning of reflection on practice/educational issues
- 5.2 Significance of reflection for teacher

Unit 06 Major Proponents of Reflective Practice

- 6.1 John Dewey
- 6.2 L. Stanhouse
- 6.3 D,Schon

Unit 07 Process and Techniques of Reflection

- 7.1 Process of reflection
- 7.2 Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching action research)
- 7.3 Skills for reflection

Unit 08 Application of skills and approaches to reflection

- 8.1 Systematic reflection throughout the coursework
- 8.2 Identify key questions for their own role as novice teachers
- 8.3 Understand the issues in becoming a reflective practitioner

Evaluation Criteria

Examination	Type	Marks
Internal Examination	Sessional Work	15%
	Mid-Semester	25%
External Examination	Final Semester	60%

Recommended Books:

- Ayoukarm, Govald (1989), *Modern Methods and Techniques of Teachings* Philadelphia. Open University press 1
- Baron, J. and Sternberg, R, (Eds.) (1987) *Teaching thinking skills: theory and practice*, New York: Freeman.
- Barrow, R. (1990) *Understanding Skills: Thinking, Feeling and Caring*. London, Ontario: Althouse.
- Beyer. B. K. (1987) *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon.
- Chipman, S., Segat, J. and Glaser, R, (1985) *Thinking and Learning Skills*, Volume 2. Research and Open Questions. HiNsdale, New Jersey: Eribaum.
- Crawford, A. (2005). *Teaching and learning strategies for the thinking classroom*. New York, NY: International Debate Education Association.
- Costa, A.L. and Lowery, L.F. (1990) *Techniques for teaching thinking*, Melbourne: Hawker Brownlow.
- Finn, B. (1991) *Young People's Participation in Post-compulsory Education and Training*. Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.
- Lau, J. Y. F. (2013). *An introduction to critical thinking and creativity: Think more, think better*. Hoboken, N.J: Wiley.
- Zwozdiak-Myers, P. (2012). *The teacher's reflective practice handbook: Becoming an extended professional through capturing evidence-informed practice*. Abingdon, Oxon: Routledge.