



Code	Subject Title	Cr. Hrs	Semester
EDU-104	Critical Thinking and Reflecting Practices	3	II
Year	Discipline		
1	Education (Secondary)		

**Learning Outcomes**

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 Outline**

**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 Teaching Students to Ask Good Questions & Follow up the Implications of Thought
- 3.3 Teaching Students to narrate, analyze, and evaluate their own 'Points'
- 3.4 View' and of others
- 3.5 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

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.
- ❖ 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.