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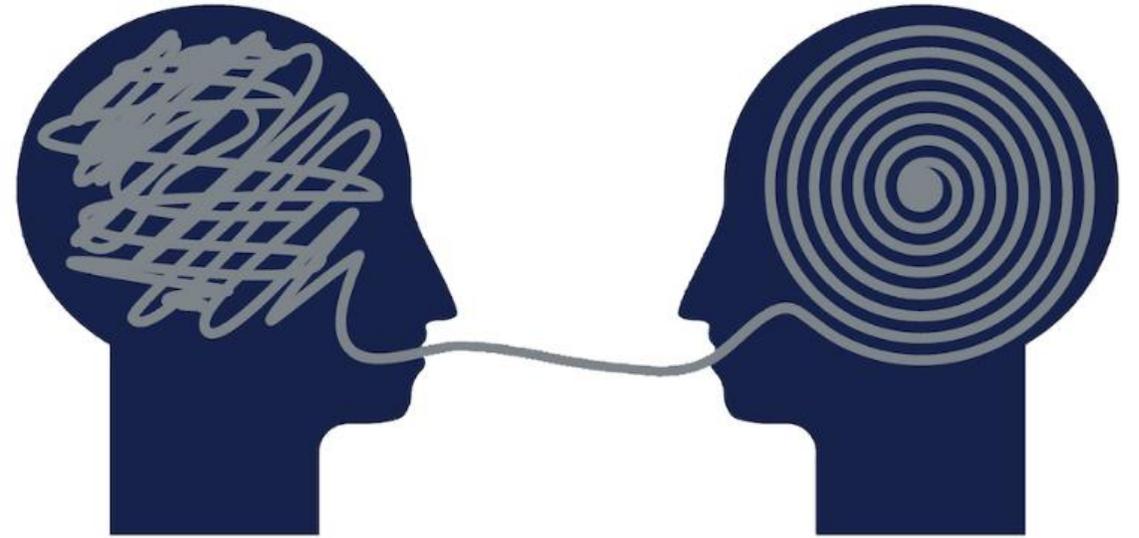
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Critical Thinking

“Introduction”



Quick View



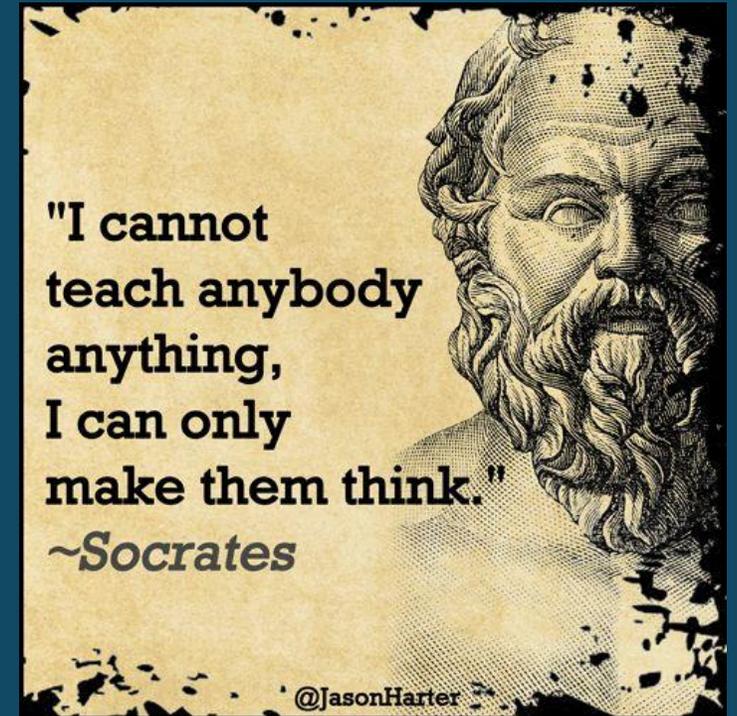
What makes our thinking organized
and purposeful ?

Critical Thinking

History of Critical Thinking

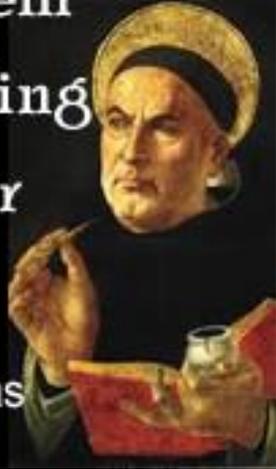
The father of all thinking and reasoning is Socrates, who 2500 years ago spoke about the ability of any person to reflect and probe into matters that can be difficult. He had a special method, The Socrates Method, which encouraged and urged his students to ask questions, rather than listen without questioning ; reflecting upon details and closely examining them before accepting any detail as a fact.

He explained that in order to clearly understand a matter, one must examine it with logic and support it with evidence.



“Most men seem
to live according
to sense rather
than reason.”

—St. Thomas Aquinas



Socrates wanted his students to examine the common beliefs and the familiar concepts before believing them. He stressed that no man should utter a thought of life or literature that is not well analyzed or could be misinterpreted.

That's how Socrates Method started to draw attention and was passed later to Plato, who spoke of new modes of thought, and after that to Aristotle and other Greek thinkers.

In the period between 1245 and 1255, the Italian theologian and philosopher, Thomas Aquinas, studied Aristotle and wrote famous works of philosophy, explaining pure reason or speculative, theoretical reason. All thinking should be examined well. That was a concern to most thinkers.

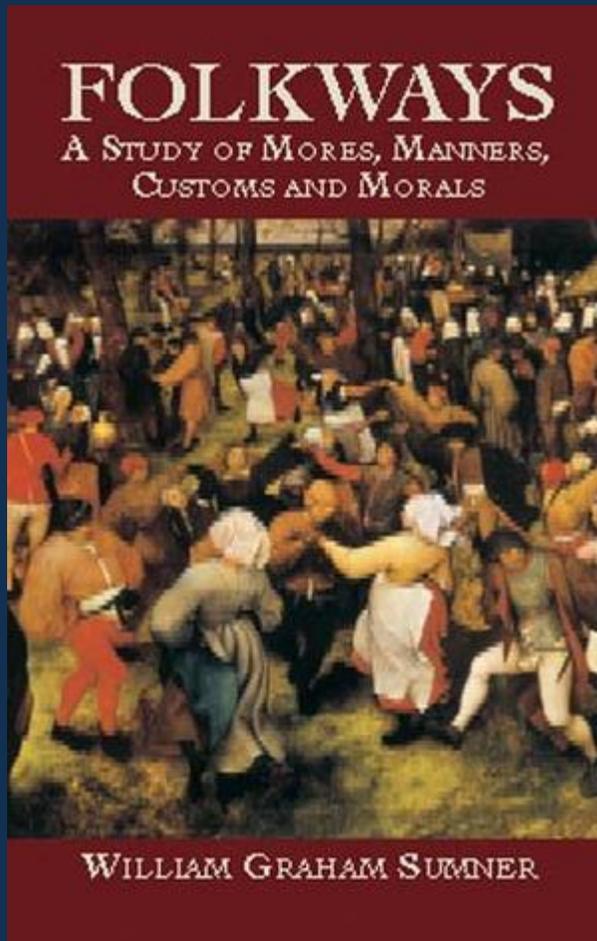
The same new approach continued in the 15 and 16th centuries and increased to be the philosophy of a great number of scholars, such as, Desiderius Erasmus, and Francis Bacon, who emphasized that one should not believe any fact before thinking and reflecting about it. Francis Bacon is considered the first thinker who mentioned the importance of this reflective thinking in all institutions, including schools.

"**Read** not to contradict
and confute; nor to
believe and take for
granted; nor to find talk
and discourse;
but to **weigh**
and **consider**."

Francis Bacon, English essayist
"Of Studies," 1625

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Other thinkers and philosophers carried on this new approach of questioning and reflection throughout later centuries, such as Descartes in France, who urged that thinking must be systematic and guided.

Sir Thomas Moore, Thomas Hobbes and John Locke explained their perspectives - the need to think with reason, each in his own method and domain.

Robert Boyle and Sir Isaac Newton spoke about abandoning biased views and bringing only scientific thinking and evidence. Areas such as politics, society, and general education were seen through the eyes of reason, inspection, and self-argument. They started to think of tools that the mind can use to be able to understand and analyze before one makes a statement or conclusion.

William Graham Sumner was among the first who mentioned schools and the role they play in producing one-copy individuals, who think of half the truth, or the partial truth.

Until John Dewey, the American thinker of the twentieth century, emphasized logic positivism and the importance of the intellectual entity in a human being. He then revolutionized the traditional educational society by introducing educational reform. Dewey wanted students not just to learn but also to learn how to live. His approach was new, the pragmatic approach, which is based on the concept of exploration.

EDUCATION

is not preparation for life;

education is life itself.

John Dewey



Learning through Doing
Child-centered Education
Active Learning

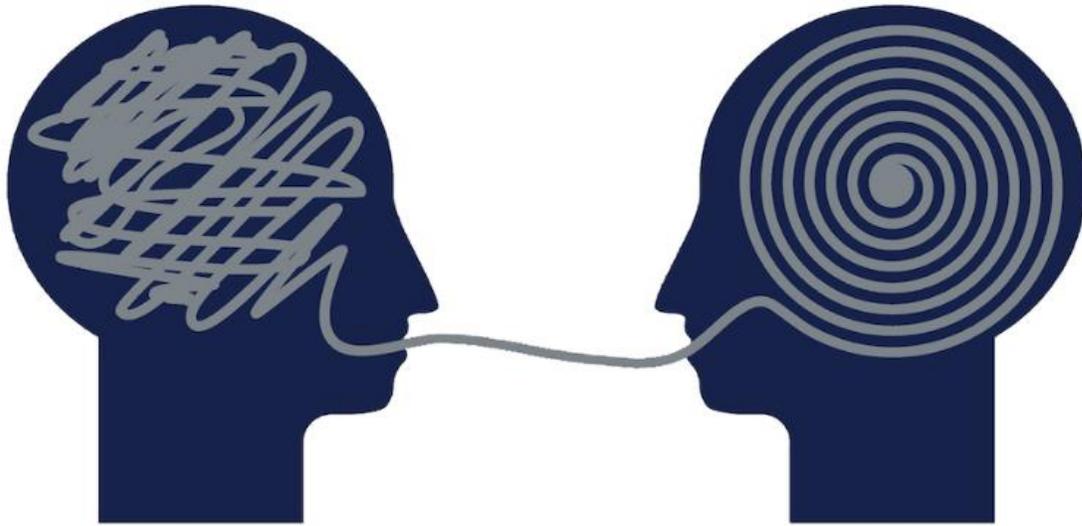
How is critical thinking implemented in schools ?

Critical thinking is being introduced in schools since the beginning of the 21st century and it is getting more and more important every year. It does not have to be present in a learner. It is usually developed by the surroundings. However, it has become indispensable in producing individuals, who can solve problems using data and understand biased reactions.

- ❑ Learners scrutinize their facts and sources.
- ❑ Learners think about problems logically using the right words.
- ❑ Learners learn to trust their view of matters.
- ❑ Learners are given the opportunities to discover new things outside the familiar zone.
- ❑ Learners learn about smart choices and fair democracy.
- ❑ Learners learn through reasoning in all subjects- they rely on data.
- ❑ Learners work in teams to reach a target. They collaborate in solving problems.
- ❑ Learners experience joy as they solve problems on their own. (sense of achievement)

IS & IS NOT

Critical thinking is encouraged through ..	Critical thinking is NOT encouraged through ..
all school subjects	science and mathematics only
problem solving	problem-free themes or teacher-solved problems
asking vital questions	receiving information only
trust and freedom to think	forced thinking methods or adult fixed decisions
repetitive and continuous reflections	one-time reflection
allowing self-direction and self-supervision	being supervised and directed by adults only



JUDGING

1. Ego-driven
2. Self-preservation
3. Self is important, others matter less
4. Feelings-motivated
5. Fear-based
6. Close-minded
7. Irrational, biased
8. Based on personal significance
9. Problem-focused

CRITICAL THINKING

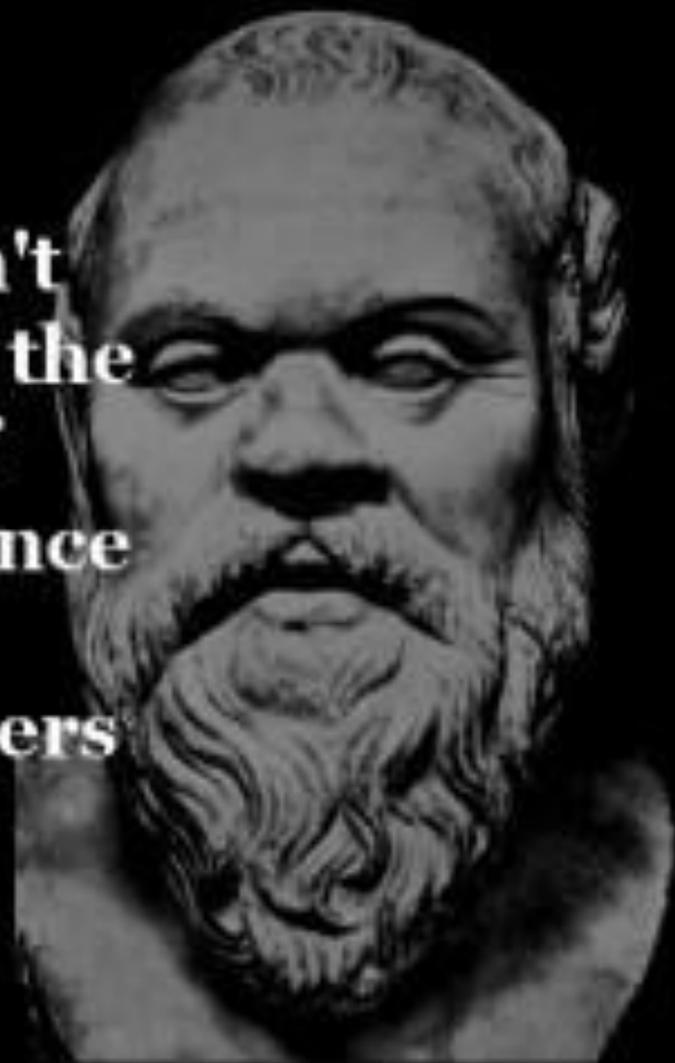
1. Mission-driven
2. Driven by team purpose
3. Selfless, team is important
4. Rational, thoughtful
5. Logical
6. Open-minded
7. Data-driven, objective analysis & evaluation
8. Empathy-based
9. Solution-focused



DAVE PARTNERS

SUMMARY

I know you won't
believe me, but the
highest form of
Human Excellence
is to question
oneself and others
– **Socrates**



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