

Workshop on Critical Thinking: Strategies to Teach

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Type and Maximum Number of Participants

This workshop is intended for all teachers interested in incorporating the teaching of critical thinking into their lessons. The maximum number of participants is 60.

Aim of Workshop

- To highlight brain development in humans
- To highlight the differences between “brain” and “mind”
- To highlight gender difference in learning among students
- To gain insight into incorporating critical thinking into lesson plans
- To highlight the role of critical thinking in the formation of a young person’s mind and the difficulties encountered by teachers trying to inculcate this type of thinking in their students
- To highlight the role that perceptions and beliefs play in critical thinking

Workshop Contents

This workshop is intended to highlight the importance of understanding the thinking process in humans and how this helps to develop critical thinking. Teachers often confuse critical thinking with the acquisition and retention of information. Many of them are also not aware of the differences between creative thinking, which focuses on getting new ideas and solutions from a body of knowledge and critical thinking, which is based on a set of individual beliefs motivation and habits. Therefore this workshop aims to highlight this often overlooked confusion between acquisition and retention of information and the focused and rational thoughts which involves Bloom’s et al (1956) higher taxonomy levels namely analysis, synthesis and evaluation which could result in generating critical thinking.

Critical thinking is often presented as a form of thinking that occurs as a result of certain set of thinking skills acquired by students. However, it is important for teachers not only to look at teaching a set of thinking skills but also to understand the physiology behind the thinking of individuals. It is now known that every thought is a chemical reaction (Lipton, 2005) and there are physiological changes that take place in the body when a thought occurs. These physiological changes depend on the perceptions and beliefs of an individual. It is now known that when a person experiences an event or a happening, pleasant or unpleasant, in the moment or as a memory, the body will react accordingly by generating the appropriate chemicals to give a reaction in the form of emotions. This workshop will highlight how some of these changes that take place which can result in individuals acquiring a set of beliefs that will influence their thinking.