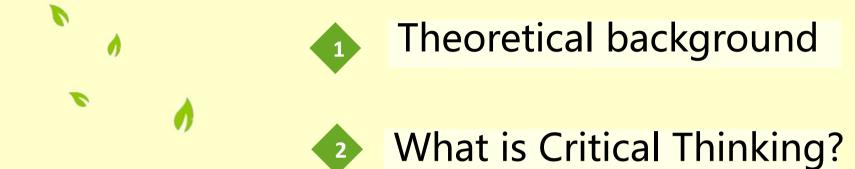


# Classroom as a critical community

Natalia Smirnova



# Classroom as a critical community



Bloom' s taxonomy

# Classroom as a critical community



- Framework for engaging Critical Thinking
- Possible scenarios
- Critical Thinking and reasoning





### Critical thinking can be defined as:

- "the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion"
- "disciplined thinking that is clear, rational, open-minded, and informed by evidence"
- "reasonable reflective thinking focused on deciding what to believe or do"
- "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, contextual considerations upon which that judgment is based"
- "includes a commitment to using reason in the formulation of our beliefs"
- commitment to the social and political practice of participatory **democracy**, willingness to imagine or remain open to considering alternative perspectives, willingness to foster **criticality** in others.
- disciplined, self-directed thinking which exemplifies the perfection of thinking appropriate to a particular mode of domain of thinking

# Benjamin Bloom (1956)

"competencies" in educational settings based on skills of intelligence

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

## core critical thinking skills

observation, interpretation, analysis, inference, evaluation, explanation, and metacognition

+

7



## core critical thinking skills

observation, interpretation, analysis, inference, evaluation, explanation, and metacognition

+

**Disposition!** 





# Part II General framework for building a critical community (CT and CT activities)



### **Critical community means:**

#### **Open-minded process of:**

- discovery and understanding
- analysis and application
- synthesis and evaluation

#### **Environment**

**learner's "intelligence" (Howard Gardner)** 

object related: visual/spatial, body motion/kinesthetic, naturalist

symbol-related: verbal/linguistic, logical/mathematical, musical

person-related: interpersonal, intrapersonal, existential



# What does the application of critical thinking look like in the classroom?

- New learning + what is already known
- Goals and objectives clear
- Generalization and conceptualization frameworks
- Internalization of knowledge goal
- Learning: teacher + fellow learners + media formats
- Inquiry and questioning teaching tools
- Demonstration of learning
- Standards of evaluation clear

#### What does a typical class period look like?

- Introductory phase. Review previous day, homework assignments. Bridge new material with advanced organizers
- Lecture or content presentation
- Small group discussions and tasks
- Period of reflection or exercises in applying new material, or review
- Summaries/exercises/developmental/application/demonstration activities

## Possible scenarios and activities (group work)

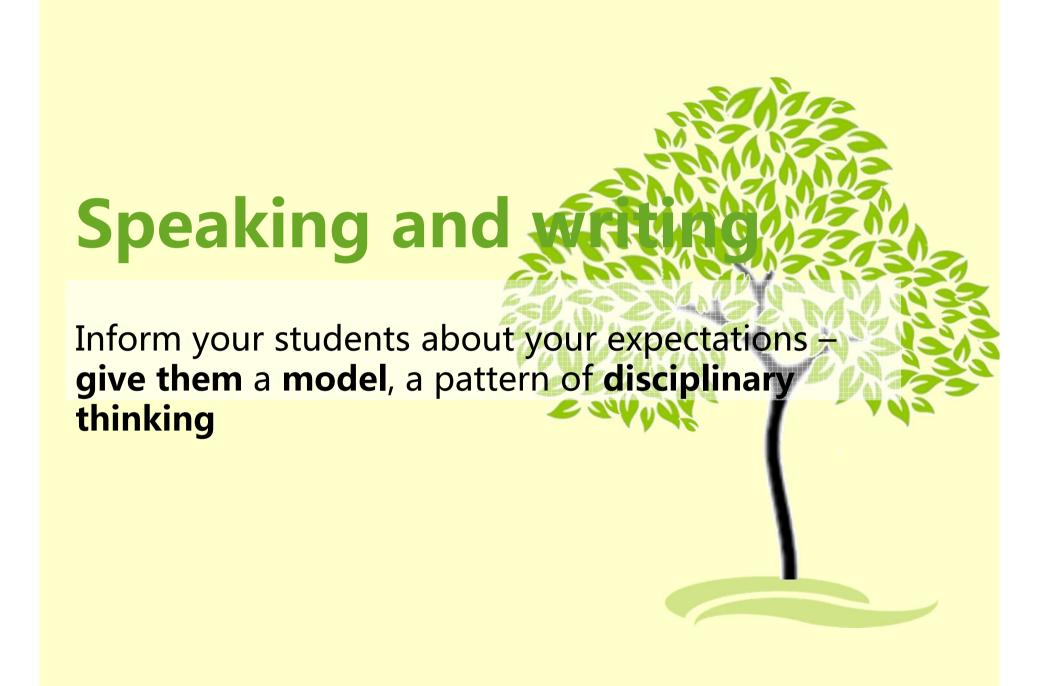
- Example A. Questioning
- Example B. Problem-based learning
- Thinking aloud
- Example C. Active listening
- Cooperative conflict resolution
- Concept mapping
- Learning portfolios/records of progress
- Interaction at various levels
- "Seize the moment"
- Illustration of concepts
- Feedback to the learner



## CT and reasoning: development an argument

Critical thinking = reasoning

What is an argument in your discipline? (write down anything which might mean an argument)



# Writing: Developing a thesis

an argument = a case for a particular
point of view that you want your reader
to accept

Claim + reasons to support it Thesis statement = signal (main claim + focus)



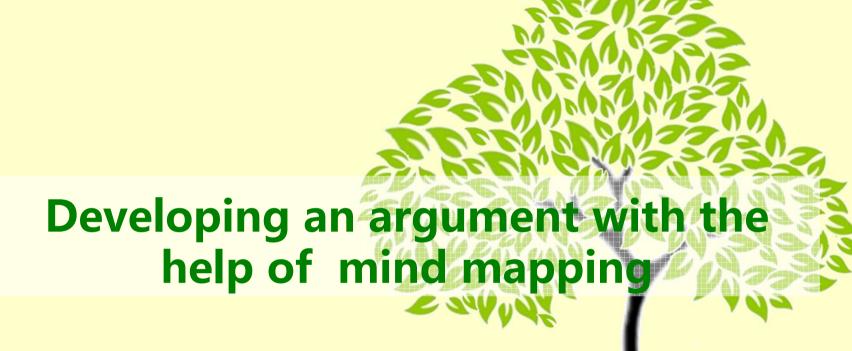
#### **Sample thesis statement:**

In this chapter we will address the notion of 'argument' in student writing. We will attempt to make the idea of 'argument' more accessible by analysing various ways it is seen in academic writing and we will relate it to the idea of a central 'thesis statement'. To illustrate disciplinary difference we will look at what students on different courses have to say about argument. There are many ways of conceiving argument in student writing, depending on the discipline.



# **Critical Reading activity**

Task: Read the text and identify its elements



http://freeplane.sourceforge.net/wiki/index.ph p/Main Page - Freeplane https://bubbl.us/ - online mapping

# Thank you

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