CRITICAL THINKING PEDAGOGIES

by:
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According to Philip L. Balcaen (2011), “Critical Thinking is a desired general goal in education and a specific focus for science and other core disciplines.” Whereas, Robert J. Sternberg stated that students could obtain more effectually where patterns of abilities are matched to the competency implemented by the institution. Moreover, it emphasized that teaching for successful intelligence provides a way to create such a match. It includes helping learners highlight on their strengths and compensate for or correct their weaknesses. But providing some that balances learning their retention, logical, inventive, and practical thinking are more important than any other things.

The main objective of a teacher comprises in two components: first, emerging the learners into a person of inquiry through Socratic method and second, helping the children to perceive for themselves. The teacher believes that the two aim have to develop concurrently. Thus, the teacher is cognizant that in order to achieve these aims there will be some practical inferences for both the classroom and wider level. At the classroom level, the power relation between teacher and students and students themselves ought to be more cooperative, open and less threatening than the one found in traditional classrooms.

Herewith, the role of the teacher will no longer be viewed as the purveyor of all the "truth" and mechanically implement a totally preplanned curriculum irrespective of context. Teaching will no longer be viewed as the execution of a set of reductionist and behaviorist goals. Teacher will provide open conversation yet constructive discussions in which the learners’ own perception will be taken seriously and at times even limit the nature of the curriculum. In a nutshell, an executive behaviorist approach to teaching
will have to be abandoned in favor of an interactive or constructivist approach to teaching which takes democratic procedures in education more seriously; while the teacher retains the ultimate responsibility, the students are realistically and prudently invited to share in this responsibility.

The teacher, therefore, is aware that they will have to assume a different role. They are aware that in the initial phases, as the leader of the group, they will have to model for the students by keeping track of the points made, prevailing by asking queries that move the discussion forward, making occasional comments in order to help clarify the difference between a critical perspective from other perspectives with regard to the mix-ups, encouraging them to compare differing points of opinions, carefully demanding clarifications and reasons when these are lacking. Furthermore, the teacher must also aware that she will have to learn to balance her interventions while allowing and encouraging the students to express their own perceptions. Hence, critical thinking encompasses the mental processes, approaches and depictions where students use to solve problems, make decisions, and acquire new concepts.

References:

https://www.geography.org.uk/teaching-resources/women-and-development/critical-thinking