Exploring Student and Tutor Perspectives: Developing a Critical Thinking Model for Higher Education in Further Education Institutions.

By Kelly Trivedy

Hello!

I am Kelly Trivedy

I am here to share my research on Critical Thinking in HE You can find me at @TrivedUcation



Law LLB

PGDE

FHEA

Academic Skills Specialist

Lecturer in Education for PGCE (Research)

This week:

New Role

Nottingham Trent University as an Educational Developer : A Marine Marine

Research Journey

The Ups, Downs and Everthing in Between



"Research: A Way of Thinking" Ranjit Kumar (2018)

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My Research:

Exploring Student and Tutor Perspectives: Developing a Critical Thinking Model for Higher Education in Further Education Institutions.



Why?

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Action Research, Inquisitivity, Exploration

Literature

Critical Thinking and current existing models: a critical review;

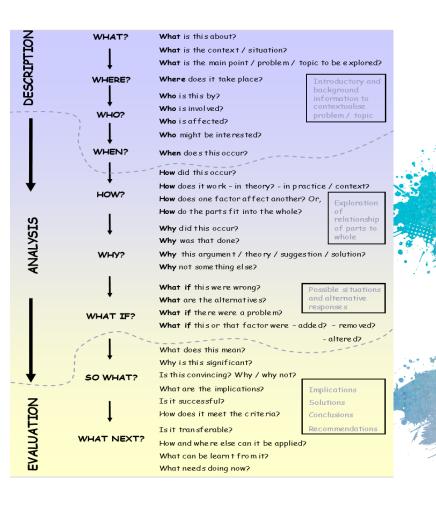
Critical Thinking: the importance and challenges amongst education professionals; and

Critical Thinking in the wider sense: political landscape.

influence and

Model Examples



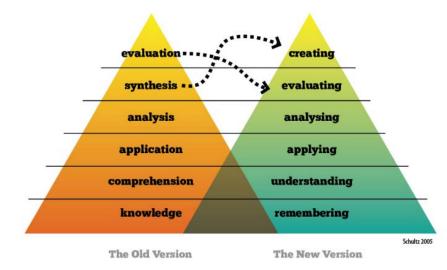


University of Plymouth, Critical Thinking Guidance (Hilson, 2010)

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Objective $\textcircled{based on research}$	Subjective 这 (personal & emotional)	
Fact – a piece of true information	Opinion – a view or belief	
Reality – authentic, proven, evidenced	Value judgement – often negative & stereotypical	
Truth – an evidenced argument	Fallacy – an incorrect argument	
Non biased – looked at from every perspective	Bias – emphasises one viewpoint or position	
Complete picture – a balanced view that looks at all sides and avoids absolute terms for example: always, never, all, every	Propaganda – an incomplete picture or an extreme view	

University of Staffordshire, Critical Thinking Guidance (2017) Linhard



Revised Taxonomy of Learning Schultz 2005, see Petram (2011)



Methodology and Methods

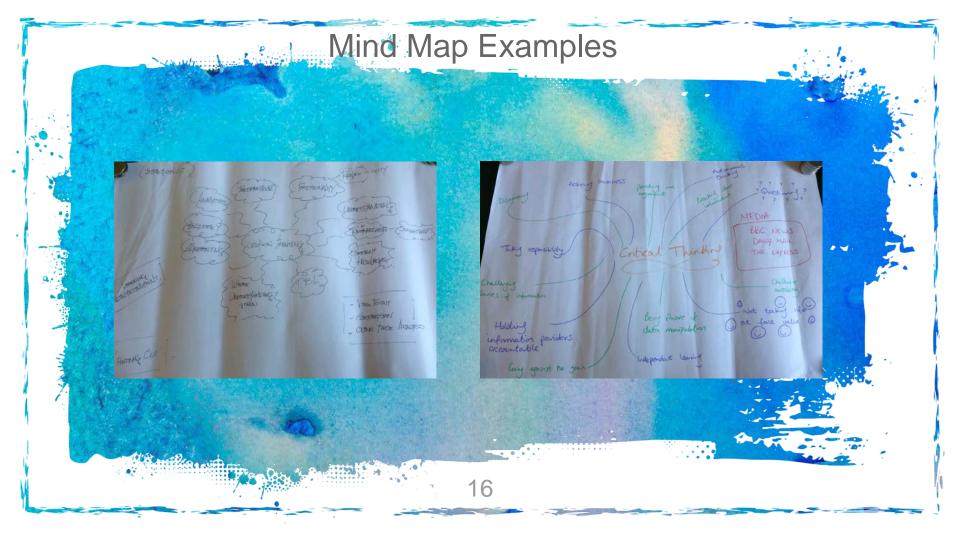
Constructivist Interpretive Qualitative Paradigm Post Modern Focus Groups Mind Maps Interviews

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Why Mind Maps?

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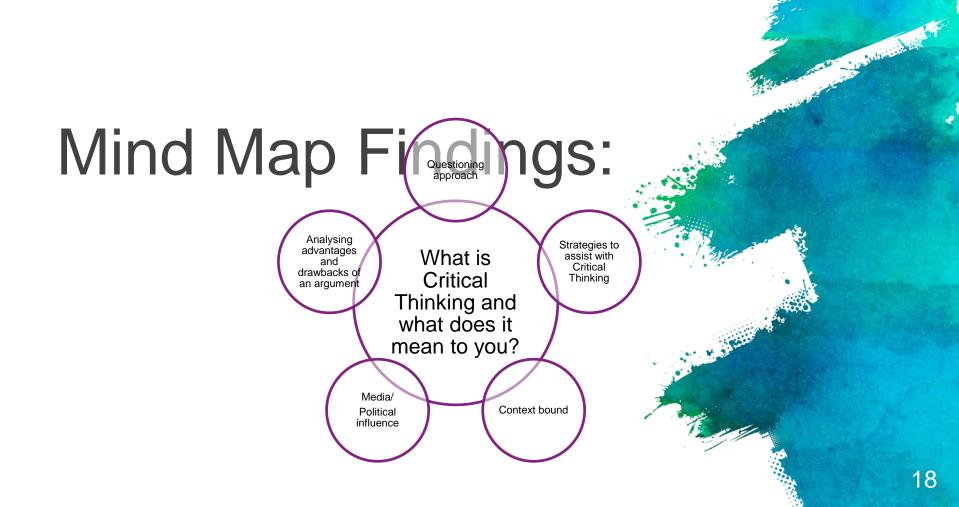


Findings

	Theme 1	Theme 2	Theme 3
Mind Maps	Critical Thinkir	ng and the Developn	nent of a Model
Focus Groups	Critical Thinking and the challenges surrounding the concept		
Interviews	Criti	cal Thinking and Po	litics



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Theme 1 Findings

- Students and tutors both discussed the need for Critical Thinking to become habitual to allow for more organic use
- A "critical friend" scheme would be helpful to "develop each other as colleagues."

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Theme 2 Student F

Basic	Advanced
"preparation for assessments"	"beyond face value"
"finding the negatives and positives"	"ask more questions"
"what, when and why"	"logical sense"
"analysing positively or negatively"	"giving your opinion and your perspective"

The overall dataset (tutors included) showed that the majority agreed Critical Thinking skills can be transitional but some knowledge must be present to use it

ill's interest

Theme 3 Findings:

- Students agreed with tutors on the "false media" argument, taking into consideration that "halftruths" can hinder critical development.
- Consciousness around the motives that media organisations may have.
- There is evidently strong support to deliver Critical Thinking through a political argument.

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Challenges



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Conclusions

Non-linear in approach with a focus on:

Positioning (self);
Source Analysis (reliability, validity, significance and standing);
Challenging Bias and Assumption (self and others);
Critical Appraisal (reading and analysing) and
Critical Formation (writing).

- initiation of the

Recommendations

Regular staff CPD sessions and students demonstrating a more universal approach in targeting the development of Critical Thinking.

Triangulation between Academic Skills specialist, tutor and students

Termly, targeted sessions based on course categorisation into areas, launching firstly with a Critical Thinking masterclass

Further research

: A Marine



Summary of Research

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The overall journey and next steps as a professional

Thanks!

Any questions?

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