

Critical Thinking Retreat

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Although culture might influence approaches to critical thinking we should avoid assigning homogenous characteristics to groups of students.

(Pu & Evans 2019)







Move beyond **cultural stereotypes** and assumptions.

Develop **metacognitive knowledge** about critical thinking and **positioning**.

Understand these through **situated** materials.

Understand usefulness of approach for students.



A postgraduate thesis... can be understood as 'a form of tacit and intentional positioning of the authors'.

To demonstrate CT in a thesis, in its literature review chapter for instance, not only involves applying CT skills to a collection of written materials, but also entails **positioning** oneself among a group of authors who are **established** members of the **academic** community.

(Pu & Evans 2019 p53)



Student

Wanted to be 'taught'. Academic staff were holders of knowledge.

Practitioner

The end goal was to gain an award to pursue a career

Researcher

Viewed themselves as responsible for knowledge acquisition

Positioning might influence the approach to critical thinking (Pu & Evans 2019)

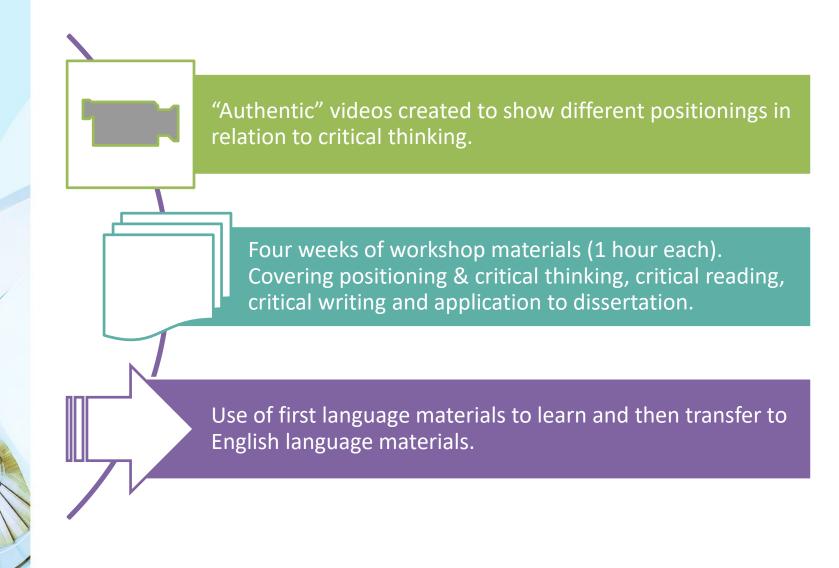


The University of Edinburgh



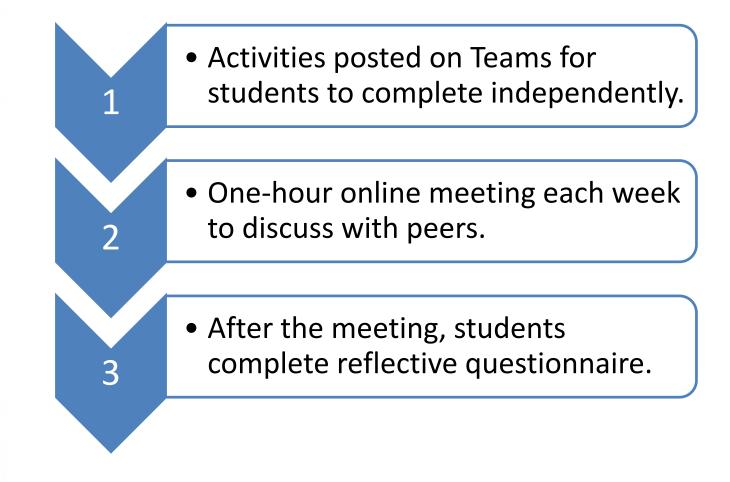
Where do you position yourself within the academic community?







Retreat was four weeks with independent learning and peer-led discussion:





Why choose Edinburgh?

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Workshop Task

An Edinburgh degree works for





Watch two excerpts from the videos that were shown to students:

Video A to 3.23 Video C to 5.00

Work through questions from week one of the retreat.

Feedback session to consider the following:

- To what extent was the material in the video relevant to being able to identify positioning?
- How useful and/or relevant is the concept of positioning in supporting critical thinking?
- To what extent might this be used across different discipline areas?