**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

**Critical thinking and Reflections**

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| --- | --- |
| Program | **Bachelors of Education** |
| Course Code | **ED 213** |
| Credit Hours | **3** |
| Duration | **15 \* 2 = 30 sessions** |
| Prerequisites | **None** |
| Resource Person | **Dr. Fariha Gul** |
| Counseling Timing | **Thursday**  **12:00– 2:00 pm** |
| Contact | E-mail: fariha.gul@umt.edu.pk |

**Chairman/Director Programme signature……………….**

**Dean’s signature…………**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Introduction**

This course is designed to develop critically reflective professional practitioners. Reflective practice focuses on ethical conduct, resilience in crisis situations, high community engagement and the development of lifelong learning for professional growth.

**Course Learning Outcomes;**

1. Understand the concept of critical thinking and reflective thinking (C2)
2. Develop knowledge of critical and reflective thinking theories/Models (C5)
3. Be able to apply Critical thinking framework for regularizing their own thinking process (C3)
4. Able to use the reflective thinking process for development of lesson plan (C3)
5. Understand the concept and importance of action research/reflective practice model for developing critical thinking skills (C2)

**Teaching Methodology**

Although numerous readings will be assigned to participants from time to time, emphasis will be laid on their ability to find their own resources for group discussions in the classroom. The management of the classroom session will be guided by adult learning theory requiring limited lecturing and putting more pressure on the participants to lead discussions.

The teaching pedagogy in each class will be combination of lecture, reading and class activity.

**Assignments:**

There will be multiple assignments during the whole session. Ideally, after each unit a small assignment will be given. All the assignments will be graded activities.

**Term Project**

Participants of the class are required to write a term project, this will be an individual activity. The participants will write a reflective paper on educational problem chosen by them.

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quiz 15

Class activities 15

Assignments 10

Mid Term exam 20

Term Project and presentation 20

Final exam 20

Total **100**

**Classroom Rules**

**Attendance/ Leave rules**

**Classroom participation/ engagement**

**Calendar of Course contents to be covered during semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Activity** | **Topics/ sub topics/ references** | **Material/ Mode** | **Assessment** | **Outcomes**  **PLOs/ CLOS** |
| **1** | Introduction to critical thinking. | *steven d. schafersman, 1991,*  an introduction to critical thinking | **Lecture**  **Class Reading**  **Class activity** | **Quiz** | **CLO 1** |
| **2** | A Critical Thinking Framework | Core ideas about Thinking Skills  Critical  Thinking development: A Stage Theory  A Schema for Critical Thinking and RP | **Lecture,**  **Class reading**  **Class activity** | ***Assignment*** | ***CLO 2*** |
| **3** | Theories of Critical thinking |  | ***Lecture,***  ***Class reading***  ***Class activity*** | ***Quiz*** | ***CLO 2*** |
| **4** | Recognizing, Analyzing, Evaluating the Arguments | What is an Argument? And what is not Diagramming Short Argument  Summarizing Longer Arguments  Teaching Students to Narrate, Analyze, and Evaluate their own 'Points' | ***Parker and Moore.***  ***Chapter*** | ***Assignment*** |  |
| **5** | Critical Analysis | Bloom’s Taxonomy and Critical Thinking  Techniques for Critical thinking  The 5-Step Model of Critical Thinking  Halpern’s Framework for Critical Thinking  Critical Incident Analysis  Examining your Personal Filtering System | ***Lecture,***  ***Class reading*** | ***Graded Class activity*** | ***CLO 4*** |
| **6** | Critical theory and pedagogy | Mohammad Aliakbari1 and Elham Faraji, Basic Principles of Critical Pedagogy, 2011 2nd International Conference on Humanities, Historical and Social Sciences IPEDR vol.17 (2011) © (2011) IACSIT Press, Singapore Getahun Yacob Abraham, Critical Pedagogy: Origin, Vision, Action & Consequences. https://www.diva-portal.org/smash/get/diva2:768785/FULLTEXT01.pdf | ***Lecture,***  ***Class reading*** | **Assignment** | **CLO 3** |
| **7** | Teaching Strategies to help promote critical thinking | Stacy E. Walker Active Learning Strategies to Promote Critical Thinking, Journal of Athletic Training 2003;38(3):263–267 | **Lecture**  **Class reading**  **Class activity** | **Assignment** | **CLO 5** |
| **8** | Critical thinking in early years classroom | Fernández-Santín, M., & Feliu-Torruella, M. (2020). Developing critical thinking in early childhood through the philosophy of Reggio Emilia. Thinking Skills and | **Lecture**  **Class reading** | **Class discussion** | **CLO 5** |
|  |  | Creativity, 37, https://doi.org/10.1016/j.tsc.2020.10068 |  |  |  |
| **9** | ***Midterm*** |  |  |  |  |
| **10** | Reflective Practice | Joy Amulya, What is reflective practice | ***Lecture,***  ***Class reading***  ***Class activity*** | ***Quiz*** |  |
| **11** | Reflective cycle. | Models of reflective practice https://www.ucd.ie/teaching/t4media/reflective\_practice\_models.pdf | **Lecture,**  **Class reading**  **Class activity** | **Quiz** |  |
| **12** | Action Research | Characteristics of Action Research  The Reflective Practitioner Engaging in Action Research  Reasons to do Action Research  Action Research for Continuous Improvement Achieving best practice and its implication  Tammy LaPoint-O'Brien (Action Research: Develop Critical Thinking Skills, https://files.eric.ed.gov/fulltext/ED540359.pdf) | Lecture,  Class reading  Class activity | ***Project*** | ***CLO 5*** |
| **13** | Major Proponents of Reflective Practice | Major Proponents of Reflective Practice; John Dewey (1933); Gibbs (1988); Kolbs (1984); Application of these Model  (Carol Rodgers,Defining Reflection: Another Look at John Dewey and Reflective Thinking, June 2002  Teachers College Record 104(4):842-866  DOI: 10.1111/1467-9620.00181) | **Lecture,**  **Class reading**  **Class activity** | **Quiz** | **CLO 2** |
| **14** | Reflective and Critical Writing | ***Reflective Writing http://as.exeter.ac.uk/media/level1/academicserviceswebsite/studentandstaffdevelopment/documents/Reflective%20Writing%20-%20Guidance%20notes%20for%20students.pdf*** | ***Lecture,***  ***Class reading***  ***Class activity*** | ***Assignment*** | ***CLO 5*** |
| **15** | Tools and Techniques of Critical Thinking and Reflective Practices | Colin Smith and Marit Honerød Hoveid, 2013. Thinking tools for reflective practices: A catalogue forteachers and teacher educators. https://www.researchgate.net/publication/258206757\_Thinking\_tools\_for\_reflective\_practices\_A\_catalogue\_for\_teachers\_and\_teacher\_educators | ***Lecture,***  ***Class reading***  ***Class activity*** | ***Assignment*** | ***CLO 4*** |
| **16** | ***Review/ discussion/ submission of final paper*** |  | ***Discussion*** |  |  |

**Following table will present the alignment of course learning outcomes with Program Learning outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CLO’s/**  **PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  | **✔** |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** |  |  |
| **PLO 5: Students’ Assessment-** |  |  |  |  |  |
| **PLO 6**: **Learning Environment** |  |  |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  |  |  |  |
| 2 |  | ✔ |  |  |  |  | ✔ |  |
| 3 |  |  | ✔ |  |  |  | ✔ | ✔ |
| 4 |  |  |  | ✔ |  |  | ✔ | ✔ |
| 5 |  |  |  |  | ✔ |  |  | ✔ |

**Textbook:**

* Moore. B. N., Parker. R. ( 2015. Critical Thinking. 11th Edition. McGraw Hill International Edition [ Selected Chapters]
* Hoboken, N.J: Wiley. Zwozdiak-Myers, P. (2012). The teacher's reflective practice handbook: Becoming an extended professional through capturing evidence-informed practice. Abingdon, Oxon: Routledge.
* Lau, J. Y. F. (2013). An introduction to critical thinking and creativity
* Basshan, G., Irwin, W., Nardone, H., & Wallace, T. M. (2011). Critical thinking: A Student introduction (4th ed.). McGra hill.
* Brookfield, S. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Jossey-Bass. [selected chapters]
* Bolton, G. (2010). Reflective practice: Writing and professional development (3rded.). Los Angeles: Sage. [selected chapters]
* Brookfield, S. D. (2017). Becoming a Critically Reflective Teacher. Jossy-Bass.
* Brandenburg, R.,Glasswell, K., Jones, M., Ryan, J. (2017). Reflective Theory and Practice in Teacher Education. Springer.
* Cottrell, S. (2011). Critical thinking skills: Developing Effective Analysis & Argument. Palgrave Macmillan.
* Moon, J. (2008).Critical Thinking: An Exploration of Theory and Practice. Routledge.
* Myers, P.Z. (2018).The Teacher's Reflective Practice Handbook: Becoming an Extended. Routledge. Wink, J. (2011). Critical pedagogy: Notes from the real world (4th ed.). NJ, Pearson Education, Inc. [selected chapters]
* Thompson, S., & Thompson, N.(2013).The Critically nReflective Practitioner. Macmillan education, Palgrave. Pollard, A., & Collins, J. (2005). Reflective Practices.. (2nded.). Continum
* The Critical Thinking workbook. Games and Activities for Developing critical thinking skills

**Recommended Learning material for further reading:**

* Roffey-Barentsen, J., & Malthouse, R. (2013). Reflective practice in education and training. SAGE Publications, Ltd, https://doi.org/10.4135/9781526402134
* Moon, J. A. (1999). Reflection in learning and professional development: Theory and practice. London: Kogan Page.
* Halpern, D. F. (1996). Thought and knowledge: an introduction to critical thinking (3rd ed.). Mahwah, NJ: L. Erlbaum Associates.
* Lin, X., Hmelo, C., Kinzer, C. K., & Secules, T. J (1999). Designing technology to support reflection, Educational Technology Research & Development, pp. 43-62. Sheryl Third, Reflective Practice in Early Years EducationFanshawe College Pressbooks
* sGrade Evaluation Criteria
* O’Reilly \*, Ann Devitt , N´oirín Hayes. ( 2022). Critical thinking in the preschool classroom - A systematic literature review Catherine Thinking Skills and Creativity 46 (2022) 101110
* Hans Gelter,( 2003 ) Why is Reflective Thinking Uncommon? *Reflective Practice, Vol. 4, No. 3, October 2003*
* The Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilitiesi, Robert H. Ennis (rhennis@illinois.edu)Emeritus Professor, University of Illinois Last Revised, May, 2011
* Mohammad Aliakbari1 and Elham Faraji, Basic Principles of Critical Pedagogy, 2011 2nd International Conference on Humanities, Historical and Social Sciences IPEDR vol.17 (2011) © (2011) IACSIT Press, Singapore
* Amrita Varadarajan, Critical pedagogy in school education http://cdn.tridz.in/s3fs public/Critical%20Pedagogy%20in%20School%20Education.pdf
* Getahun Yacob Abraham, Critical Pedagogy: Origin, Vision, Action & Consequences. <https://www.diva-portal.org/smash/get/diva2:768785/FULLTEXT01.pdf>
* Stacy E. Walker Active Learning Strategies to Promote Critical Thinking, Journal of Athletic Training 2003;38(3):263–267
* Carol Rodgers,Defining Reflection: Another Look at John Dewey and Reflective Thinking, June 2002
* Teachers College Record 104(4):842-866 DOI: 10.1111/1467-9620.00181