

Module Title: Teaching Critical Thinking, Reasoning and Argument Skills	Level: 7	Credit Value: 30
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Module code: EDS701	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered: 1	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Patrick Costello
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Module duration (total hours): 300	Status: core/option/elective Option (identify programme where appropriate):
Scheduled learning & teaching hours: 30	
Independent study hours: 270	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered: MA Education MA Education (Learning and Teaching) Postgraduate Diploma in Education Postgraduate Diploma in Education (Learning and Teaching) Postgraduate Certificate in Education	Pre-requisites per programme (between levels): N/A
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Module Aims:

1. To evaluate critically the nature of critical thinking, reasoning and argument skills.
2. To evaluate critically arguments for teaching such skills in educational settings.
3. To develop and evaluate critically strategies for teaching such skills in educational settings.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Evaluate critically: (i) the nature of critical thinking, reasoning and argument skills; (ii) arguments for teaching such skills in educational settings.
2. Evaluate critically the concept of 'indoctrination' and the nature of indoctrination in educational settings.
3. Evaluate critically the theory and practice of: (i) education for citizenship; (ii) developing philosophical thinking in education; (iii) spiritual, moral, social and cultural education.
4. Develop and evaluate critically strategies for teaching critical thinking, reasoning and argument skills in educational settings.

Transferable/Key Skills and other attributes:

- Reflective practice
- Development of study and research skills
- Communication
- Problem solving
- Manage own learning

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Evaluate critically the role of the teacher in the teaching of thinking, reasoning and argument skills. Critically discuss ways in which such teaching might take place in educational settings.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Essay	100%	N/A	6000

Learning and Teaching Strategies:

- Seminars and tutorials.
- Student/group discussion and presentations, individual and group tasks.
- Activities to encourage reflection and evaluation, including directed self-study.
- Engaging with and evaluating appropriate literature.

Syllabus outline:

- The nature of critical thinking, reasoning and argument skills.
- Arguments for teaching such skills in educational settings.
- The concept of 'indoctrination'.
- The nature of indoctrination in educational settings.
- Education for citizenship.
- Developing philosophical thinking in education.
- The teaching and learning of argument.
- Spiritual, moral, social and cultural education.
- Developing and evaluating strategies for teaching critical thinking, reasoning and argument skills in educational settings.

Bibliography

Essential reading:

Judge, B., McCreery, E. and Jones, P. (2009), *Critical Thinking Skills for Education Students*. London: Learning Matters.

Moore, N.M. and Parker, R. (2011), *Critical Thinking*. Maidenhead: Open University Press.

Tittle, P. (2011), *Critical Thinking: An Appeal to Reason*. Abingdon: Routledge.

Other indicative reading:

Journals

Analytic Teaching and Philosophical Praxis (on-line journal – USA).

Education, Citizenship and Social Justice.

Teaching Thinking and Creativity.

Books

Collins, M. (2008), *Global Citizenship for Young Children*. London: Sage.

Costello, P.J.M. (2000), *Thinking Skills and Early Childhood Education*. London. David Fulton Publishers.

Eaude, T. (2010), *Children's Spiritual, Moral, Social and Cultural Development*. Second Edition. London: Learning Matters.

Fisher, R. (2005), *Teaching Children to Think* (Second Edition). Cheltenham. Stanley Thornes.

Fisher, R. (2008), *Teaching Thinking: Philosophical Enquiry in the Classroom*. Third Edition. London. Continuum.

Hammond, A. (2005), *Tolerance and Empathy in Today's Classroom: Building Positive Relationships Within the Citizenship Curriculum for Nine to Fourteen Year Olds*. Bristol: Lucky Duck Publishers.

Hand, M. and Winstanley, C. (eds) (2009), *Philosophy in Schools*. London: Continuum.

Hannam, P. and Echeverria, E. (2009), *Philosophy with Teenagers: Nurturing a Moral Imagination for the 21st Century*. London: Continuum.

Haynes, J. (2008), *Children as Philosophers: Learning Through Enquiry and Dialogue in the Primary Classroom*. Second Edition. Abingdon: RoutledgeFalmer.

Hicks, D. and Holden, C. (eds) (2007), *Teaching the Global Dimension: Key Principles and Effective Practice*. Abingdon: Routledge.

Invernizzi, A. and Williams, J. (2007), *Children and Citizenship*. London: Sage.

Leighton, R. (2011), *Teaching Citizenship Education: A Radical Approach*. London: Continuum.

McGregor, D. (2007), *Developing Thinking: Developing Learning: A Guide to Thinking Skills in Education*. Maidenhead: Open University Press.

Robson, S. (2006), *Developing Thinking and Understanding in Young Children: An Introduction for Students*. Oxford: Routledge.

Websites

Analytic Teaching and Philosophical Praxis
<http://www.viterbo.edu/analytic/>

Institute for the Advancement of Philosophy for Children
<http://cehs.montclair.edu/academic/iapc>

Society for Advancing Philosophical Enquiry and Reflection in Education
<http://sapere.org.uk>

The Citizenship Foundation
<http://www.citizenshipfoundation.org.uk>