Developing Effective Pedagogical Practices to Cultivate Students’ Critical Thinking at CUHK
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Background: Translating Critical Thinking into Classroom

How can we reach a shared understanding of critical thinking as a concept and practice to build a more cohesive community of practice (CoP)?

For teachers, how to pedagogically cultivate and evaluate the invisible and crucial cognitive thinking in our teaching and learning?

Critical thinking is the core competency of the 21st century has become one of the most desirable learning outcomes globally and at CUHK

Searching for Effective Pedagogical Practices

We investigate how, and with what challenges, 7 teachers from C&I, Faculty of Education infuse, cultivate, and evaluate students' critical thinking in their lesson plan design, pedagogical activities selection, teaching and evaluation.

Conceptual Mappings of Critical Thinking

- Reflecting upon thinking processes
- Being creative
- Managing information
- Multiple perspectives thinking
- Problem-solving rationalized concepts and theories
- General skills
- Relating knowledge to real life

Pedagogical Examples

- In-text pedagogy: thinking out of the box (novel realizations)
- Multiple perspectives pedagogy: following, challenging responses, who persists with challenging questions
- Community sharing: reading, talking, and multiple perspectives sharing environmental
- Higher-level questioning: thinking through critical reflection

Acknowledgements:
This project is granted by Teaching Development and Language Enhancement (TDEL) from the Chinese University of Hong Kong (Project Code: 4/703/4). We appreciate their help and also supportive participation of faculty members.