

Article

Critical Reflection in Students' Critical Thinking Teaching and Learning Experiences

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Abstract: This manuscript deals with the problematic question of how students' critical reflection is manifested when reflecting on their experiences of learning critical thinking in higher education. Critical reflection is understood as the fusion of personal experience with new knowledge and study content, leading to a new understanding and a new sense of the meaning of oneself, one's learning, studies, and phenomena in the wider environment. A qualitative research method was chosen to reveal the extent of critical reflection. Sixteen students participated in the research: aged 19–49 at the time of the research, from six higher education institutions, representing eight fields of study. A semi-structured interview was chosen for the research and the qualitative content analysis method for the research data analysis, allowing for valid conclusions upon an objective and systematic review of the transcribed interview text. The findings show that in reflections on the critical thinking teaching and learning experiences, students emphasize the process of interaction with others and interaction with themselves, focusing not on the external object but rather on the subject—the thinking person—and their relation to their own thinking. In reflection on teaching and learning, students emphasize applying theoretical knowledge in practice, modelled by the teacher.

Keywords: sustainability; critical thinking; reflection; critical reflection; higher education



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1. Introduction

Globalisation, economic competition, technological, labour market and demographic changes, exhaustible natural resources, global warming and other similar processes are placing new demands on the usual pattern of social life [1]. A sustainable existence and the survival of our world requires a qualitative change between human needs and economic, social and environmental development. Therefore, sustainability literacy becomes a critical issue in modern society. This concept encompasses the body of knowledge and skills, the uptake of which changes our attitudes and behaviour in everyday life, at work and in the broader social environment. Sustainability literacy is a personal and global pursuit to create well-being for society and appropriately address and manage challenges that may threaten human existence [2]. Sustainability is not merely a sounding political postulate or a trendy socioeconomic slogan. It is one of the components of social responsibility to which we are all committed. To ensure that such vital concepts as ‘sustainability’, ‘social responsibility’ and ‘sustainability literacy’ do not remain plain slogans and/or become tools for manipulation, it is necessary to teach and learn to think critically about both one's attitudes and actions and those of others, as well as about social phenomena and general societal trends. The ability to think critically contributes to developing sustainability skills, which are desirable and seen as a core competency in the same way that reading and writing skills are [3]. Critical thinkers can learn from their practice, rethink it, and continuously improve their performance to achieve personal progress and success, but also the success of others, which

Critical Thinking Reflection Students Transforming

Chantal Levesque-Bristol



Critical Thinking Reflection Students Transforming:

Thinking to Transform Jillian M. Volpe White, Kathy L. Guthrie, Maritza Torres, 2019-12-01 In an era of constant connection it can be challenging to prioritize time for reflection Taking time to think can feel like a luxury or even a waste time People facilitating complex leadership processes may feel the least able to pause and reflect However it is through intentional reflection that we make meaning of experiences connect ideas question assumptions and generate innovative possibilities By taking time to reflect individually and with others learners can see the full picture of an experience understand their thought processes and enhance their capacity for leadership Beyond individual reflection by engaging in reflection on social issues with others leaders can be empowered and enabled to create positive changes This book is a clarion call for educators and learners to make reflection a central priority Reflection the process of making meaning of experience and leadership a relational process for affecting change are enhanced by one another Together they strengthen the potential for leadership learning through experience This book addresses challenges for reflection in leadership learning while also connecting it to timely topics It begins with connections between reflection and leadership and then introduces a framework for reflection in leadership learning Reflection is a powerful strategy curricular and co curricular learning for instruction and assessment reflection in leadership learning can benefit from both intentional framing and feedback As socially constructed concepts both reflection and leadership have historically lacked clarity to add to the confusion critical reflection is often interchanged with reflection This book introduces a continuum of critical reflection in leadership learning In order to facilitate reflection in leadership learning educators must engage in the inner work of becoming reflective educators Finally in the face of complex social challenges reflection leadership mindfulness and resilience are juxtaposed in order to highlight how these concepts are reliant upon one another Reflection in leadership learning is essential for anyone who wants to develop their capacity for leadership When faced with complex social issues and challenges at a global scale the only way to make progress is through collective action that results from critical reflection To develop more resilient and mindful learners who can adapt to changing circumstances educators must center reflection in leadership learning as a philosophy pedagogy outcome and strategy This book provides a balance of theory and practice to empower and enable educators to engage in reflective leadership learning

The Challenges of the Digital Transformation in Education

Michael E. Auer, Thrasyvoulos Tsiatsos, 2019-02-28 This book offers the latest research and new perspectives on Interactive Collaborative Learning and Engineering Pedagogy We are currently witnessing a significant transformation in education and in order to face today's real world challenges higher education has to find innovative ways to quickly respond to these new needs Addressing these aspects was the chief aim of the 21st International Conference on Interactive Collaborative Learning ICL2018 which was held on Kos Island Greece from September 25 to 28 2018 Since being founded in 1998 the conference has been devoted to new approaches in learning with a special focus on collaborative learning Today the ICL conferences

offer a forum for exchanging information on relevant trends and research results as well as sharing practical experiences in learning and engineering pedagogy This book includes papers in the fields of New Learning Models and Applications Pilot Projects Applications Project based Learning Real world Experiences Remote and Virtual Laboratories Research in Engineering Pedagogy Technical Teacher Training It will benefit a broad readership including policymakers educators researchers in pedagogy and learning theory school teachers the learning industry further education lecturers etc

Transforming Students Charity Johansson, Peter Felten, 2014-03-11 It is preparation for life Rachel A Heath Reflective Teaching **Effective and Meaningful Student Engagement Through Service Learning** Valarmathi, Sharon, Kareem, Jacqueline, Tania, Veerta, Babu, Kishore Selva, Lucas, Patrick Jude, 2024-04-09 A paradigm shift is underway in education challenging traditional teaching methods and calling for a more engaging and purposeful approach It is necessary to explore how service learning empowers students to address real world issues fostering critical thinking creativity collaboration and communication skills essential for the 21st century Effective and Meaningful Student Engagement Through Service Learning is a comprehensive exploration of the transformative power of service learning in contemporary education Within this text seasoned researchers and practitioners delve into the intricacies of student engagement emphasizing the importance of active involvement in the learning process This book opens with a reflection on education where traditional practices give way to innovative pedagogies This includes a new pedagogical approach that not only imparts knowledge but also cultivates socially responsible citizens The book provides a rich tapestry of theoretical foundations curriculum development strategies and innovative pedagogical approaches that move beyond passive learning From evaluating the impact of service learning to incorporating technology and measuring learning outcomes each chapter offers theoretical frameworks practical experiments and real life examples for educators administrators and policymakers The diverse audience within and beyond the education sector including students faculty members parents policymakers NGOs and community organizations will find within the pages of this book valuable insights and tools to create more effective and meaningful learning experiences The book covers a broad spectrum of topics from the institutionalization of service learning to motivations for sustainable engagement making it an indispensable resource for anyone passionate about shaping the future of education

Transformative Pedagogy: Bridging Tradition and Innovation in Education 1. DR AJAY KUMAR 2. SUNITA JOSHI 3. DEEKSHA SHARMA 4. KM SANGHA MITRA, PREFACE Education has always been more than the transfer of knowledge it is the foundation upon which societies are shaped cultures are preserved and futures are imagined In the twenty first century however education stands at a profound crossroads On one side lies the wisdom of tradition timeless philosophies community practices and cultural legacies that have nurtured human learning for centuries On the other side lies the call of innovation digital technologies global interconnectivity and new scientific understandings of how people learn The challenge before educators policymakers and learners today is not to choose between the two but to bridge them in meaningful ways

This book *Transformative Pedagogy Bridging Tradition and Innovation in Education* emerges from the conviction that education must evolve to remain relevant in an era of rapid change while staying deeply rooted in the values and practices that have sustained human growth through history. It seeks to offer a comprehensive exploration of how transformative pedagogy can provide that bridge honouring the cultural wisdom of the past embracing the technological and social innovations of the present and preparing learners for an uncertain but promising future. Across twelve chapters the book travels through foundational ideas historical traditions and philosophical insights before turning toward the contemporary realities of technology integration inclusivity curriculum innovation and assessment reforms. It highlights the role of teachers as mentors and facilitators the centrality of student agency and the often overlooked emotional and social dimensions of learning. Global case studies from Finland's student centric classrooms to South Korea's AI enhanced learning demonstrate that transformative pedagogy is not a theoretical aspiration but a lived reality in many contexts. While the book speaks to educators researchers and policymakers it is also intended for students parents and community leaders who share responsibility for shaping education. Each chapter combines conceptual clarity with practical illustrations making it both intellectually rigorous and applicable to real world educational challenges. I owe a debt of gratitude to countless teachers scholars and learners whose insights inspired the ideas presented here. This book is not a conclusion but an invitation to dialogue to reflect and to act. Education after all is never static it is a dynamic process of becoming. May this work contribute in its own way to building learning systems that are inclusive equitable innovative and profoundly human. Authors Dr Ajay Kumar Sunita Joshi Deeksha Sharma Km Sangha Mitra *Transformative learning, teaching and action in the most challenging times* Lili-Ann Wolff, Kerry Shephard, Marco Rieckmann, Pedro Vega-Marcote, Dina Zoe Belluigi, Saiki Lucy Cheah, Frode Skarstein, 2023-01-17 *Educate, Train & Transform: Toolkit On Medical And Health Professions Education* Dujeepa D Samarasekera, Matthew C E Gwee, 2021-04-21 This handbook contextualises medical and health professions education concepts using contemporary best evidence available with the relevant theoretical underpinnings. Each section is developed by internationally renowned experts in their respective fields. All chapters are succinct and concise providing answers to everyday issues and challenges using practical solutions. Through its unique structure this handbook facilitates learning by raising and providing solutions to the questions What Why and How. It emphasises lifelong learning and future directions in medical and health professions education highlighting trends issues priorities and strategies. TIPS

Student-Centered Pedagogy and Course Transformation at Scale Chantal Levesque-Bristol, 2023-07-03 In response to national concerns a decade ago driven by research that showed that higher education was making little impact on students development of broad competencies and critical thinking the provost and president of Purdue University a research university instituted a program whose goals were to build on the accumulated knowledge on effective teaching to facilitate student learning improve outcomes and change the institutional culture around teaching and learning objectives to which

many institutions aspire but which few consistently attain or attain at scale This book describes the development of Purdue's IMPACT program Instruction Matters Purdue Academic Course Transformation from its tentative beginning when it struggled to recruit 35 faculty fellows to the present when 350 have been enrolled and the university has more applications than it can currently handle Overall more than 600 courses have been impacted many of which have seen significantly reduced DFW rates Chantal Levesque Bristol whose Center for Instructional Excellence is part of an institutional team that comprises the Provost's Office Teaching and Learning Technologies Unit Institutional Assessment the Purdue University Library and School of Information Studies and the Evaluation and Learning Research Center describes the evolution of IMPACT lessons learned and the central tenets that have led to its success The purpose of this book is not only to describe the program but also to highlight the importance and implications of the underlying motivational theoretical framework guiding the initiative Having started as a course redesign program that faltered in achieving its objectives the breakthrough came with the introduction of the fundamental motivational principles of self-determination theory SDT followed by the applications of these principles to the research in higher education leadership and pedagogy Giving faculty fellows the autonomy to build on their disciplinary expertise pursue their interests and predilections within a guided framework and leveraging interactions with colleagues through FLCs stimulated faculty fellows' motivation and creativity This book describes the core and structure of the IMPACT program presents details of faculty learning curriculum explains how the focus on SDT principles shaped the program's evolution and transformation from a course redesign to a professional faculty development program and covers the considerations behind the formation of faculty fellow IMPACT teams A concluding chapter addresses how the IMPACT program having helped faculty pivot to emergency remote teaching when the campus closed owing to the COVID-19 pandemic is being modified so it can be successfully sustained online if circumstances require or as a means to expand its reach in the future While the principles behind this initiative will be of compelling interest to its primary audience of faculty developers several chapters will have appeal to instructors and administrators

Empowering Transformation Through STEAM: Equity, Justice, and Community Innovation Sunzuma G., Mutseekwa C., Zezekwa N., Chikerema T., 2025-05-21 The development of STEAM education through Science Technology Engineering Arts and Mathematics must move beyond traditional learning to embrace social inclusion and empowerment This is a challenging task for society due to technological environmental and technological challenges The book entitled *Empowering Change Through STEAM Equity Justice and Community Innovation* builds upon the principles of participatory and culturally based education in which students can use transformative learning practices to break down systemic inequalities and create opportunities for action STEAM education should not be solely informative as per the principles of this book Educators must possess the ability to question co-create and lead meaningful change within their own communities in addition to skills Each chapter contains an essential component to this evolving perspective integrating theory practice and lived experiences from the margins to the

mainstream Chapter 1 Technology and Digital Literacy In this chapter we explore how technology can serve as an effective balance when used with intention and equity Digital literacy is a protected right that includes programs that empower underprivileged groups with tools training and platforms to access economic opportunities as well as civic engagement and creative expression By examining case studies it showcases how communities are reclaiming digital spaces to construct their own futures In STEAM Teaching for Liberation Chapter 2 explores Critical Pedagogy The chapter explores the fundamental role of critical pedagogy in STEAM education By drawing on Paulo Freire and other scholars in recent years this chapter outlines how educators can prioritize dialogue cultural relevance and critical thinking to counter oppressive systems It explores a structure of free education where students are partners in producing knowledge and actively participate in shaping their world The third chapter discusses the challenges of STEAM participation and addressing systemic inequalities Many still struggle to access STEAM education due to economic hardship racial discrimination gender bias and geographic isolation This chapter addresses the structural factors that contribute to inequality in STEAM pathways and highlights these systemic barriers Additionally it demonstrates measures and policy adjustments designed to enhance access and representation In Chapter 4 STEM Education and Environmental Justice is the main topic of discussion The chapter focuses on the integration of science and environmental justice in STEAM education The research investigates how climate change pollution and resource extraction disproportionately impact underprivileged groups and how education can empower these communities to advocate for sustainable development Additionally Youth led projects and place based learning that link ecological awareness with activism and innovation are highlighted through real life examples Chapter 5 highlights the role of STEAM in community driven initiatives highlighting how participants can make significant contributions In the last chapter the book focuses on examples of education created by communities rather than for individuals Through the application of participatory action research and co design principles this chapter presents case studies in which communities are instrumental in developing STEAM programs using Indigenous knowledge local needs and cultural resilience The significance of shared ownership and iterative learning lies in the enhancement of collective agency and long term capacity

Exploring Art for Perspective Transformation Alexis Kokkos, 2021-05-12 We live in a socio cultural reality which is dominated by an entrepreneurial and instrumental rationality as well as by a discriminative and populist mentality Questioning the validity of taken for granted sovereign perspectives is thus of vital importance Our contact with art can serve as a pathway through which we might be empowered to identify false life values and develop the disposition and ability to challenge them The learning potential of aesthetic experience is however barely exploited within educational systems In addition although major scholars have contributed to a deeper understanding of the liberating dimension of processing important artworks there has been surprisingly little discussion in the relevant literature focusing on educational practice Exploring Art for Perspective Transformation provides a comprehensive analysis and synthesis of theoretical views pertaining

to the emancipatory process of exploring art Moreover it presents the educational method Transformative Learning through Aesthetic Experience TLAE with reference to particular examples of implementation TLAE is addressed to adult educators and school teachers regardless of the subject they teach and their theoretical background on aesthetics It involves engaging learners in exploring works from fine arts literature theatre cinema and music with a view to promoting critical reflection on one s potentially problematic perspectives

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