- **Critical Thinking and Reflective Practices (EDU406)**

Assignment 1 (Spring 2024)

Total Marks: 15

Topics: 25 – 60

• Solution Provided by VU-Gateway:

Assignment Question

Q. Describe the Five Step Model of critical thinking. (5)

Write two examples of Five Step Model in educational context. (10)

➢ **Describe the Five Step Model of critical thinking…???**

❖ **Solution:**

Step No#01: **Identify the Problem:**

- Be clear and concise in defining the problem.
- Set boundaries to focus efforts.
- Ask relevant questions to understand the issue.

Step No#02: **Gather Information:**

- Use diverse sources for comprehensive insight.
- Employ various data collection methods.
- Assess source credibility for reliability.

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Step No#03: **Evaluate the Evidence:**

- Check for biases in the evidence.
- Seek consistency across sources.
- Consider conflicting viewpoints for a balanced perspective.

Step No#04: **Consider Alternative Perspectives:**

- Understand others' viewpoints with empathy.
- Acknowledge cultural influences on perspectives.
- Challenge assumptions to uncover biases.

Step No#05: **Draw the Conclusions:**

- Use logical reasoning to infer conclusions.
- Reflect on the implications of conclusions.
- Seek feedback for validation and refinement.

- **Also give two examples of Five Step Model in educational context with justification..?**

Example No#01: Research Project:

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- **Identify the Problem**:

  Students research the impact of human activity on climate change.

- **Gather Information**:
  - They collect data from reliable sources like scientific journals and government reports.
- **Evaluate the Evidence**:
  - Students analyze data credibility and consider various perspectives on climate change causes.
- **Consider Alternative Perspectives**:
  - They explore natural climate factors alongside human influence.
- **Draw Conclusions**:

  Based on evidence evaluation, students conclude on human activity's role in climate change.

Example 2: Classroom Debate

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- **Identify the Problem**:
  - Students debate the primary causes of World War I.
- **Gather Information**:
  - They research historical events and treaties leading to the war.
- **Evaluate the Evidence**:
  - Students analyze the reliability of historical accounts and primary sources.
- **Consider Alternative Perspectives**:
  - They explore differing viewpoints among historians on war causes.
- **Draw Conclusions**:

Based on evidence evaluation, students conclude on primary causes, participating in a structured debate.

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