Critical Thinking Dispositions: The Need for a Balanced Curriculum in Collegiate Critical Thinking Courses.

Bayse E. Hendrix, University of Massachusetts Boston

Date of Completion
6-1999

Document Type
Open Access Capstone

Degree Name
Master of Arts (MA)

First Advisor
Arthur Millman

Second Advisor
Delores Gallo

Abstract
The aim of this synthesis is to argue that students cannot become effective thinkers simply by being taught the analytical skills of critical reading, writing, and thinking.
Without learning the necessary dispositions of critical thinking into well-rounded, effective thinkers. The study is focused on at Mass Bay Community College. The present curriculum is by skills of determining the soundness and validity of an arguer encouraging the obtainment of critical thinking dispositions w become more aware of the role their listening and commun have on their ability to think effectively. As Kirby and Goodpa: become what we have thought about and who we will become what we think" (5). Dispositions are "inclinations and habits of productive thinking" (Tishman, Perkins, and Jay 1995, 37). Bei judgment, listening to multiple perspectives, and having intell intellectual curiosity are a few thinking dispositions that are pr as well as in the proposed curriculum. Ennis, Paul, Tishman et incorporation of thinking dispositions into critical thinking cot curriculum presented in this synthesis is designed to engage st exploratory activities to help foster and cultivate dispositions i thinking. The lesson plans are created with the intention of rei tendencies to transfer knowledge, utilize metacognitive stra thinking dispositions in various scenarios and exercises. The ci thinking dispositions and incorporates the enhancement of lis and behavioral skills. Each lesson includes a description of dis an activity to encourage the fostering of those dispositions; go attention to mental management and transfer of skills. The ob nineteen dispositions into a pre-existing critical thinking curri college students become reasonable, reflective, and focused takers.

**Recommended Citation**


https://scholarworks.umb.edu/cct_capstone/144