**Discussion on current approaches to critical thinking**

* ‘Talking about Thinking’ workshops.
* Davies (2015) diagram reminds me of UNESCO four pillars of education: learning to KNOW, to DO, to LIVE TOGETHER, to BE.
* Uncertainty over whether CT is transferable or varies according to discipline.
* Effect of specificity on motivation.
* Invite people to see the benefit of CT.
* Can we actually teach CT?
* Clearer integration into assessed written tasks.
* No ‘one-size-fits-all’ approach. No set criteria.
* Analysis v. description in Writing classes (Woodward-Kron article?).
* Fact v. opinion activities.
* Arguing from a perspective other than your own.
* Identifying a writer’s position.
* Adopting a staged approach (e.g. <http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_37.pdf>)
* Cultural issues/assumptions. Are they useful/dangerous?
* Comparing sources with different viewpoints to identify bias (e.g. security wall in Palestine).
* Jigsaw reading activities.
* Ethical business reports.
* Use of models containing (good and poor instances of) CT.
* Complexity of tasks/topics e.g. use of simpler tasks v. more authentic tasks?
* Actual inclusion of ‘thinking’ in classroom activities.
* Associated vocabulary (e.g. to express abstract ideas).
* Focus on absence rather than on highlighting when CT is present.
* Embedding within/collaborating with the disciplines.
* Adopting a questioning approach (why?).
* At what level should CT be introduced/made explicit?
* Links/connections between information.
* Questioning own beliefs.
* Need to embed as part of the whole experience of learning English.
* Product v. process approaches to Writing.
* Point/counterpoint (ELTJ?).
* Justifying a position.