

CRITICAL THINKING SKILLS FOR STUDENTS

CRITICAL THINKING SKILLS FOR STUDENTS ARE MORE THAN JUST AN ACADEMIC BUZZWORD; THEY ARE THE BEDROCK OF LIFELONG LEARNING AND SUCCESS. IN TODAY'S INFORMATION-SATURATED WORLD, THE ABILITY TO ANALYZE, EVALUATE, AND SYNTHESIZE INFORMATION IS PARAMOUNT. THIS ARTICLE WILL DELVE INTO THE MULTIFACETED NATURE OF CRITICAL THINKING, EXPLORING ITS CORE COMPONENTS, PRACTICAL STRATEGIES FOR DEVELOPMENT, AND ITS PROFOUND IMPACT ON ACADEMIC ACHIEVEMENT AND PERSONAL GROWTH. WE WILL EXAMINE HOW NURTURING THESE ESSENTIAL SKILLS EMPOWERS STUDENTS TO NAVIGATE COMPLEX PROBLEMS, MAKE INFORMED DECISIONS, AND BECOME ACTIVE, ENGAGED CITIZENS. DISCOVER THE TRANSFORMATIVE POWER OF CRITICAL THINKING AND HOW IT EQUIPS STUDENTS FOR A FUTURE WHERE ADAPTABILITY AND INTELLECTUAL AGILITY ARE KEY.

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UNDERSTANDING CRITICAL THINKING

AT ITS HEART, CRITICAL THINKING IS THE ABILITY TO THINK CLEARLY AND RATIONALLY, UNDERSTANDING THE LOGICAL CONNECTION BETWEEN IDEAS. IT'S NOT ABOUT BEING NEGATIVE OR FINDING FAULT; RATHER, IT'S ABOUT BEING OBJECTIVE AND ANALYTICAL. WHEN STUDENTS ENGAGE IN CRITICAL THINKING, THEY ACTIVELY QUESTION ASSUMPTIONS, EXPLORE DIFFERENT PERSPECTIVES, AND ASSESS THE VALIDITY OF INFORMATION BEFORE ACCEPTING IT AS TRUTH. THIS PROACTIVE APPROACH TO KNOWLEDGE ACQUISITION IS CRUCIAL IN AN ERA WHERE MISINFORMATION CAN SPREAD RAPIDLY AND WIDELY.

THINK OF IT LIKE BEING A DETECTIVE. A DETECTIVE DOESN'T JUST ACCEPT THE FIRST CLUE THEY FIND. THEY GATHER ALL THE EVIDENCE, EXAMINE IT FROM EVERY ANGLE, LOOK FOR INCONSISTENCIES, AND PIECE TOGETHER A LOGICAL NARRATIVE. CRITICAL THINKERS DO THE SAME WITH INFORMATION THEY ENCOUNTER, WHETHER IT'S IN A TEXTBOOK, A NEWS ARTICLE, OR A CONVERSATION. THEY DON'T PASSIVELY ABSORB; THEY ACTIVELY PROCESS AND EVALUATE. THIS SYSTEMATIC APPROACH HELPS THEM DISTINGUISH BETWEEN WELL-SUPPORTED ARGUMENTS AND UNSUBSTANTIATED CLAIMS, A VITAL SKILL FOR ACADEMIC AND PERSONAL SUCCESS.

KEY COMPONENTS OF CRITICAL THINKING SKILLS

CRITICAL THINKING IS A COMPLEX SKILL SET, BUT IT CAN BE BROKEN DOWN INTO SEVERAL INTERCONNECTED COMPONENTS THAT STUDENTS NEED TO MASTER. THESE ELEMENTS WORK IN TANDEM TO FACILITATE A DEEPER UNDERSTANDING AND MORE EFFECTIVE PROBLEM-SOLVING.

INFORMATION ANALYSIS

THIS INVOLVES DISSECTING INFORMATION TO UNDERSTAND ITS MEANING, PURPOSE, AND UNDERLYING ASSUMPTIONS. STUDENTS LEARN TO IDENTIFY THE MAIN POINTS, SUPPORTING DETAILS, AND THE OVERALL MESSAGE BEING CONVEYED. IT'S ABOUT LOOKING BEYOND THE SURFACE AND UNDERSTANDING WHAT THE INFORMATION REALLY MEANS, INCLUDING ANY BIASES OR HIDDEN AGENDAS.

EVALUATION AND ASSESSMENT

ONCE INFORMATION IS ANALYZED, THE NEXT STEP IS TO EVALUATE ITS CREDIBILITY AND RELEVANCE. STUDENTS DEVELOP THE ABILITY TO JUDGE THE QUALITY OF EVIDENCE, IDENTIFY LOGICAL FALLACIES, AND DETERMINE IF THE SOURCE IS RELIABLE. THIS COMPONENT IS CRUCIAL FOR MAKING INFORMED JUDGMENTS AND AVOIDING BEING MISLED BY FAULTY REASONING OR BIASED SOURCES.

INFERENCE AND INTERPRETATION

THIS SKILL INVOLVES DRAWING CONCLUSIONS BASED ON EVIDENCE AND REASONING. STUDENTS LEARN TO INFER WHAT IS IMPLIED BUT NOT EXPLICITLY STATED, AND TO INTERPRET THE SIGNIFICANCE OF FINDINGS. IT'S ABOUT CONNECTING THE DOTS AND UNDERSTANDING THE IMPLICATIONS OF THE INFORMATION PRESENTED, EVEN WHEN THE CONNECTIONS AREN'T OBVIOUS.

PROBLEM-SOLVING AND DECISION-MAKING

CRITICAL THINKING IS INHERENTLY TIED TO PRACTICAL APPLICATION. STUDENTS USE THEIR ANALYTICAL AND EVALUATIVE SKILLS TO IDENTIFY PROBLEMS, EXPLORE POTENTIAL SOLUTIONS, WEIGH THE PROS AND CONS OF EACH, AND MAKE WELL-REASONED DECISIONS. THIS IS WHERE THEORETICAL KNOWLEDGE TRANSLATES INTO PRACTICAL ACTION.

SELF-REGULATION AND REFLECTION

THIS METACOGNITIVE ASPECT INVOLVES MONITORING ONE'S OWN THINKING PROCESSES. STUDENTS LEARN TO RECOGNIZE THEIR OWN BIASES, ASSUMPTIONS, AND ERRORS IN REASONING, AND TO ADJUST THEIR THINKING ACCORDINGLY. IT'S ABOUT BEING AWARE OF HOW YOU THINK AND CONTINUOUSLY STRIVING TO IMPROVE YOUR THOUGHT PROCESSES.

DEVELOPING CRITICAL THINKING SKILLS IN STUDENTS

FOSTERING CRITICAL THINKING ISN'T A ONE-TIME EVENT; IT'S AN ONGOING PROCESS THAT REQUIRES CONSISTENT EFFORT AND THE RIGHT APPROACH. STUDENTS NEED OPPORTUNITIES TO PRACTICE THESE SKILLS IN VARIOUS CONTEXTS, BOTH INSIDE AND OUTSIDE THE CLASSROOM.

PROMOTING QUESTIONING AND CURIOSITY

ENCOURAGE STUDENTS TO ASK "WHY" AND "HOW." CREATE AN ENVIRONMENT WHERE QUESTIONING IS VALUED AND SEEN AS A SIGN OF ENGAGEMENT, NOT DISRUPTION. WHEN STUDENTS ARE CURIOUS, THEY ARE MORE LIKELY TO DELVE DEEPER INTO SUBJECTS AND CHALLENGE THEIR OWN UNDERSTANDING.

ENCOURAGING DIFFERENT PERSPECTIVES

STUDENTS SHOULD BE EXPOSED TO DIVERSE VIEWPOINTS AND ENCOURAGED TO CONSIDER THEM. THIS HELPS THEM UNDERSTAND THAT THERE ISN'T ALWAYS ONE "RIGHT" ANSWER AND DEVELOPS EMPATHY AND A BROADER UNDERSTANDING OF COMPLEX ISSUES.

PROVIDING OPPORTUNITIES FOR PRACTICE

REAL-WORLD SCENARIOS, CASE STUDIES, DEBATES, AND PROBLEM-SOLVING ACTIVITIES ARE EXCELLENT WAYS FOR STUDENTS TO APPLY THEIR CRITICAL THINKING SKILLS. THE MORE THEY PRACTICE, THE MORE ADEPT THEY BECOME AT ANALYTICAL THINKING

AND REASONED JUDGMENT.

TEACHING EXPLICITLY

WHILE CRITICAL THINKING CAN BE ABSORBED THROUGH OSMOSIS, EXPLICITLY TEACHING THE PRINCIPLES AND TECHNIQUES OF CRITICAL THINKING IS HIGHLY EFFECTIVE. BREAK DOWN CONCEPTS LIKE LOGICAL FALLACIES, BIAS, AND EVIDENCE EVALUATION, AND PROVIDE CLEAR EXAMPLES.

STRATEGIES FOR CULTIVATING CRITICAL THINKING IN THE CLASSROOM

EDUCATORS PLAY A PIVOTAL ROLE IN NURTURING CRITICAL THINKING. BY IMPLEMENTING SPECIFIC PEDAGOGICAL STRATEGIES, TEACHERS CAN TRANSFORM THEIR CLASSROOMS INTO FERTILE GROUND FOR INTELLECTUAL GROWTH.

SOCRATIC QUESTIONING

THE SOCRATIC METHOD INVOLVES ASKING A SERIES OF PROBING QUESTIONS TO GUIDE STUDENTS TOWARDS DEEPER UNDERSTANDING AND SELF-DISCOVERY. INSTEAD OF PROVIDING ANSWERS, TEACHERS USE QUESTIONS TO CHALLENGE ASSUMPTIONS, EXPLORE IMPLICATIONS, AND UNCOVER INCONSISTENCIES IN STUDENT THINKING. THIS METHOD ENCOURAGES ACTIVE PARTICIPATION AND PROMOTES ANALYTICAL REASONING.

PROBLEM-BASED LEARNING (PBL)

IN PBL, STUDENTS ARE PRESENTED WITH REAL-WORLD PROBLEMS THAT THEY MUST SOLVE COLLABORATIVELY. THIS APPROACH REQUIRES THEM TO IDENTIFY INFORMATION GAPS, RESEARCH POTENTIAL SOLUTIONS, EVALUATE EVIDENCE, AND PRESENT THEIR FINDINGS. PBL INHERENTLY DEMANDS CRITICAL THINKING AS STUDENTS NAVIGATE AMBIGUITY AND APPLY KNOWLEDGE IN PRACTICAL WAYS.

DEBATES AND DISCUSSIONS

ORGANIZING CLASSROOM DEBATES OR FACILITATED DISCUSSIONS ON CONTROVERSIAL OR COMPLEX TOPICS FORCES STUDENTS TO RESEARCH THEIR POSITIONS, CONSTRUCT LOGICAL ARGUMENTS, ANTICIPATE COUNTERARGUMENTS, AND DEFEND THEIR VIEWPOINTS. THIS PROCESS SHARPENS THEIR ANALYTICAL AND EVALUATIVE SKILLS AS THEY ENGAGE WITH OPPOSING PERSPECTIVES.

ANALYZING CASE STUDIES

CASE STUDIES PROVIDE REALISTIC SCENARIOS THAT STUDENTS CAN ANALYZE TO IDENTIFY KEY ISSUES, EVALUATE OPTIONS, AND PROPOSE SOLUTIONS. THIS METHOD IS PARTICULARLY EFFECTIVE IN SUBJECTS LIKE BUSINESS, LAW, AND SOCIAL SCIENCES, ALLOWING STUDENTS TO APPLY THEORETICAL KNOWLEDGE TO PRACTICAL, OFTEN MESSY, SITUATIONS.

USING GRAPHIC ORGANIZERS

TOOLS LIKE VENN DIAGRAMS, MIND MAPS, AND CONCEPT MAPS CAN HELP STUDENTS VISUALIZE RELATIONSHIPS BETWEEN IDEAS, ORGANIZE INFORMATION, AND IDENTIFY PATTERNS. THESE VISUAL AIDS SUPPORT ANALYTICAL THINKING AND MAKE COMPLEX INFORMATION MORE ACCESSIBLE.

ENCOURAGING CRITICAL THINKING OUTSIDE OF SCHOOL

THE DEVELOPMENT OF CRITICAL THINKING SKILLS DOESN'T STOP WHEN THE SCHOOL BELL RINGS. PARENTS AND THE WIDER COMMUNITY CAN SIGNIFICANTLY CONTRIBUTE TO A STUDENT'S GROWTH IN THIS AREA.

ENGAGING IN THOUGHTFUL CONVERSATIONS

EVERYDAY CONVERSATIONS CAN BE OPPORTUNITIES TO MODEL AND ENCOURAGE CRITICAL THINKING. ASK OPEN-ENDED QUESTIONS, ENCOURAGE CHILDREN TO EXPLAIN THEIR REASONING, AND DISCUSS CURRENT EVENTS FROM MULTIPLE ANGLES. THIS HELPS THEM PRACTICE ARTICULATING THEIR THOUGHTS AND CONSIDERING DIFFERENT VIEWPOINTS.

ENCOURAGING READING AND RESEARCH

EXPOSURE TO A VARIETY OF READING MATERIALS, FROM FICTION TO NON-FICTION, CAN BROADEN A STUDENT'S UNDERSTANDING OF THE WORLD AND DIFFERENT PERSPECTIVES. ENCOURAGE THEM TO QUESTION WHAT THEY READ AND TO LOOK FOR SUPPORTING EVIDENCE FOR CLAIMS MADE IN BOOKS OR ONLINE.

PLAYING STRATEGY GAMES

MANY BOARD GAMES, PUZZLES, AND VIDEO GAMES REQUIRE STRATEGIC PLANNING, PROBLEM-SOLVING, AND FORWARD-THINKING. THESE ACTIVITIES CAN BE FUN WAYS FOR STUDENTS TO EXERCISE THEIR CRITICAL THINKING MUSCLES WITHOUT REALIZING THEY ARE LEARNING.

MODELING CRITICAL THINKING BEHAVIOR

CHILDREN LEARN BY EXAMPLE. WHEN PARENTS AND GUARDIANS DEMONSTRATE CRITICAL THINKING IN THEIR OWN LIVES – BY ANALYZING INFORMATION, MAKING REASONED DECISIONS, AND ADMITTING WHEN THEY ARE WRONG – THEY PROVIDE A POWERFUL MODEL FOR THEIR CHILDREN.

THE BENEFITS OF STRONG CRITICAL THINKING SKILLS FOR STUDENTS

THE ADVANTAGES OF CULTIVATING STRONG CRITICAL THINKING SKILLS IN STUDENTS ARE FAR-REACHING, IMPACTING THEIR ACADEMIC JOURNEY, FUTURE CAREER PROSPECTS, AND OVERALL WELL-BEING.

IMPROVED ACADEMIC PERFORMANCE

STUDENTS WHO CAN THINK CRITICALLY ARE BETTER EQUIPPED TO UNDERSTAND COMPLEX CONCEPTS, ANALYZE TEXTS, SOLVE PROBLEMS, AND WRITE PERSUASIVE ESSAYS. THIS LEADS TO HIGHER GRADES AND A DEEPER, MORE MEANINGFUL ENGAGEMENT WITH THEIR STUDIES.

ENHANCED PROBLEM-SOLVING ABILITIES

CRITICAL THINKERS APPROACH PROBLEMS SYSTEMATICALLY. THEY CAN IDENTIFY THE ROOT CAUSES OF ISSUES, BRAINSTORM EFFECTIVE SOLUTIONS, AND EVALUATE THE POTENTIAL OUTCOMES OF THEIR CHOICES. THIS MAKES THEM MORE ADEPT AT TACKLING CHALLENGES IN ALL AREAS OF LIFE.

BETTER DECISION-MAKING

BY WEIGHING EVIDENCE, CONSIDERING CONSEQUENCES, AND ANTICIPATING POTENTIAL PITFALLS, STUDENTS DEVELOP THE CAPACITY TO MAKE SOUND JUDGMENTS. THIS IS ESSENTIAL FOR NAVIGATING PERSONAL, ACADEMIC, AND PROFESSIONAL DECISIONS.

INCREASED INDEPENDENCE AND SELF-RELIANCE

STUDENTS WHO THINK CRITICALLY ARE LESS LIKELY TO BE SWAYED BY POPULAR OPINION OR MISINFORMATION. THEY CAN FORM THEIR OWN INFORMED OPINIONS AND FEEL MORE CONFIDENT IN THEIR ABILITY TO NAVIGATE THE WORLD INDEPENDENTLY.

GREATER ADAPTABILITY AND CREATIVITY

THE ABILITY TO ANALYZE SITUATIONS FROM MULTIPLE PERSPECTIVES AND TO THINK OUTSIDE THE BOX FOSTERS CREATIVITY AND ADAPTABILITY. IN A RAPIDLY CHANGING WORLD, THESE SKILLS ARE INVALUABLE FOR INNOVATION AND RESILIENCE.

ACTIVE AND INFORMED CITIZENSHIP

CRITICAL THINKING EMPOWERS INDIVIDUALS TO ENGAGE CONSTRUCTIVELY WITH SOCIETAL ISSUES, EVALUATE POLITICAL DISCOURSE, AND MAKE INFORMED DECISIONS AS CITIZENS. IT IS FUNDAMENTAL TO A HEALTHY DEMOCRACY.

CHALLENGES IN DEVELOPING CRITICAL THINKING

DESPITE THE CLEAR BENEFITS, DEVELOPING CRITICAL THINKING SKILLS IN STUDENTS IS NOT WITHOUT ITS HURDLES. RECOGNIZING THESE CHALLENGES IS THE FIRST STEP TOWARD OVERCOMING THEM.

INFORMATION OVERLOAD AND MISINFORMATION

THE SHEER VOLUME OF INFORMATION AVAILABLE TODAY, COUPLED WITH THE PREVALENCE OF FAKE NEWS AND BIASED CONTENT, MAKES IT DIFFICULT FOR STUDENTS TO DISCERN RELIABLE SOURCES AND ACCURATE INFORMATION. DEVELOPING MEDIA LITERACY AND CRITICAL EVALUATION SKILLS IS MORE IMPORTANT THAN EVER.

COGNITIVE BIASES

EVERYONE IS SUSCEPTIBLE TO COGNITIVE BIASES, SUCH AS CONFIRMATION BIAS OR THE AVAILABILITY HEURISTIC, WHICH CAN CLOUD JUDGMENT. TEACHING STUDENTS TO RECOGNIZE AND MITIGATE THEIR OWN BIASES IS A CONTINUOUS PROCESS.

PASSIVE LEARNING ENVIRONMENTS

TRADITIONAL EDUCATIONAL MODELS THAT EMPHASIZE MEMORIZATION AND PASSIVE RECEPTION OF INFORMATION CAN STIFLE THE DEVELOPMENT OF CRITICAL THINKING. A SHIFT TOWARDS MORE ACTIVE, INQUIRY-BASED LEARNING IS NEEDED.

LACK OF EXPLICIT INSTRUCTION

CRITICAL THINKING IS OFTEN ASSUMED TO DEVELOP NATURALLY. HOWEVER, EXPLICIT INSTRUCTION ON CRITICAL THINKING STRATEGIES, LOGICAL REASONING, AND ANALYTICAL TECHNIQUES IS ESSENTIAL FOR MANY STUDENTS.

FEAR OF FAILURE OR BEING WRONG

SOME STUDENTS MAY BE HESITANT TO EXPRESS DISSENTING OPINIONS OR TO ASK CHALLENGING QUESTIONS FOR FEAR OF BEING INCORRECT. CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT WHERE MISTAKES ARE SEEN AS LEARNING OPPORTUNITIES IS CRUCIAL.

THE NEED FOR PRACTICE

LIKE ANY SKILL, CRITICAL THINKING REQUIRES CONSISTENT PRACTICE. WITHOUT REGULAR OPPORTUNITIES TO APPLY ANALYTICAL AND EVALUATIVE ABILITIES, STUDENTS MAY STRUGGLE TO DEVELOP PROFICIENCY.

FAQ

Q: WHAT ARE THE FOUNDATIONAL ELEMENTS OF CRITICAL THINKING SKILLS FOR STUDENTS?

A: THE FOUNDATIONAL ELEMENTS OF CRITICAL THINKING SKILLS FOR STUDENTS INCLUDE ANALYSIS, EVALUATION, INFERENCE, PROBLEM-SOLVING, AND SELF-REGULATION. THESE INTERCONNECTED ABILITIES ALLOW STUDENTS TO DECONSTRUCT INFORMATION, ASSESS ITS VALIDITY, DRAW LOGICAL CONCLUSIONS, FIND SOLUTIONS, AND MONITOR THEIR OWN THOUGHT PROCESSES.

Q: HOW CAN TEACHERS ACTIVELY FOSTER CRITICAL THINKING IN THEIR STUDENTS?

A: TEACHERS CAN ACTIVELY FOSTER CRITICAL THINKING BY EMPLOYING STRATEGIES SUCH AS SOCRATIC QUESTIONING, PROBLEM-BASED LEARNING, ENGAGING STUDENTS IN DEBATES AND DISCUSSIONS, ANALYZING CASE STUDIES, AND UTILIZING GRAPHIC ORGANIZERS TO HELP VISUALIZE COMPLEX INFORMATION AND RELATIONSHIPS.

Q: WHAT ROLE DO PARENTS PLAY IN DEVELOPING A STUDENT'S CRITICAL THINKING ABILITIES?

A: PARENTS PLAY A CRUCIAL ROLE BY ENGAGING IN THOUGHTFUL CONVERSATIONS, ENCOURAGING READING AND RESEARCH FROM DIVERSE SOURCES, PROMOTING STRATEGY GAMES THAT REQUIRE PLANNING, AND BY MODELING CRITICAL THINKING BEHAVIOR IN THEIR OWN DECISION-MAKING AND INFORMATION EVALUATION.

Q: WHY ARE CRITICAL THINKING SKILLS ESSENTIAL FOR STUDENTS IN THE 21ST CENTURY?

A: CRITICAL THINKING SKILLS ARE ESSENTIAL IN THE 21ST CENTURY BECAUSE THEY EQUIP STUDENTS TO NAVIGATE A WORLD FLOODED WITH INFORMATION AND MISINFORMATION, TO ADAPT TO RAPIDLY CHANGING TECHNOLOGICAL AND SOCIETAL LANDSCAPES, TO SOLVE COMPLEX PROBLEMS, AND TO BECOME ENGAGED, INFORMED CITIZENS CAPABLE OF MAKING SOUND DECISIONS.

Q: CAN CRITICAL THINKING SKILLS BE TAUGHT, OR ARE THEY INNATE?

A: CRITICAL THINKING SKILLS CAN ABSOLUTELY BE TAUGHT AND HONED. WHILE SOME INDIVIDUALS MAY HAVE A NATURAL INCLINATION TOWARDS ANALYTICAL THOUGHT, THESE SKILLS ARE LARGELY DEVELOPED THROUGH EXPLICIT INSTRUCTION, PRACTICE, AND CONSISTENT APPLICATION IN VARIOUS LEARNING ENVIRONMENTS.

Q: HOW DOES CRITICAL THINKING IMPACT A STUDENT'S ACADEMIC PERFORMANCE?

A: CRITICAL THINKING SIGNIFICANTLY IMPACTS ACADEMIC PERFORMANCE BY ENABLING STUDENTS TO UNDERSTAND COMPLEX SUBJECTS MORE DEEPLY, ANALYZE TEXTS CRITICALLY, CONSTRUCT STRONGER ARGUMENTS IN ESSAYS, AND APPROACH PROBLEM-SOLVING TASKS WITH GREATER EFFICACY, LEADING TO IMPROVED GRADES AND OVERALL LEARNING.

Q: WHAT ARE SOME COMMON CHALLENGES STUDENTS FACE WHEN TRYING TO DEVELOP CRITICAL THINKING SKILLS?

A: COMMON CHALLENGES INCLUDE INFORMATION OVERLOAD AND THE DIFFICULTY OF DISCERNING CREDIBLE SOURCES, THE INFLUENCE OF COGNITIVE BIASES, PASSIVE LEARNING ENVIRONMENTS THAT DON'T ENCOURAGE INQUIRY, AND A LACK OF EXPLICIT INSTRUCTION IN CRITICAL THINKING METHODOLOGIES.

Q: HOW CAN STUDENTS LEARN TO IDENTIFY AND OVERCOME THEIR OWN BIASES WHEN THINKING CRITICALLY?

A: STUDENTS CAN LEARN TO IDENTIFY AND OVERCOME THEIR BIASES THROUGH SELF-AWARENESS, METACOGNITIVE EXERCISES, SEEKING DIVERSE PERSPECTIVES, ACTIVELY QUESTIONING THEIR OWN ASSUMPTIONS, AND BEING OPEN TO EVIDENCE THAT CONTRADICTS THEIR PRE-EXISTING BELIEFS, OFTEN WITH GUIDANCE FROM EDUCATORS.

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