

Review of: "Paulian Approach to Critical Thinking: Assessing an Intervention Program"

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Potential competing interests: No potential competing interests to declare.

This article presents an important study on the impact of a critical thinking intervention program on teacher education students in India. Overall, the article is well-structured and offers a clear understanding of the study's objectives, methods, results, and limitations. Below, I provide some comments and suggestions to further improve the article:

The article is well-written and presents the findings clearly and concisely. However, it would be helpful to provide a brief introduction at the beginning of the article to contextualize the importance of critical thinking in education and its relevance in the context of India. This would help readers quickly grasp the relevance of your research.

It is mentioned that the approach is based on Paul (1990), but it would be useful to provide a brief explanation of this approach and why it was chosen as the foundation for the intervention program.

It is noted that the study was conducted at a private university in Gujarat, India, and it is mentioned that this limits the generalization of the results. It would be beneficial to discuss how the specific characteristics of this population may influence the results and whether there is any reason to believe that the findings might be applicable to other populations or contexts.

The limitation of the limited duration of the intervention is important. It would be useful to discuss the possibility of long-term follow-up to assess whether the observed effects persist or if there is a fading effect over time.

It is mentioned that the control groups did not receive any intervention, but it is not specified whether they were provided with any form of standard instruction or pedagogical approach. It would be helpful to provide more details about what the control groups did within the context of their teacher education so that readers have a complete understanding of the differences between the groups.

The possibility of students in the Treatment Group feeling motivated to show improvements due to their participation in the intervention program is mentioned. It would be beneficial to discuss whether measures were taken to mitigate this potential bias and how it was managed during data collection.

The article concludes with the need for further research to address the study's limitations and gain a better understanding of the long-term effects of such programs. It would be useful to provide some specific suggestions for future research in this field.

In summary, the study is valuable and provides important insights into improving critical thinking in teacher education students. I hope these comments can further strengthen your work.