

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

Martin Turner¹

¹ Central Queensland University

Potential competing interests: No potential competing interests to declare.

I enjoyed reading your paper. The topic is an important one. Supporting student teachers in their own critical thinking skills is a key aspect in the education of secondary teachers; and not an easy one in which to make progress in practice.

Purpose of Research

You might like to consider breaking this section into two sections: Introduction, and Literature Review.

The paper nicely juxtaposes India's educational policies and authorities' views on the importance of nurturing Critical Thinking (CT) skills with the emphasis in Indian education in practice on "rote-memory, factual knowledge, and a textbook-centric culture."

The paper also notes that if CT is to be embedded within secondary education in India, it needs to be first understood and practiced by secondary teachers.

The paper then asserts "CT is a crucial aspect that must be integrated into the training of student teachers."

Paul's model of CT should be described in more detail, and the choice of this model should be supported with more detailed reasons and information about the benefits of using this model compared to other approaches. This discussion should include the value of using Paul's model in the context of a non-Western country such as India.

Research Questions

The research questions are clear and specific.

About the Critical Thinking intervention program

This section would be strengthened if the intervention program was more clearly linked to aspects of the Paul model.

Methodology

The methodology section needs considerable further work.

I suggest commencing the section with a brief description of the mixed methods approach of the study, clearly describing the quantitative and qualitative elements of the research.

You should include further information about the sample population, its size and use in each of the elements of the research. As a reader, I would like to further understand aspects of the sample of student teachers used in this study, including how they were selected.

Also, the hypothesis in the study is not clearly connected to the Research Questions earlier in the paper.

Results

The write-up of the results in this section needs considerable further work.

You should consider a way of clearly showing the results in summary, perhaps in a table or in some other short form.

In the rest of this section, you can then go into further detail, carefully linking the results to your research questions and hypotheses. I consider you would be best to do this in this section on your results, rather than in the later section 'Discussion'.

I also suggest you present the qualitative results under some key themes that have emerged from your data analysis of the qualitative data.

Discussion

In this section, I would draw out some of the broader issues or themes that have emerged from your study, and their implication for Indian education and more broadly for education internationally.

You could also tie this discussion with aspects of your discussion in the earlier section on 'Purpose of Research'.

This paper has some good emerging strengths. With further work, I think its results and relevance to the education of secondary teachers can be strengthened and be presented in a more compelling way.

I trust these comments are useful to you as you continue work on this paper.