

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

Daiva Penkauskienė

Potential competing interests: No potential competing interests to declare.

The development of critical thinking and the evidence of its outcomes remain relevant at all levels of education. The methodology chosen is comprehensive and appropriate for both - the development and assessment of critical thinking skills and dispositions. However, the author of the paper are not entirely clear why they have chosen this particular approach, although they say that of all the other approaches have been reviewed, this is the most appropriate. It remains unclear what namely others approaches/methodologies have been considered as well. There are some contradictions in the justification of the article. For example, it is stated that there is insufficient evidence of how critical thinking can be developed in the classroom in different subjects, and then the author makes reference to articles declaring the achievements of critical thinking in secondary school. Critical thinking is also named to be a method, but it is not a method but a competence consisting of skills, dispositions and values.

It is very good that the study is clearly focused, localised, contextualized and that a mixed research strategy has been chosen. However, the choice is not sufficiently justified. Neither is the evidence obtained.

In summary, the quality of the paper would be much better if it had more substantiated content, from the introduction to the conclusions.