



MASENO UNIVERSITY
UNIVERSITY EXAMINATIONS 2016/2017

**FIRST YEAR FIRST SEMESTER EXAMINATIONS FOR THE
DEGREE OF MASTER OF EDUCATION IN PEDAGOGY,
MASTER OF EDUCATION IN CURRICULUM STUDIES, AND
MASTER OF EDUCATION IN EDUCATIONAL TECHNOLOGY**

CITY CAMPUS

ECT 802: CRITICAL THINKING IN EDUCATION

Date: 8th December, 2016

Time: 9.00 - 12.00pm

INSTRUCTIONS:

- Answer any FOUR Questions.

QUESTION ONE

- (a) Explain the concept of *ad hominem* attack(s) in educational discussions and literature, citing specific examples of the fallacy. (3 marks)
- (b) Describe major characteristics of a strong and sound argument. (7 marks)
- (c) With reference to a specific case within the discipline of education, sketch a schematic diagram, showing any shotgun and chain links within a strong argument. (5marks)

QUESTION TWO

- (a) Explain each of the following concepts, giving suitable examples of simple premises and conclusions that relate to the field of education.
- (i) modus ponens (affirming antecedent)
 - (ii) modus tollens (denying consequent) (8 marks)
- (b) Construct a logical inductive argument that may lead to the conclusion that *Critical Thinking should be taught as a compulsory course in Education* (This should cover about 1 page of the answer book). (7 marks)

QUESTION THREE

In his seminal study, Glaser (1941) identified the following constructs as essential components of critical thinking (i) attitude (ii) knowledge of the methods of logical inquiry, and (iii) some skills in applying those methods. However, Scriven and Richard (1987) view critical thinking as involving information, belief generating and processing skills, and the habit - based on intellectual commitment, of using those skills to guide behavior.

- (a) Explain in details why the three constructs may have been considered important by Glaser. (12 marks)
- (b) Explain the apparent disagreement between Glaser's ideas and those of Scriven and Richard regarding important components of critical thinking. (3 marks)

QUESTION FOUR

Critically examine the procedures applied in the teaching and learning of any one of your subjects of specialization. (15 marks)

QUESTION FIVE

John Lockey's *theory of critical realism* posits that matter has primary and secondary qualities. Primary qualities are real and objective while secondary qualities are subjective states or ideas of the mind. The theory considers colour, taste, smell, hotness, coldness, hardness, and softness as secondary qualities since they vary under different conditions in the same object to different persons and to the same person at different times. Extension, impenetrability, motion, shape, size and the like are universal and permanent qualities which belong to all matter under all circumstances and are regarded as actual or objective qualities of matter.

Critique the critical theory in the light of other relevant theories and personal experiences. (15 marks)

QUESTION SIX

- (a) Explain three themes that form the core of Lev Vigotsky's theory of social constructivism in education. (7 marks)
- (b) Critically analyze the theory of social constructivism, bringing out its strengths, weaknesses and your own synthesis. (8 marks)

