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THE INTERNATIONAL ASSOCIATION FOR
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CRITICAL AND CREATIVE THINKING FOR
THE NEW ERA EDUCATOR

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strictly reserved.
A known (but perhaps more demonstrable) factor is that the poor thinking skills, a common knowledge that many teachers and parents are aware of, can lead to poor achievement in general. The teaching of critical thinking skills should therefore be an integral part of the curriculum, with a focus on developing cognitive processes that enhance problem-solving abilities. Critical thinking skills are crucial for the development of effective learning strategies and the ability to make informed decisions. Poor thinking skills can negatively impact academic performance and overall success in life. Therefore, it is essential to integrate critical thinking skills into the educational curriculum at all levels. The development of critical thinking skills can be achieved through various strategies, including the use of problem-solving exercises, critical reasoning activities, and discussions that encourage students to analyze and evaluate information critically. By fostering critical thinking skills, students will be better equipped to navigate the complexities of the modern world and make informed decisions that impact their lives.
Critical Thinking: A Complex Ideal

Critical thinking is more complex than ordinary thinking. It involves the following:

1. The ability to analyze and evaluate
2. The ability to draw conclusions
3. The ability to make judgments
4. The ability to reason

Critical thinking is a complex process that requires the integration of various skills. It is not a simple process but rather a complex one that involves multiple cognitive processes. Critical thinking is the ability to think critically and analytically, and to evaluate information and arguments effectively. It involves the ability to think creatively and to think beyond the obvious. Critical thinking is a way of thinking that allows us to think more deeply and to understand complex issues more fully. It is a way of thinking that allows us to think critically and to think beyond the obvious.
RELATION TO THE SOUTH AFRICAN SCENARIO

The development of thinking skills and other processes is important for effective problem solving, decision making, and the formulation of strategies. These skills are essential for success in a world of rapid change and complexity. The development of thinking skills is a critical component of education in the South African context. It is necessary to foster a combination of specific actions to be effective in such a world.
The culuture environment

The impact of culture on critical thinking

The study showed that students from different cultural backgrounds had varying levels of critical thinking skills. Students from collectivist cultures, such as those in Asia, tended to focus on group harmony and collective decision-making. In contrast, students from individualist cultures, such as those in the United States, prioritized individual achievement and personal responsibility. These differences in cultural values and beliefs significantly influenced the way students approached problem-solving tasks.

The study also highlighted the importance of cultural sensitivity in education. Teachers and educators need to be aware of the cultural backgrounds of their students and adapt their teaching methods accordingly. This can be achieved through the use of culturally relevant materials and the creation of inclusive learning environments that respect and value diverse cultural perspectives.

Furthermore, the study emphasized the role of cultural capital in influencing critical thinking skills. Students with a strong cultural capital, such as a deep understanding of their own cultural background and the ability to apply that knowledge to new situations, tended to have higher levels of critical thinking skills. Conversely, students with limited cultural capital may struggle to apply their knowledge to new situations, limiting their critical thinking abilities.

In conclusion, the impact of culture on critical thinking skills is significant and cannot be overlooked in the education system. By understanding the cultural values and beliefs of their students, educators can create more effective and inclusive learning environments that promote critical thinking skills.
school culture (Western culture). Informational cultures are not necessary because the purpose of the school is to prepare students for life outside the school, not to educate them about the culture. Informational cultures refer to the information that is transmitted by language and other means. In the context of the school, the reference to the information that is transmitted by language and other means is important. Informational cultures can also be found in other contexts, such as in the media or in educational institutions.

To conclude, school culture (Western culture) is characterized by a focus on the information that is transmitted by language and other means. Informational cultures are not necessary because the purpose of the school is to prepare students for life outside the school, not to educate them about the culture. Informational cultures refer to the information that is transmitted by language and other means. In the context of the school, the reference to the information that is transmitted by language and other means is important. Informational cultures can also be found in other contexts, such as in the media or in educational institutions.


Aims of the Study

The researcher of the current study aimed to explore the role of a computerized stimulus in enhancing critical thinking skills among a group of pre-service teachers. The study involved a mixed-methods approach, combining qualitative and quantitative data collection instruments. Table 1 illustrates the distribution of students across different cultural backgrounds (see Table 1). The students represented different cultural backgrounds in the research. The students who participated in the research.

Method of Research

The study was designed to explore the relationship between the use of a computerized stimulus and the enhancement of critical thinking skills among pre-service teachers. The researchers employed a mixed-methods approach, integrating both qualitative and quantitative data collection methods. The data were analyzed using appropriate statistical techniques.

Population and Sample

The sample consisted of pre-service teachers who were enrolled in a course focused on critical thinking skills. The sample was selected based on their participation in the research.

Data Collection Instrument

The researchers utilized various data collection instruments, including surveys, interviews, and observations, to gather information from the participants. The data were then analyzed using appropriate statistical methods to draw meaningful conclusions.

Table 1: Cultural Groupings of Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>N</td>
<td>46</td>
<td>40.4</td>
</tr>
<tr>
<td>European</td>
<td>96</td>
<td>66</td>
<td>55.6</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>72</td>
<td>62.3%</td>
</tr>
</tbody>
</table>
The results were consistent within the United States of America were identified to complete the research. A list of participants was developed and a randomized sample was also identified. A convenience sample was included in the study. A convenience sample was identified to determine the level of agreement with the statements. The test items focused on the following aspects of critical thinking:

- The test items focused on the following aspects of critical thinking:

  - Analyzing and comprehending
  - Recognizing assumptions in a series of scenario statements
  - Drawing inferences from real-life situations
  - The test items focused on the following aspects of critical thinking:

The results of the study were reported in a series of scenario statements.

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Due analysis and interpretation:

The study describes the relationship between critical thinking and analytical thinking.

The results of the study were reported in a series of scenario statements.

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Before the experiment was administered to the sample, a pilot study was conducted.

Pilot study:

For students whose mother tongue is not English, the test menu was available.

Groups in the United Kingdom and the United States of America were

The experimental conditions were designed for the data collection instrument.

Limitations:

- Emotional intelligence is being strong and resilient or weak and resilient
- Interpreting and weighing evidence to decide in conditions are warranted.
When comparing the significance of the differences between the 1-score

| Differences between mean scores |
|---------------------|-----------------|
| % | 1.9 | 8.8 | 3.3 |
| Group 2 versus Group 1: Percentage of difference |
| % | 3.9 | 28.7 | 32.2 |

Table 3: Comparison of 1-scores of cultural groups with norm groups

- Significant differences were observed in the 1-score of the southern African culture when compared to the western culture (mean difference: 28.7). This suggests a lower level of critical thinking skills among students from the southern African culture.

Table 4: Mean scores for the 1-score differences between cultural groups

<table>
<thead>
<tr>
<th>Cultural Group</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Culture</td>
<td>72.9</td>
</tr>
<tr>
<td>Southern African Culture</td>
<td>44.3</td>
</tr>
</tbody>
</table>

The findings indicate that students from the western culture exhibit higher critical thinking skills compared to their counterparts from the southern African culture.
According to the argumentation for "fume smiting" (thing move, change, etc.), the assertion is that the experiment was only exploratory in nature, the results provided a surprising result.

As stated in determining the effect on the cognitive processes of the students, the presence of the "fume smiting" environment is seen as an indicator of the students' ability to handle these processes. However, this environment is not enough to equip students with critical thinking skills.

From a critical thinking perspective, the research could also imply that the environment, as described by the students, provides little evidence for the expected results. This is supported by the contradiction, where the results of the experiment do not align with the expected outcomes.

The findings are based on the assumption that the experimental group's exposure to the "fume smiting" environment is critical.

**Note:**
- The results of the experiment show a significant difference between the two groups.
- Group 1 (3.02) perform better than Group 2 (2.39). This indicates that the "fume smiting" environment is beneficial for critical thinking skills.
- The table below illustrates the significance of the differences between the two groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Critical Thinking Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>3.02</td>
</tr>
<tr>
<td>Group 2</td>
<td>2.39</td>
</tr>
</tbody>
</table>

**Conclusions:**
- The experiment supports the hypothesis that the "fume smiting" environment is essential for the development of critical thinking skills. However, further research is needed to confirm these findings.
- The results also suggest that the "fume smiting" environment should be incorporated into school curricula to enhance students' critical thinking skills.
- The experiment's results are promising, but more research is needed to determine the long-term effects of the "fume smiting" environment on critical thinking skills.

**Table 4:** Significance of differences between cultural groups and exposure to the "fume smiting" environment.

<table>
<thead>
<tr>
<th>Group</th>
<th>Critical Thinking Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>3.02</td>
</tr>
<tr>
<td>Western</td>
<td>2.39</td>
</tr>
</tbody>
</table>

The comparison between the Western and African groups revealed significant differences in critical thinking skills.

- The African group performed better than the Western group, indicating the importance of cultural context in critical thinking.
- Further research is needed to understand the underlying factors contributing to these differences.

**Note:**
- The "fume smiting" environment is a new factor introduced to the students to improve critical thinking skills.
- The results of the experiment are promising, but more research is needed to confirm these findings.
According to Dora Hopkins (2002:11) one of the challenges of preparing the critical thinking abilities of prospective education students is to ensure that the development of critical thinking abilities is fostered in the classroom. This process of developing critical thinking abilities is crucial in the education of the minds of the new generation and the teaching of the curriculum.

In the process of education, a student's capacity to think critically and creatively is essential. The development of critical thinking abilities is not only limited to academic subjects but should also be incorporated in all areas of life. Critical thinking skills are required for the success of education and are crucial in ensuring that students are prepared for the real world. Critical thinking is the ability to analyze and evaluate information, think logically, and make informed decisions.

Recommendations

It is recommended that educators incorporate critical thinking skills into their teaching strategies. This can be achieved by encouraging students to question and analyze information, engage in discussions, and develop problem-solving skills. The use of technology and multimedia tools can also enhance the development of critical thinking abilities. Teachers should also provide opportunities for students to apply their critical thinking skills in real-world situations.

In conclusion, the development of critical thinking abilities is crucial in preparing students for the challenges of the modern world. Educators have a significant role in fostering critical thinking skills among students. By incorporating critical thinking into their teaching strategies, educators can prepare students to succeed in the future.