



Overcoming Barriers to Teaching Critical Thinking

Tayebeh Fani

fani_tayebeh@yahoo.com

Sama Technical and Vocational Training School, Islamic Azad University, Tehran Branch (Iran).

Abstract

Critical thinking (CT) has long been a goal of modern education, and its importance has been reiterated in a wide range of documents. Despite the consensus of scholars and educators on the significance of nurturing students to become critical thinkers, teaching for CT has not been a simple task because there are competing definitions and practices and many barriers to its implementation (Ilan, 2002; Wright 1995; Ku, 2009). In this article, some definitions and components of CT are reviewed. Then, barriers to the implementation of CT are discussed. The difficulties involved in CT education are multifold including vague conceptualization of CT, lack of organized sequence in teaching CT, threatening nature of CT practice, lack of proper assessment (Ku, 2009; Ennis, 2003; Halpern, 2003; Norris, 2003), and lack of teacher training. Finally, several approaches are suggested to overcome these barriers such as specific teacher training courses, considering different levels of CT, continued practice, and encouraging a positive attitude toward CT.