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Altri autori (Persone)	JohnstonBrenda
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Nota di contenuto	Cover; Contents; Acknowledgements; Chapter 1: Introduction; Chapter 2: Conceptualizations of Criticality in Higher Education: Philosophical, Field-Specific and Political Engagement Approaches; Chapter 3: Conceptualizations of Criticality in Higher Education: Psychological Approaches; Chapter 4: A Proposed Framework for Criticality Development; Chapter 5: Criticality Goals in the Undergraduate Curriculum; Chapter 6: Becoming Critical: Teaching and Learning Processes; Chapter 7: Student Writing and Criticality Development; Chapter 8: Experiential Learning and Criticality Development Chapter 9: Conclusions and ImplicationsReferences; Index
Sommario/riassunto	Critical thinking is a major and enduring aspect of higher education and the development of criticality in students has long been a core aim. However, understandings of criticality are conceptually and empirically unclear. The book combines a well developed conceptual discussion of the nature of criticality appropriate for the twenty-first century, the extent to which it is attainable by arts and social science undergraduates, and the paths by which it is developed during students' higher education experiences. Drawing upon empirical

