

Incorporate in curriculum

The attached article "[Incorporating Critical Thinking in a Curriculum](#)" discusses in depth the details of issues involved in incorporating critical thinking into a curriculum, with a focus on the relative value of incorporating critical thinking into existing subjects (sometimes defended by claiming that critical thinking is "subject specific") as compared to having a separate course on critical thinking, as further compared to doing *both*. For a considerably more detailed discussion of the subject-specificity issue, see "[Critical Thinking and Subject Specificity: Clarification and Needed Research](#)" and "[The Extent to Which Critical Thinking is Subject Specific: Further Clarification.](#)"

A recent elaboration of incorporation of critical thinking in a curriculum can be found

in Ennis, R. H. (2018). Critical thinking across the curriculum: A vision. TOPOI. Pp.1–20. <http://link.springer.com/article/10.1007/s11245-016-9401-4>; DIGITAL OBJECT IDENTIFIER: doi:10.1007/s11245-016-9401-4. This article includes discussions of research on the topic, and emphasizes so-called "mixed" instruction (in which critical thinking and subject matter are combined in the same course or sequence).

For guidance regarding the goals and critical thinking criteria to serve as a basis for organizing a total curriculum, see definition of [critical thinking](#), which introduces the basic definition ("reasonable reflective thinking focused on deciding what to believe or do"), and the "super-streamlined conception". See also [Critical Thinking: A Streamlined](#)

Conception, the [Nature of Critical Thinking: An Outline of Critical Thinking Dispositions and Abilities](#), (which is perhaps the most useful for this purpose

because it is
an un-exemplified outline). Finally, see Robert Ennis' textbook, *Critical Thinking*
(1996),
published by Prentice-Hall, which has many examples and situations calling for
critical
thinking practice.