

Attitudes of Teachers and Students to Critical Thinking Skills in Taiwan

Authors : Yin Cheng Quan, Chang Yu Shu

Abstract : Context: The paper explores the attitudes of teachers and students in Taiwan towards critical thinking skills within an exam-focused education system, particularly in the digital age. Research Aim: The study aims to identify and understand the perspectives of teachers and students on the importance and challenges related to critical thinking skills in Taiwan's education system. Methodology: The research employed an online questionnaire with directed and free response questions to gather insights from teachers and students regarding the value and practicality of critical thinking skills in an exam-oriented educational environment. Findings: Both teachers and students recognise the significance of critical thinking skills, especially in the era of social media. However, they face obstacles such as lack of training, knowledge, classroom time, and resources for teachers, and the perception of critical thinking skills as a hindrance rather than a benefit for students due to the exam-based system. Theoretical Importance: The study highlights the discrepancy between the perceived importance of critical thinking skills and the challenges in implementing them within Taiwan's education culture, shedding light on the impact of exam-centric approaches on critical thinking skill development. Data Collection and Analysis Procedures: Data was collected through an online questionnaire and analysed quantitatively and qualitatively to extract insights on attitudes towards critical thinking skills among teachers and students in Taiwan. Questions Addressed: The study addresses the attitudes of teachers and students towards critical thinking skills, their perceived importance, challenges hindering their development, and the impact of the exam-oriented education system. Conclusion: Despite acknowledging the significance of critical thinking skills, both teachers and students in Taiwan face barriers in fostering these skills within the prevailing exam-driven academic setting.

Keywords : psychology, critical thinking, teaching and learning, Taiwan

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