

The Evaluation Of Qualitative Studies İn Turkey About Critical Thinking Skill: A Meta-synthesis Study

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Seyat POLAT

Özet

Critical thinking skills have been regarded as a basic skill due to its importance in the scope of constructivism-based curriculum which has begun to be applied since 2005 in Turkey. Therefore, there has been a tremendous increase in the studies about critical thinking since 2005. In this context, the aim of this study is review of the qualitative studies, which handle critical thinking and are carried in Turkey, by meta synthesis method. Goal-directed sample method was used in the study. The data of the study were obtained from 18 qualitative studies written in Turkish which can be accessed in Council of Higher Education, National Thesis Center and ULAKBİM Social Sciences Database. Content analysis method was used to analyse the data. The findings of the study show that curriculum is adequate in making students gain critical thinking skills, teachers and teacher candidates conceptualise critical thinking skills in accordance with the literature, however they see themselves unqualified for the application of critical thinking and also they think classroom environment restrain them from having students gain critical thinking skills.

Anahtar Kelimeler

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Abstract

Critical thinking skills have been regarded as a basic skill due to its importance in the scope of constructivism-based curriculum which has begun to be applied since 2005 in Turkey. Therefore, there has been a tremendous increase in the studies about critical thinking since 2005. In this context, the aim of this study is review of the qualitative studies, which handle critical thinking and are carried in Turkey, by meta synthesis method. Goal-directed sample method was used in the study. The data of the study were obtained from 18 qualitative studies written in Turkish which can be accessed in Council of Higher Education, National Thesis Center and ULAKBİM Social Sciences Database. Content analysis method was used to analyse the data. The findings of the study show that curriculum is adequate in making students gain critical thinking skills, teachers and teacher candidates conceptualise critical thinking skills in accordance with the literature, however they see themselves unqualified for the application of critical thinking and also they think classroom environment restrain them from having students gain critical thinking skills.

Keywords

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