**READ ME**

A number of psychological and sociological factors affect human thinking, including critical thinking. These factors include belief and confirmation biases, framing, social pressure to conform, and poor assessment of probability and risk.  The aim of this research project was to ascertain whether students of English for Academic Purposes (EAP) found that exploring these factors changed their concept of critical thinking, or helped them with their own critical thinking.

The research questions were:

1.  What do EAP students understand by “critical thinking”?

2.  Does exploring psychological and sociological factors which influence human thinking in workshops affect students' perceptions of what constitutes critical thinking?  If so, how?

3.  Do students feel that exploring these factors in workshops has an impact on their own critical thinking, and if so, how?

I conducted the exploration of factors affecting thinking with EAP students at the University of Sheffield (UK) in three consecutive series of six workshops during 2019. I then interviewed the participants and analysed the resulting data using thematic analysis and code development. This involves looking for repeated themes or ideas in the transcripts and assigning them to categories so that patterns can be identified.

This collection of data includes:

* The transcripts of the interviews
* The rules I used to assign sections of these transcripts to categories
* A table showing how often items from these categories occurred in the transcripts and how many participants mentioned them.