**Rules for categorisation**

These are the rules used to place items from the interview scripts into categories for the purpose of thematic analysis and code development

***Questioning and analysing***

Items in this category may also appear in other categories, such as “culture” or “independence and initiative”. Questioning and analysing are combined into the same category for the reasons given in the Methodology chapter (p. 85). An item is categorised under “questioning and analysing” if it follows one or more of the following rules:

*The item contains the words “question”, “analyse”, their grammatical variants, or their synonyms, in relation to critical thinking:*

Hilary: Before I just, uh, I try to think some method to question some question, but I don’t know some theory, you know, theories

Olivia: Now I understand more in details that a good critical thinker is someone who doesn't just passively take what's been told, but actively analyses the information and think independently to have a conclusion of agreeing or disagreeing

Lohita: Critical thinking is way of assessing the content from various aspects (Pre-Course Task)

*The item contains adjectives which imply questioning, such as “sceptical” or “suspicious”, in relation to critical thinking*:

Hilary: Yeah, I think at first I have idea about critical thinking is have spectacle [sceptical?] way to think something.

Helen: … critical thinking encourages us to challenge the perspective of mainstream while we should keep suspicious of everything … (Pre-Course Task)

Helen: Yeah, but – for me, before I just think critical thinking is challenging the existing theory, and just like you become very picky ... and just find the loopholes and the disadvantage

*The participant describes activities or attitudes which imply questioning or analysing (or a lack of it):*

Jade: if someone says it’s right, I think maybe it’s wrong

Hilary: In a company, every company have different rules. You know that. Yes. So everybody should obey that rules. Although sometimes it may be wrong.

Cyan: Basically, I think based on my opinion, I think critical thinking is for problem or for issue, to know and to explore what it is, how does it work, and why it happened. Maybe I guess this is what critical thinking is

*The items include a reference to concepts related to questioning and analysis that have appeared in the workshops. (For example, the concept of the “elephant in the room” was introduced in Workshop 4 to demonstrate how social pressure forbids people from questioning certain assumptions or acknowledging issues that might otherwise be subject to analysis).*

Hilary: I mean, like the [unclear: freezing?] elephant actually happen in anywhere, but I think especially [Sam: in our culture] in my work experience, actually that is somebody just [Yaling: Really?] not – just ignore that, although it is there.

Dandan: OK! From today’s [workshop], you show us this reading, you say, who is the audience for such as a newspaper, who is the audience for this text, and look at the source and evidence, [unclear] such as a professor and minister, they say blahblahblah, and also, “How has the issue or problem been framed. Are there any other ways of framing this?” And also, “Can you see any bias?” “Does this use any emotional language to persuade you?”

***Multiple perspectives***

The two categories of “multiple perspectives” and “framing” are closely related, but do not share any items (see also “framing”, below). An item is categorised under “multiple perspectives” if it refers to different “perspectives”, sides” or “views”, but is not specific about how an issue might be framed, e.g. as economic or environmental (see also “framing” below). Items in this category should follow one or more of the following rules:

*The item contains words or phrases that mean or imply “different”, “many” or “both” in conjunction with the word “perspective/s” or its synonyms, in relation to critical thinking:*

Rose: Thinking from many different angles (Pre-Course Task)

Joy: Thinking about both positive and negative aspects (Pre-Course Task)

Hamra: I try to think in the opposite side

Lohita: … now I understood that I have to search all over a broad spectrum, which explains from every aspect of the world

Sophia: … what’s the standing point among different people. So what are different people’s viewpoints?

*The item refers to or suggests the quality of being “open-minded” in relation to critical thinking:*

Sam: We should be open-minded

Abda: Yeah, yeah. So we have to understand the reasons, what they did that. Sometimes when you listen to the reasons, ah, you will be persuaded!

*The participant denigrates the practice of having only one point of view:*

Olivia: I hate that China only tell me the one story they want to tell

Max: Maybe - in my opinion, or in my past experience, I just think about in one way thinking. [Kathy: Yeah]. Yeah, yeah, in one way thinking. I don’t know how to explain my opinion or my thinking

***Argument building***

This category also includes references to deconstructing arguments (see the second example below). An item may or may not include using evidence or sources; if so, it goes into the “evidence and sources” category as well.

An item is categorised under “argument building” if it follows one or more of the following rules:

*The item contains the words “argument”, “prove” or “judge”, or their grammatical variants:*

Violet: I think [critical thinking is] be able to like have your own opinion, argument, what you think of, when you are looking at the reading, or writing

Sam: I mean before I think it’s more like, find something that’s missing or wrong in prove process

Jean: Critical thinking is the skill to think different aspect of the issue and create a judgement (Pre-Course Task)

*The item contains references to supporting one’s opinion, with or without mentioning evidence:*

Rose: I can think what is right thing support me and what is against my idea

Jade: It changed a little, because I think they might support, the evidence just from the news or some reports, and when I finished the class I find there are many resource, some is from the scientific organisation, or some just the magazine [academic journals?] or to choose to support the own opinion, I think

*The item contains references to explaining one’s point or position to others, or persuading others:*

Max: I don’t know how to explain my opinion or my thinking

Lohita: And I understood why it is important to have your perspective, and be courageous about it, and how you can explain your point to the other person

Olivia: critical thinking for me now, I think [pause] it’s not about one conclusion or one belief, it’s like you can sort out your conclusion with the resources you have, the information you have, you can sort it out with the logical way [Kathy: Yeah] and use that to kind of persuade someone else

***Confirmation bias***

Items in this category may also appear in other categories, such as “self-awareness”. An item is categorised under “confirmation bias” if it follows one or more of the following rules:

*The item contains the phrase “confirmation bias”:*

Abda: The workshop it was that influenced me and I understand everything in there and it was very useful. I think it was the confirmation bias

Melina: I think I have more information about critical thinking, that we use our framing, and our maybe confirmation bias, and to look to the evidence that we want to match our beliefs

*The participant describes confirmation bias without using those exact words:*

Dandan: So, people always you know cherry picking, they choose which one they feel comfortable, and they like

Olivia: If you want to believe China is bad, you won’t listen to all these other press said China is doing a good thing

Jean: Just like we want to find some reference to support us, but we don’t want to find any reference that can, um, take the opposite, I mean [Cyan: against] like judge our idea

*The participant describes how to avoid confirmation bias, without using those exact words:*

Sam: And also try to disapprove [disprove] your [own] opinion, yes

Helen: The most - the remarkable point that Kathy said I think is that we believe one belief, then we need to find everything against it [others say “yeah”] and if everything wrong, then you are probably right

***Use of evidence and sources***

Items in this category may also appear in other categories, such as “argument building”. An item is categorised under “evidence and sources” if it follows one or more of the following rules:

*The item contains the words “evidence” or “source/s” in relation to critical thinking:*

Abda: For me I think it was very useful, even now, I can, for example, if somebody said, inform me with some information, so I go to my phone and look it up, and find the source, is it right or not, it’s supported by evidence or not

*The item contains other terms which refer to sources, (such as “resources”, “references” or “research”) or to evidence (such as “data” or “information”), in relation to critical thinking:*

Olivia: ‘Cause we, we – there must be something new about the topic that comes up. Like, if we are, like, examining the climate change, there will be a new newspaper, new research, new report, will come up [Kathy: Yeah] and we will never have the, how you say, enough information, for ever

Sophia: I still think climate is changing, but I can reflection on this question. Yes, some news has already reported on this. I think I need more statistics or data to convince myself, such as how to evaluate this news, during a long period. And I need to see the different data during different time, and different years, to convince. So, how the climate change or in what kind of way it is changing. Maybe I need more to read, to convince

*The participant implies that critical thinking involves the use of evidence, as opposed to unsupported belief:*

Abda: Also, another point [unclear: applying here?] we have to accept facts, even if against our belief and our what we think

Olivia: But, I’ve still got my problems, ‘cause, I think about it, why I change my mind so easily it’s because I don’t have much knowledge to support my belief

***Framing***

The two categories of “framing” and “multiple perspectives” are closely related, but there are no items which appear in both categories (see also “multiple perspectives” above). An item is categorised under “framing” if it follows one or more of the following rules:

*The item contains the word “frame” or “framing”, or the word “picture” in the sense of how an issue is framed*

Melina: I think I have more information about critical thinking, that we use our framing

Yaling: We should to think outside of our frame

Hamra: I usually try to look to the bigger picture, than the small one

*The participant is specific about how an issue might be framed, rather than simply saying there is more than one way of looking at it (in which case, it would be put in the “multiple perspectives” category). The term “framing” itself may or may not be used:*

Olivia: That’s how, like, different parties, they saw the issues, like if you think it’s a climate thing, you will do it that way. And if you think it’s an economic thing, you will do it that way

Dandan: And for such as framing, I think I have more, especially for the climate change, economic issue, religious issue, political issue, I don’t know about that, but I also know the health issue and this is environmental issue

Sophia: When I ask them [her participants] maybe I should think about, who are they? A teacher, or a management, or...? What kind of work he is doing … he’s doing something about financing, or just teaching. Where he or she is from?

*The participant describes what they had learned from Workshop 3 about the formation of frames, without necessarily using that term:*

Max: And the bias is just from our experience or our values, or the other things

Jade: [Referring to Workshop 3 on “Framing”] To know about, uh, cannot judge from a small part to the whole thing, and because every part of the picture shock me, we think about many stories!

***Independence and initiative***

Items in this category may also appear in other categories, such as “questioning an analysing”. An item is categorised under “independence and initiative” if it follows one or more of the following rules:

*The item contains the word* **“***independent” or its grammatical variants, in relation to critical thinking:*

Yaling [Critical thinking is] thinking independent

Olivia: Now I understand more in details that a good critical thinker is someone who doesn't just passively take what's been told, but actively analyses the information and think independently to have a conclusion of agreeing or disagreeing

*The item contains references to having one’s own ideas as opposed to simply adopting those of an authority:*

Portia: When we learn something, we should have our [own] ideas

Dandan: So, after thinking, I think, I found read newspapers, also be critical, because before, I always think they are authorities, such as the Economist. I think they are authorities, but no, maybe not, they also write by people, people’s view

*The item contains references to resisting pressure to conform, or the inability or failure to do so:*

Helen: I think critical thinking is, we can challenge the mainstream point of view, and sometimes one thing happen, and everybody thinks it’s wrong, but not wrong in every circumstances

Yaling We’re often influenced by others. Even if we know this is not the right thing

Olivia: Ah … I think I changed a little bit, ‘cause, before that, ah, I was very, like envy those people who stand their, like, belief very firmly, ‘cause I always been persuade, like this way, and this way, I change my mind very easily

*The item contains references to taking the initiative or failing to do so, in relation to critical thinking:*

Hamra: After the video of the alarm, I say to myself, “I will be the first one, uh, in this situation, I do not need to wait someone to make, encourage me to go out, or in anything, not in, just in ah, danger situation or something like that”. So, yeah, I will try like to improve myself in this situation, yeah

Olivia: Uh, and when the earthquake happen, we can see the things shaking … and nobody move in our classroom. And, after, like, I have to say, ten seconds? And someone shout, like, let’s run out of the classroom. So that’s when we ran ... and [the boy who said “run” is] the one who always do the different things as us

***Culture***

Items in this category may also appear in other categories, such as “framing”. An item is categorised under “culture” if it follows one or more of the following rules:

*The item contains the word “culture” or its grammatical variants, in relation to critical thinking:*

Sam [referring to the “elephant in the room” phenomenon]: But I thought this is our culture’s problem, but now I think it’s more like human nature’s … [laughs]

Olivia: So, it has something to do with your culture, your, like, your life experience, that … make you confirm what you believe

*The participant refers**to aspects of their own or another culture (without necessarily using the word “culture”) in relation to critical thinking. This includes references to the influence of their culture on the participant’s own thinking:*

Hilary: [referring to the “elephant in the room” phenomenon] this is very common in China

Ayşegül: So, I realise the people who attend this courses is the Asian people ... And also it’s a good opportunity to learn the how Western people’s thinking [laughs]

Olivia [referring to her confusion when hearing alternative views of her country from non-Chinese students] But I love China because I grow up there, and - there’s something I believe, I can’t change it, ‘cause I really think that’s true, ‘cause I live there for 20 years

***Deeper understanding of critical thinking***

Items were put in this category if participants said that the workshops had improved their understanding of critical thinking *in general*, although they may also have cited as examples particular areas, such as confirmation bias or self-awareness (in which case, the item would appear in these categories as well). They may also appear in the category “workshops are useful or engaging”. An item is categorised under “deeper understanding of critical thinking” if it follows one or more of the following rules:

*The participant says or implies that the workshops have helped them to achieve a deeper, broader or more complex understanding of critical thinking than they had before, or helped them to apply critical thinking. Items may compare the workshops favourably with other courses in this respect, and may or may or may not include the phrase “deeper understanding” or any of its grammatical variants:*

Max: So I think now I have deep understanding about the critical thinking

Joy: [Before the course] our definition of critical thinking is just about thinking about both positive and negative sides but we didn’t notice it’s really a broader thing

Hilary: Every [workshop] give some different kind of guidance. It help you get more informant about critical thinking in your life

Mary: Before the course, I think that critical thinking is - I only know the word, critical thinking. I know when I write my dissertation I need to think more and have some critical thinking, but I don’t know how to exactly do it. After the course, I think I know something about it

Robin: after the semester or study the critical thinking course I think critical thinking is complex, you need to experience it further and further

Portia: I think this kind of workshop is very useful, very useful than the lessons, compared to my department’s courses

*In these items, participants may indicate that learning about theories or concepts helped them achieve a deeper or broader understanding of critical thinking:*

Max: it give me a basic theory in my mind

Joy: from this course I learned more about these theories, sometimes we didn’t notice this, like, um, the something we didn’t notice, but it really influence us, you know

Cyan: based on these workshops, I think I find some principles or… theory, this looks like, ah, guidance, for me

***Workshops are useful or engaging***

Items in this category may also appear in the category under “deeper understanding of critical thinking”. An item is categorised under “workshops are useful or engaging” if it follows one or more of the following rules:

*The item contains the word “useful” or “benefit”, their grammatical variants, or synonyms, in relation to the workshops:*

Abda: Yeah, it was very useful so I understand many things there and I think about it. So it was very useful

Olivia: But I can see the benefits of practicing critical thinking skills. I would really appreciate more critical thinking related courses as I find this skill is significant for not just academic study but also in life

Max: Really, really, it influenced me a lot. And positive influence

Lohita: I have done here, in the 301, because our assignments, in India it’s not like this, so I have learned all these things here, in different workshops around the University but [your workshops were] more practical

*The participant implies that they have found the workshops useful or beneficial:*

Lohita: I can criticise in my assignments, and I can criticise the articles and I have the power of it …. Because, I need some support, so I think your workshops support me ... yeah, it’s OK to think critical

Agnes:: Yes, I think this workshop give us the reason and the causes of why we need critical thinking, rather than other courses just tell us you need to, how to do critical thinking

Dandan: This is really a great chance for me to examine my learning

*The item contains the words “interesting” or “enjoyable”, their grammatical variants, or synonyms, in relation to the workshops:*

Hilary: I think topics are all very interesting

Ayşegül: [Looking at the PowerPoint slide] “the activities”, yes, I enjoy with these activities

*The participant implies interest or enjoyment:*

Agnes: The experiments, some social experiments, given by teacher is very vivid for me

Melina: I like actually the stories, the practice, the things that you made us to do. I like the story about the girls and the boys and we tried to guess who is the boys and the girls [in Workshop 2]. I like the pictures that we tried to imagine or guess what was it about [in Workshop 3]

***Difficulties and challenges***

Items in this category may also appear in other categories, such as “critical thinking as a process” or “confirmation bias”. An item is categorised under “workshops are useful or engaging” if it follows one or more of the following rules:

*The item contains the word “difficult” or its grammatical variants, or synonymous words or phrases, in relation to critical thinking:*

Agnes: For me, before I attended this course, I thought critical thinking is very boring and difficult

Violet: Probability and risk ... I think I found it more challenging than the others. It was kind of new

Rose: at first it was just a little confusion for me about some, uh, how to identify what is framing, or what is the confirmation bias

Cyan: When I the first time to attend a workshop, I was also cannot totally understand the, maybe I can only understand 60 % or more or less

*The participant describes their struggles in developing critical thinking (as described in the Analysis chapter):*

Olivia: So I do some research, [takes deep breath, laughs] and all I can find is all the bad things about China [Kathy: Ah!] So I’m like, am I being fooled for my 20 years? Whole life? [Kathy backchannels throughout the following]. What I’m being told is totally wrong? Is the, what’s the news here, what I find on Google, that’s the correct things? So I question a lot, and after that I take a Global Relation course, and they are teaching those things completely different from China, so I always question - I’m not a critical thinker. ‘Cause I don’t have all this knowledge outside of China, so – After that I don’t believe in myself

Helen: So when I just come here, I feel very struggling, because different ways of learning, I feel getting lost

***Respect for others’ views***

An item is categorised under “respect for others’ views” if the participant shows an understanding that another person’s view may be equal in value to one’s own, even if one does not agree with it.

This is how Lohita describes this quality:

And I understood why it is important to have your perspective, and be courageous about it … and … how you can explain your point to the other person, that why I am thinking this, and keeping in mind that you have to respect the other’s opinion as well

Olivia describes its opposite:

When sometimes people are – arrogant? They don’t listen to other people’s – you know, that’s really wrong! And you want to tell them what – it’s not what’s correct, but there’s another side of the story you want to show them, but they don’t listen, they really don’t listen

Both the above items were put into the “respect for others’ views” category.

Items in this category often appear under “multiple perspectives” as well. For example, these items were placed in the categories for both “multiple perspectives” and “respect for others’ views”.

Sophia: At the beginning of the class, I answered several questions, but it’s just from my perspective, not from the people who gave the claims. You keep asking me, thinking about the other people’s perspective. After listening to other classmates, I get the point. I should guess what other people say. What’s their standing point? So that’s very important

Melina: We have to criticise [an article from] lots of points of view. And something seems not good for me, this article, maybe it seems good for someone, so I have to think about that

***Self-awareness***

Items in this category may also appear in other categories, such as “confirmation bias”, “critical thinking as process” or “deeper understanding of critical thinking”.An item is categorised under “self-awareness” if it follows the following rule:

*The participant indicates an awareness of their own beliefs, identity, feelings or habits of thought, of the factors that affect these, or of changes in these areas, with or without using the words “self” or “awareness”, or their grammatical variants:*

Violet: Yeah, I think, these five lessons, they are still in my head, it’s a bit more fresh, and I learned something. So when I doing my research, it reminds me of like, OK, I have those [barriers], and then try to be aware of that

Dandan: I always think it’s hard when you ask “why?” My thinking not deep, you know, always. It’s very shallow, to be honest

Olivia: This course offers me a chance to rethink my life experience and identify myself. For example, "individualism" is a term I knew by definition but never put myself in a situation to think whether I'm an individualist or collectivist. Same as "future discounting" even though I'm an economics student

Max: I guess that sometimes, if when we face the specific issues, and we need to focus on the bias, and focus on – when we assess the risks, and we should be more care about the factors, like the optimism, and future discounting, and availability bias, and bystander effect

Sam: I think it’s more about avoid ... the influence by your instinct, or something like that, like framing

***Critical thinking as a process***

Items in this category may also appear in other categories, such as “difficulties and challenges” or “deeper understanding of critical thinking”. An item is categorised under “critical thinking as a process” if it follows one or more of the following rules:

*The item refers to changes to the participant’s conception of critical thinking:*

Olivia: So before that I think the bad thing, so that makes me swing all the time, but for now I don’t think like you have one opinion for the whole life, that’s critical thinking

*The item refers to the participant’s attempts to develop critical thinking:*

Ayşegül: I come this course to increase my critical thinking

Helen: Yes, I come because I know everybody said critical thinking is important, right, but I want to learn how to implement it, because sometimes we know but we don’t know how to do [all agree], so if somebody can break down the concept, because the concept is too abstract, so I need a concrete steps, like how to – because our brain, need to train our brain

Robin: Yes, it’s just from the beginning, I told, I mean you can make it more [says a word in Chinese, which Helen translates] familiar, and you after that maybe you can control a little bit critical thinking ... you can feel, “Oh, this is critical thinking”, that “It’s my critical thinking”, and I can write it

*The participant talks refers to perceived changes or improvements in their critical thinking:*

Melina: [My critical thinking is] getting better

Lohita: Before this, my critical thinking was very narrow. And it’s particular to what I believe. But after this workshop, as each workshop covers, my thinking starts to develop from narrow to the broad mind

Cyan: Yes, definitely it’s changed … I didn’t consider anything about critical thinking, I didn’t know what is critical thinking, before I came to the UK. And I can find something, I mean, the thought [indicating “thinking” by rotating a finger by his head], sometime it become weird, but I don’t know why

*The participant talks about difficulty, pain or confusion while developing critical thinking (see the Analysis chapter):*

Violet: … now I know more about, like, the definition [of critical thinking] or beyond that, your frames and bias, so like you more aware of like, why is this hard, or difficult to have critical thinking? It’s not just like [snaps fingers] I want to do this and I instantly have that ability

Olivia: The content of this course has introduced me to an unfamiliar world which was painful at the beginning since so much confusion stuck in the head that needs to clear up. But I can see the benefits of practicing critical thinking skills. I would really appreciate more critical thinking related courses as I find this skill is significant for not just academic study but also in life

*The participant frames critical thinking as a journey or as a long process (see the Analysis chapter):*

Robin: From my perspective, I think critical thinking is a process for me…. critical thinking is long away, but I’m on the way!

***Critical thinking applied to study***

Items in this category may also appear in other categories, such as “argument building” or “independence and initiative”. An item is categorised under “critical thinking applied to study” if it follows one or more of the following rules:

*The item contains the word “study” or “studies”, in relation to critical thinking:*

Abda: Before I come to the course, I was thinking critical thinking is related to the study only

*The item contains other words or phrases related to study, such as “essay”, “article”, “education”, or “academic”, in relation to critical thinking:*

Max: It is important to our further education and logical thinking (Pre-Course Task)

Olivia: The first thing is the framing. [Kathy: Yeah]. I never think things in that way. Although we have essays, we have to discuss a question in different aspects, I never see it like framing

Agnes: [Critical thinking is] when we read an article, we should analyse it critically instead of just accepting the author's idea automatically. Also, when we using critical thinking to write, we need to provide evidence to support our opinions and make an academic argument (Pre-Course Task)

Sophia: … we should use these kinds of skills intentionally to improve our learning skills or to improve our work

***Critical thinking applied to life***

Items in this category may also appear in other categories, such as “independence and initiative”. An item is categorised under “critical thinking applied to life” if it follows one or more of the following rules:

*The item contains**the word “life” or “lives”, in relation to critical thinking:*

Abda: But then now, I realise critical thinking is related to all our life also

Helen: Yeah, me too, so I think I just start learning, and I think we need to practise in everyday life. So just our study life, not only in this year, postgraduate year, but also in our working area, when we are in our working location, we use critical thinking in our occupation, then it might be very useful, I think

*The participant talks about a situation where critical thinking is applied to life outside study or work, without necessarily using the word “life” or “lives”:*

[Olivia’s earthquake story, see “independence and initiative” above]

Helen: Great. Because I – in my opinion, my own perspective, I think critical thinking can make a nation become more stronger. [Robin: Yeah] Because you can fix some loopholes ... you can fix some gap. [Both agree]. And fix the bad regulations, or the laws, like the laws is very bad for somebody, then we help them to fix – amend the law

***Critical thinking applied to work***

Items in this category may also appear in other categories, such as “culture”. An item is categorised under “critical thinking applied to work” if it follows one or more of the following rules:

*The item contains the word “work” or its grammatical variants, in relation to critical thinking:*

Helen: when we are in our working location, we use critical thinking in our occupation, then it might be very useful, I think [General agreement]

*The item contains other words or phrases related to work, such as “employee”, “boss” or “meeting”:*

Helen: However, I think the Chinese boss, the Chinese, uh, enterprise, not enterprise – the, uh, employer, they don’t like critical thinking employees, because they think, oh you are very difficult to control. Right?

Sophia: I think it’s also very useful in meetings. Yes, you can listen and thinking, what other people say, why the person say in this way, who he is, and what he want to do, what he support, or what he disapprove of. That’s very useful

***Neutrality or objectivity***

Items in this category may also appear in other categories, such as “multiple perspectives” or “deeper understanding of critical thinking”. An item is categorised under “neutrality or objectivity” if it follows one or more of the following rules:

*The item contains**the word “neutral” or “objective”, or their grammatical variants:*

Mary: [Critical thinking is t]hinking objectively and fairly with no bias (Pre-Course Task)

Dandan: Actually, I don’t change my mind about this, but I have more additional thinking. For critical thinking, be more neutral point

*The participant talks about avoiding bias or being aware of the effects of emotion on thinking:*

Sam: but now I think critical thinking is about … avoid bias or focus on the fact, not influence by your emotion

Olivia: Last but not least, this course builds my awareness of some human nature and emotions (such as optimism, risk aversion, availability bias, the bystander effect) that might influence my decision-making process or result in learning with prejudice

*The participant seems to be talking about a single, incontestable truth:*

Max: And we should think more about the, mmm, the truth? The truth or the issue itself.

Dandan: [people] think, oh, this is good, but some people from negative perspective, they think this is bad. But the truth is not depend on this or this, their perspective, their views. The truth is the truth

***Problem solving***

Items in this category may also appear in other categories, such as “multiple perspectives”. An item is categorised under “problem solving” if it follows the following rule:

*The item contains**the words “problem” or “solve” or their grammatical variants, in relation to critical thinking.*

Abda [critical thinking is t]hinking in different way and find alternative solution for each problem aspects (Pre-Course Task)

***Logic***

Items in this category may also appear in other categories, such as “argument building”. An item is categorised under “problem solving” if it follows the following rule:

*The item contains the word “logic” or its grammatical variants, in relation to critical thinking:*

Sam: [Critical thinking is to] think following the rules of logic (Pre-Course Task)