**Transcript of Cyan’s interview, 18th March 2019** *(Cyan is a pseudonym)*

The researcher’s speeches and summaries are in roman text, the interviewee’s speeches are in italics.

1. Before starting the course, what did you think critical thinking was?

*Before I attend these workshops, I think I completely don’t know what is the critical thinking.* *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 CT is.* K supplied “problem solving”,N said *“yeah”. (Cyan is studying Digital Media and Society, but studied economics for his first degree).*

If someone had asked you before the course what a good critical thinker was like, what would you have said?

*I have no idea about your question!*

1. Have you changed your mind about this? If so, how and why?

*Yes, I think so.* K prompts. *Even currently I’m not sure I have a right understanding about critical thinking, but after I attend these workshops, uh, there are, um, many* [pause] *different before, between* [Cyan can’t express his ideas] To help him, K recaps the idea of CT as problem solving, then asks what else CT might be about. Cyan ums and ahs. K asks which he went to – the last three, he says, so K recaps all the Workshop titles. Turns out he came to Workshop 3, but arrived late. K repeats the point about Cyan thinking CT was about problem solving before the class, which prompts the following.

*Now I think critical thinking not only include problem solving, also include questioning the problem and think about the problem in different aspects. Also maybe, think the problem standing in different … people who have different background or culture. Different people have different background they will - the bias will caused.*

Did the risk and probability one make you think anything different about critical thinking?

*I don’t clearly understand the connection between the risk and critical thinking.* K explains this, using the example of unhealthy lifestyles to show how people take risks with their well-being despite knowing the likely outcome , and Cyan seems to get it: *Ah, this is also a factor about the critical thinking, to solve or explore the problem.* Kathy goes on to make the connection between perception of risk, and climate change.

1. Before starting the course, did you think you were a good critical thinker?

*No, I don’t think so.* Why was that? *Maybe, I guess for the personality. I don’t think I am a positive person. I always think I cannot do something well.* How about now? Have you changed your idea about your own critical thinking, after the course? *After the course I think I have a further understanding about critical thinking. But I’m not clearly sure the understanding I have now is right or accurate.* So K tells them that an element of doubt is healthy for CT.

1. What did you think or feel about climate change before starting the course? *I have already known that climate change is a serious problem in the world, but maybe I am not care more about this aspect. Because my studies and my work is not based on climate change at all, so I only know this is a problem, but I don’t care it any more.*
2. Have your feelings about that this changed because if the course, or not?

*Yes, I think the climate is changing.* Cyan tells a story about the river in his village becoming dirty and then disappearing*.* K points out that Cyan knew about this before the course, and redirects him to the question of whether his feelings have changed as a result of the course. *.*.. *The material in your course let me know and pay more attention on the climate change, and also the video and the pictures make me shocked.* [K agrees]. *And I still think, even the video and picture make me shocked, but I still think I am only the little tiny one in the world, if I do something cannot change the whole environment. I don’t think I can do some useful or helpful thing for the environment. But if someone or some organisation will suggest or advise all of us do something, I will participate positively, actively!*

Reminded him about the “bystander effect” clip with the fire alarm, and says that Cyan is demonstrating this effect with the remark he just make about only having the confidence to act if someone else does.Cyan said, *I’d like to share [show?] you something different I British and Chinese. … if there is an announcement, the British people, they will have a response as soon as they know this announcement, but Chinese, they will not, unless someone tell them, you will do, follow the announcement. I mean British people will, they more, they do this more better than Chinese.* [K maintains that Brits, like the ones on the video, also suffer from the bystander effect]. I talked about critical thinking in the West = independence of thought.

You said you didn’t care about [climate change] before, but you care more about it now?

 *Care about it more than before.*

1. Is there anything else you would like to say about this course?

*I don’t think I have a good English speaking and listening ability. And the first time I attend the first session, you introduce your research project to us* [I think he means the information session] *... at that session, I felt that not everyone* *totally understand what you saying. And after the session, a girl told me she don’t understand what are you doing and she also don’t know what class it was. 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.”*

Then I explained that I had been piloting the workshops, which I wrote before I had met the students and knew their level, and that I knew the English was too hard. However, I found that the students who didn’t have the highest level English did sometimes have high level critical thinking.

I asked if there was anything else.

*I also know you are interested in climate change. I mean, if you can, you can … not only focus on climate change, you can focus on the other aspects.* When I tried to clarify if he meant it was too much about one topic, he said, *I’m not mean too much about one topic, I just mean … I have been work for about six years almost my knowledge most is about technology, computer, and graphic. Sometimes when we discuss with friends, sometimes I didn’t catch up with them, I’m not totally understand what they are saying.”* Says that Violet studies politics, and he doesn’t always understand what she is saying in discussions.In response to my question about whether there was too much about CC and I should bring in other topics, he said, *Climate change can be more easier, not complex or complicated.* He agreed that K should make it more simple. *Not everyone have a climate change background, not everyone can understand the difficult issues about climate change.*