**Transcript of Jade’s interview, 14th March 2019** *(Jade 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 meant?

*I maybe think, think from another side or another way is the critical thinking.* You mean, like, seeing things from two sides? *Yeah.* OK. Anything else? *Or – I think it’s the same - if someone says it’s right, I think maybe it’s wrong, or to find something to support, like that.* So, supporting your arguments? *Yeah.* Supporting it how? *To search from resource, or some report.* So, maybe supporting your argument with evidence? *Yeah.* OK.Anything else? Your idea about critical thinking before, I mean?... Before the course started, what did you think a good critical thinker was like? *I think a good critical thinker might think all the things, like the negative, opposite and even in the middle.* So they had a broad perspective. *Yeah.* So, it sounds like for you this was quite an important aspect of critical thinking – being broad-minded, looking at things from more than one side *Yeah.*

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

*It has changed a little, because I think the 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.* So you were aware of a wider range of things that can support your opinion. *Yeah* Anything else? [Runs through workshops to jog Jade’s memory]. *I think the first one is to how to identify the resource and I also really interested in the climate change and to know about other like the nuclear resource and the weather decrease and the third one I think is about, uh…* Framing [describes the memorable bits of this workshop to jog Jade’s memory]. *To know about, uh, cannot judge from a small part to the whole thing, and because every part of the picture really shock me, we think about many stories!* What about the one about culture, did that give you any ideas about critical thinking? Jade tried to describe an exercise about framing in Workshop 2: the outcomes to the same programs responding to an epidemic were framed in negative or positive ways, and the students were more influenced by the framing than the facts involved. *It was really surprise to me!*

Regarding culture, she said she didn’t know that the England had fewer “criminals” watching us [cameras, I think she meant]. In China everyone is watched by cameras [“criminals”], and it is thought to increase safety, *but when I saw some resource, I think it might be not very safety to protect our privacy information**.* About the part of Workshop 4 about “the elephant in the room” she said, *I don’t know how to critical thinking that one, because* ***I just know about that fact****, but I think It’s really difficult to change that phenomena.* Risk and probability*–* *I think it [Workshop 5] talk about many influence from the media ... or, people knowing about that, so they focus on that* [presumably she means that people focus on what is reported in the media]. *But, always, they miss the detail, or the other things. It’s more like people believe what they are always talking about. I think it let me much more focus on the other side we didn’t talk about or to justify media or the reports.* K pointed out that in the Workshops, Jade noticed that media coverage tends to inflate certain risks by bringing them to people’s attention and discourse.

1. What did you think of your own critical thinking before starting the course?

See above?

1. Do you think this course has changed because of the course?

*I think, changed a little, because I used to think, just think some point is critical, that is critical thinking, and now I like to find some evidence or to read more essays, or articles.*

1. What did you think or feel about climate change before starting the course? Has this changed since then, if so, how and why?

*I think it’s a big problem [before].* *I used to join some organisation to protect environment, but when we organised this activity, no-one think it’s a big problem. They think it’s just, yeah, one degree, it just be warm and it not influence the people.* OK. And what about after the workshops? Did you change your idea about climate change? *No, I still think climate change is serious issues.*

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

Do you think the discussion is important, for this [critical thinking course]? *Yes, to know about others’ opinion.*

*She said the students sometimes wanted to continue talking but then had to look at the slides [in other words, I tried to move them onto the next activity]. But ELTC students might find 2 hours two long because they are coming at the end of a long week – she reckons ss in depts might find 2 hours easy.*