**Transcript of Sophia’s interview**, 11**th March 2019** *(Sophia 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?

*I think critical thinking was evaluating, comparing and what’s your,* *what’s the standing point among different people.*

So what are different people’s viewpoints?

*Yes.*

1. Do you have a different idea now, or not?

*I think have new ideas about confirmation bias. Because maybe people will do this unconsciously. They will select their preference reference … they will select something they like, to support themselves. Sometimes it seems that it is reasonable, but in fact, the person maybe unconsciously confirm their bias. And another thing* *about the culture, and I think it’s very useful to think, why the people have this kind of point, why they think this way, why they have this claim. I think it’s very useful to think of this**.* *And I can use it in my future work… Because, I have a lot of research to do in my work in order to know about the facts about what happens in the university.* *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 he is from?” Her discipline is education.*

1. What did you think/feel about your own critical thinking before starting the course? Did you think you were a good critical thinker, or not?

*I think I do some critical thinking autonomously, but I think some of them are superficial, just out of [in]tuition, or something I don’t intentionally to do so. Such as, sometimes I will ask me a question, what you are reading? But ... I don’t ask the other question, are you convinced?* *But after the class I can ask me, are you convinced? What’s the evidence?* So you didn’t do this before? *Yes, but before I will ask myself, what are you reading? Is it real?* But now you ask yourself *… Are you convinced? And what’s the evidence of him? If I’m not convinced, so what’s your opinion?”.* The 1st and 4th workshops helped with this. When asked how the culture one helped: *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. That stimulate me, ‘oh, yes, people have this kind of opinion, because of they have their own standing point, maybe their own benefits, maybe they want to aim at something.*

1. Do you think this course has changed how you feel about yourself as a critical thinker, or about your own critical thinking skills? If so, how and why?

*See above*.

1. What did you think about climate change before starting the course?

*I think, I’m not major in this field. Maybe, what I talk is not professional, I can talk from my feeling**.* *I think climate changes a lot from the accumulated reports of news, such as the bears have lost their homes, just because the icebergs are melting. So, extremely temperature was reported at the same time point during different times.”* Were you concerned about it before? *Yes, I think, because too much reports on this. I think I accepted this.* Did my course make any difference? Did you think differently afterwards?  *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.”*

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

*I think learning how to be critical thinking in the class is just a start point. I think it’s a practical strategy. We need to utilise these strategies in our reading or in our working, even in our life. I think already have this kind of practices here, such as reading circles. So, after the critical thinking class, we should use these kinds of skills intentionally to improve our learning skills or to improve our work.* *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.* [Kathy says she hopes people will apply what they learn in her workshops to their lives. Also talks about the failure of the padlets for homework thinking.

*I think maybe that the learning could be connected to student’s own learning styles, and we “can produce more way of critical thinking by ourselves”. When asked about learning styles, she said some ss like reading, others like collaboration and discussion, etc. “During the study process, they may remind themselves about critical things”.*

[I asked Sophia about how to solve the problem of not enough time for discussion, so she talked about the relationship between time, discussion, numbers of students and their interest in the topic.