**Transcript of interview with Lohita, 6th June 2019** *(this is a pseudonym)*

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

I refreshed Lohita’s memory of the workshops. I had also emailed her to remind her to look at the workshops online, and she said she had looked at them. This interview took place before Workshop 6.

1. Before starting the course, what did you think critical thinking meant? What did you think a good critical thinker was like, or did? This was answered by Lohita’s pre-course task.

She said: “*Critical thinking is way of assessing the content from various aspects like what ethical issues related to it, type of participants used, type of study and its relevance to the present condition*”.

Lohita said in this task that she didn’t think she was a very good critical thinker.

1. Do you think your perception of what critical thinking is has changed at all?

*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.* *And the more important aspect is individualisation* [I ask for clarification], *individual thinking, independent thinking, which I have developed basically here, it was not that much before.* *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.* *Before this I used to search particularly about the articles which I am really interested in, which looks interesting, and some key points, but* *now I understood that* *I have to search all over a broad spectrum, which explains from every aspect of the world,* *and the reliability is more important, like from where you have gathered that sources, it’s most important, that we have learned in the first workshop, Source Reliability.* [I try to clarify whether she is saying that she didn’t do that before my workshops, or before she came to the UK]. *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, more paper-based, and you are like actively involved in the workshops. It tends to make a nice picture, what the speaker wants to say, and what you have to do in the future*.

Were there any workshops you particularly found useful?

*Yeah, the fourth one, the culture, taboos. That was really interesting. Because like, the culture is an important part in our society, and it really influences your way of thinking and perspective, even your parents, and your surrounding people, even your education. So, thinking out of the box is really important.* *Yeah so … I used to do that thinking, but I always need support, like someone say, yes, you are doing right, then I’m more confident.* [I comment that this is human nature, and she agrees]. *But* *now I think I’ll try to be more individual, and yeah, I will respect the other people as well, and understand why they are thinking in that manner. It’s really important as well if you are in a society or anywhere.* It’s not easy. *Yeah, it’s very difficult.*

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

She didn’t think she was a good critical thinker, according to the Pre CT.

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?

I pointed out that students often confused Qs 2 and 4. I said her previous answers showed that her perception of CT had changed, and asked Q4 again. Do you yourself think you are a better critical thinker?

*I don’t think so I am a very nice critical thinker. Before this course particularly. Because when I used to do my assessment, I have like, if this person is saying this, then it’s right. I* *generally don’t think, I have to critically think about it, and I have to say what’s the wrong in that matter or any results or anything. I used to accept the person, or the writer, as they are. And I thought, that’s my quality (laughs). But now, I understood that I have to think about the other thing, if I have to learn more, because the thing is, I was just stopping myself, by accepting the other people, like, by accepting the other people, I just stop myself to learn anything new**. If I accept any person, it’s like, yeah, you are right, and I’m saying you are right. It’s not you are right, but I think it’s not right for me but I respect you. It was not like this before.* Oh, so now you say you can disagree but respect the person. *Yeah, yeah.* Before you couldn’t. *Yeah.* *Even my assignments didn’t have any critical thinking about it. It’s all like, you know, what they are saying, this is, this is, and I agree with them. It’s not like, where I have to disagree, and I can’t accept, like, I don’t know if it’s my nature or what, I generally don’t disagree with any person.* OK. You’re very easy going. *Yeah! yeah, OK, oh, alright, you think that way, OK, good, we can do this, yeah, alright.* *So, I generally mould* *myself into other person’s way. So, at some point it creates frustration. For you. Yeah, sometimes. Because you don’t want to do it, sometimes, but you are putting all your efforts to be in their way.* Right. So now the difference is you can disagree and respect them at the same time. Is that what you’re saying? [Sighs]. *Now I think I have started saying “no”* [laughs] OK *The most important thing! Yeah, and I try to change the talk in a way, like, it doesn’t get rude, but the other person understands me like OK, why she don’t want to do it, and why, why, those things. Before it was like oh, I [don’t?] want to do it but they are friends, or they are relatives, I have to do it.* So what made the change? What made you change? *The change now is like, after the independent thinking [workshop] …* Right, the one about culture *Yeah, the culture, like, the independent thinking, like –* *I can criticise in my assignments, and I can criticise the articles and I have the power of it.* So, you didn’t before. *Yeah! Wow! [N laughs] Now - even my husband, he used to study here before, and when I generally finishes my assignment, I let him to read those things, he always say me, you have to criticise somebody, it’s not every time you have to accept each person, you have to start thinking critically about that, but yeah, I think… So this is a change now in your thinking. Yeah... Which is what I was asking… Yeah [laughs].* OK, that’s very interesting, for me, very interesting. *Because, I need some support, so I think your workshops support me, [OK, oh good!] yeah, it’s OK to think critical.* It’s essential, really. *Yeah.* Yeah! OK, that’s great, I’ve given you permission to be critical, that’s great. So anything else that has changed in your thinking, apart from that? *Mmmmm … I think yeah, this is the most important thing, I think it’s the big thing.* OK. *It’s the big thing for my personality.* [I say ideally I would like to interview my students again in 6 months, because “Sometimes I think critical thinking takes a while to develop [N: *Yeah! Yeah*]; Lohita agrees, but at least here there was at least one quick result. *I can do, especially in the assessments.* [Sorry?] *I can start like … before, like, in person, I can start doing in my assignments.* Do you have many more assignments to do? *Yeah, I have a dissertation, which carries half of the mark.* [Lohita agrees that the workshops came at the right time for her].

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

In answer to the Pre CT question “How do you feel about climate change?” Lohita said “Climate change is state of difference in atmosphere temperature throughout a year” I asked Lohita if there were any changes in her feelings about climate change since before the workshops*. Yeah, I think I’ve always been the person who supports doing the things which is friendly to the environment. I use less plastics in my home. Everything is glass things, glass containers, I try to pack all the waste plastics in a separate thing so they can recycle it easily*. So this is something you’ve always done. *Yeah. So, after this workshop, I get to understand what is going on in the present about the climate change, and I have recently signed a petition as well [laughs] which says to ban the plastics from the supermarkets, from the vegetables and all those things.* That’s a petition on plastics, which is a very important environmental issue. It’s not exactly the same as climate change [I explain how the GH effect is increased by pollution, and ask again whether her feelings about climate change per se have changed]. *I don’t drive! [laughs] So main thing I can change is in the home. I try to do things, outside work in the one time so we can’t waste the petrol and all those things and [laughs] if the shop is nearby or something I prefer to go by myself rather than taking the car or anything, or it’s more convenient to take the public transport rather than [unclear] your car.* [I try again to explain that I want to know how my workshops might have changed her thoughts or feelings about CC, rather than how green her lifestyle is. Does she feel differently now about CC, or the same?] *Yes, I really do know before that, this issue is really very big and the temperature is increasing every time. And it’s really interesting when you are in a group and you get to understand different countries like, on my table there was some person from the China, some from the Taiwan, and it’s really interesting to - because during the workshop there were lots of handouts* *and lots of activities were there, so it’s really interesting when you talk to the other person and they say their aspects on the climate change and what’s going on in their country, and it gives like a great idea, like, what you can do, or – it just sharpen your memory or its just an add-on to what you are reading.* [I clarify that she already knew about climate change, but benefited from the experience and ideas of people from other countries in the group-work]. *And basically, the activity which you just pasted on the wall, and you had to -* [I clarify that this was the quotes-on-the-wall activity about how CC can be framed as an environmental, economic, religious, moral etc issue.] *And its really like, if you spend two minutes or two seconds on that quote which was on the wall, so it really builds up your thinking, what you are thinking for that quote in that particular moment, and you are spending two minutes from the whole day in a process like what do you think about that, and what you really want to do and discuss in the group, it’s really interesting.*

[I asked if she particularly enjoyed the discussions because usually does lab work with little discussion. She agreed, but also said maybe it was in her culture or personality to like talking].

Is there anything else you would like to say about the workshops?

*Yes, the structure of the workshops was really interesting, and it really covers each aspect, from the society or either from your studies, and the way you were delivering was very clear, and you have a very nice command of your language, where to stop. It’s really, like interesting [laughs], where to pause. And being an international student, it’s really hard to get sometimes, you know, if a person is speaking like continuous English and you know, tough English is really hard for us to understand sometimes, so your language was really nice for us and we can understand really well, and your expressions was really good. And the way you convey each people, like we put our names on the table and that’s a good thing, it’s like you were now interacting with the students, and it’s really important for any teacher to, you know, and even the students just to be like concentrate, sometimes you know our minds just distracted and goes here and there, it’s really interesting like, the teacher is continuously seeing us and taking care of us in the class*. [I say I’m glad to hear it and explain that I use name tags because I’m really bad at remembering names. But Lohita says that they are helpful for the students too because all the names are from different countries. I’m about to wind up he interview, but Lohita says she wants to say more].

*Even the activities that people were doing on the table, those was really, very good. They were all on the paper and it’s ready to access for us. And especially I would say the fourth workshop which covers very critical aspects of culture, where you had to say like, bad or good, you had to really critically think about what people are doing. So, the way you teach – because it’s a very controversial issue, sometimes, some can get offended, why you are saying this to my culture.* [I ask if she’s talking about when I asked people to put themselves and their cultures on two scales, one from individualist to collective, and the other from egalitarian to hierarchical. Lohita agrees]. *Yeah, but the way you perform, the way you just touch all the things, it was not that offended, and it was really smooth and everybody was on the same [unclear] and understanding that what you want to say, like “I’m not saying anything against you”, the critical thing is the way you have to say what you have to do. That workshop was really good. Because in my daily life, I find it really hard sometimes to say anything about the culture and anything to the people. And it gives me a clue after your workshop how I can speak about the culture to the other people. Because we are like a collective, but we are in, like, with very different people, in the UK especially. So it’s really important to respect other people without saying anything bad.* [I reiterate that I wasn’t saying that one type of culture was better than another, just that different types exist]. *And it’s really good, all the examples by your life. So its not [unclear] by anybody else, it’s not bad, it’s not hurting any person.* [I reiterate that I used the examples of sectarianism in my home city of Glasgow to show that tribalism occurs everywhere]. *It’s the same everywhere, human beings are the same.* [I agree strongly, and say that was the partly the point of all the workshops – critical thinking is hard for everybody].

Lohita says she enjoyed getting other people’s perspectives on various countries. We talk about the upcoming workshop.