Kritiskt tänkande och källkritik: undervisning i samhällskunskap

Engl. transl.: Critical thinking and source criticism in social science education in schools

# Details

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Swedish

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## Place

Solna, Sweden

## Topics

## Sample

30 studies from 9 countries.

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

[Abbreviated translation by coder:]
This systematic review, covering 30 studies from 9 countries, looks at how social studies teachers, though their teaching, can contribute to improved critical thinking and source critical abilities among students at various levels of their education, from compulsory school to adult education and lifelong learning. 'Critical thinking' in social studies is here defined, among other things, as ability to interpret, critically examine and assess different types of information concerning social and societal issues, so as to analytically be able to distinguish and understand different perspectives, consequences, and connections. For this ability source criticism plays a central part. The way different approaches to teaching (discussion based, text based, multimedia based) can influence students' learning and the development of different critical skills and abilities in them is examined.

# Outcome

[Abbreviated summary by coder:]
The potential impact of different teaching methods is discussed in relation to six different aspects: students' learning, source-critical ability, analytical skills, ability to self-reflect, argumentative skills, and a set of other, more particular aspects of teaching (teacher's ability to lead the session, well-chosen teaching content, support structures).