# Article information:

Developing reflection and critical thinking in a leadership education course: leading learning and change | Request PDF
<https://www.researchgate.net/publication/361691691_Developing_reflection_and_critical_thinking_in_a_leadership_education_course_leading_learning_and_change>

# Article summary:

1. The application of scaffolded learning experiences can promote reflection and critical thinking in a post-graduate educational leadership course, particularly for international students.

2. Stronger tutorial engagement supporting critical reflections can translate to other post-graduate studies and lead to greater student engagement and achievement.

3. Recommendations for further research on students’ engagement and critical thinking are proposed, including the need for explicit guidance on critical thinking and the provision of substantial opportunities for practice.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Developing reflection and critical thinking in a leadership education course: leading learning and change" focuses on the use of scaffolded learning experiences to promote reflection and critical thinking in a post-graduate educational leadership course. The research draws on student survey responses and researcher reflections on student engagement and critical thinking. The study found that early engagement in course learning activities was observed, which continued across the course, and students' learning and achievement were greater than a previous cohort implying the benefits of early modelling of reflective practices to scaffold students’ critical thinking.

However, the article has some potential biases and missing points of consideration. Firstly, it only focuses on one specific course, which limits its generalizability to other courses or disciplines. Secondly, it does not explore counterarguments or alternative perspectives on the effectiveness of scaffolded learning experiences for promoting critical thinking. Thirdly, it does not provide evidence for claims made about the benefits of reflective practices for scaffolding students’ critical thinking.

Additionally, there is no discussion of possible risks associated with scaffolded learning experiences or how they may impact different groups of students differently. The article also lacks a balanced presentation of both sides of the argument regarding the effectiveness of scaffolded learning experiences for promoting critical thinking.

Overall, while the article provides some valuable insights into promoting reflection and critical thinking in higher education courses, it would benefit from a more comprehensive analysis that considers alternative perspectives and potential risks associated with scaffolded learning experiences.

# Topics for further research:

* Criticisms of scaffolded learning experiences for promoting critical thinking
* Effectiveness of reflective practices in higher education
* Risks associated with scaffolded learning experiences
* Differentiated impact of scaffolded learning experiences on diverse student groups
* Comparative analysis of scaffolded learning experiences in different courses and disciplines
* Best practices for promoting critical thinking in higher education courses

# Report location:

<https://www.fullpicture.app/item/3a6c3e5ce24eb840c3ff696aebbe906a>