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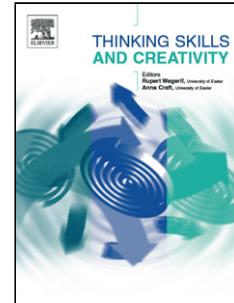
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Understanding critical thinking in Chinese sociocultural contexts: a case study in a Chinese college

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Abstract

The presented research examines Chinese students' conceptualization of critical thinking through a qualitative study interviewing 46 Chinese college students. This study finds that Chinese students tend to conceptualize critical thinking as a multi-faceted concept. *Cognitive thinking skills*, *intellectual autonomy*, and *the omnipresence of positive and negative aspects* are commonly mentioned in the students' definitions of critical thinking (among other concepts). The study finds that there are unique qualities in Chinese students' conceptualizations of critical thinking that need to be understood in Chinese sociocultural contexts. This project proposes ways to understand and study Chinese students not previously considered in critical thinking literature.

Keywords: critical thinking, Chinese students, Chinese Indigenous Philosophy

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When an English-speaking professor asks a Chinese student to think *critically*, does the Chinese student understand what he or she is required to do?

The term *critical thinking* is one of several “fuzzy” constructs in education frequently used by researchers and practitioners, yet the definition is vague to the point of being regarded as problematic or even unnecessary by some researchers (Atkinson, 1997; Kumaravadivelu, 2003; Vandermensbrugge, 2004). To make the issue even more complex, critical thinking has been applied to classrooms and studies in other languages and cultures (Davidson, 1995; Shao, 2013;

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