

CRITICAL THINKING AND THE CHALLENGE OF EVALUATION IT

Abstract

The social and technological changes that have occurred in the last decades have led us to give greater importance to the development of transversal competences in the educational system, particularly in higher education. In critical thinking (PC) the best intellectual competences that we possess are applied, but this construct still requires greater conceptual precision and much more empirical testing effort. The proposal we will present offers a solution to this confusion of ideas and a way to assess PC skills. This evaluation offers us a diagnosis of the level (sufficient or deficient) of the transversal competences based on the curricular structure and the teaching-learning processes in higher education, which will allow us to offer improvement proposals, if needed. One of the main difficulties of the PC consists of joining argumentation and explanation skills, with others such as decision making and problem solving. Aware of the importance of this issue, we will focus our analysis on a new integrated way of evaluating the PC. This proposal and the first studies of validation are presented, particularly, its relationship with academic performance. Finally, we will point out some suggestions to change higher education.

Keywords: *Critical Thinking. Teaching and Evaluation. Higher Education. Transversal Competences.*