

**Paper 98 – Education**

**THE PRECONCEPTION OF CRITICAL THINKING AND ITS INFLUENCE ON TEACHERS: A STUDY OF THE PERCEPTIONS OF THE FACULTY IN THE INTERNATIONAL PROGRAMS AT ASIA-PACIFIC INTERNATIONAL UNIVERSITY REGARDING CRITICAL THINKING AND ITS PRESENCE IN THEIR TEACHING**

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**ABSTRACT**

In this age of information technology, we are inundated with information. Therefore, it is crucial for students to learn how to decipher fact from fiction and fact from opinion. This is the domain of critical thinking which analyzes, synthesizes, and evaluates to ensure that information is accurate, reliable, and credible. Critical thinking is not driven by teachers' answers, but by students' questions. And not just any questions—students must learn to ask thought-provoking, probing questions. This is not an intuitive activity, but must be learned and practiced. Teaching and learning critical thinking is a challenging task because it has many features that include, reasoning, logic, reflective thinking, disposition, and metacognition. Critical thinking enhances academic performance and enables students to become independent, self-directed, life-long learners. This study focused on the role of the university teacher in facilitating critical thinking. Primary data was collected from the faculty of Asia-Pacific International University located in Muaklek, Thailand. All of the academic departments were included in this study, which was intended to assess the faculty's perceptions regarding the presence of critical thinking in their classes. After the findings have been compiled, recommendations will be proposed to enhance teacher pedagogy in this important area.

**Keywords: Critical Thinking, Reflective Thinking, Metacognition, Disposition, Teaching and Learning, Thought-provoking Questions**

