Teaching and Assessing 21st Century Critical Thinking Skills in Morocco: A Case Study

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Abstract

To meet the demands of the twenty-first century, most educational institutions across the world made critical thinking one of their primary goals. Very recently, some Moroccan universities, such as University of Moulay Ismail in Meknes, have also included critical thinking as a major course. Therefore, the purpose of this qualitative study is to examine the pedagogies Moroccan teachers use, the challenges they face, and their conception of how to effectively teach and assess critical thinking in the Moroccan context. A case study approach is used to collect data based on documents and a semi-structured interview. The results indicate that there are at least three main challenges that CT teachers face in Morocco: (1) lack of training, (2) students' background, and (3) education politics. The findings also reveal that good teaching practices are possible if some measures are taken, namely educational reform.

Key words: Assessment, critical thinking skills, dispositions, effective teaching

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