

**THE EXPERIMENTAL STUDY OF APPLICATION OF CRITICAL
THINKING IN JUNIOR HIGH SCHOOL HOME ECONOMICS**

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The purposes of this study were to develop a critical thinking program (CTP) suitable for junior high students based on the theoretical framework and teaching model of Ennis Critical Thinking, and by undergoing a 12-week teaching experiment to evaluate the effects of CTP instruction on junior high school students. The subjects of this study totaling 164 students were 7th grade students at Dwun Hwa junior High School (Taipei). Among them, 83 belong to the experiment group and 81 the control group. Critical thinking ability and problem-solving ability were used together to serve as an index to evaluate the teaching effects, while Cornell Critical Thinking Test Level X and Problem Solving Test were adopted as evaluation tools.

The major results of CTP instruction indicated that

1. There was significant improvement in students' critical thinking ability by using CTP instruction. Further analysis on the experiment group showed that the effects of using this experimental method on low-score and medium-score teams were significant, however, the improvement of high-score team was less obvious.
2. There was significant improvement in students' problem-solving ability through CTP instruction. Further analysis on the experiment group showed that the effects of this experimental method on low-score, medium-score and high-score teams were all significant.
3. There was significant positive correlation between critical thinking ability and academic achievement. Students with higher critical thinking ability had higher academic achievement while those with lower critical thinking ability had lower academic achievement.
4. Great improvement could be found in the classroom teacher-student interaction and students' reaction by using CTP instruction. The suggestions based on the process and results of this study in the hope to serve as references for future improvement and research on home economics education were proposed.