

Critical Thinking in Open and Distance Learning Programmes: Lessons from the University of South Africa's NPDE Programme

Vuyisile Msila

*College of Education, University of South Africa, PO Box 392, UNISA 0003 South Africa
E-mail: msilavt@unisa.ac.za*

KEYWORDS Applying Learning. Multi-skilling. Paradigm Shift. Teacher Education. Self-reflection

ABSTRACT Teaching learners to be critical has become more important in education currently. Prospective employers and institutions of higher learning expect learners to be able to transfer learning to various situations. This study sought to investigate the utilisation of critical thinking skills in distance education. It was a qualitative study that explored experiences of teachers who were registered at the University of South Africa's National Professional Diploma in Education (NPDE) programme. Interviews and observations were used to collect data. It was discovered that teacher education programmes should be the breeding place for critical teachers. The major implication was that without a methodical preparation of teachers, countries will struggle having critical learners.