Critical Thinking Stance in Teaching Business and Economics. Explorative Qualitative Study in Higher Education

Daniela DUMITRU
Teacher Training Department, Bucharest University of Economic Studies, Bucharest, Romania
Doctoral School of Psychology, West University of Timișoara, Romania
daniela.dumitru@ase.ro

Mihaela MINCIU*
Teacher Training Department, Bucharest University of Economic Studies, Bucharest, Romania
** Corresponding author, mihaela.minciu@dppd.ase.ro*

Abstract
In this paper we present the triangulation of three data sets, observation, focus groups and document analysis in order to reveal the differences between Higher Education Institution (HEI) and Labor Market Organization (LMO) regarding critical thinking (CT) development. The three methods were used chronologically, starting with observation, and continuing to focus groups and document analysis. The results showed that teaching methods were the most "forgotten" item in HEI and were abundant in LMO training settings. Moreover, teaching strategies are different, LMO employing social-constructivist type, different from HEI teachers, which focuses in particular on the transmission of information. The results showed, in this case, that the expectations were confirmed. HEI focuses on the interpretative and analytic aspects of CT, while LMO focuses also on dispositions, enhancing skills like responsibility, awareness, identification, and analysis, interpretation, self-learning. But both HEI and LMO, are addressing CT indirectly, through an implicit teaching approach. The research was carried out as part of the Critical thinking for successful jobs - THINK4JOBS project, which proposes an innovative approach to CT for a better insertion of students in the labour market.

Keywords: critical thinking; economics; labour market; higher education institution;

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1. Theoretical Background

With the rapid development of technology and the emergence of the multitude of changes that organisations are facing almost daily in their activities, CT has become one of the most important skills and is increasingly in demand by employers. This indicates the need for collaboration between higher education institutions (HEIs) and labour market organisations (LMOs) in order to create a common understanding of the concept. CT is more than part of an educational process, as studies highlight that employers' expectations of this skill are increasingly high (Indrašienė, et al., 2021). Moreover, a growing number of research in the literature recognizes the importance of a critical thinking approach in education as an essential tool for adapting to all these changes and developments from our society (Behar-Horenstein & Niu, 2021; Celik, 2021; Husamah, Fatmawati, & Setyawan, 2018; Furness, Cowie, & Cooper, 2017; Forawi, 2016; Miri, Ben-Chaim, & Uri, 2007).

Whereas until recently, CT was seen as a ubiquitous skill that helps citizens to succeed in a knowledge society (Forawi, 2016), today it is considered a key skill required of students

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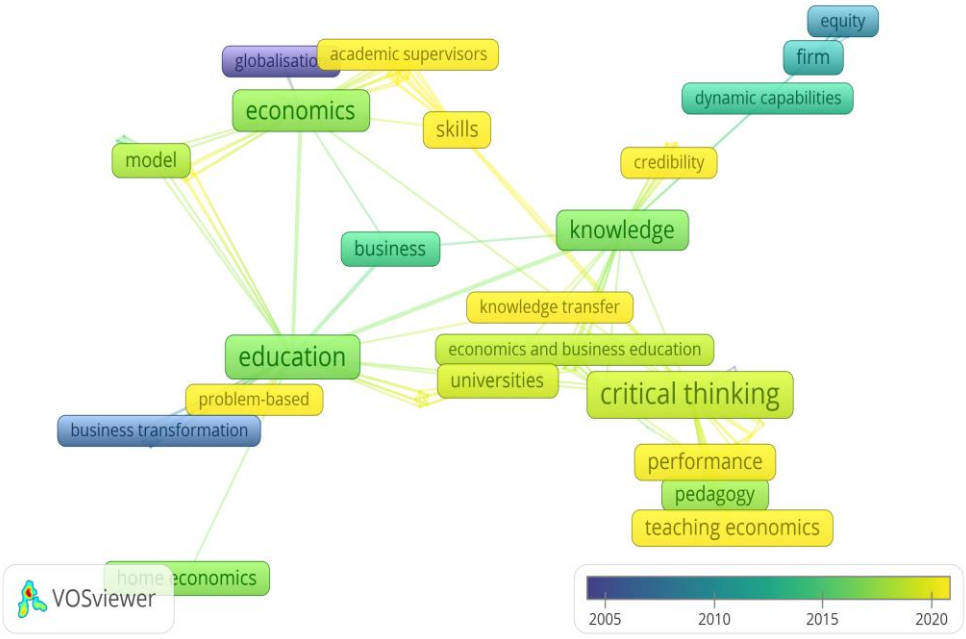
in both academic and professional environments in an increasingly globalised economy (Husamah, Fatmawati, & Setyawan, 2018; Furness, Cowie, & Cooper, 2017). Students who participate in a course whose main objective is to develop the ability to think critically, at the end of all the activities covered, they should have the ability to understand the logical principles of thinking, metacognition, as well as know how to search and use knowledge to solve certain problems and evaluate the quality of the evidence found (Miri, Ben-Chaim, & Uri, 2007). Although some students may have this ability naturally, they need rigorous training to become open-minded, being able to search for information and analyse it properly, so that later they can apply critical thinking skills in any field (Celik, 2021; Liu, Mao, & Frankel, 2016). There are numerous definitions of CT in the literature referring to: acquired capacity that allows reasoning and reflection on what is to be decided and achieved (García-Moro, Gómez-Baya, Muñoz-Silva, & Martín-Romero, 2021; Facione, 1990; Ennis, 1989), thinking about oneself in an active and reflective way (García-Moro, Gómez-Baya, Muñoz-Silva, & Martín-Romero, 2021; Febres, Pérez, & Africano, 2017; Paul & Elder, 2006), reflective practices broadly defined that involve asking questions to find the truth (Danvers, 2018), a judgement represented by objective criteria and subjective data analysed and interpreted in advance (Olivares Olivares & López Cabrera, 2017; Febres, Pérez, & Africano, 2017; Moore, 2013), a type of thinking oriented towards understanding problems and solving them by evaluating each alternative (Bezanilla-Albisua, Poblete-Ruiz, Fernández-Nogueira, Arranz-Turnes, & Campo-Carrasco, 2018; Paul & Elder, 2006), the management of critical or crisis situations (Schraagen & van de Ven, 2008; Indrašienė, et al., 2021). For Dewey (Howlett, Jo-Anne Ferreira, & Blomfield, 2016; Dewey, 1910) considered by specialists in the field to be the father of critical thinking, CT is a process of reflection through active, persistent and careful analysis of each thought and assumption from initial data to conclusions.

Thus, it can be affirmed that CT is an active process in which a person asks questions, finding answers and information on their own, rather than passively learning from someone else (Howlett, Jo-Anne Ferreira, & Blomfield, 2016; Fisher, 2001). Basically, CT occupies the first three levels of Bloom's famous taxonomy of educational objectives, which are: analysis, synthesis and evaluation (Calma & Davies, 2020; Ennis R. , 1987; Bloom, 1964). Scriven and Paul (Todd, Ravi, & McCray, 2019; Scriven, 1987) describe critical thinking as the intellectual process of analysing, synthesizing, and evaluating information generated by observation, reflection, experience, reasoning, and communication, which is based on intellectual values derived from the disciplines studied: precision, accuracy, coherence, depth, relevance, sound reasons, and fairness. The final goal of critical thinking is the ultimate transfer of critical thinking skills, respectively the use of previous knowledge in studying something new, as well as the application of this knowledge in similar situations (Alnofaie, 2013; Haskell, 2001). CT has gradually become one of the most important educational objectives to be achieved by educational institutions as well as by students and the university environment in order for them to become capable of solving both their own problems and those faced by society (Rarita, 2002). Most studies dealing with critical thinking focus mainly on the academic side (Penkauskienė, Railienė, & Cruz, 2019; Moore, 2013) despite the fact that this skill is often addressed by organisations in the labour market (Penkauskienė, Railienė, & Cruz, 2019; Davies & Barnett, 2015), with most research in the field failing to consider the perspective of employers as well as the characteristics of workplaces (Penkauskienė, Railienė, & Cruz, 2019; Grosemans, Coertjens, & Kyndt, 2017). CT is defined as the most relevant 21st century skill in the job market (Rave, Guerrero, & Morales, 2022; Indrašienė, et al., 2021; Whiting, 2020), today's employee must be able to generate innovative ideas without fear of abandoning old beliefs and ways of working to ensure organizational success (Mayur, Berger, & Higgs, 2016) as well as

creating competitive advantage (Subramanian, 2020). Performing a search in the Web of Science database for terms "critical thinking" AND "economics" AND ”business, in order to identify the keywords and concepts that were used predominantly, resulting 235 articles (***Figure 1***).

Figure 1. Terms used together with "critical thinking" and "economics"



Source: Authors’ own contributions

After analysis of the data using VOSviewer software, the most frequently used terms with the concepts searched were: ”education”, ”model”, ”economics and business education”, ”pedagogy”, ”knowledge transfer”, ”problem -based”, ”skills”. As can be seen from the resulting articles there is an increasing emphasis on correlating the information taught by HEIs with that required by LMOs, ensuring an effective knowledge transfer that facilitates students' integration into the labour market. Some of the practice-based research promoting CT in business education includes: stimulating managers to think about how they analyse problems, determining how managerial decisions influence other team members, managing and processing various sources of information to inform business decisions (Calma & Davies, 2020; Doyle, 2019; Green, 2019; Mendes, 2019; Root, 2018).

Some of the objectives of Business and Economics courses in which the concept of critical thinking is approached can include: leraning outcomes concerning CT, stimulating logical thinking in order to determine certain relationships between the explanations offered and the evidence held, creating and carrying out scientific experiments, developing students' abilities to conduct investigations (Dumitru, et al., 2021; Sufian, 2016). To approach critical thinking during teaching, Facione proposes a set of skills (analysis, evaluation, explanation, inference, interpretation, self-regulation) and dispositions (open-mindedness, self-confidence, systematicity, truth-seeking, cognitive maturity, inquisitiveness) (Dumitru, et al., 2021; Calma & Davies, 2020; Facione, 1990). Elen et al. (Dumitru, et al., 2021; Elen, et al., 2019) consider that the model of a good critical thinker includes: reflecting on different opposing perspectives, the complexity of the subject highlighted by the teaching programme, the teacher providing examples of problems that are not well structured, the teacher providing multiple sides of a problem through critical discourse, different approaches that promote innovative thinking (creativity). The way to improve critical

thinking is addressed by Paul and Elder (Dumitru, et al., 2021; Elder, 2019) they refer to: accuracy, relevance, precision, clarity, breadth, depth, significance, fairness, logic. Abrami and colleagues (Dumitru, et al., 2021; Abrami, Borokhovski, Waddington, Wade, & Persson, 2015) consider that the analysis of authentic, unique situations is another teaching method that can be used to approach critical thinking in labour market situations. Strategies for approaching critical thinking in teaching Business and Economics are numerous, among them: immersion, infusion, mixed approach, general approach (Dumitru, et al., 2021; Ennis R. , 1989) individual study, mentoring, cognitive approach, rational approach (Dumitru, et al., 2021; Jinga & Diaconu, 2004), social interaction (Dumitru, et al., 2021; Schreiber & Valle, 2013), personal (Dumitru, et al., 2021; Rogers, 2012). Regarding the teaching methods used among Business and Economics courses were CT is approached, the most effective methods include (Dumitru, et al., 2021; Jinga & Diaconu, 2004; De Bono, 2022): fishbowl, jigsaw, peer teaching, the snowball, the starbust. The materials and tools used in teaching critical thinking are represented by: training programmes, the handouts, the class syllabi, recommend textbooks (Becker, 2000), the apprenticeships documentation, the recruitment guidlines (used by LMO), the assessment rubric (Dumitru, et al., 2021). The following methods can be used for the evaluation of courses in which CT topics have been addressed: written assessment, oral assessment, project-based, practical assessment (Dumitru, et al., 2021; Jinga & Diaconu, 2004). The instruments used in the assessment include: close-ended questionnaires, argumentative essay, opened questionnaires, skills assessment, open-book exams (Dumitru, et al., 2021). The presence of critical thinking at discipline level depends on the level at which it is operationalised: course, programme, institutional (Dumitru, et al., 2021; Elen, et al., 2019).

Thus, in order to study how the concept of CT is approached by HEIs and LMOs, as well as to analyse whether there is any difference between them in teaching economics, a research was conducted using three methods and three tools characterized in the following sections.

2. Materials and Methods

The aim of this research is to study the methods and instruments currently used to address CT in courses at HEIs and programmes offered by LMOs, in order to identify common and different elements. In order to map the gaps, we propose a top-down research design, and we shall advance ten research questions in order to evaluate the gap between LMO and HEI regarding CT development. We shall employ three research methods, using three corresponding instruments: observation, focus group interview and document analysis. The results are presented and interpreted by triangulating the data obtained by using the three research instruments.

We presume that there are differences between higher education institutions and labour market organizations regarding critical thinking development. Thus, the objective of this research is to map the differences between HEI and LMO regarding critical thinking skill and dispositions development practices. The results will help us to present a more vivid image of CT in higher education and business environment. It will also help in creating new HE curricula to be implemented in the next step of the project. Present research represents a first step, innovative, for Business-University Collaboration (BUC), because will stress the need for a better communication and cooperation regrading critical thinking as 21st Century skill.

2.1 Research questions and variables

In order to investigate if there are certain differences between HEIs and LMOs in the development of CT in the Business and Economics disciplines, three research methods (observation, focus group and documentary analysis) were used, and three instruments (observation matrix, focus group rubric and documentary analysis rubric) were used (Dumitru, et al., 2021). The HEI representative in the study was Bucharest University of Economic Studies (ASE), and the LMO representative was BRD - Group Societe Generale. The current development of CT was studied using a series of variables described in the following. For each variable a research question was identified and a set of indicators was developed to define and characterise the three research instruments (Dumitru, et al., 2021).

We are working with ten variables, which have been introduced and discussed in section 1.

1. Class/course objectives concerning CT (Dumitru, et al., 2021; Sufian, 2016);

2. Critical thinking explicit reference during instruction (including partial references) (Dumitru, et al., 2021; Calma & Davies, 2020; Facione, 1990);

3. Model of a good critical thinker (Dumitru, et al., 2021; Elen, et al., 2019);

4. Triggering improvement in critical thinking (Dumitru, et al., 2021; Elder, 2019);

5. Nurturing CT by referring real labour market cases (Dumitru, et al., 2021; Abrami, Borokhovski, Waddington, Wade, & Persson, 2015);

6. Critical thinking teaching strategies (Dumitru, et al., 2021; Schreiber & Valle, 2013; Jinga & Diaconu, 2004; Ennis R. , 1987);

7. Critical thinking teaching methods (Dumitru, et al., 2021; Jinga & Diaconu, 2004; De Bono, 2022);

8. Tools and materials reflecting CT (Dumitru, et al., 2021; Becker, 2000)

9. CT evaluation approaches (Dumitru, et al., 2021; Jinga & Diaconu, 2004);

10. Presence of CT (Dumitru, et al., 2021; Elen, et al., 2019);

Hence, we formulate the following research questions:

1. Is there a noticeable difference between the course objectives that are offered by HEIs and LMOs regarding the approach of CT?

2. Is there a major difference in the approach of CT during the instruction process within in courses carried out by HEIs and LMOs?

3. Is there an appreciable difference in the presentation of good critical thinking models in courses conducted by HEIs and LMOs?

4. Is there a major difference regarding triggering an improvement in students' ability to think critically in courses offered by higher education institutions and LMOs?

5. Is there a remarkable difference in nurturing the CT by reference to real-life realities in the case studies addressed in the courses offered by HEIs and LMOs?

6. Is there an observable difference in CT teaching strategies used by HEIs and LMOs in their courses?

7. Is there a major difference in CT teaching methods between courses conducted by HEIs and LMOs?

8. Is there a noticeable difference in tools and materials regarding CT between courses carried out by HEIs and LMOs?

9. Is there a remarkable difference in evaluation approaches of CT between courses conducted by HEIs and LMOs?

10. Is there a major difference regarding the presence of CT (discipline-depended) between courses carried out by HEIs and LMOs?

The first instrument, the observation matrix, composed of all variables and indicators, consisted of recording all actions and behaviours related to CT. For each indicator, a frequency scale and a free space was established in which each researcher could provide a concrete example from practice on how an indicator was met, with at least 3 courses being observed (at least 4 observation sessions for each, both LMO and HEI having the same number of observations) (Dumitru, et al., 2021). Mainly courses that took place in real time were observed, but in some cases recorded courses were also considered eligible.

As for the focus group instrument, it consisted of four sheets with four questions for students, HEI teachers (focus groups conducted by HEI), LMO trainers and employers (focus groups conducted by LMO), where the researchers completed the variables and indicators based on examples provided by participants (Dumitru, et al., 2021). Data analysis and interpretation was performed using a matrix containing the variables, counting how many times were mentioned, and selecting illustrative quotes from the participants.

The last instrument, documentary analysis consisted of filling in a rubric containing information on the variables and indicators described above, where researchers provided concrete examples based on the documents used by HEI and LMO in the courses.

2.2 Participants

Data collection took place during the first semester of the academic year 2020-2021 gathering a total number of 34 participants in four focus groups:

1. One focus groups with 10 students: 6 females and 4 males (age range 21-28 years old);

2. One focus group with 11 HEI professors: 6 females and 5 males (age range 32-54 years old);

3. One focus group with 6 LMO trainers: 6 females (age range 30-48 years old);

4. One focus group with 7 employees: 5 females and 2 males (age range 24-45 years old).

Observations comprise four classes (approx. 130 students) and two LMO training groups (29 employees).

2.3. Procedure

For all focus groups the authors obtain inform consent of all participants and each focus group lasted for approximately two hours. All have been carried out online using a platform for video conferencing. The meetings were recorded, and transcripts had been produced to facilitate filling in the focus group rubric (instrument for focus group interpretation). Also observations were performed during online synchronous classes and LMO training sessions.

3. Results

Research has revealed that there are some differences in the approach to CT between HEI and LMO, in the sense that LMO are more dynamic and flexible in promoting CT (Facione, 1990). Regarding the approach to critical thinking by the two institutions involved in the study (ASE and BRD), it can be stated that both organizations deal with CT in an indirect way, where HEI focuses mainly on analytical and interpretative aspects, while in LMO more emphasis is placed on dispositions leading to the formation of skills such as: interpretation, analysis, self-learning, awareness, identification of information, etc. Within the three methods applied (observation, focus group, documentary analysis) each variable was analysed obtaining the following results (Dumitru, et al., 2021) (***Table 1***).

Table 1. Results of data triangulation

Research questions	Results
Is there a noticeable difference between the course objectives that are offered by HEIs and LMOs regarding the approach of CT?	▪ existence of direct and indirect mentions at HEI class level of all variables (CT operational objectives, competences, learning outcomes, values and intellectual attitudes.
Is there a major difference in the approach of CT during the instruction process within in courses carried out by HEIs and LMOs?	HEI: ▪ top-down, concept-based cognitive and behavioural teaching approaches; LMO: ▪ delivering information in a progressive, detailed, bottom-up strategy; ▪ ensuring that people acquire the necessary know-how by transferring it to practice; ▪ using assessment techniques to analyse the level of understanding in order to correct any errors.
Is there an appreciable difference in the presentation of good critical thinking models in courses conducted by HEIs and LMOs?	▪ the LMO has a much better understanding of the model of a good thinker compared to HEI: each person in a training session is given a case study and then has time to reflect on the topic presented, which facilitates debate, discovery of new contexts that may arise, identification of motivations, concrete client need, experimentation.
Is there a major difference regarding triggering an improvement in students' ability to think critically in courses offered by higher education institutions and LMOs?	▪ the main differences identified may be observed in the limited techniques of the teaching approach; ▪ in order to actively involve a person in the critical thinking process LMO uses presentations with very little text, in particular there are a lot of representative images or videos; ▪ in the sessions organised by LMO the information is treated in a progressive way, gradually increasing the level of difficulty in order to keep the participants' attention and to enable them to make different correlations in certain situations.

Table 1 (continued)

Research questions	Results
Is there a remarkable difference in nurturing the CT by reference to real-life realities in the case studies addressed in the courses offered by HEIs and LMOs?	▪ as regards this research question, there are some differences between HEI and LMO, in the sense that LMO uses different methods of transmitting information (training platform, practical exercises, case studies, e-learning games); ▪ at HEI level, teachers stated that they use examples, real-life case studies in their courses, but students often do not understand real-life situations only on the basis of information, which was also confirmed by observing the lessons
Is there an observable difference in CT teaching strategies used by HEIs and LMOs in their courses?	▪ the differences observed in the sessions relate to the limited use of the didactic approach; LMO: ▪ use of blended learning, theoretical information is usually integrated in different guides, e-learning platforms, tutorials that can be accessed by participants in their free time, especially during the sessions with emphasis on the theoretical part; ▪ the teaching scenario consists of providing practical examples and discussing the participants' experiences in order to better understand the theories approached; HEI: ▪ following discussions and observations in the focus groups it was concluded that the data are consistent and often students do not understand the CT strategies; ▪ the main teaching strategy used is immersion, followed by rational-cognitive strategy and social interaction, thus LMO can help HEI to improve their teaching strategies.
Is there a major difference in CT teaching methods between courses conducted by HEIs and LMOs?	▪ the existence of a major difference at the dispositional level, since at the LMO level several actions specific to CT dispositions have been identified (the ability to accept the possibility of being wrong, to ask for and accept feedback, to value yourself, to also accept opinions that are in contradiction with what you think, etc.); ▪ the existence of a difference in the limited didactic approach of HEI: in order for a person to engage naturally in the classroom, it is necessary first of all to arouse their interest, their curiosity about the subject.
Is there a noticeable difference in tools and materials regarding CT between courses carried out by HEIs and LMOs?	▪ both HEI and LMO use different training and materials, the main difference being their type: HEI uses textbooks, domain-specific articles, a recommended bibliography, while LMO uses digital platforms where learners can access information in a dynamic way (games, tutorials, e-learning sessions, etc.).
Is there a remarkable difference in evaluation approaches of CT between courses conducted by HEIs and LMOs?	▪ regarding this research question at the HEI level there is little information to analyse, the main methods identified were represented by argumentative essays and observation; ▪ LMO uses various assessment methods from recapitulations (interim assessments) to oral (games, debates) and online assessments.
Is there a major difference regarding the presence of CT (discipline-depended) between courses carried out by HEIs and LMOs?	▪ CT is an indirect skill involved in training sessions at the LMO; ▪ for the LMO all activities carried out are based on CT; ▪ for the LMO, CT is a skill that every employee has and is used almost daily in interpretation, analysis and decision making for internal and external customers; ▪ at HEI level, CT is present only at course level.

Source: Authors' own contributions

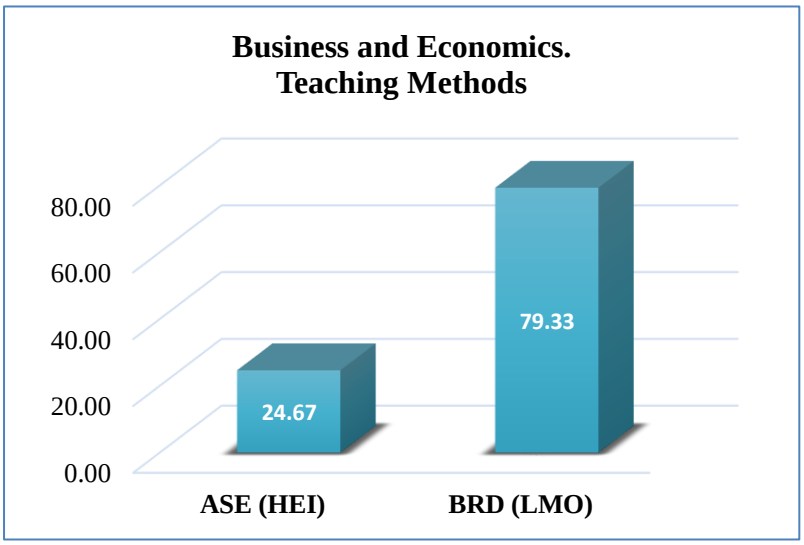
As can be seen, the results revealed that there is no definitive gap between the two institutions and only a different approach. Given that the purpose of each organisation is different (HEI focus on learning activities, initial education and career preparation, while LMO have a teaching strategy that focuses on building competences, which are necessary in solving daily service tasks), collaboration between the two institutions is necessary to create a common vision and successfully integrate CT into the curricula.

4. Discussion

The main differences identified regarding CT in the two organisations relate to the approach, respectively at the LMO level the approach is bottom up and at the HEI level the approach is top down (Dumitru, et al., 2021). The focus in LMO is mainly on integrating theoretical elements into as many examples from practice as possible, and not only on the informative presentation of real-life case studies.

As can be seen from the graph below regarding the frequency of teaching methods used throughout the courses/sessions at ASE level the average recorded was 24.67, while the labour market representative, BRD has registered an average of 79.33.

Figure 2. Average teaching methods used by HEI and LMO



Source: Authors' own contributions

LMO uses different teaching methods whereby instead of simply memorising information, participants develop a deeper understanding of theoretical concepts by interpreting them and relating them to real-life situations and experiences (Dumitru, et al., 2021). It is therefore necessary to change the approach to critical thinking in the university environment, to make it as dynamic as possible, centred on learning by experience and on the needs of students, both educational and those necessary for easy integration into the labour market. It is recommended that teaching approaches and teaching methods be used to help students not only to memorise the information provided by teachers, but also to filter data, analyse it and ask questions. Regarding the economic field, it would be useful to involve as many people as possible from the business world in the university courses to present students a series of case studies and practical examples of the concepts taught. It is

also recommended that HEI teachers should attend various training courses where they can learn as many teaching methods as possible that favour CT: teaching through analogy, brainstorming, problem based learning, etc.

Teaching through analogy: in most cases it is not enough for HEIs teachers to limit themselves only to the subject they are teaching, as often learners have accumulated a range of knowledge, experiences, concepts, preconceptions (Burdina & Sauer, 2015), so lessons should be as interactive as possible.

Brainstorming: the famous method developed by Osborn (Osborn, 1957) consists of three characteristic phases (preparing - setting the purpose of the meeting and developing working teams, animating - generating ideas, requiring creativity on the part of the students with each idea being encouraged and analysed appropriately, valuing ideas - assessing the most relevant ideas and eliminating those that do not fit) (Sylvain, Aurélien, Léa, Quentin, & Duchêne, 2020). This method has developed greatly in workshops, many studies highlighting that participants have significantly improved their performance as a result of attending these sessions (Sylvain, Aurélien, Léa, Quentin, & Duchêne, 2020).

Problem based learning: is a student-centred method that requires students to solve problems arising from real cases on the topics taught (Etherington, 2011; Zuhriyah, 2017). This is an innovative method, allowing students to work in small groups as well as individually (Zuhriyah, 2017; Keiziah, 2010).

In the research we used the Participatory Co-Design Approach (PC-D) involving all stakeholders (HEI students and teachers, trainers and LMO employees) to develop ”Ten work-based learning scenarios two learning scenarios”, two of them specifically addressing the domain for Business and Economics (Dumitru, et al., 2021; Robertson & Simonsen, 2013). The PC-D approach is a process of analysis, investigation, research, rethinking and understanding in order to achieve results that meet the needs of end-users, therefore it is necessary a collaboration between all stakeholders (Dumitru, et al., 2021).

Every day students have to accumulate different information, often quite complex, so introducing new knowledge through play will capture students' attention and involve them in the learning process, developing their ability to think critically, to research the data provided. Teaching methods that move from theory to personal experience help students to retain information in a pleasant and easy way, developing their social, attitudinal and cognitive skills.

HEI has a particularly important role in the development of students, as the teaching methods used can lead to the formation of skills and abilities of students to act on the things in their environment, to analyse and research different situations, to ask questions and to search for truth, based on the information gained, developing their personality and successfully integrating into the labour market. The teaching method is a mental training and exercise, and its intervention on students materializes in the formation of new mental or behavioural structures (Cerghit, 2006).

The LMO calls for the use of teaching methods that promote learning by discovery, with participants building their own ideas about the topics approached, so it is necessary to harmonise the approach to CT at the level of both organisations.

5. Conclusions

After analysing all aspects of the discrepancy between the approach to critical thinking by higher education institutions and labour market organisations, it can be concluded that there is no major, definitive difference between the two approaches. These differences appear especially in terms of the purpose of each organisation: HEI prepares students for all the jobs that a field can offer, while LMO prepares a person strictly for the job within that organisation (Husamah, Fatmawati, & Setyawan, 2018). Although CT is a skill that is developing within HEIs, more and more institutions admit that courses in which only information was transmitted to students were outdated, the accent should be on discovering the concepts taught, analysing them and relating them to past experiences. If a teacher were to use as many examples as possible in his or her lessons that are also encountered in practice, this would open up new perspectives for his or her students, making it easier for them to realise certain correlations.

Regarding the limitations of this research, it should be mentioned that the study represents a qualitative research, adapted to the context (CT enhancement from the HEI perspective together with LMO), thus the results provide a perspective on a field where research is still in progress.

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