**Enhancing Critical and Creative Thinking through Task-Based Learning:**

**An Action Research Study in Higher Education**

Abstract

This action research study investigates the impact of task-based learning (TBL) on enhancing critical and creative thinking skills among undergraduate students in a Critical Thinking course. Over a 14-week semester, a series of structured tasks were integrated into the curriculum, designed to engage students in practical applications of key cognitive processes. These tasks included problem identification using various types of thinking, collaborative brainstorming sessions, argumentative debates, and the application of the Six Thinking Hats method. Reflective essays and an innovation exhibition were employed as assessment tools to measure the students' ability to apply critical thinking in real-world contexts.The study was conducted in iterative cycles of planning, action, observation, and reflection. Data were collected through student results, performance assessments, and reflective journals, providing insights into the effectiveness of TBL in promoting deeper understanding and practical application of critical thinking concepts. The findings suggest that task-based learning significantly enhances students' engagement and cognitive development by bridging the gap between theory and practice. The study concludes with recommendations for integrating TBL into similar courses to improve critical thinking outcomes in higher education.