COMPONENTS OF CRITICAL THINKING
TODAY’S AGENDA

- You will:
  - Distinguish the nature of critical thinking from thinking
  - Analyze components of critical thinking
  - Think about how you can utilize these tools to build your own capacity for CT
THE MIND AND TRAINING

- The best mind training recognizes natural tendencies and learns to discriminate between what is good and what is not

“A man who does not think for himself does not think at all.”
~Oscar Wilde
THE NATURAL RESOURCES

• Funds of material in which to draw upon
  • Previous experiences, “stored” information

• Promptness, Flexibility, and Fertility
  • Quick alternatives which can develop

• Order and appropriateness
  • Fitting pieces together in a relevant and timely manner
WHAT IS THINKING?

• “Thinking is any mental activity that helps formulate or solve a problem, make a decision, or fulfill a desire to understand. It is a search for answers, a reaching for meaning” (Ruggerio)

“What we think, we become.”
~Buddha
INTELLECTUAL TRAITS

- Humility
- Courage
- Empathy
- Autonomy
- Integrity
- Perseverance
- Confidence in Reason
- Fair Mindedness
TOMATO, TAMATO...

- Inquisitiveness
- Open-mindedness
- Systematicity
- Analyticity
- Truth-Seeking
- Self-Confidence
- Maturity

- Intellectual humility
- Intellectual courage
- Intellectual empathy
- Intellectual integrity
- Intellectual perseverance
- Faith in reason
- Fairmindedness
BECOMING A CRITIC

SAY LESS AND MEAN MORE
WHAT DOES IT MEAN TO BE A CRITICAL THINKER?
WHAT IS CRITICAL THINKING?

Reasoned, purposive, and reflective thinking used to make decisions, solve problems, and master concepts

(Rudd, Baker, Hoover, 2000)
CLUE 1 – IT’S ALL ABOUT THE QS

- Asking good questions
- Answering questions with good reasoning
- Believing the results of your own good reasoning
- Acting on the results of your reasoning
CRITICAL THINKING

Dispositions
• Engagement
• Cognitive Maturity
• Innovativeness

Styles
• Engagement
• Seeking

Skills
• Interpretation
• Analysis
• Evaluation
• Inference
• Explanation
• Self-Regulation

“How do I know what I think until I see what I say?”
~E. M. Forster
CT Skills

INTERPRETATION
• Categorization
• Clarifying meaning
• Decoding significance

ANALYSIS
• Examining ideas
• Analyzing arguments
• Analyzing assumptions

EVALUATION
• Assessing claims
• Assessing arguments
• Assigning value
**CT Skills**

**INTERPRETATION**
- Categorization
- Clarifying meaning
- Decoding significance

**ANALYSIS**
- Examining ideas
- Analyzing arguments
- Analyzing assumptions

**EVALUATION**
- Assessing claims
- Assessing arguments
- Assigning value

- What is this?
- Where does this information “Fit?”
- How does this relate to what I already know?
- Why is this important?
**CT Skills**

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- Categorization
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**WHAT IS THIS?**
- Where does this information “Fit?”
- How does this relate to what I already know?
- Why is this important?

**WHAT IS THE POINT?**
- What is the issue or position?
- What are the assumptions?
- What evidence or information supports the position?
- What is the line of thinking?
CT Skills

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- Categorization
- Clarifying meaning
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ANALYSIS
- Examining ideas
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CT Skills

• What is this?
• Where does this information “Fit?”
• How does this relate to what I already know?
• Why is this important?

• What is the point?
• What is the issue or position?
• What are the assumptions?
• What evidence or information supports the position?
• What is the line of thinking?

• Clear
• Accurate
• Precise
• Relevant
• Depth
• Breadth
• Logic
CT Skills

EXPLANATION
- Stating results
- Justifying procedures
- Presenting arguments

INFERENCE
- Finding alternatives
- Drawing conclusions
- Making recommendations
EXPLANATION
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CT Skills

- State your position
- Defend your position
  • Support points with information and evidence
  • Support points with valid assumptions
- Re-state your position
CT Skills

**EXPLANATION**
- Stating results
- Justifying procedures
- Presenting arguments

**INFERENCES**
- Finding alternatives
- Drawing conclusions
- Making recommendations

- Recognizing that problems have a range of solutions and that decisions fall along a range from better to worse.
- Project a range of potential consequences for alternatives.
You love them. Coddle them, but at some point you have to let them go be juice.

The most nurtured brand of juice on earth.
SELF-REGULATION

- Self examination: Stopping to ask yourself important questions about your beliefs
- Self correction: Changing your beliefs if it is warranted
CT Skills

SELF-REGULATION

• Self examination: Stopping to ask yourself important questions about your beliefs
• Self correction: Changing your beliefs if it is warranted

- What is my belief?
  - Why do I believe this to be true?
  - What evidence of information do I have?
- Can I justify my belief with evidence and information?
  - If yes, continue to hold this belief.
  - If no, question my belief and search for more information.
- I may need to change what I believe...
PUTTING IT TOGETHER

- Dispositions, Styles, and Skills are necessarily to build capacity for CT
- There are LOTS of different ways to sort out CT and what is important
- Use tools that you are comfortable using