# **Developing critical thinking abilities**

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| Aspects I want to develop furtherI want to: | AWant to know more?Rate from 0to 55 = ‘veryimportant’ | BHow essential to develop it now?Rate from 0to 55 = ‘essential’ | CPriority scoreAdd scores for columns A and B | DSee Chapter |
| 1 understand the benefits of criticalthinking |  |  |  | 1 |
| 2 remain focused on the exact requirements of an activity |  |  |  | 2 |
| 3 pay better attention to small details |  |  |  | 2 |
| 4 know what is meant by a ‘line of reasoning’ |  |  |  | 3 |
| 5 identify the component parts of anargument for critical thinking |  |  |  | 3 |
| 6 recognise the words used to signal stages in an argument |  |  |  | 3, 10 |
| 7 distinguish argument fromdisagreement |  |  |  | 4 |
| 8 distinguish argument from summaries,descriptions and explanations |  |  |  | 4 |
| 9 pick out the key points from background information |  |  |  | 4 |
| 10 be able to analyse the structure of an argument |  |  |  | 5, 10, 11 |
| 11 evaluate whether arguments areinternally consistent |  |  |  | 5 |
| 12 understand what is meant by an intermediate conclusion |  |  |  | 5 |
| 13 be able to structure an argument |  |  |  | 5, 10, 11 |
| 14 be better at reading between the lines |  |  |  | 6 |
| 15 recognise underlying assumptions |  |  |  | 6 |
| 16 recognise when an argument is basedon false premises |  |  |  | 6 |
| 17 recognise implicit arguments |  |  |  | 6 |
| 18 understand what is meant by denotedand connoted meanings |  |  |  | 6 |
| 19 be aware of how cause, effect, correlation and coincidence can be confused |  |  |  | 7 |
| 20 be able to check for ‘necessary andsufficient conditions’ |  |  |  | 7 |
| 21 identify unfair techniques used to persuade readers |  |  |  | 6, 7 |
| 22 recognise tautology |  |  |  | 7 |
| 23 recognise flawed reasoning |  |  |  | 6, 7 |
| 24 be able to evaluate source materials |  |  |  | 1, 8 |
| 25 understand what is meant by authenticity, validity, and reliability |  |  |  | 8 |
| 26 evaluate when samples arerepresentative |  |  |  | 8 |
| 27 understand what is meant by ‘triangulation’ |  |  |  | 8 |
| 28 check for levels of probability |  |  |  | 8 |
| 29 apply critical thinking when making notes |  |  |  | 9, 10 |
| 30 use language more effectively to structure argument |  |  |  | 3, 10, 11 |
| 31 present my own arguments clearly in writing/for essays |  |  |  | 10, 11 |
| 32 apply critical reflection to my study/assignments |  |  |  | 12 |
| 33 apply reflection in my professional life |  |  |  | 12, 13 |
| 34 apply critical thinking to career/life planning |  |  |  | 12, 13 |