# **Developing critical thinking abilities**

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| Aspects I want to develop further  I want to: | A  Want to know more?  Rate from 0  to 5  5 = ‘very  important’ | B  How essential to develop it now?  Rate from 0  to 5  5 = ‘essential’ | C  Priority score  Add scores for columns A and B | D  See Chapter |
| 1 understand the benefits of critical  thinking |  |  |  | 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 an  argument for critical thinking |  |  |  | 3 |
| 6 recognise the words used to signal stages in an argument |  |  |  | 3, 10 |
| 7 distinguish argument from  disagreement |  |  |  | 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 are  internally 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 based  on false premises |  |  |  | 6 |
| 17 recognise implicit arguments |  |  |  | 6 |
| 18 understand what is meant by denoted  and connoted meanings |  |  |  | 6 |
| 19 be aware of how cause, effect, correlation and coincidence can be confused |  |  |  | 7 |
| 20 be able to check for ‘necessary and  sufficient 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 are  representative |  |  |  | 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 |