

35 dimensions of critical thinking

Paul, Binker, Jensen, and Kreklau (1990) have developed a list of 35 dimensions of critical thought:

A. Affective Strategies

- S-1 thinking independently
- S-2 developing insight into egocentricity or sociocentricity
- S-3 exercising fairmindedness
- S-4 exploring thoughts underlying feelings and feelings underlying thoughts
- S-5 developing intellectual humility and suspending judgement
- S-6 developing intellectual courage
- S-7 developing intellectual good faith or integrity
- S-8 developing intellectual perseverance
- S-9 developing confidence in reason

B. Cognitive Strategies – Macro-Abilities

- S-10 refining generalisations and avoiding oversimplifications
- S-11 comparing analogous situations: transferring insights to new contexts
- S-12 developing one's perspective: creating or exploring beliefs, arguments or theories
- S-13 clarifying issues, conclusions or beliefs
- S-14 clarifying and analysing the meanings of words or phrases
- S-15 developing criteria for evaluation: clarifying values and standards
- S-16 evaluating the credibility of sources of information
- S-17 questioning deeply: raising and pursuing root or significant questions
- S-18 analysing or evaluating arguments, interpretations beliefs or theories
- S-19 generating or assessing solutions
- S-20 analysing or evaluating actions or policies
- S-21 reading critically: clarifying or critiquing texts
- S-22 listening critically: the art of silent dialogue
- S-23 making interdisciplinary connections
- S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories or perspectives
- S-25 reasoning dialogically: comparing perspectives, interpretations or theories
- S-26 reasoning dialectically: evaluating perspectives, interpretations or theories

Appendices

Appendix 1

C. Cognitive Strategies – Micro-Skills

- S-27 comparing and contrasting ideals with actual practice
- S-28 thinking precisely about thinking: using critical vocabulary
- S-29 noting significant similarities and differences
- S-30 examining or evaluating assumptions
- S-31 distinguishing relevant from irrelevant facts
- S-32 making plausible inferences, predictions, or interpretations
- S-33 giving reasons and evidence and alleged facts
- S-34 recognising contradictions
- S-35 exploring implications and consequences

Source: Binker, Jensen and Kreklan (1990) The Foundation for Critical Thinking.
Visit www.criticalthinking.org