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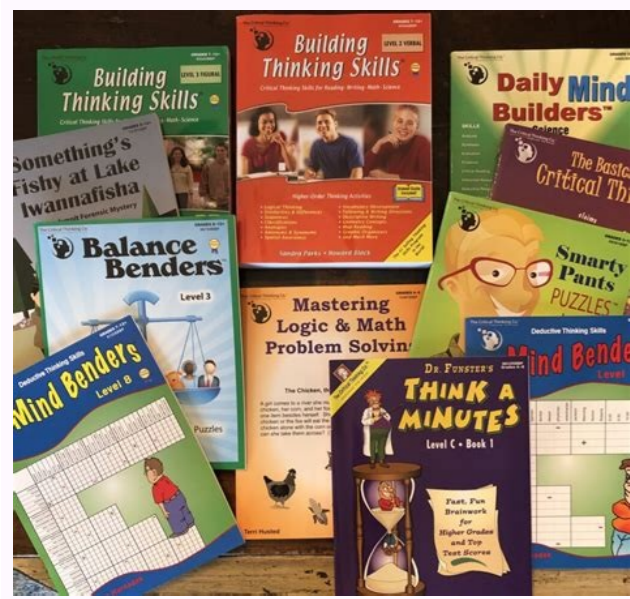
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Higher Education

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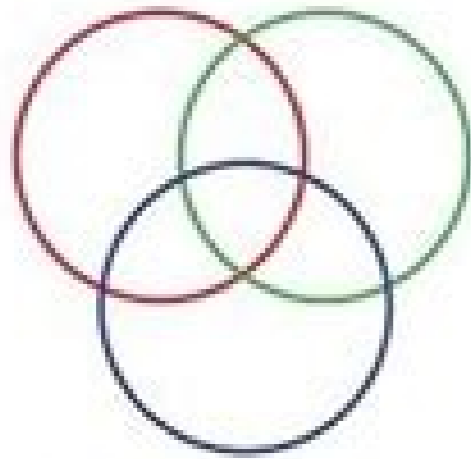


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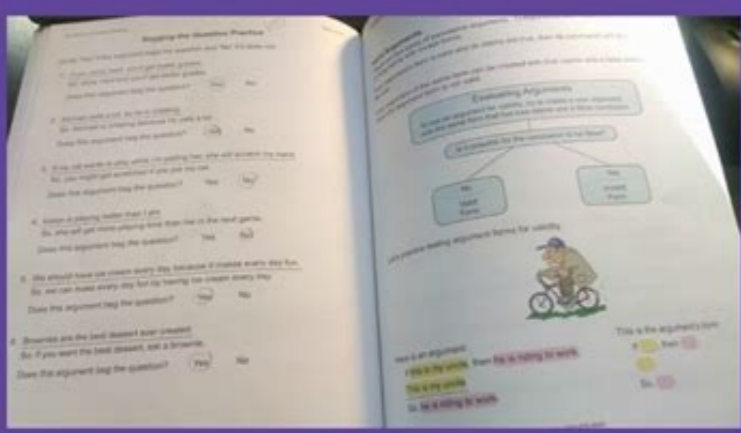
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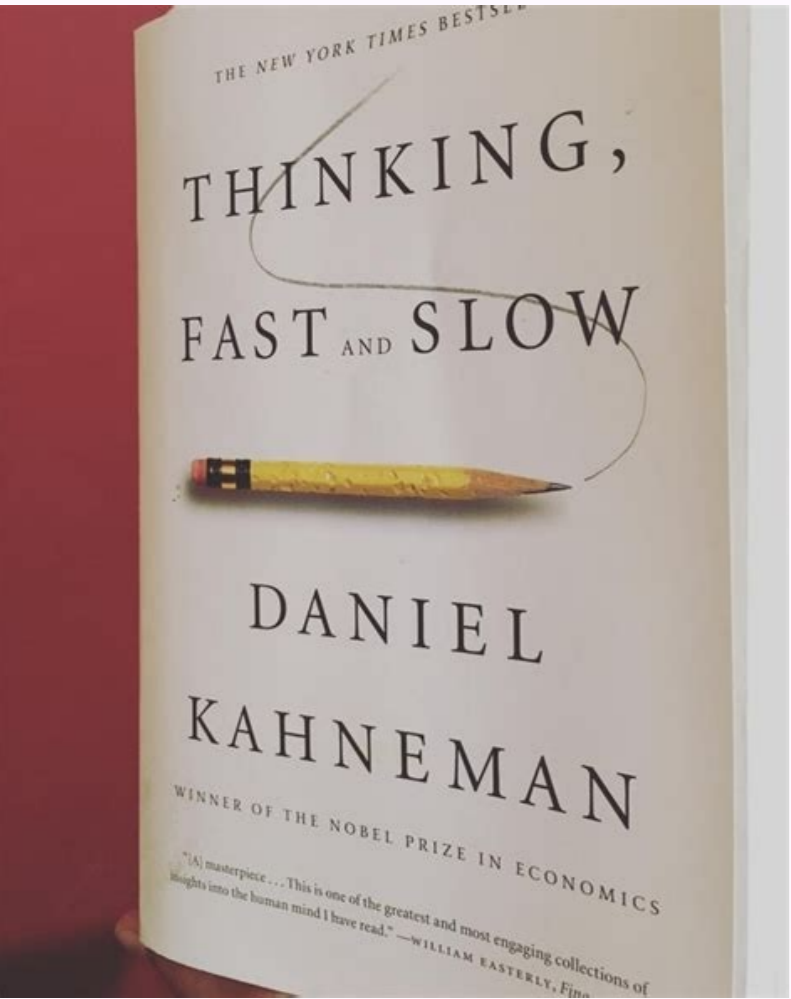
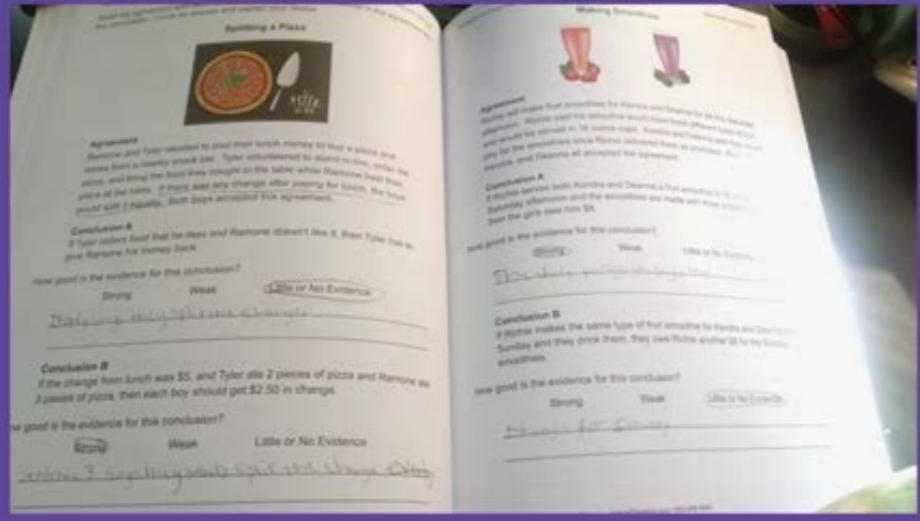
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Neither accepted the traditional picture of things dominant in the thinking of their day. What is more, there is no reason in principle that students cannot take the basic tools of critical thought which they learn in one domain of study and extend it (with appropriate adjustments) to all the other domains and subjects which they study. From his work, we have increased our sense of the pragmatic basis of human thought (its instrumental nature), and especially its grounding in actual human purposes, goals, and objectives. Does it make sense for me to assume this? They valued disciplined intellectual exchange, in which all views had to be submitted to serious analysis and critique. Math can be taught so that the emphasis is on mathematical reasoning. Some fifty years later in France, Descartes wrote what might be called the second text in critical thinking, Rules For the Direction of the Mind. Each major discipline has made some contribution to critical thought. It is a prime condition of human welfare that men and women should be trained in it. For example, having questioned the wording of a problem in math, I am more likely to question the wording of a problem in the other subjects I study. Aquinas heightened our awareness not only of the potential power of reasoning but also of the need for reasoning to be systematically cultivated and "cross-examined." Of course, Aquinas' thinking also illustrates that those who think critically do not always reject established beliefs, only those beliefs that lack reasonable foundations. It is beyond question that intellectual errors or mistakes can occur in any of these dimensions, and that students need to be fluent in talking about these structures and standards. Locke defended a common sense analysis of everyday life and thought. Men educated in it cannot be stampeded. Francis Bacon, in England, was explicitly concerned with the way we misuse our minds in seeking knowledge. With intellectual language such as this in the foreground, students can now be taught at least minimal critical thinking moves within any subject field. He extended the critical thought of such minds as Copernicus, Galileo, and Kepler. In it, Descartes argued for the need for a special systematic disciplining of the mind to guide it in thinking. In the 20th Century, our understanding of the power and nature of critical thinking has emerged in increasingly more explicit formulations. The popular opinions always contain broad fallacies, half-truths, and glib generalizations (p. They proceeded with the assumption that most of the domains of human life were in need of searching analysis and critique. Newton, in turn, developed a far-reaching framework of thought which roundly criticized the traditionally accepted world view. They believed that all authority must submit in one way or another to the scrutiny of reasonable critical questioning. The critical faculty is a product of education and training. Among these scholars were Colet, Erasmus, and Moore in England. Another significant contribution to critical thinking was made by the thinkers of the French Enlightenment: Bayle, Montesquieu, Voltaire, and Diderot. Students can learn to think geographically, economically, biologically, chemically, in courses within these disciplines. He called attention to "Idols of the tribe" (the ways our mind naturally tends to trick itself), "Idols of the market-place" (the ways we misuse words), "Idols of the theater" (our tendency to become trapped in conventional systems of thought), and "Idols of the schools" (the problems in thinking when based on blind rules and poor instruction). Independent of the subject studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought: "Let's see, what is the most fundamental issue here? Yet for most educational purposes, it is the summing up of base-line common denominators for critical thinking that is most important. A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision, is cultivating that method as a habit in the pupils. They can resist appeals to their dearest prejudices, etc." (For more information on the basic elements of thought and basic intellectual criteria and standards, see Appendices C and D). Eighteenth Century thinkers extended our conception of critical thought even further, developing our sense of the power of critical thought and of its tools. Every part of thinking, he argued, should be questioned, doubted, and tested. His implicit thesis was that established social systems are in need of radical analysis and critique. { Taken from the California Teacher Preparation for Instruction in Critical Thinking; Research Findings and Policy Recommendations: State of California, California Commission on Teacher Credentialing, Sacramento, CA, March 1997. The critical thinking of these Renaissance and post-Renaissance scholars opened the way for the emergence of science and for the development of democracy, human rights, and freedom for thought. It is a mental habit and power. After Boyle and Newton, it was recognized by those who reflected seriously on the natural world that egocentric views of world must be abandoned in favor of views based entirely on carefully gathered evidence and sound reasoning. They can wait for evidence and weigh evidence. From the work of Ludwig Wittgenstein we have increased our awareness not only of the importance of concepts in human thought, but also of the need to analyze concepts and assess their power and limitations. In the Middle Ages, the tradition of systematic critical thinking was embodied in the writings and teachings of such thinkers as Thomas Aquinas (Summa Theologica) who to ensure his thinking met the test of critical thought, always systematically stated, considered, and answered all criticisms of his ideas as a necessary stage in developing them. If this is so, what else is implied? Education is good just so far as it produces well-developed critical faculty. They are slow to believe. He laid the theoretical foundation for critical thinking about basic human rights and the responsibilities of all governments to submit to the reasoned criticism of thoughtful citizens. From the contribution of depth-psychology, we have learned how easily the human mind is self-deceived, how easily it unconsciously constructs illusions and delusions, how easily it rationalizes and stereotypes, projects and scapegoats. They all began with the premise that the human mind, when disciplined by reason, is better able to figure out the nature of the social and political world. In every domain of human thought, and within every use of reasoning within any domain, it is now possible to question: ends and objectives, the status and wording of questions, the sources of information and fact, the method and quality of information collection, the mode of judgment and reasoning used, the concepts that make that reasoning possible, the assumptions that underlie concepts in use, the implications that follow from their use, and the point of view or frame of reference within which reasoning takes place. What makes this question complex? 632, 633). Socrates set the agenda for the tradition of critical thinking, namely, to reflectively question common beliefs and explanations, carefully distinguishing those beliefs that are reasonable and logical from those which — however appealing they may be to our native egocentrism, however much they serve our vested interests, however comfortable or comforting they may be — lack adequate evidence or rational foundation to warrant our belief. He recognized explicitly that the mind cannot safely be left to its natural tendencies. From what point of view should I approach this problem? From these data may I infer this? To sum up, the tools and resources of the critical thinker have been vastly increased in virtue of the history of critical thought. What is more, for these thinkers, reason must turn inward upon itself, in order to determine weaknesses and strengths of thought. In other words, questioning that focuses on these fundamentals of thought and reasoning are now baseline in critical thinking. What is the fundamental concept here? In the same time period, Sir Thomas Moore developed a model of a new social order, Utopia, in which every domain of the present world was subject to critique. Let us consider now that summation. We now turn to the fundamental concepts and principles tested in standardized critical thinking tests. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances. Education in the critical faculty is the only education of which it can be truly said that it makes good citizens" (pp. Neither accepted as necessarily rational that which was considered "normal" in their culture. Rather, he critically analyzed how it did function and laid the foundation for political thinking that exposes both, on the one hand, the real agendas of politicians and, on the other hand, the many contradictions and inconsistencies of the hard, cruel, world of the politics of his day Hobbes and Locke (in 16th and 17th Century England) displayed the same confidence in the critical mind of the thinker that we find in Machiavelli. Is this consistent with that? He developed a method of critical thought based on the principle of systematic doubt. Socrates' practice was followed by the critical thinking of Plato (who recorded Socrates' thought), Aristotle, and the Greek skeptics, all of whom emphasized that things are often very different from what they appear to be and that only the trained mind is prepared to see through the way things look to us on the surface (delusive appearances) to the way they really are beneath the surface (the deeper realities of life). He also called attention to the fact that most people, if left to their own devices, develop bad habits of thought (which he called "idols") that lead them to believe what is false or misleading. It consists of the most worn and commonplace opinions which are common in the masses. In the 19th Century, critical thought was extended even further into the domain of human social life by Comte and Spencer. Hundreds of thinkers have contributed to its development. In 1906, William Graham Sumner published a land-breaking study of the foundations of sociology and anthropology, Folkways, in which he documented the tendency of the human mind to think sociocentrically and the parallel tendency for schools to serve the (uncritical) function of social indoctrination : "Schools make persons all on one pattern, orthodoxy. In the same year, applied to the traditional concept of loyalty to the king, it produced the Declaration of Independence. They can hold things as possible or probable in all degrees, without certainty and without pain. Classes can be designed so that students learn to think historically and develop skills and abilities essential to historical thought. Is this a credible source of information? From the work of Piaget, we have increased our awareness of the egocentric and sociocentric tendencies of human thought and of the special need to develop critical thought which is able to reason within multiple standpoints, and to be raised to the level of "conscious realization." From the massive contribution of all the "hard" sciences, we have learned the power of information and the importance of gathering information with great care and precision, and with sensitivity to its potential inaccuracy, distortion, or misuse. An orthodoxy is produced in regard to all the great doctrines of life. Applied to cultures, it led to the establishment of the field of Anthropological studies. Applied to the problem of economics, it produced Adam Smith's Wealth of Nations. His book could be considered one of the earliest texts in critical thinking, for his agenda was very much the traditional agenda of critical thinking. He laid the foundation for modern science with his emphasis on the information-gathering processes. Applied to language, it led to the field of Linguistics and to many deep probings of the functions of symbols and language in human life. In his Sceptical Chymist, Boyle severely criticized the chemical theory that had preceded him. In the Renaissance (15th and 16th Centuries), a flood of scholars in Europe began to think critically about religion, art, society, human nature, law, and freedom. It was in this spirit of intellectual freedom and critical thought that people such as Robert Boyle (in the 17th Century) and Sir Isaac Newton (in the 17th and 18th Century) did their work. He refused to assume that government functioned as those in power said it did. What is implied in this graph? Applied to the unconscious mind, it is reflected in the works of Sigmund Freud. At the same time, Sumner recognized the deep need for critical thinking in life and in education: "Criticism is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not. Applied to reason itself, it produced Kant's Critique of Pure Reason. Both looked to the critical mind to open up new vistas of learning. From this ancient Greek tradition emerged the need, for anyone who aspired to understand the deeper realities, to think systematically, to trace implications broadly and deeply, for only thinking that is comprehensive, well-reasoned, and responsive to objections can take us beyond the surface. They followed up on the insight of the ancients. School education, unless it is regulated by the best knowledge and good sense, will produce men and women who are all of one pattern, as if turned in a lathe. The result of the collective contribution of the history of critical thought is that the basic questions of Socrates can now be much more powerfully and focally framed and used. In the Italian Renaissance, Machiavelli's The Prince critically assessed the politics of the day, and laid the foundation for modern critical political thought. Principal authors: Richard Paul, Linda Elder, and Ted Bartel } In his book The Advancement of Learning, he argued for the importance of studying the world empirically. Unfortunately, it is apparent, given the results of this study, that we are very far from this ideal state of affairs. We now recognize that each of these dimensions of thinking need to be monitored and that problems of thinking can occur in any of them. In principle, then, all students can be taught so that they learn how to bring the basic tools of disciplined reasoning into every subject they study. We now recognize that critical thinking, by its very nature, requires, for example, the recognition that all reasoning occurs within points of view and frames of reference; that all reasoning proceeds from some goals and objectives, has an informational base; that all data when used in reasoning must be interpreted, that interpretation involves concepts; that concepts entail assumptions, and that all basic inferences in thought have implications. 630). As a result of the fact that students can learn these generalizable critical thinking moves, they need not be taught history simply as a body of facts to memorize; they can now be taught history as historical reasoning. How could I check the accuracy of these data? Applied to the history of human culture and the basis of biological life, it led to Darwin's Descent of Man. John Dewey agreed. Hobbes adopted a naturalistic view of the world in which everything was to be explained by evidence and reasoning. He emphasized the need to base thinking on well-thought through foundational assumptions. The Common Denominators of Critical Thinking Are the Most Important By-products of the History of Critical Thinking We now recognize that critical thinking, by its very nature, requires, for example, the systematic monitoring of thought; that thinking, to be critical, must not be accepted at face value but must be analyzed and assessed for its clarity, accuracy, relevance, depth, breadth, and logicalness. Applied to the problems of capitalism, it produced the searching social and economic critique of Karl Marx. He articulated and defended the need in thinking for clarity and precision.

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