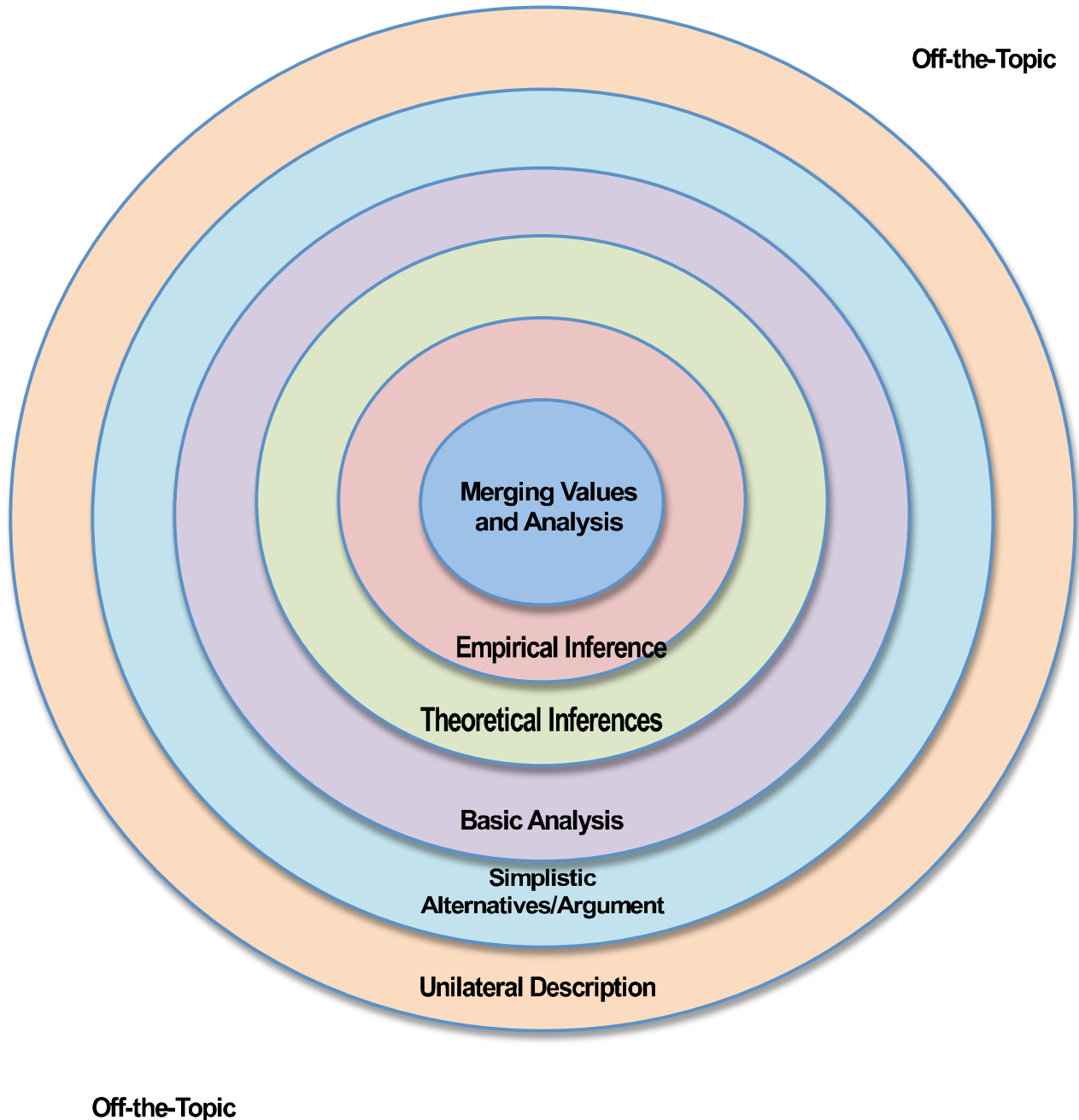


Critical Thinking*

Bull's Eye



*Adapted from the writings of Steven A. Greenlaw and Stephen B. Deloach (2003) "Teaching Critical Thinking with Electronic Discussion." The Journal of Economic Education. vol 34, no 1 (Winter 2003), pp. 36-52.

Explanations

Merging Values and Analysis

Move beyond objective analysis to incorporate subjective interests;

Argue that although “positive” evidence exists other “normative” consequences must be considered

Empirical Inference

Introduce empirical evidence; use data to reach conclusion;

Use appropriate historical data to “test” validity of argument;

Require at least an implicit logical framework

Theoretical Inferences

Employ the use of a discipline’s theory to make cohesive argument;

Identify or challenge key assumptions;

Pose a series of logical Socratic-style questions

Basic Analysis

Appeal to a recognized (appropriate) authority;

Pose a singular Socratic-style question;

No clear conclusion reached

Simplistic Alternatives/Argument

Take a side, do not explore other alternatives;

Make unsupported assertions;

Cite simple rules, “laws” as proof

Unilateral Description

Paraphrase information, Repeat or restate the question;

Simple repeat information;

Add little or nothing to discussion or issue