**To Students: HOW SHOULD YOU USE HIGHER-THINKING SKILLS?** *(7 Nov. ‘11)*

**Directions:** Here is a higher-thinking skills survey for you to turn in as part of your final draft of your paper. It is an exercise in identifying how you use your own higher thinking skills in your writing. Which of these ten types of critical thinking and creative thinking do you use in your paper? Please follow these three steps:

1. Read the types of thinking in “1.”-“11.” below. Figure out what each type of thinking means.
2. Revise your paper. If you aren’t using at least seven of these types of thinking, revise your paper so you are. (Be sure you are using at least **seven** of the ten types of thinking at least once in your final draft.)

1. Use the three right-hand columns. Then write the numbers of the pages where you use these ten types of thinking.   
   (In this third step, you only need to fill in one column for each type of thinking. For example, for "**1.**" you might go to the "**Sometimes**" column and write "pp. 1 and 3 (twice)." However, you must write at least one page number for **seven** of the ten types of thinking, "**1.**"-"**11.**")

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| **How often? 🡪**    **↓** **Which of these ten types of thinking do you use in your paper?**  **(**You must identify – by p. # – at least seven of these ten.) | **A Little –**  once or twice in the paper.  Page #s: | **Sometimes –**3 or more times in ppr. Page #s: | **Regularly –** min. of every 1-2 pp. in ppr. Page #s: |
| **Recall, Comprehension, and Application** (First three stages of thinking in Bloom’s famous “Taxonomy of Thinking Skills”)**:** | | | |
| 1. Do you provide backgrounds, summaries, or definitions of main ideas or subjects? (You may use historical, cultural, social, intellectual, statistical, graphed, or other explanations.) E.g. (“for example”), write a summary or background of an issue or book. |  |  |  |
| 1. Do you use thorough, consistent logic to prove your viewpoints? [You may use “induction” (use specific facts to create a general idea) or “deduction” (use a general idea to predict specific results).] E.g., offer clear, logical steps for a cause, effect, or conclusion. |  |  |  |
| 1. Do you clarify the difference between fact vs. opinion in main ideas? (You may use fact vs. hypothesis, known/expected vs. unknown/unexpected, common knowledge vs. possibilities, etc.) E.g., differentiate the facts and the opinions supporting an idea. |  |  |  |
| 1. Do you clarify differences between causal vs. correlational or parallel relationships? (You may use cause-and-effect to explain one, and simple connection or parallelism to explain the other.) E.g., describe cause/effect, connection, or accident in two ideas’/subjects’ relationship. |  |  |  |
| 1. Do you consistently relate or connect your points? (You may use comparison, connection, or similarity, or show how they function or occur similarly.) E.g., use transition words well to connect ideas. |  |  |  |
| **Analysis and Synthesis** (Fourth and fifth stages of thinking in Bloom’s “Taxonomy of Thinking Skills”)**:** | | | |
| 1. Do you show clearly how ideas may be opposite or different? (You may use contrast, dissimilarity, limits, opposition, or other difference.) E.g., use transition words well to show/explain differences between ideas. |  |  |  |
| 1. Do you explain important exceptions or alternatives to your ideas? (You may use realistic exceptions/alternatives, or unrealistic ones that some may mistakenly assume are true.) E.g., show a good or bad way of believing or acting that some people use (and explain whether it works). |  |  |  |
| 1. Do you synthesize or suggest original, unique, or unusual ideas? (You may offer completely new, little known, unusual, or revised ideas.) E.g., show a new possible result at the end of the paper or a body section. |  |  |  |
| 1. Do you use supporting proofs for your ideas? (For proofs you may use physical fact, sufficient circumstantial evidence, deductive probabilities, inductive possibilities, and/or experiences.) E.g., use quotations, charts, or personal experiences to prove an idea may be true. |  |  |  |
| **Evaluation** (Final, sixth stage of thinking in Bloom’s “Taxonomy of Thinking Skills”)**:** | | | |
| 1. Do you evaluate differences of opinion about ideas? (You may offer offer +'s and –'s; explain competing alternatives; or use phrases like "the other side of," "on the other hand," "it may be possible," etc.) E.g., show the thinking of two opposing sides. |  |  |  |
| 1. Do you evaluate your own thinking or conclusions? (You may state the +’s and –‘s, quality or lack of it, or good and bad points of your own thinking or results. E.g., evaluate your thinking/conclusions and/or offer differing possibilities or outcomes at the end of the paper or each section. |  |  |  |

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