



## **The Miniature Guide to Critical Thinking: Concepts and Tools**

*Richard W. Paul, Linda Elder*

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# **The Miniature Guide to Critical Thinking: Concepts and Tools**

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## **The Miniature Guide to Critical Thinking: Concepts and Tools** Richard W. Paul , Linda Elder

The essence of critical thinking concepts and tools distilled into a 20-page pocket-size guide. It is a critical thinking supplement to any textbook or course. It is best used in conjunction with the Analytic Thinking Guide. Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated. Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking is, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcoming our native egocentrism and sociocentrism. This miniature guide focuses on of the essence of critical thinking concepts and tools distilled into pocket size. For faculty it provides a shared concept of critical thinking. For students it is a critical thinking supplement to any textbook for any course. Faculty can use it to design instruction, assignments, and tests in any subject. Students can use it to improve their learning in any content area. Its generic skills apply to all subjects. For example, critical thinkers are clear as to the purpose at hand and the question at issue. They question information, conclusions, and points of view. They strive to be clear, accurate, precise, and relevant. They seek to think beneath the surface, to be logical, and fair. They apply these skills to their reading and writing as well as to their speaking and listening. They apply them in history, science, math, philosophy, and the arts; in professional and personal life.

## **The Miniature Guide to Critical Thinking: Concepts and Tools Details**

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## **From Reader Review The Miniature Guide to Critical Thinking: Concepts and Tools for online ebook**

**Kimberly says**

Excerpt, page 19- "Egocentric thinking results from the unfortunate fact that humans do not naturally consider the rights and needs of others. We do not naturally appreciate the point of view of others nor the limitations in our own point of view. We become explicitly aware of our egocentric thinking only if trained to do so. We do not naturally recognize egocentric assumptions, the egocentric way we use information, egocentric way we interpret data, the source of our egocentric concepts and ideas, the implications of our egocentric thought. We do not naturally recognize our self-serving perspective.

As humans we live with the unrealistic but confident sense that we have fundamentally figured out the way things actually are, and that we have done this objectively."

## Ali Firooz says

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**Mostafa says**

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## **Hadis Zahedzadeh says**

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## John Carncross says

This is so simple, yet so useful! The diagram on page 16 shows three kinds of questions:

1) one system: requires evidence and reasoning within one system which leads to a correct answer

2) no system: calls for stating a subjective preference or opinion

3) multi-system: requires evidence and reasoning within multiple systems which lead to better or worse answers, judgements.

The children's guide to critical thinking is amazing! <http://www.youtube.com/watch?v=hLgi44...>

**Soheil says**

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**Kazem Heidari says**

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**Amin elahifard says**

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**Laurie Miller says**

I have a love-hate relationship with Richard Paul: he is a long-standing figure in the critical thinking movement and a lot of his ideas are useful for teaching, but he is too confident in his methods and it often feels like you must follow him like a chela, a disciple, and this is the part that gives me the heebie jeebies.

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**Major Doug says**

Pamphlet provides an OK framework; however, it is way too general.

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**Timothy Darling says**

This is an excellent little book quantifying and systemitizing a type of thinking that is often lauded and encouraged in secondary education without ever being fully defined. I like the way the authors disect critical thinking into its components to help the reader improve his skills, learning how to ask questions and identify gaps in reasoning to come to solutions to problems. The last page came across a little propagandistically, more like a manifesto for a critically thinking humanity than an encouragement to the value and virtue in critical thinking. In fact, if the rules of critical thinking outlined in the booklet are applied to the booklet itself, one sees that there is an underlying assumption that critical thinking is intrinsically better than other less broad types of thinking. Is there nothing in a culture or philosophy that should be taken as axiomatic, giving guidance to all other considerations? Perhaps not, but it is a very humanistic view that bears critical analysis.

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**Rob says**

This was an interesting and informative little book on the standards and elements of critical thinking and how these lead to positive intellectual traits. This was challenging to me as I consider my own thinking and how to think critically. This should help me consider how I'm teaching and communicating as well as challenging my students.

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## **Joanna Brauckmann says**

Brilliant! The ideas can be applied to everyday situations and it's beyond common sense.

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## **Arezoo Habibi says**

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## **Hesam says**

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