Source: Bluefield State Library WV

Instruction

**Critical Thinking:**

Explain and teach the student how to apply some of these basic concepts to their research and learning process.

**Understanding:**

To convert the information that makes sense to the individual who is learning it. Remake the information into a form which is personally meaningful. Comprehension is the most basic form of critical thinking. It is a necessary pre-condition to enable all the other forms of critical thinking to take place.

**Application:**

To apply abstract, theoretical principles to concrete, practical situations. Review the information to know if it has value, and therefore become relevant to the query or situation.

**Analysis:**

To break down or dissect information into its component parts in order to detect the relationships among these parts, or the relationship between the parts and the whole.

E.G.: identifying the underlying reasons for of disagreement during a class discussion.

**Synthesis:**

To build up or connect separate pieces of information to form a larger, more coherent pattern. To make a connection with related ideas discussed in separate sections or units of a course into a single, unified product, such as a concept map.

**Example:**

Integrating ethical concepts learned in a course with marketing philosophy concepts learned in a different course to produce a set of ethical guidelines for good management standards.

**Evaluation:**

To critically judge the validity (truth), morality (ethics), or aesthetic value of ideas, data, or products by using relevant criteria (standards) for assessing their quality.

Cuseo, Joe/Marymount College "CRITICAL THINKING: DEFINITION, JUSTIFICATION, CLASSIFICATION, & FACILITATION" article circa. 2004

<http://library.bluefieldstate.edu/index.php?option=com_flexicontent&view=items&id=279>