Sample and Definitions of CT Skills Chosen by Interviewed Faculty
Compiled by Stephen Snyder, PhD

*Analysis*: It is a method that takes apart (disassembling, deconstructing) an event, issue, or media presentation in order to perceive or establish patterns or relationships.

*Analyzing An Argument*: Finding a sound argument:
- premises are acceptable and consistent
- premises are relevant to the conclusion and provide sufficient support for the conclusion missing components have been considered and are judged to be consistent

*Analyzing Assumptions*: It is evaluating assumptions which are statements made in support of an argument for which no proof or evidence is offered. Therefore, one must evaluate these statements to determine if there is really evidence to support the statement.

* Asking Good Questions*: Skill of asking good questions that address the parameters of an issue or problem

*Compare and Contrast*: It is a process of questioning how things are similar to and different from each other.
  - *Comparing* is finding how things are *similar*.
  - *Contrasting* is finding how things are *different*.

*Compensatory Unequal Weights Decision Making Model*: this strategy is used to make wise decisions by evaluating the possible options and selecting the best one for the given situation.

*Defining a Problem*: It involves diagnosing the situation so that the focus on the real problem and not on its symptoms.

*Diagramming* a visual representation of a problem, presenting all of the relevant information and providing a necessary solution path to the goal in an easily understood way.

*Hypothesis Testing*: It is one way to find out about the way the world works. The goal of hypothesis testing is to make accurate predictions about the portion of the world we are dealing with.

*IDEAL Model*: It is the process of overcoming a difficulty by applying the right strategies to arrive at a quality solution (Identify, Describe, Explore, Action, Look back and evaluate)

*Logical Fallacy*: It means to spot ideas or assertions founded on erroneous logic or perception.

*Multiple Perspectives*: It is a way of thinking which enables the learner to see from many different points of view.

*Operational Definitions*: It is the skill of defining terms that you will use in a written or oral conversation, diagnosis, or research question for a given situation for clarity.

*Searching for a Pattern*: A method for organizing a complex set of attributes or elements so a problem may be solved systematically

*Synthesis*: Putting together ideas and knowledge in a new and unique form; grouping and organizing information to make a whole
Sample of CT Skills from Extant Literature

- Analogical thinking (Facione, 1990)
- Analysis of data (Beyer, 1995)
- Asking good questions (Beyer, 1995)
- Cause and effect (Halpern, 1997)
- Comparing and contrasting (Bloom et al., 1958)
- Compensatory unequal weights decision making skill (Nichols-Hoppe & Beach, 1990)
- Decision making (Halpern, 1997)
- Detecting stereotypes (Halpern, 1997)
- Determining the strength of an argument (Paul, 1992)
- Diagram (Lau & Chan, 2014)
- Direct Analogy (Halpern, 1997)
- Graphing
- Hierarchical tree (Halpern, 1997)
- Hypothesis testing (Halpern, 1997)
- Identifying elements of an argument (Halpern, 1997)
- Identifying logical fallacies (Halpern, 1997)
- Judging credibility of a source (Paul, 1992)
- Matrix (Halpern, 1997)
- Means-end analysis (Halpern, 1997)
- Metacognition (Beyer, 1995)
- Multiple perspectives (Beyer, 1995)
- Operational definitions (Halpern, 1997)
- Probability (Halpern, 1997)
- Problem solving (Halpern, 1997)
- Rearrangement (Halpern, 1997)
- Similar problem – fewer variables (Halpern, 1997)
- Underlying assumptions (Beyer, 1995; Facione 1990)

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Adapted from the Delphi Report by Facione (1990), p. 3