

Cranney & Dunn (2011). *The Psychologically Literate Citizen*. From Ch 3

The Halpern Critical Thinking Assessment is being used in multiple languages and in multiple countries around the world (Ku, 2009). Critical thinking skills cross disciplinary boundaries, and as such, they are an essential component of psychological literacy.

Halpern (1998, 2003) previously proposed a four-part model for teaching critical thinking skills for effective transfer to other domains. The model involves (a) explicitly learning critical thinking skills, (b) developing a disposition or attitude toward effortful thinking and learning, (c) directing learning activities in ways that increase the probability of transcontextual transfer (structure training), and (d) making metacognitive monitoring explicit and overt. This model should also be appropriate for the training of psychological literacy.

The first step in the four-part model of learning to think critically is to explicitly learn the critical thinking skills. The following is a list of skills we should be teaching our students in order to strengthen their critical thinking skills and their psychological literacy:

- Recognize semantic slanting and guilt by association.
- Seek out contradictory evidence.
- Use metacognitive knowledge that allows novices to monitor their own performance and decide when additional help is needed.
- Make risk/benefit assessments.
- Generate a reasoned method for selecting among several possible courses of action.
- Give reasons for choices as well as varying the style and amount of detail in explanations depending on who is receiving the information.
- Recall relevant information when it is needed.
- Use skills for learning new techniques efficiently and relating new knowledge to information that was previously learned.
- Use numerical information, including the ability to think probabilistically and express thoughts numerically.
- Understand basic research principles.
- Demonstrate an advanced ability to read and write complex prose.
- Present a coherent and persuasive argument on a controversial, contemporary topic.
- Provide complex instruction in language that is appropriate for the audience.
- Use matrices and other diagrams for communication.
- Synthesize information from a variety of sources.
- Determine credibility and use this information in formulating and communicating decisions

Ruscio (2005). *Critical Thinking in Psychology*. From ToFC

Chapter 16

Tools: Suggestions for Critical Thinking

The Dangers of a Pseudoscientific Approach to Health Care
Thinking Critically

Reconceptualize Issues in Multiple Ways
Beware of Wishful Thinking
Consider the Legitimacy of Authorities
Seek Risky Tests, Not Weak Confirmation
Don't Be Misled by Testimonials
Keep in Touch with Reality
Remember That Correlation Does Not Imply Causation
Beware the Media Paradox
Formulate Multiple Working Hypotheses
Ask What Can Be Predicted
Challenge Conspiracy Theories
Watch Out for Illusions of Control
Be Careful Not to Blame Victims
Consider Both Positive and Negative Consequences of a Claim
Pay Attention to Base Rates
Accept Some Mistakes in Order to Minimize Error
Take Advantage of the Power of Statistical Decision Making
Don't Misinterpret Regression Toward the Mean
Consider Both Costs and Benefits
Practice Critical Thinking

A Closing Thought on Wishful Thinking