

## Taxonomy of [some] Critical Thinking Theories

Models	Developmental	Learning Styles/Bio-Neurological Modes of Thought	Categories of Cognitive Skills	Processes of Self (in Culture & Society)
	<b>William Perry</b> <ul style="list-style-type: none"> <li>○ Dualism</li> <li>○ Multiplism</li> <li>○ Relativism</li> <li>○ Commitment in Relativism</li> </ul>	<b>David Kolb</b> <ul style="list-style-type: none"> <li>○ Concrete Experience</li> <li>○ Observation and Reflection</li> <li>○ Abstract Concepts</li> <li>○ Testing</li> </ul>	<b>Benjamin Bloom</b> <ul style="list-style-type: none"> <li>○ Knowledge</li> <li>○ Comprehension</li> <li>○ Application</li> <li>○ Analysis</li> <li>○ Synthesis</li> <li>○ Evaluation</li> </ul>	<b>Richard Paul and Linda Elder</b> <ul style="list-style-type: none"> <li>○ Information and belief-generating and processing skills</li> <li>○ Habits of intellectual commitment guiding behavior</li> </ul>
	<b>Belenky et. al.</b> <ul style="list-style-type: none"> <li>○ Silence</li> <li>○ Received Knowledge</li> <li>○ Subjective Knowledge</li> <li>○ Procedural Knowledge</li> <li>○ Constructed Knowledge</li> </ul>	<b>James Zull</b> <ul style="list-style-type: none"> <li>○ Sensory cortex</li> <li>○ Back integrative cortex</li> <li>○ Front integrative cortex</li> <li>○ Motor cortex</li> </ul>	<b>Diane Halpern</b> <ul style="list-style-type: none"> <li>○ Retrieval of Knowledge</li> <li>○ Drawing Conclusions</li> <li>○ Argument Analysis</li> <li>○ Understanding Probabilities</li> <li>○ Decision Making</li> <li>○ Problem Solving</li> <li>○ Hypothesis Testing</li> <li>○ Creative Thinking</li> </ul>	<b>Donald Schön</b> <ul style="list-style-type: none"> <li>○ Reflective practice <ul style="list-style-type: none"> <li>▪ Knowing-in-action</li> <li>▪ Reflection-in-action</li> <li>▪ Reflection-on-reflection-in-action</li> </ul> </li> <li>○ Predicament of learning <ul style="list-style-type: none"> <li>▪ Self education</li> <li>▪ Doing before understanding</li> <li>▪ Risk</li> </ul> </li> </ul>
	<b>Susan Wolcott</b> <ul style="list-style-type: none"> <li>○ Confused Fact Finder</li> <li>○ Biased Jumper</li> <li>○ Perpetual Analyzer</li> <li>○ Pragmatic Performer</li> <li>○ Strategic Revisioner</li> </ul>	<b>Jerome Bruner</b> <ul style="list-style-type: none"> <li>○ Paradigmatic (scientific, logical) construction of reality</li> <li>○ Narrative construction of reality <ul style="list-style-type: none"> <li>▪ Enactive</li> <li>▪ Iconic</li> <li>▪ Symbolic</li> </ul> </li> </ul>	<b>Dee Fink</b> <ul style="list-style-type: none"> <li>○ Significant Learning <ul style="list-style-type: none"> <li>▪ Learning how to Learn</li> <li>▪ Foundational Knowledge</li> <li>▪ Application</li> <li>▪ Integration</li> <li>▪ Human Dimension</li> <li>▪ Caring</li> </ul> </li> </ul>	<b>Stephen Brookfield</b> <ul style="list-style-type: none"> <li>○ Productive, positive, lived</li> <li>○ Process</li> <li>○ Context-specific</li> <li>○ Emotive and rational</li> </ul> <p>Critical reflection</p> <ul style="list-style-type: none"> <li>○ Challenging assumptions <ul style="list-style-type: none"> <li>▪ Contextual awareness</li> </ul> </li> <li>○ Imagining/exploring alternatives <ul style="list-style-type: none"> <li>▪ Reflective skepticism</li> </ul> </li> </ul>
<b>Giants</b>	<b>Piaget/Vygotsky/Dewey</b>			<b>Maslow/Dewey/Late Bruner</b>

**What holds them together =**

- 1) Judgment of evidence leading to new behavior (narrative with consequences)
- 2) Self-appropriation of knowledge that makes #1 possible (attitude)

Compiled by Tine Reimers, University at Albany  
[creimers@albany.edu](mailto:creimers@albany.edu)