

Critical thinking: analyzing and synthesizing the literature

[Business](#), [Management](#)



Critical Thinking Critical Thinking Critical thinking was first established in the middle and late periods of the 20th Century. The motivation underlying critical thinking differs. Additionally, critical thinking of any sort is never the same in individuals from all over the world (Fisher, 2001). This paper will look into the difference between Blooms taxonomic levels of analysis and synthesis, some strategies that can be used to assist in summarizing and drawing conclusions across the multiple studies.

Difference between Blooms Analysis and Synthesis

Analysis

Analysis refers to the capacity to subdivide substance into parts. It involves parts identification, analysis of the parts relations, and recognizing the rules involved. Knowledge of results at this stage indicates a high thinking level.

Analysis differentiates between inferences and facts and influences the relation of the parts between them and the general organization. Analysis may also include drawing a conclusion from information and explanations on statements.

Synthesis

Synthesis refers to merging to make new. It may include production of a communication that is unique, operations plan, or a set of summaries.

Readers synthesize information to gain an understanding. It involves readers putting information together (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). Able students can monitor the text understanding through this method. Moreover, students may be inferring, connecting, asking questions, and determining the importance.

Strategies for Summarizing and Drawing Conclusions

Delete the Unnecessary

Students or writers should only write what is considered to be important.

They should erase things that are unnecessary. When drawing a conclusion, the writer should only write the fundamental things from the main component.

Paraphrasing

Paraphrasing can be used to draw a conclusion or summarize. In paraphrasing, the writer uses essential phrases and words in his or her work to bring into focus the general idea of the text.

Topic Sentence

The writer should choose a topic sentence, if there is none, create one. This will show the main outline of the whole text.

References

Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (1956).

Taxonomy of educational objectives: Book 1, Cognitive domain. New York: David McKay and Company.

Fisher, A. (2001). Critical Thinking: An Introduction. New York: Cambridge University Press.