

# Pre session polls

What level of study are you?

- Access
- Level 1
- Level 2
- Level 3
- Postgraduate

What would you consider is your main area of study?

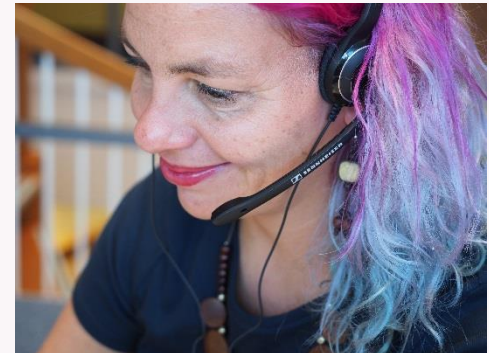
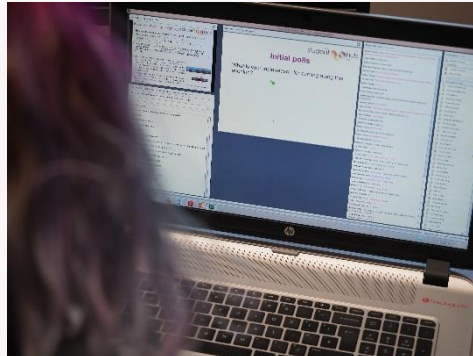
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

Have you been to any student hub live online events before?

- No (I'm new to SHL!)
- No (but have listened to one or more recordings)
- No (didn't have time)
- No (wasn't aware of before now)
- Yes any spring 2022
- Yes any earlier

# What are student hub live online sessions?

- All student hub live sessions are non modular and focus on skills relevant to study at university level
- Polls are anonymous to other participants but the chat box will have your logged in name associated with your comments during the live session.
- All online sessions are recorded and available to view on catch up on a public facing website.
- Slides are available to download during the session (*not accessible on mobile devices*) and from <http://studenthublive.open.ac.uk/>.



# student hub live is the OU's live online interactive platform to support academic community



Margaret Greenhall is a study skills specialist. She has applied the same skills as you'll use in writing essays to write a book. She tutors on science level 1 courses. Her hobbies are rowing and Lego.



Amanda Smith is a tutor of law modules at levels 1 and 2 law modules. She writes literature reviews for research papers – which are just really long essays! Out of the office, she is a ballroom dancer.

# Workshop

- This is going to be a structured workshop to help you getting thinking critically in depth about paragraph structure
- We'll get you starting to think about how you can construct a paragraph based on critical thinking
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session

# Session purpose

- **Is for:**
- Covering general advice about critical thinking as a concept
- Give some guidance about how to look at analysing other authors writing and how it impacts on your writing
- Provide a space to share ideas and connect with other students
- **Is not for:**
- Telling you what you HAVE to do
- Providing any module specific advice

## Please be aware

- These sessions are large scale
- They are very busy
- There is lots of interaction
- They are not the same as other tutorials
- You can maximise slides on your own screen by clicking the icon



# Please

- Do NOT share any personal information in the chat pod during the session
- On the recording names will be anonymised to user number
- However if you type anyone's full name or any other personal information in the chat pod it can be seen by everybody and it would also show up on the recording

# Initial poll

What is your main reason for coming along to this session? Please choose the option that fits for you today:

- Study skills for current module(s)
- Study skills for future module (s)
- Connecting with other students
- Gain new ideas
- Responding to recommendation from tutor
- Curious about what studenthublive is



# Critical thinking and writing (Advanced)



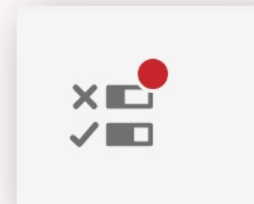
## This was our advert...

This workshop is aimed at students studying at 2nd, 3rd or postgraduate level. Communicating critical thinking depends on developing convincing arguments for your audience. We learn how to dissect and map an argument identifying all of the key elements. By understanding how arguments are constructed you'll be able to improve your own writing skills and build better and more logical patterns of thinking. We'll look at visually mapping an argument to see how the critical thought process has been constructed. We'll then consider how you can use this to improve your own writing.

# What do you want to learn?

Using the short answer poll provided please say what you are hoping to learn from today's session

*(If you are on a mobile device remember you need to tap into the polling option)*



*To come back to these slides after completing a poll click on the share pod slides icon*



# Hopefully!

- We'll cover ideas to address many of these issues
- Remember your own module assessment guide as well as the studenthome help and the library
- Quick guide to Harvard / cite them right  
<https://www.open.ac.uk/library/help-and-support/quick-guide-to-harvard-referencing-cite-them-right>

# First thoughts word cloud

- How do you persuade someone?
- Please use the word cloud provided to give your ideas
- Note that these need to be single words rather than phrases, if you press the space button your first word will go through

# Our ideas

- Reasoned argument
- Bribe
- Write more
- Talk louder
- Provide evidence for your point of view

# Using PEEL to write

- PEEL
  - Point – make it
  - Evidence – support it with facts
  - Explain – why the evidence is supportive and it is relevant
  - Link – link the paragraph to the next section and/or question

But how do you decide on your evidence?

# Critical thinking process

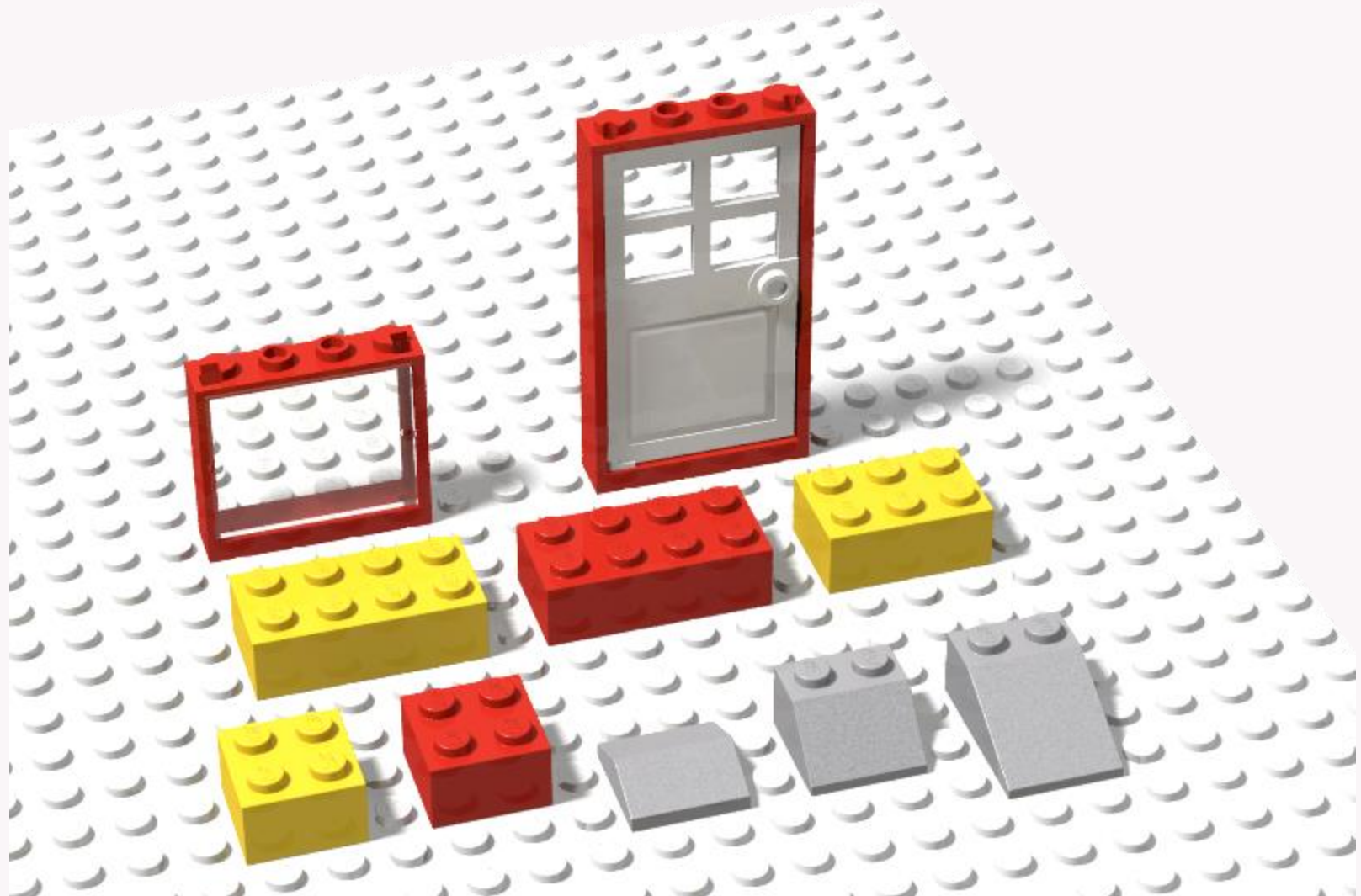




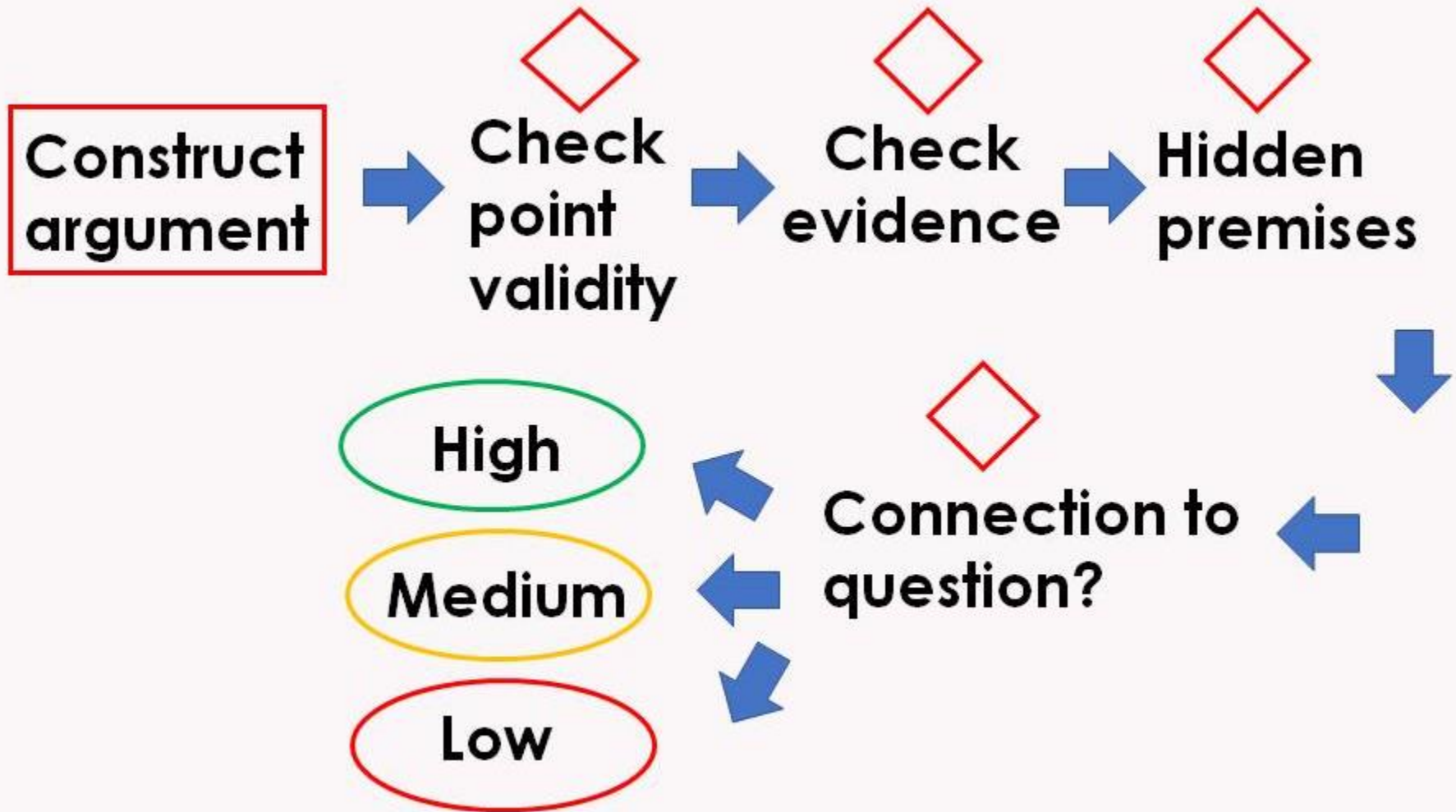
# Building your argument



# Deconstructing other arguments



# Evaluation



# Persuasion

- Writing is often the art of persuading others
- To get them to agree with you need to have evidence that supports your point
- This construction is called an argument

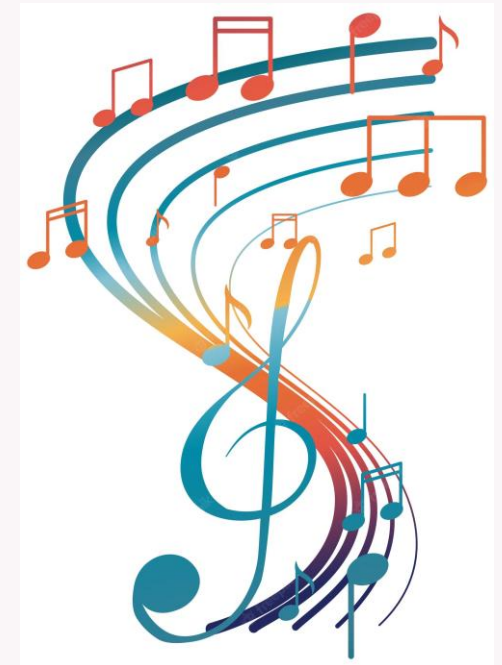


# Four types of sentence to construct your argument

- Statement – facts can be used to back up your reason
- Question – who , what , when, where, how?
  - Helpful for getting your reader curious when you link and when you want your point to be at the end of your paragraph but still need a topic sentence
- Reason – your main presentation of your evidence
- Conclusion – Point that your evidence supports

# Example

- A. Come along to Margaret's singing workshop.
- B. Learn from her all the techniques she knows about how to sing.
- C. "I was thrown out of the choir when I was nine because my voice was so awful."
- D. Time has changed my voice and yours can change too.
- E. My favourite choral music is Alegri's miserere. I love the soaring notes and contrasting voices.





# Example

- A. Come along to Margaret's rowing workshop.
- B. Learn from her lots of the techniques she knows about how to row on a machine.
- C. "I restarted rowing in 2014"
- D. "I'm now triple European champion at 2 different weights."
- E. I design training for a group that includes 5 world championship medallists.
- F. You'll need access to a rowing machine either a home or in a gym
- G. This is an eight week course delivered by zoom that will take you through the basics the stroke through to your first racing speed 2000m.



# Intermediate points

- Sometimes a point can be a stepping stone to another more important point
- These intermediate points can either be within the same paragraph or you can build them over several paragraphs to get to your bigger point



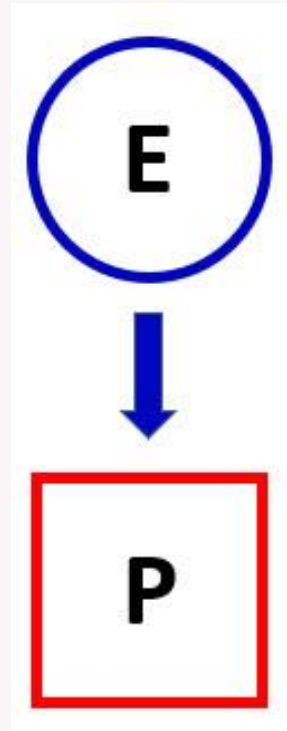
# Mapping an argument

- To help understand both the arguments you're reading and the ones you create it is very helpful to map the components
- S = statement
- Q = question
- E = evidence
- IPE = intermediate point used as evidence
- P = point



# Simplest argument

- There is a sign saying don't walk on the grass.
- You are not allowed to walk on that grass.



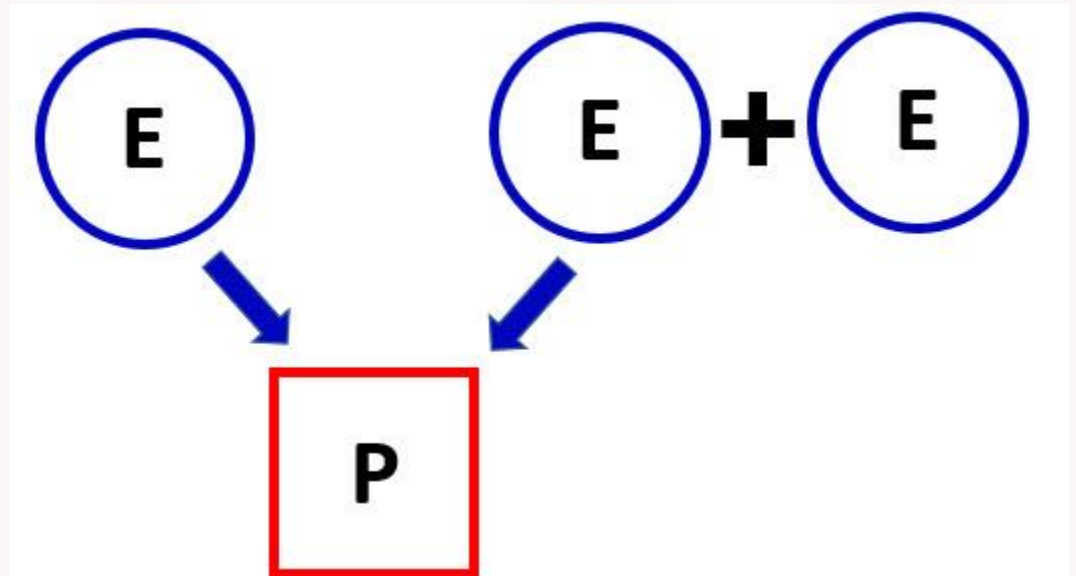
# Next stage

- There is a sign saying don't walk on the grass.
- It also says you can get fined £10.
- It's not a good idea to walk on that grass.



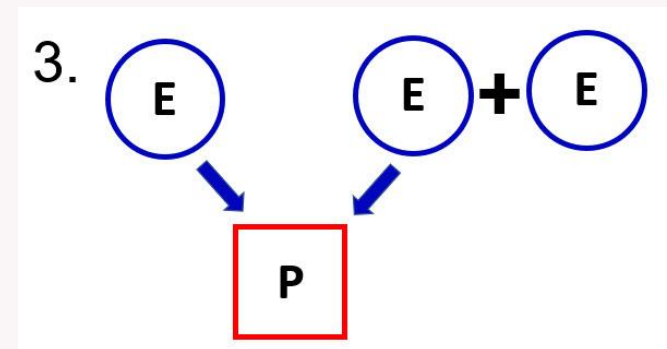
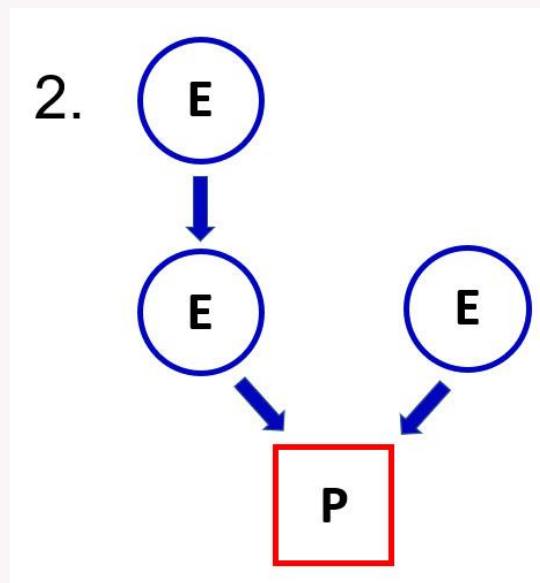
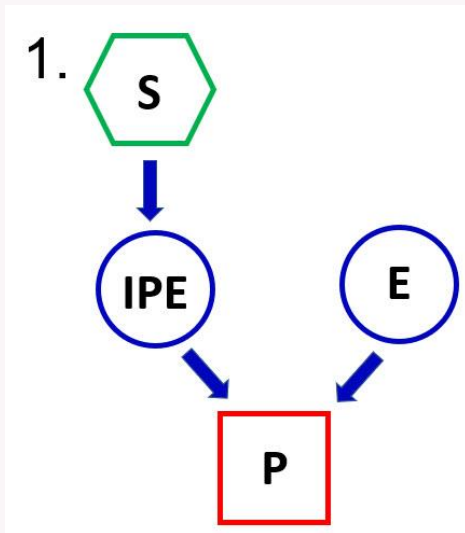
# More convoluted

- I don't need to pay today.
- The parking sign says you have to pay.
- A separate note on the parking meter says Monday to Friday only.
- Today is Saturday.



# Which one represents this argument?

- You would be better planting the roses on the right. I'd love to see some roses next spring. Roses always do better in the right hand bed. The smell will come through the patio doors if you plant them there.



## Necessary evidence

- If this evidence is missing the point can't be proved

## Sufficient evidence

- If the evidence is sufficient then the point must be correct

# Example

- You have to be fairly fit to row a marathon.
- Is this sufficient or necessary?

# Example

- To win medal in that race you have to enter.
- Is this sufficient or necessary?





# Example

- To get a gold medal you have to win the race.
- Is this sufficient or necessary?



# Example

- To get a gold medal you have to win the race.
- What is the hidden premise?



# Example

- To build a brick house you need bricks.
- Is this sufficient or necessary?



# Building an argument

- All humans are mortal
- Socrates is a man
- Socrates is mortal

# Fallacies (errors in thinking)

- Socrates is mortal
- All humans are mortal
- Socrates is a human

# Poll

- What ways can you think of to misrepresent your point?

# Straw man

- Setting up the argument to deal with a flimsy point that is easily destroyed
- Deliberately selecting the weakest points in an argument and only addressing those



# Straw man





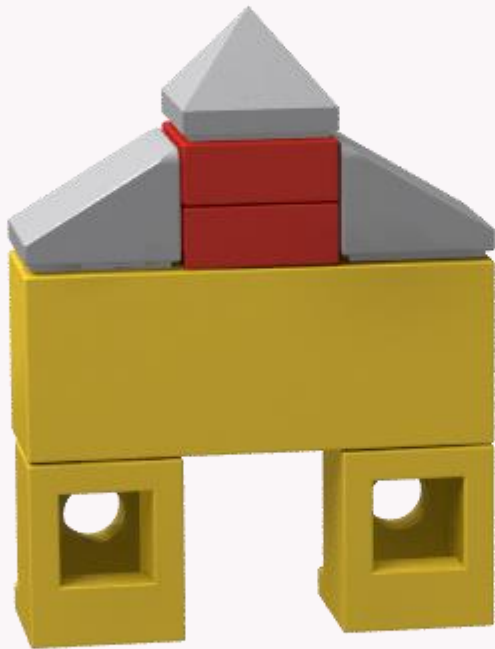
# Attacking the arguer

- Instead of your point addressing the issue you attack the way it's represented or the person representing it



# Limiting the options

- Presenting limited points that don't allow your reader the full range of options



# Two wrongs to make a right

- Giving reasons that are inconsistent or untrue and using them to build your point



# Slippery slope

- Starting from one piece of evidence then piling on evidence with too big gaps between them for the argument to be logical and therefore your point to be valid



# What is wrong with this reasoning?

- There is so much rubbish being thrown from cars. Least week 15 bags of rubbish were collected from our verges. It has been proved that rubbish can lead to higher crime rates. Areas with higher crime rate have are more dangerous for people to live in. People who throw rubbish from their cars should lose their driving licence immediately to protect our children.

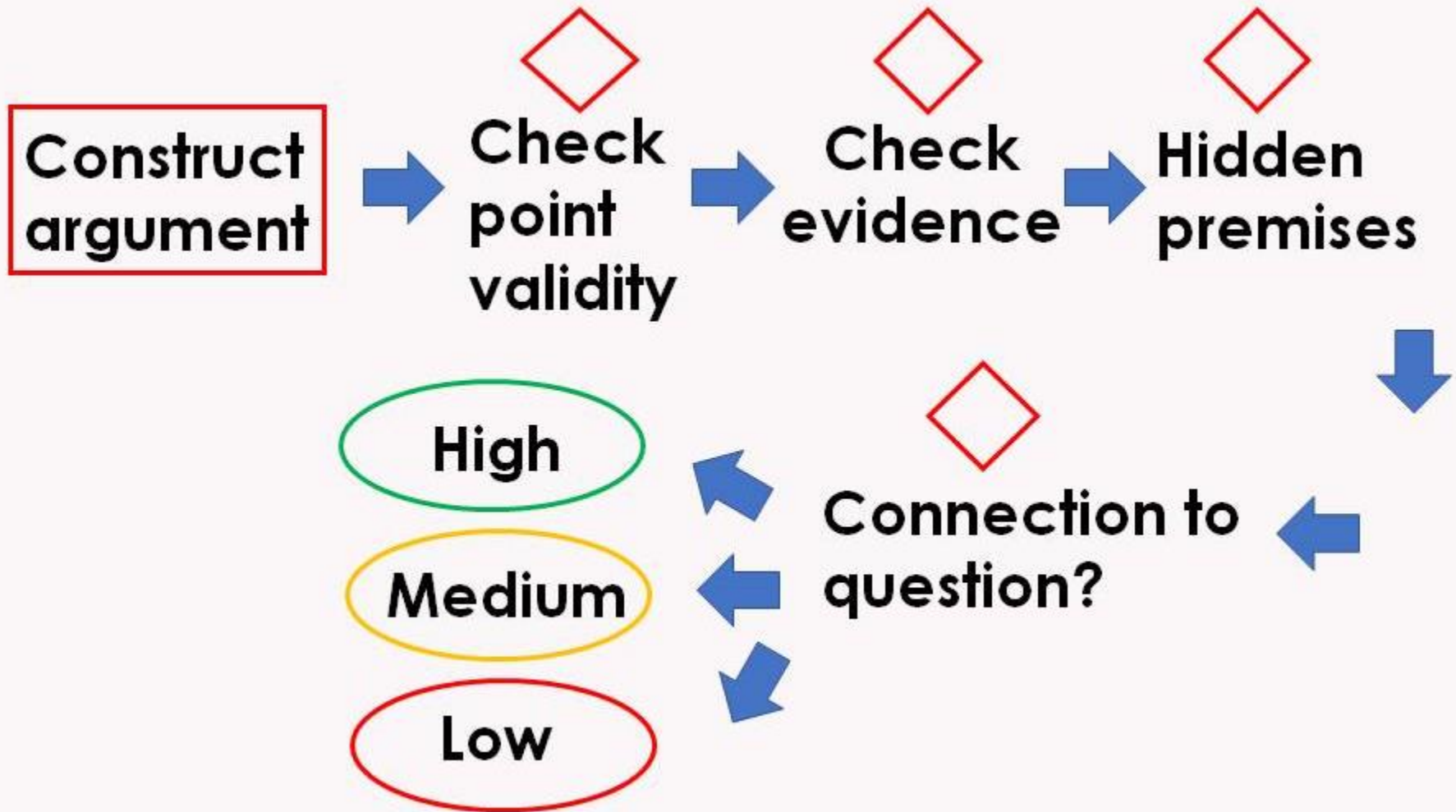
# What is wrong with this reasoning?

- There are two well known ways to keep fit. Walking 5000 steps a day and swimming. Both are relatively cheap and accessible options for most people. To protect our population from long term heart problems we must make one of these our priority in the active life programme.

# What is wrong with this reasoning?

- There is planning permission for 50 houses on some waste land in the middle of our village. My neighbours say it will increase the car traffic too much. They are fine ones to talk I saw them drive 400 m to pick their kids up yesterday. We should support the planning application.

# Evaluation





**What could you do if your point shows a low score when you evaluate it?**

# What if it doesn't add up?

- Strengthen your evidence
- Support the point in further paragraphs
- Weaken your point
- Don't use the point

# Alternative activity

- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.
- *WHEN I READ I WILL USE CRITICAL THINKING BY....*
- *WHEN I WRITE I WILL USE CRITICAL THINKING TO...*
- You are welcome to add your thoughts and we will then pick up some of the themes and talk through them.
- Chat does have names on but the recording will be anonymised so you will appear as 'user number'

# Take home message

- Critical thinking and writing is about the detail
- It's a questioning process
- It's an advanced skill
- You can learn a lot from analysing other people's work

# Feedback please

Please use the following link to provide feedback to help the studenthublive team to continue to improve what we do

<https://forms.office.com/r/ZTSfTbzz1t>

# Final poll

What do you feel are the main things you will take away from this session?

- Better understanding of today's topic
- Better understanding of the place of study skills within university study
- Enthusiasm for my studies
- Enthusiasm for my skills development
- Feel part of the university
- Feel part of SHL

If you have any other feedback please send to [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk)





6 Dec 11 am Learning from feedback

13 Dec 11 am Creative Note-taking

10 Jan 11am Managing your time

17 Jan 7pm OU essentials

**15 Dec 7pm Festive party**

**18 Jan 11 am SHL live video**

**Well being for students**

Details, booking information and subscribe for events at <http://studenthublive.open.ac.uk/>

Past student hub live online study skills sessions

[https://studenthublive.open.ac.uk/eventlist\\_catchup](https://studenthublive.open.ac.uk/eventlist_catchup)

Send us feedback at [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk)