

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



Margaret Greenhall is a study skills specialist. She uses critical thinking to research her books. She tutors on science level 1 courses. She is going to be studying geology next year. Her hobbies are rowing and Lego.



Nicky Mee is a lecturer in business and language. She is a keen quizzer and animal lover with a 'mini-zoo' at home. In her spare time Nicky enjoys swimming, cycling and studying and is just starting her Law degree at the OU.

Workshop

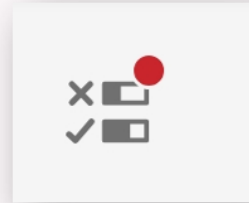
- This is going to be a structured workshop to help you think a bit more about levels of critical thinking.
- We'll get you starting to work out what's important for you to improve your critical thinking.
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session

Online workshop basics

- Polls are anonymous to other participants but the chat box will have your name this will change to user number in the recording.
- 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(*may not be accessible on some mobile devices*) and from <http://studenthublive.open.ac.uk/>.
- It's a starting point for you to investigate more
- It's university wide not module specific

Mobile users

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



Chat pod icon



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 (this will hide the chat)



Inclusivity

- We welcome all students at our workshops. Please do be aware that they can be very busy and some students may struggle with the non scripted nature.
- Slides are available to download within the live session and from the event page on the studenthublive website 24 hours ahead of every session to follow along or prepare for what will come up.

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 so we would not be able to make the recording available

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 (Intermediate)



Poll

- What does critical thinking mean to you?

Activity

- Imagine you are being asked to compare two theories that have been researched using different methods
 - One presents facts and commentary to say that students receive the highest grades if they go to live events (tutorials or similar)
 - The other similarly present facts and commentary to say that students receive the highest grades if the work by themselves and read the module content
- **What is important to consider in your comparison?**
Give some suggestions in the poll pod available

Our Ideas

To think about this argument critically, you could ask the following questions;

- What else contributes to success?
- What are the characteristics of students who attend tutorials? For example, do they have more time to study and is this the factor that gives them the edge?
- What is it about tutorials that may make a difference? Could this be achieved another way?



Evaluation

- The task of evaluation is to consider the relative importance of different elements – some may have particular resonance depending on the context – critical evaluation will consider the context
- What are you being asked to be critical about?
- What are your criteria?



Critical thinking process



Getting ready poll time

- What do you do before you start to read your course materials?
- Please use the poll provided to give your ideas

Our ideas

- Make a cup of coffee
- Turn off phone
- Read TMA
- Turn on music
- Look at last time's material

Note taking

- There is creative note taking session on Thursday 13th July at 11 am sign up at <http://studenthublive.open.ac.uk/>
- We have a recorded version from the 30th May.
- Access through this room then view past recordings and look for the name
- There was also a studio broadcast;
- <https://www.youtube.com/watch?v=nfjFAz2ZQOU&t=337s>

Critical thinking process



1. What?
2. Who?
3. Why?
4. What's important?
5. How (connect/use)?

Critical thinking begins before you start to read

- My favourite breed of dog is the Bearded Collie. This is because it was the first dog I can remember. She was called Sue, why I don't know. We used to play tig on the garden. As she got older her fur became more matted and I used to clip her. My next door neighbour has a dog, who is also a Bearded Collie, called Ben. He is getting very unsteady on his feet and by a remarkable coincidence has the same back problem as she does.

Critical thinking begins before you start to read

- How many times is the word dog used in the text?

Critical thinking begins before you start to read

- How many times is the word cat used in the text?

Critical thinking begins before you start to read

- We used to have a cat called Topsy. We got him when I was a baby, so I never thought about why a cat might be called Topsy. Later when I was a teenager I finally asked my parents why he got that name and discovered that they neutered him before he had a name and as my father was a vet he came back up to the flat as soon as the deed was done and was very tipsy for a couple of hours. I think it was nice to have a completely unique name for a cat.

Critical thinking begins before you start to read

- Read your TMA first
- Write down your own questions about the material
- Max 3 questions
- Big picture and detail
- Preview the reading, a few seconds per section
- Read it with note taking in the order you choose
- Leave overnight
- Review the material

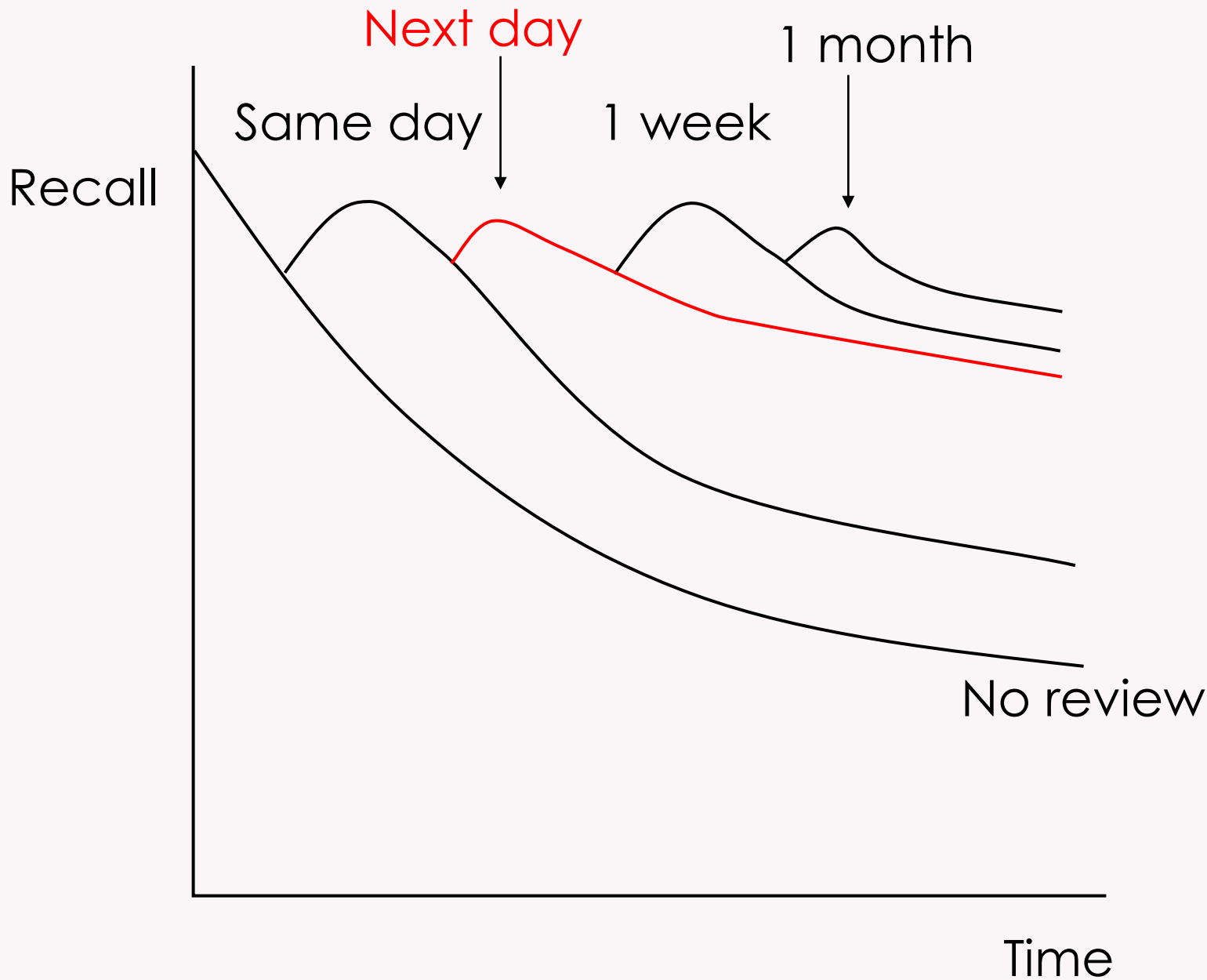
Example

- I needed to read a government white paper on funding for universities.
- My big picture question
 - What's in it that we can use at the University of Manchester?
- My detail questions
 - How many times is the Uni of Manchester mentioned in the paper?
 - How do we apply for centers of excellence?

Example

- You're about to read an article about time management.
- What would be a big picture question?
- What would be a detail question?

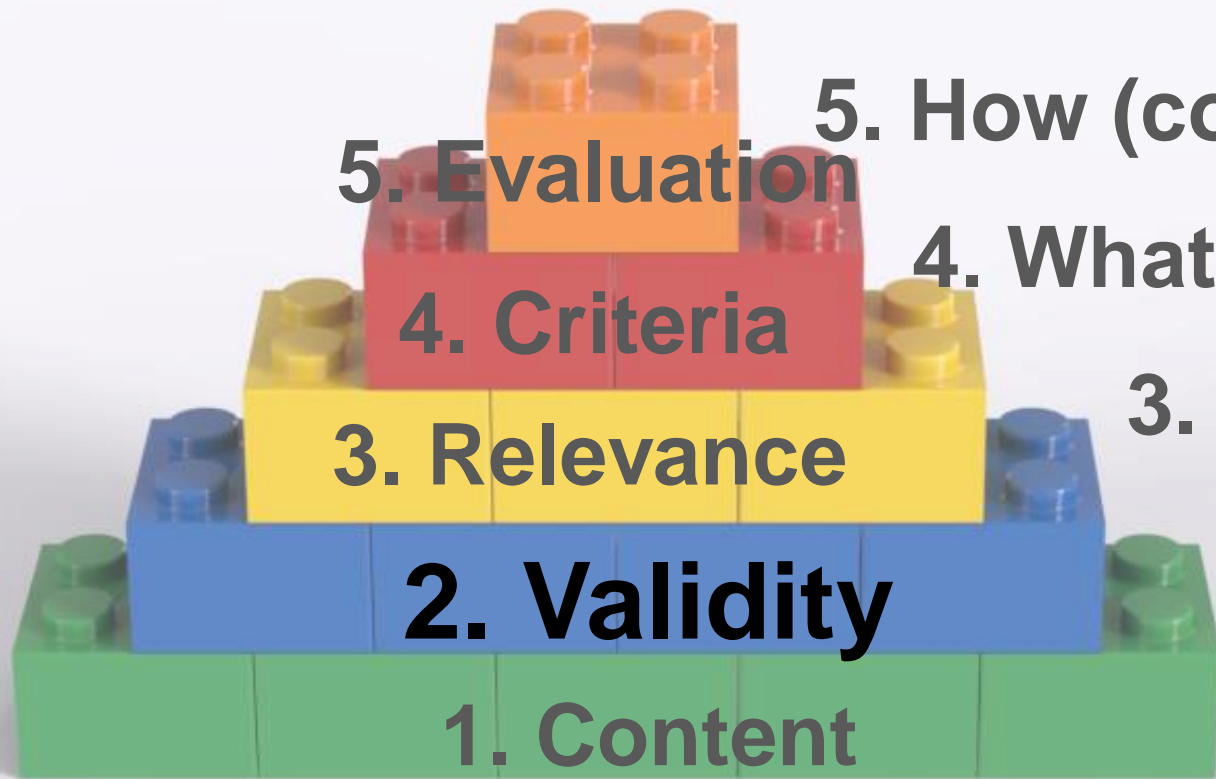
Memory



Content/description

- This is saying **what** something is
- It gives facts and details overall
- Some are **more important** within the context than others though which is where evaluation comes in
- Description is active and is about identifying what matters and having the confidence to leave out what is "peripheral"

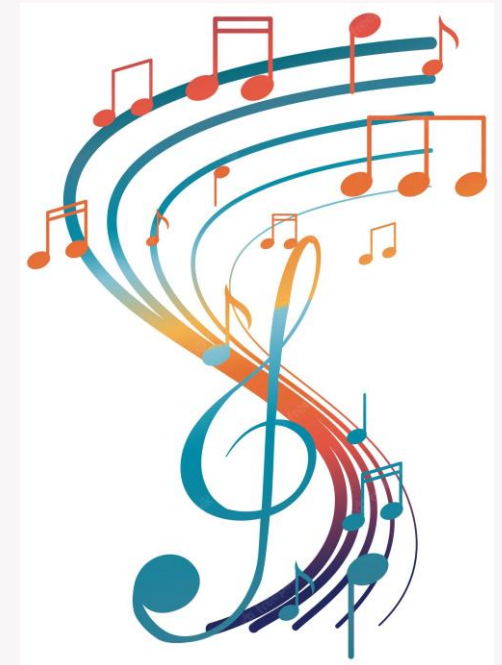
Critical thinking process



1. What?
2. Who?
3. Why?
4. What's important?
5. How (connect/use)?

Example

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



Critically analyse poll

- What information is there to help you decide what is useful if you wanted to sing better and want to know whether to register on this course to help develop your skills?
- Please use the poll pod provided

Validity

- **PROMPT**
 - **Provenance**
 - **Relevance**
 - **Objectivity**
 - **Method**
 - **Presentation**
 - **Timeliness**
- **CRAAP: Currency, Relevance, Authority, Accuracy, Purpose**

<https://www.open.ac.uk/library/help-and-support/advanced-evaluation-using-prompt>

https://uws-uk.libguides.com/evaluating_sources/craap_test

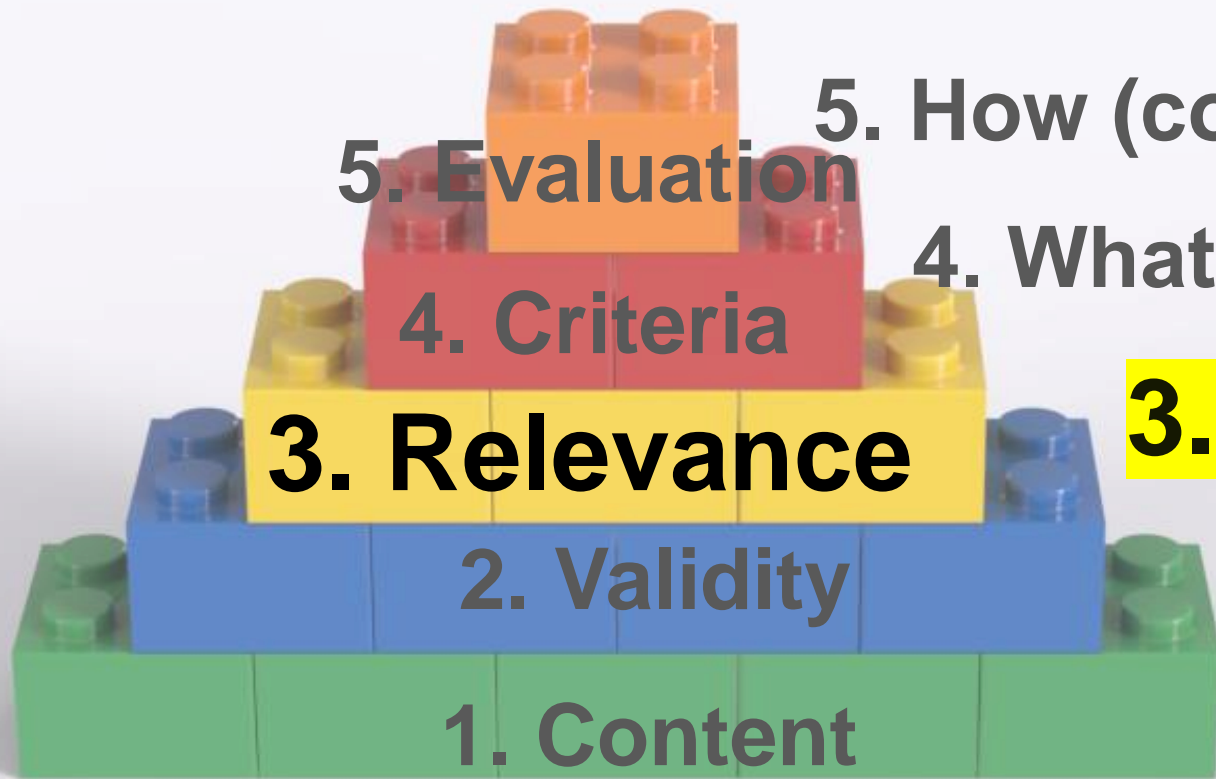
Validity

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- **Currency**
- **Relevance**
- **Authority**

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Critical thinking process



5. Evaluation

4. Criteria

3. Relevance

2. Validity

1. Content

5. How (connect/use)?

4. What's important?

3. Why?

2. Who?

1. What?

Real question

The frequency and intensity of heatwaves in the UK is expected to increase. Write a report for an authority of a city or town to advise them on how to reduce the impacts of heatwaves.

Why are heatwaves a problem in cities?

Why are heatwaves a problem in cities?



Urban heat islands



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Make heat waves prolonged



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why is a longer heatwave an issue?



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why is a longer heatwave an issue?



More stress on ecosystems



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why is a longer heatwave an issue?



Why does stress matter in an ecosystem?



Plants/animals can't recover



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why is a longer heatwave an issue?



Why does stress matter in an ecosystem?



Why does the recovery of plants/animals matter?



Why are heatwaves a problem in cities?



Why are urban heat islands an issue?



Why is a longer heatwave an issue?



Why does stress matter in an ecosystem?

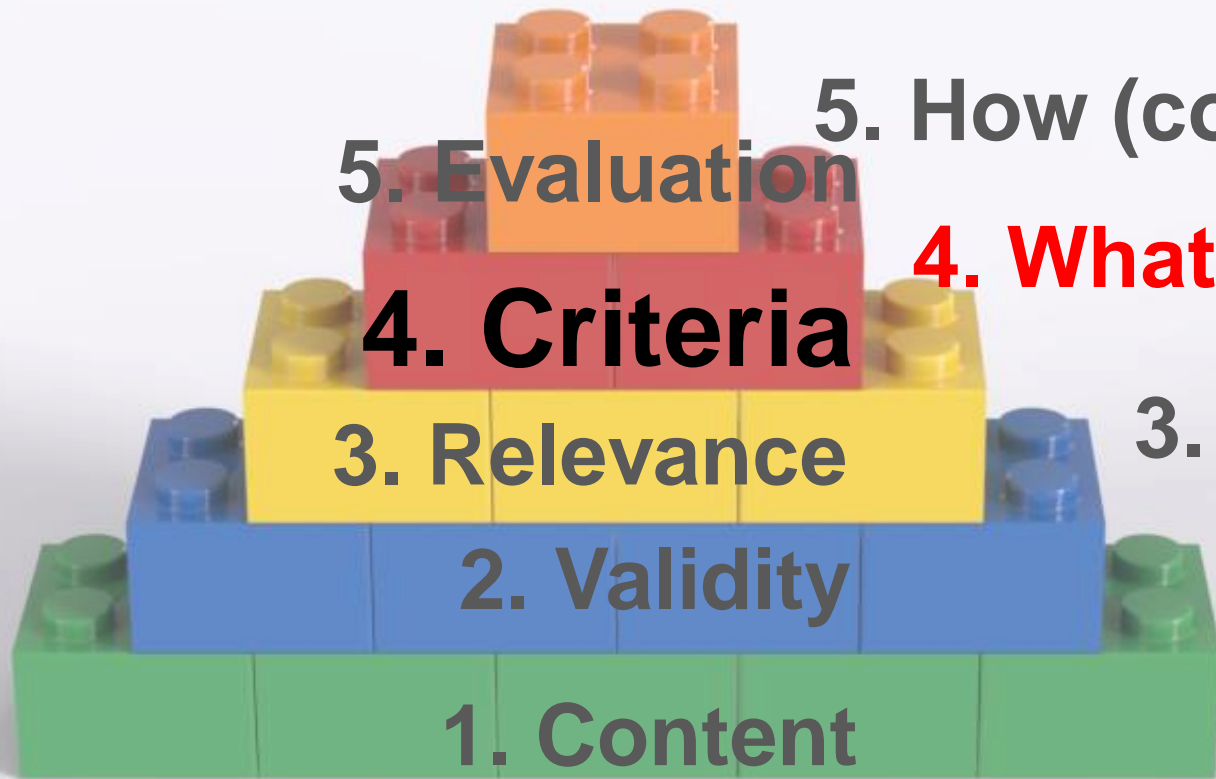


Why does the recovery of plants/animals matter?



Loss of habitat and species

Critical thinking process



1. Content
2. Validity
3. Why?
4. What's important?
5. How (connect/use)?

What questions would you ask?

You are asked to do a presentation on which supermarket is the best.

Poll:

What questions would you ask to work out what's important?

CIA Phoenix list

What is the unknown?

What is it you don't understand yet?

What is the information you have?

Is the information sufficient? Or redundant?

Or contradictory?

What isn't the problem?

Should you draw a diagram of the problem?

Where are the boundaries of the problem?

Can you separate the various parts of the problem?

Can you write them down?

CIA Phoenix list

What are the relationships of the parts of the problem?

What can't be changed and is constant in the problem?

Have you seen this problem before?

Have you seen this problem in a different form?

Can you use someone else's solutions?

Can you restate your problem?

Can you make it more general or more specific?

What are the best, worst and most probable cases you can imagine?

Poll

Which question is most useful to you?

Critical thinking process

5. Evaluation

5. How (connect/use)?

4. Criteria

4. What's important?

3. Relevance

3. Why?

2. Validity

2. Who?

1. Content

1. What?

Structuring evaluation

• PESELS

- Point - make the point for this paragraph
- Explain - what do you mean by this point
- Support - provide evidence from studies and research
- **Evaluate –**
What is there about this point that is for/against?
How can you use this point to build your final conclusion?
How does it connect?
- Link - to the essay task
- Signpost - to the next paragraph

Summary activity

- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.
- *THE CRITICAL THINKING SKILL I'M GOOD AT IS....*
- *THE CRITICAL THINKING SKILL I WOULD LIKE TO DEVELOP IS...*
- 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 starts before you begin to read
- It's a questioning process
- It takes time to learn and time to do
- You need to take spread it out over several days

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/e/as62dm3xer>

Upcoming sessions



20th June 7 pm Advanced critical thinking

27th June 7pm End of year party

5th July 7pm Using other people's ideas

11th July 11am Learning from feedback

13th July 11am Creative note taking

18th July 11am Effective academic communication

20th June 11 am Playfulness and perspectives in learning

22nd June 11 am Summer time brain food

27th June 11am FASS showcase

29th June 11am Module creation in business and law

Details and booking information from

<http://studenthublive.open.ac.uk/>

Past student hub live online study skills sessions [here](#)

Visit us at <http://studenthublive.open.ac.uk/> email : studenthub@open.ac.uk

