

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



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# Workshop

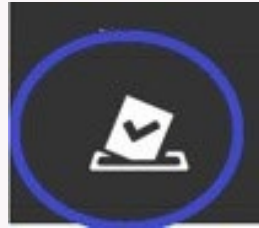
- This is going to be a structured workshop to help you think a bit more about levels of critical thinking.
- We'll get you starting to work out what's important for you to improve your critical thinking.
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod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

# Critical thinking and writing (Intermediate)





# Poll

- What does critical thinking mean to you?

# Critical Thinking

- Forensically dissecting information and its source by the logical use of questions.

# Critical Writing

- Building an argument based on evidence and logical explanations that take your reader through the chain of ideas to reach a conclusion or decision point.

# 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 was a creative note taking session on Wednesday 29<sup>th</sup> May catch up at
- <https://studenthublive.open.ac.uk/content/creative-note-taking-1900-2000>
- 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





# Critical thinking begins before you start to read

- You have 20 sources of information for your project.
- How do you decide which ones to read and in what order to read them?

# Critical thinking begins before you start to read

- Set up to three specific questions about the topic, try to have one big picture and one detail.
- Go through the sources very fast at about 3 seconds per page
- Reassess your questions
- Prioritise the sources and discard any that don't help answer the questions
- Leave it at least 24 hours then read individual sources.

# 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

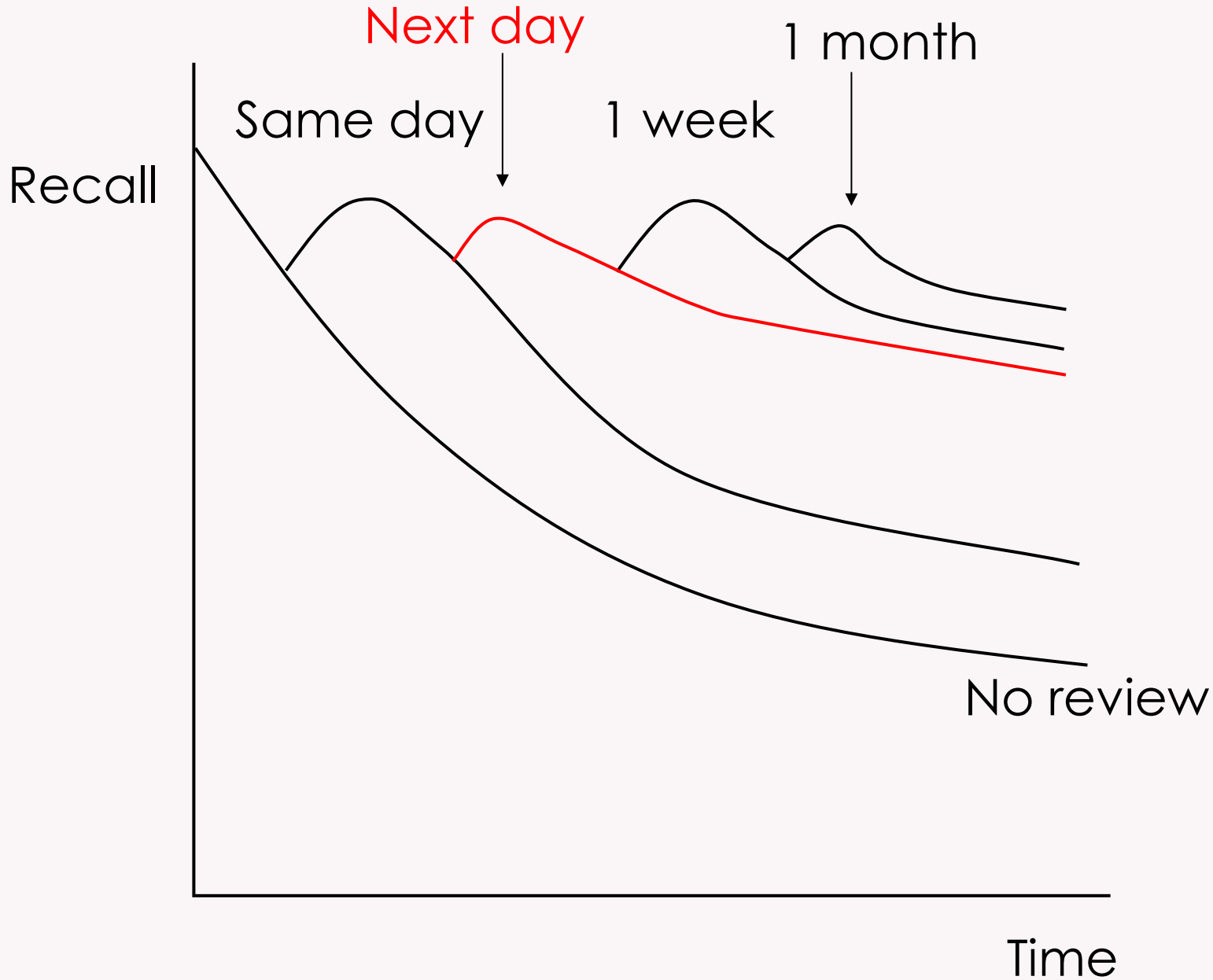
# Example

- I needed to read government white papers 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?
  - How do we apply for centers of excellence?

# Example

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

# Memory

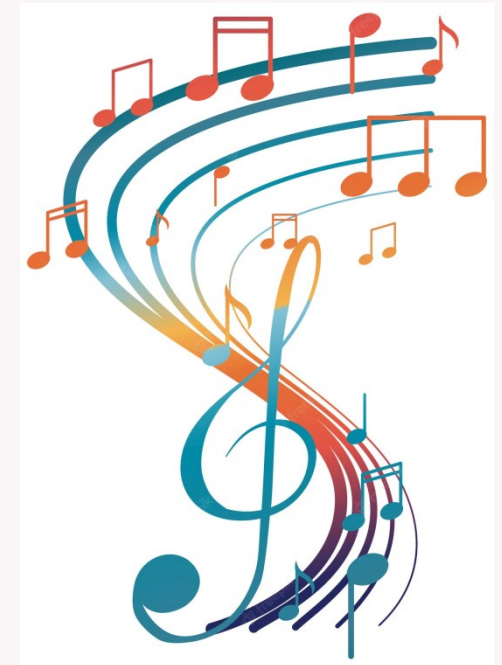


# Critical thinking process



# 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

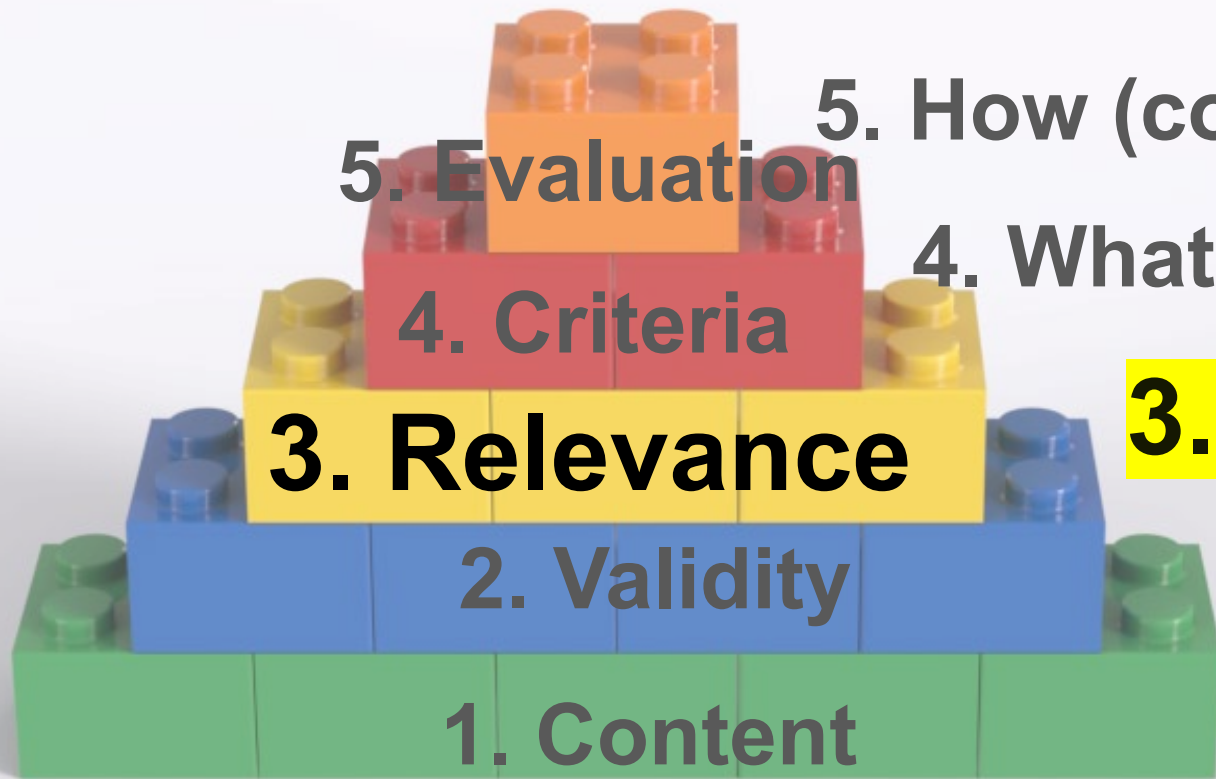
# Validity

- **PROMPT**
  - **Presentation**
  - **Relevance**
  - **Objectivity**
  - **Method**
  - **Provenance**
  - **Timeliness**
- **TRAAP: Timeframe, 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](https://uws-uk.libguides.com/evaluating_sources/craap_test)

# Critical thinking process



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?**

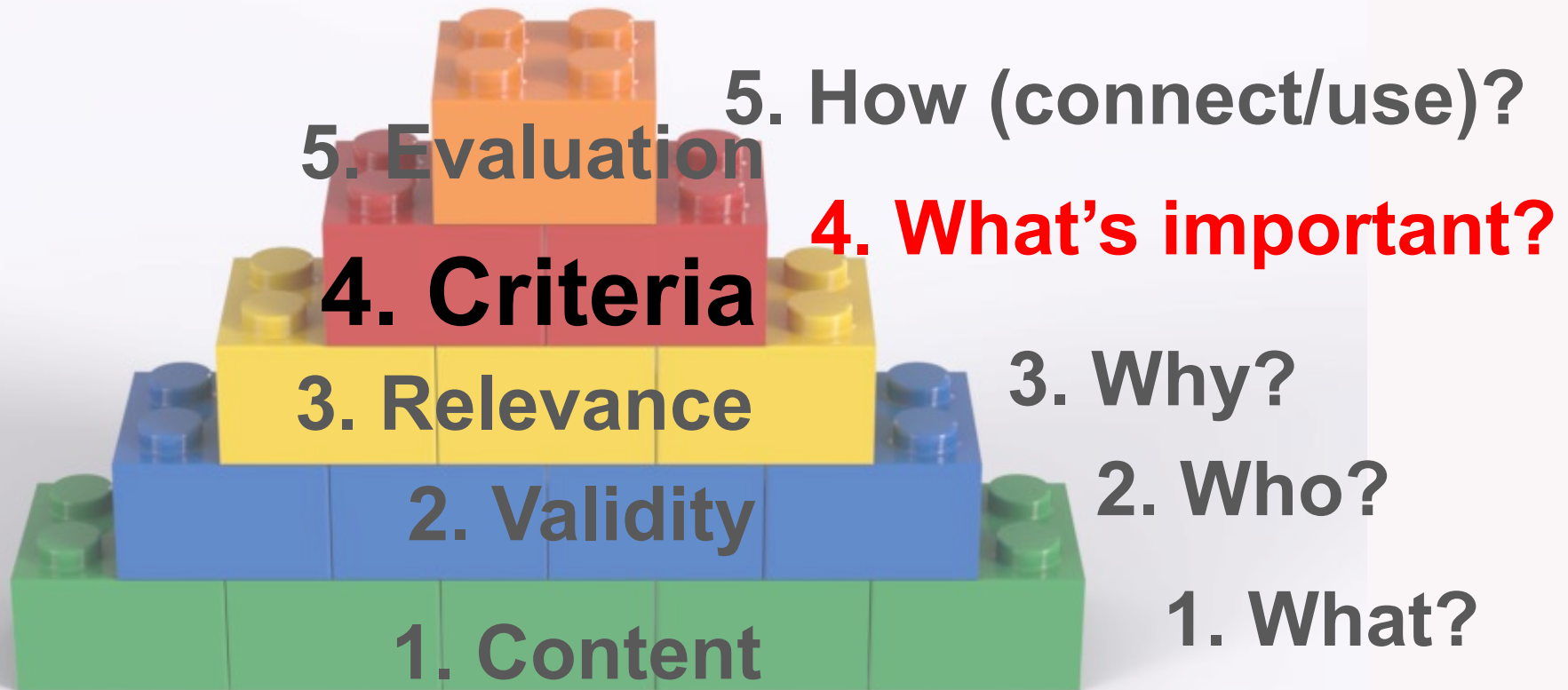


**Why does the recovery of plants/animals matter?**



**Loss of habitat and species**

# Critical thinking process



# 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?

1. What is the unknown?
2. What is it you don't understand yet?
3. What is the information you have?
4. Is the information sufficient? Or redundant? Or contradictory?
5. What isn't the problem?
6. Should you draw a diagram of the problem?
7. Where are the boundaries of the problem?
8. Can you separate the various parts of the problem?
9. Can you write them down?
10. What are the relationships of the parts of the problem?
11. What can't be changed and is constant in the problem?
12. Have you seen this problem before?  
Have you seen this problem in a different form?
13. Can you use someone else's solutions?
14. Can you restate your problem?
15. Can you make it more general or more specific?
16. What are the best, worst and most probable cases you can imagine?

# 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?



# Poll

How do you evaluate your writing?

# Evaluation



- What is the main idea?
- What are the supporting ideas?
- What are the underpinning pieces of evidence?
- Do I have enough evidence?
- Are the ideas explained in enough detail to convince me and my audience?
- Do the ideas link to give a logical flow?
- Are they in the right order?
- What mark would I give it?

<https://www.futurelearn.com/info/courses/logical-and-critical-thinking/0/steps/9155>

<https://www.youtube.com/watch?v=5quVU5LJmnl>

# Phoenix – Evaluation of a problem

What would you like the resolution to be?

Can you picture it?

How much of the unknown can you determine?

Can you derive something useful from the information you have?

Have you used all of the information?

Can you separate the steps of the problem-solving process?

Can you determine the correctness of each step?

How many different ways have you tried to solve the problem?

What have others done?

What should be done?

How should it be done?

How will you know when you are successful?

- 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/5hwdZmpMjH>

# Selected upcoming events

- 19 Mar 11am Creative problem solving
- 20 Mar 7 pm Introduction to essay writing
- 25 Mar 11 am Critical thinking (Advanced)
- 26 Mar 7 pm Developing your essay writing
- 27 Mar 11 am Q & A ask the student support team
- 01 Apr 11 am Memory and Learning
- 03 Apr 11 am Studying with disability complete your module
- 09 Apr 11 am ND planning to complete your module successfully
- 23 Apr 11 am Tackling procrastination successfully
- 24 Apr 11 am Support and wellbeing for student carers

For more information on all past and upcoming events, go to <http://studenthublive.open.ac.uk/>