

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?

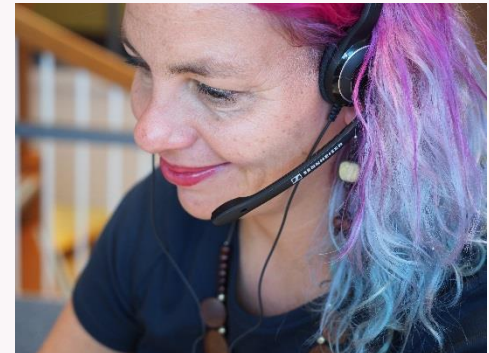
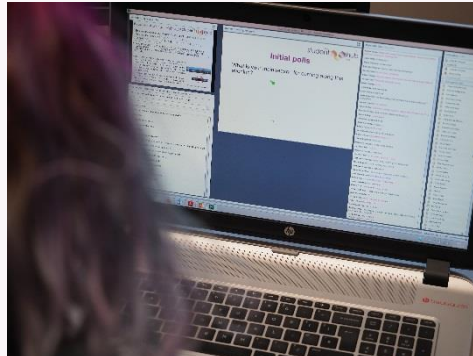
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

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.



Lucy Anderson is an OU tutor at undergraduate and postgraduate levels. She puts the critical evaluation skills she learnt as a research scientist to good use preparing module materials, exams and assignments. In her spare time, Lucy is found covered in mud either with her horse or on the allotment.

Workshop

- This is going to be a structured workshop to help you getting thinking critically if you are new to it or at lower levels of study.
- We'll get you starting to think about key elements and give some tutor advice about aspects that are important
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session
- You'll get the chance to discuss with others in a small group / or alternative discussion activity (dependent on numbers)

Session purpose

- **Is for:**
- Covering general advice about critical thinking as a concept
- Give some guidance about how to look at different sides and provide evidence
- 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 (Intermediate)



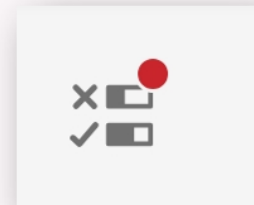
This was our advert...

This workshop builds on the introductory workshop and is aimed mainly at Level 2 and 3 students. We will take a deeper look at critically analysing source material and identifying the most important elements for any argument or answer. The focus is on being critical in context, evaluating different approaches and being able to put them in perspective.

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>

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 Tuesday 13th December at 11 am sign up at <http://studenthublive.open.ac.uk/>
- We have a recorded version from the 7th July last year.
- 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?

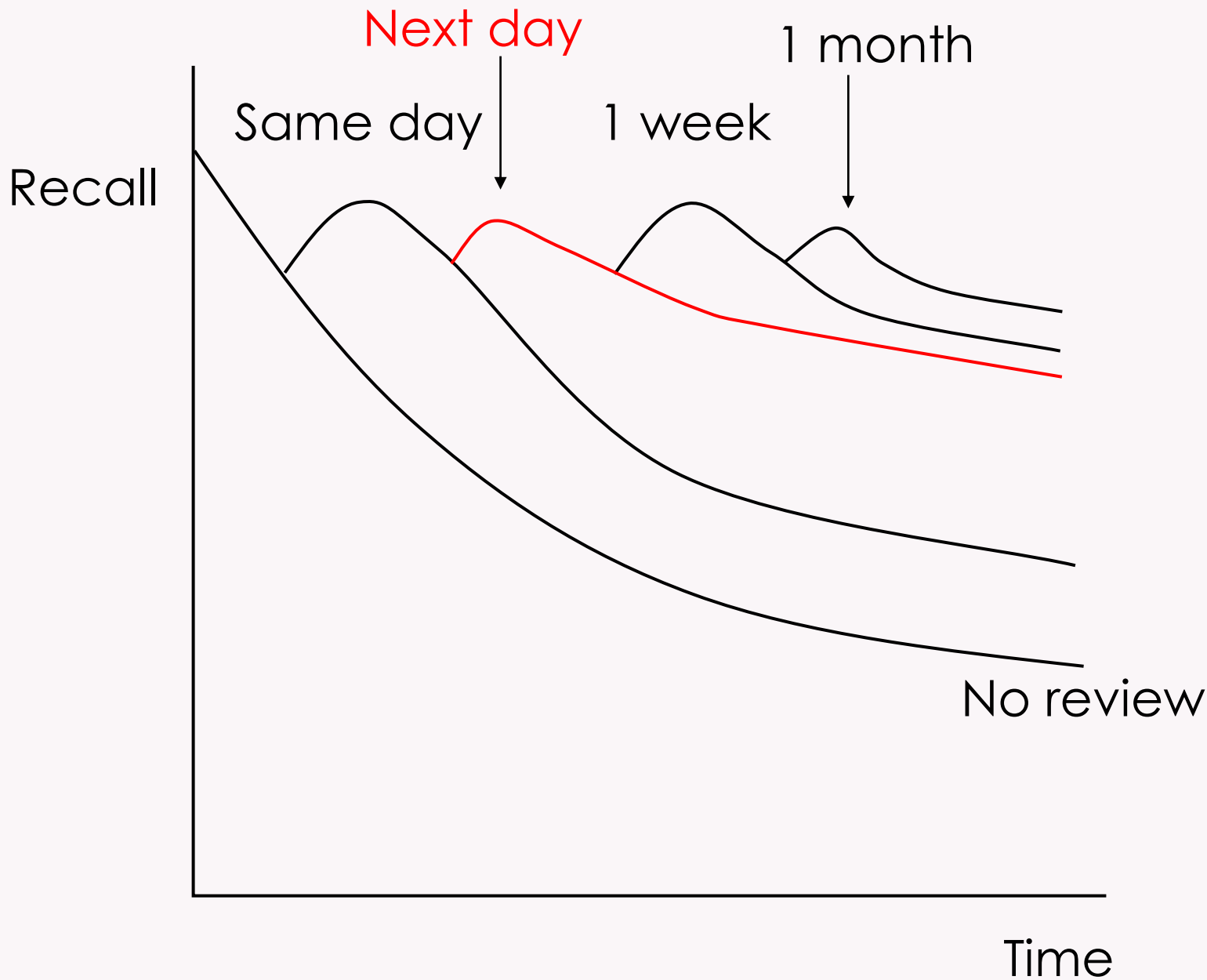
Critical thinking begins before you start to read

- 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

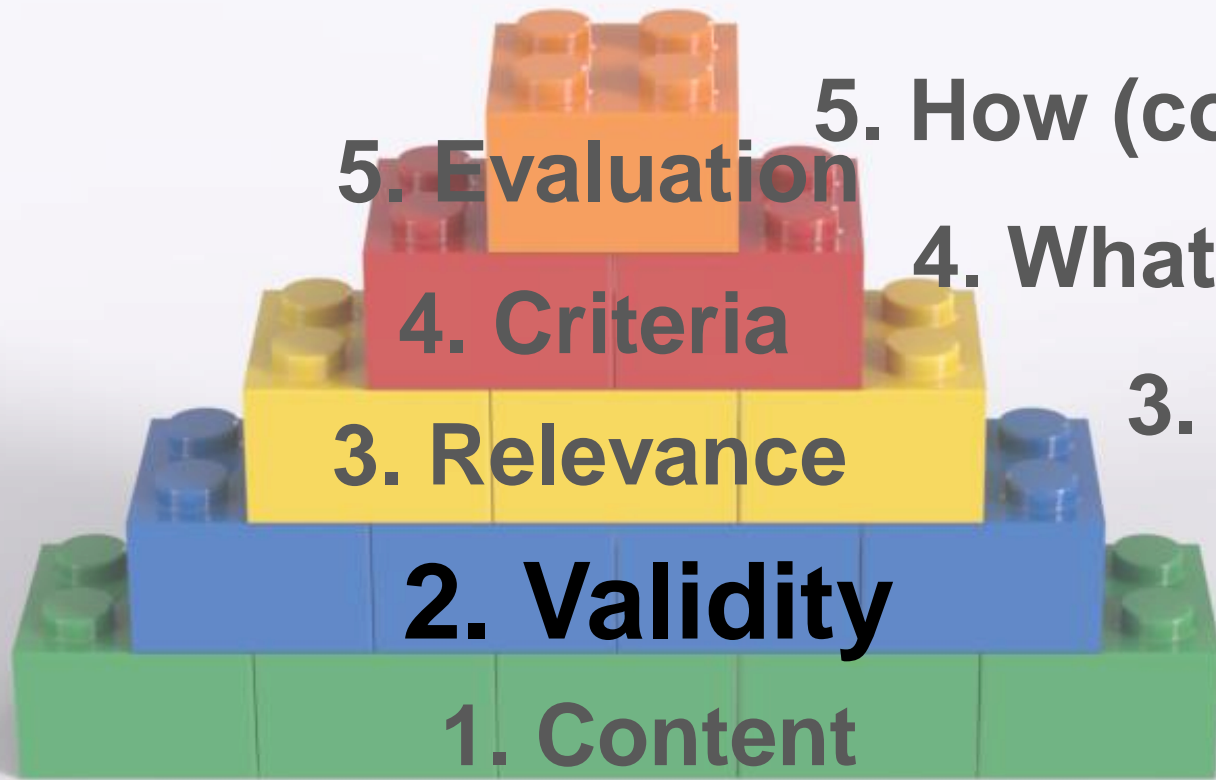
Memory



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"

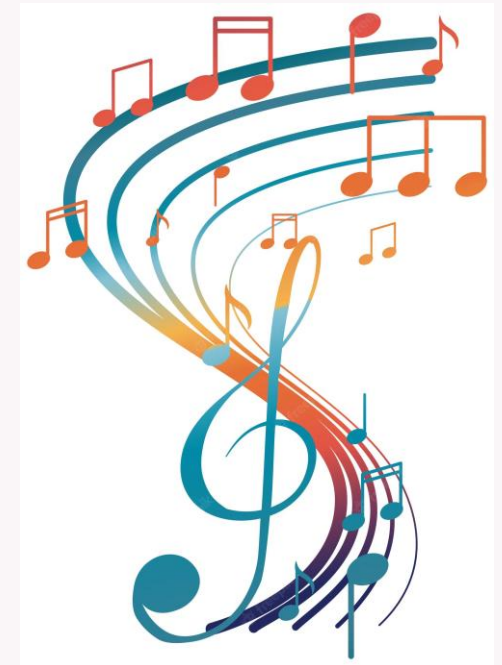
Critical thinking process



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

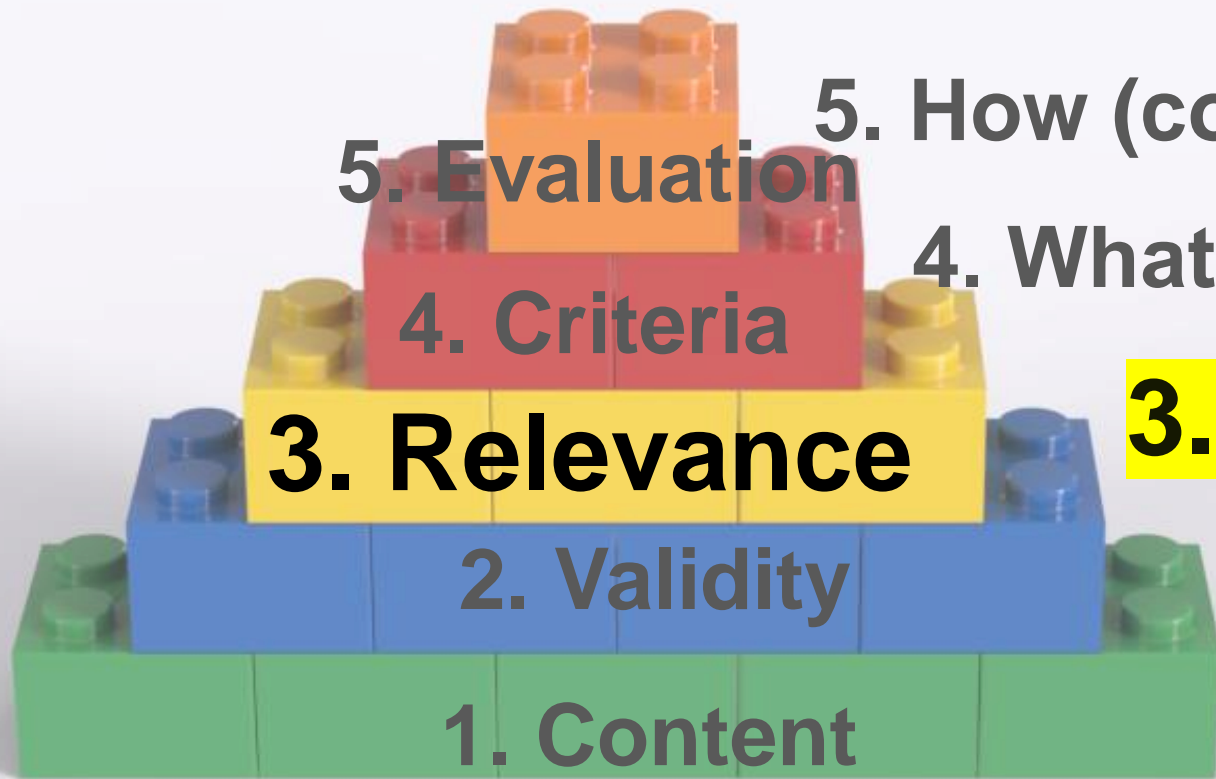
- What information is there to help you decide what is useful if you wanted to sing better and want to know whether to register on this course to help develop your skills?
- Please use the poll pod provided

Validity

- **PROMPT**
 - **Provenance**
 - **Relevance**
 - **Objectivity**
 - **Method**
 - **Presentation**
 - **Timeliness**

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

Critical thinking process



5. How (connect/use)?

5. Evaluation

4. What's important?

4. Criteria

3. Why?

3. Relevance

2. Who?

2. Validity

1. What?

1. Content

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?

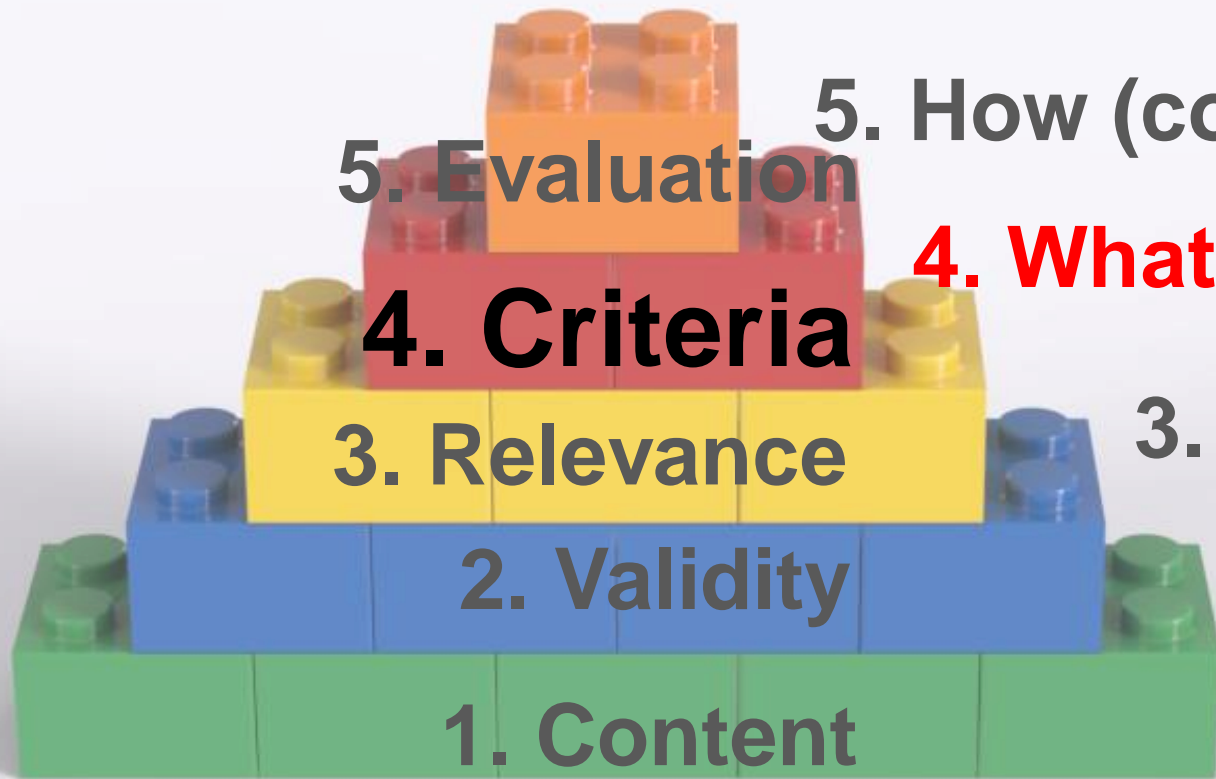


Why does the recovery of plants/animals matter?



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

Discussion activity

- Now that you have some ideas and suggestions about critical thinking what do you think will be the aspect that you are going to be developing for your critical writing?
- Please bring back a few points that you can share with the rest of the group
- We can then try and discuss some of the common points
- You do not have to speak on mic if you don't want to but please do interact with your group using the chat option

Useful points for breakouts

- We suggest you use the first couple of minutes to introduce yourselves and get used to the room. Choose a volunteer to keep the discussion on track and feed back to the main room
- If you want to speak you will need to activate your microphone *once in the room and you see the option available*



- Breakout groups work best if people engage and contribute and discuss
- There will be ~10 minutes for the breakouts overall – we'll send regular reminders to let you know how long you have got left

*Remember to check the number of the room you are in (shows at top of chat pod as “chat x **BREAKOUT** y”) in case of connection issues and for bringing back information.*

Breakout activity

- Now that you have some ideas and suggestions about critical thinking
- **How can you use them?**
- **How do they connect to your module?**
- Please bring back a few points that you can share with the rest of the group.
- You do not have to speak on mic if you don't want to but please do interact with your group using the chat option



This session is currently in breakouts (small groups).

If you are part of this group and have had connection issues please let us know your room number in the chat box

If you are only just arriving in this room then unfortunately you have missed the main session. Please log back out and watch the recording which will be available later today



So....

- What can people share from their sessions?



Alternative 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/r/hFAmzYL0aj>

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





24 Nov 11am Support for student carers

29 Nov 7pm Advanced critical thinking & writing

6 Dec 11 am Learning from feedback

13 Dec 11 am Creative Note-taking

15 Dec 7pm Festive party

23 Nov 11 am SHL live video

Busting myths on academic integrity

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

Send us feedback at studenthub@open.ac.uk