

Here are some suggested tasks for this week's class. Feel free to use whatever you feel is useful.

### Developing overall arguments and contributing arguments: Writing Task & Game

Review the two types of argument (overall and contributing). Discuss: why is it important to be able to recognise arguments?

Students complete the *Developing Arguments doc.* with suggested contributing arguments.

Feedback could be given as a game – students listening to contributing arguments and guessing the overall arguments.

**Doc:** Developing Arguments

### Critical Thinking in Daily Life: Pair/Small Group Discussion

This topic is explored this week as a basis for one potential aspect of the Reflective Report.

In lecture 2b, students reflected on one of the following areas:

- ❖ Decision making
- ❖ Problem solving

**Suggested task:** Students could share their reflections in pairs/small groups. Then, students could make notes on how they could make their decision making or problem solving more effective?

**Doc:** Critical Thinking in Daily Life

### Reflective Report Preparatory Steps

This links to Lecture 2c this week. Students can discuss Gibbs' Reflective Cycle (the steps and questions to ask).

**For homework:** students could write a paragraph on a specific area of applying critical thinking by next week. This can contribute to their Reflective Report.

**N.B.** In lecture 2c, students are encouraged to start keeping a reflective journal to make notes of how they are trying out using Critical Thinking. Gibbs' Reflective Cycle is there to help them.

**Next week:** one of the lectures will

- explore arguments in more detail using Cottrell's six aspects for recognising an argument
- explore Cottrell's (2017) model of Critical Thinking as a process in more detail and compare it to Williams' (2009) model, *The Stairway to Critical Thinking*.
- encourage the students to continue their reflective journaling for the Reflective Report and focus on the aspect of Critical Thinking as Part of a Research Process.