



Access Reading

Study Skills Session, Supporting Documents

Thursday 4th April 2024

Name:

Doctoral Student Tutor:

Efuntomi

Subject Strand:

Business related courses

Critical thinking:

Critical thinking can be defined as the process of working out **what** you think and **why** you think this.

Critical thinking is essential to all subject disciplines at university study. It is very common for new university students to receive feedback that they need to think thus write more critically to develop their essays and ultimately receive higher grades.

At university critical thinking also involves:

- Identifying **what you want to know**, and **why**.
- Sourcing **relevant and reliable** information.
- Grounding your thinking in this **evidence**.
- Addressing **contradictions** in wider academic thinking.

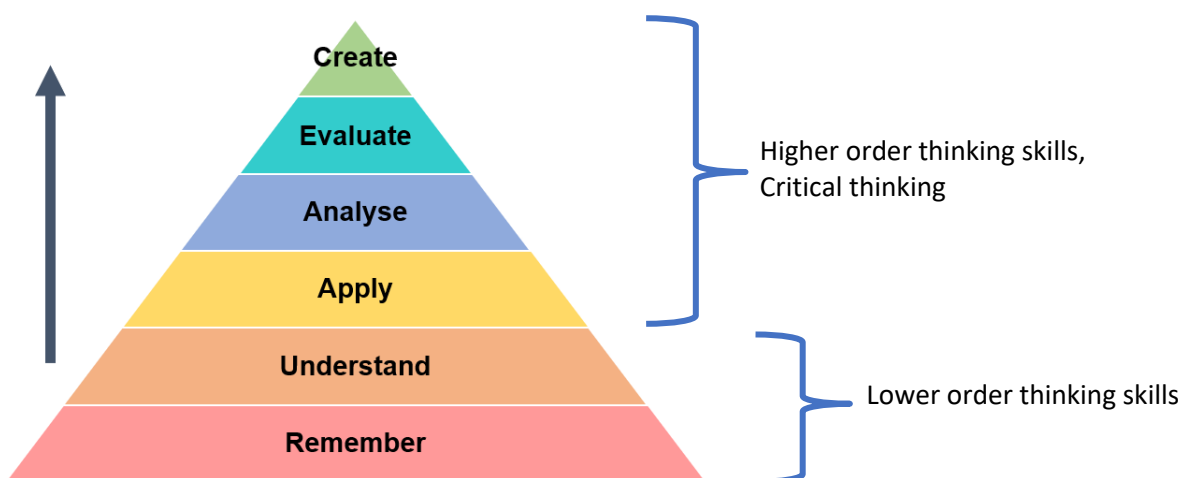
Critical thinking is an important study skill that you will develop at university, practising this skill before enrolling at university to help you make a smoother transition academically.

Bloom's Taxonomy:

To help establish how critical we are being we can utilise Bloom's Taxonomy. Through Bloom's Taxonomy we can see the stages of learning as a hierarchy of critical analysis.

"Remember" requires the least amount of critical thinking and "Create" requires the most. The higher your university work sits on the pyramid the more critical you are being. This means when you analyse and evaluate academic literature you are seen to be more critical than those which simply describe theories and claims without questioning their validity.

To achieve a higher level on the pyramid you still need to undertake everything beneath it but be sure not to get trapped there!



Stages	Description	Examples of words associated with this level
Create	Produce new or original work.	Design, construct, develop, formulate, investigate
Evaluate	Justify a stand or decision.	Argue, defend, support, critique, weigh
Analyse	Draw connections among ideas.	Relate, compare, contrast, examine, question
Apply	Use information in new situations.	Execute, implement, solve, use, demonstrate
Understand	Explain ideas of concepts.	Describe, discuss, classify, recognise, paraphrase
Remember	Recall facts and basic concepts.	Define, state, memorise, repeat, quoting

In pairs, discuss and decide whether the following actions show higher or lower-order thinking and where each of them fits into Bloom's hierarchy of criticality.

Action	Higher or lower-order thinking	Level of criticality
Explain a theory.		
Judge the quality of an interpretation of evidence.		
Test a theory using primary research you have collected.		
Quote a secondary source.		
Trace links between sources in a discourse.		
Determine whether enough evidence has been collected or presented in a piece of literature.		
Make recommendations.		
Interpret evidence in a way that is informed by a particular theory.		
Paraphrase a source.		
Acknowledge a key authority on the topic		

Relevant take aways from the extract/information
presented...

Things I know already about this topic based on
previous experience/learning...

Things I need to know more about...

Critical reading notes:

Remember you don't have to answer all the questions, use them in a way you find useful.

Questions to help keep track of the essay Question.	What Do I already know	What more do I need to figure out.
What are the key issues in the text?		
Who are the key players displaying these key issues.		
Who are the key players and what positive mindset did they have?		
What negative behaviours are they display?		
How can I use this source to answer the essay question? What can be learnt from this article?		
Are there references to other author's work which I could read to further my understanding?		

Further resources:

Groysberg, B. and Baden, K.C. (2018) 'Case Study: When Two Leaders on the Senior Team Hate Each Other', *Harvard Business Review*, 18 October. Available at: <https://hbr.org/2018/10/case-study-when-two-leaders-on-the-senior-team-hate-each-other> (Accessed: 21 February 2024).

Johari Window is designed to give you a better understanding of yourself and other people (2016). Available at: <https://www.youtube.com/watch?v=KdYo5jn29w4> (Accessed: 21 February 2024).

Welch, J. (2023) 'Visioning strategy through the "Johari window": discovering critical "unknowns" in a rapidly evolving context', *Strategy & Leadership*, 51(5), pp. 30–35. Available at: <https://doi.org/10.1108/SL-05-2023-0056>.

Zenger, J. and Folkman, J. (2020) 'What Makes a 360-Degree Review Successful?', *Harvard Business Review*, 23 December. Available at: <https://hbr.org/2020/12/what-makes-a-360-degree-review-successful> (Accessed: 20 February 2024).

If you have any further questions, please email:

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