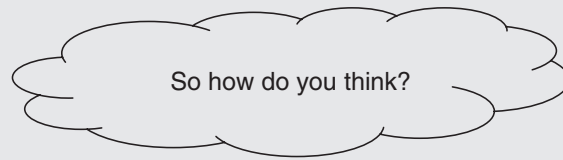


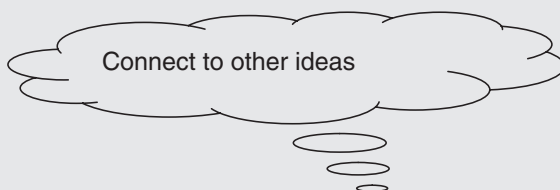
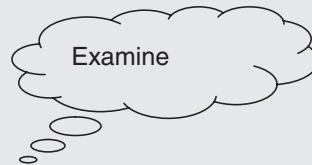
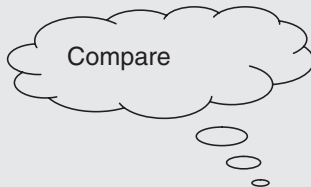
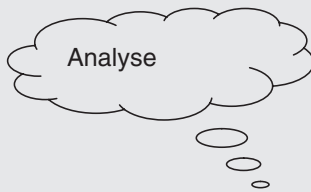


Activity 6.1 Your thought pot

Colour your thinking:



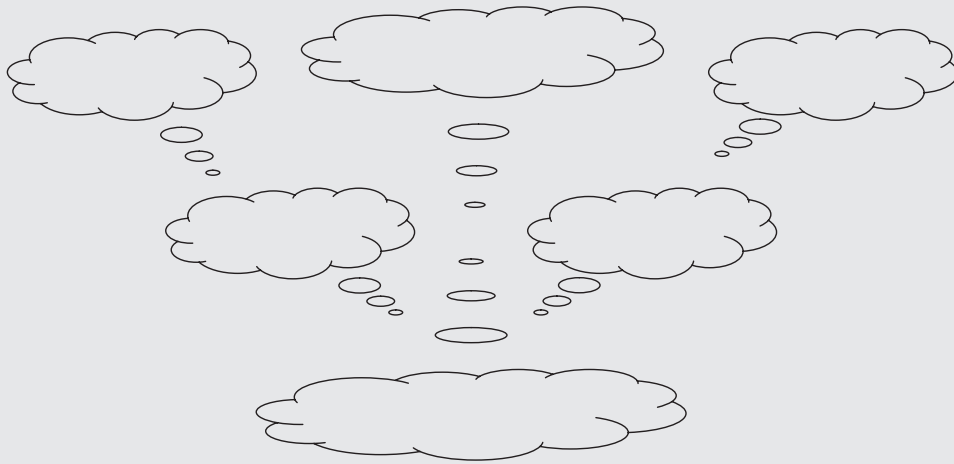
Accept what's written? Or...





Activity 6.2 Comparing thought pots

situation





Activity 6.3 Dissecting the lecture

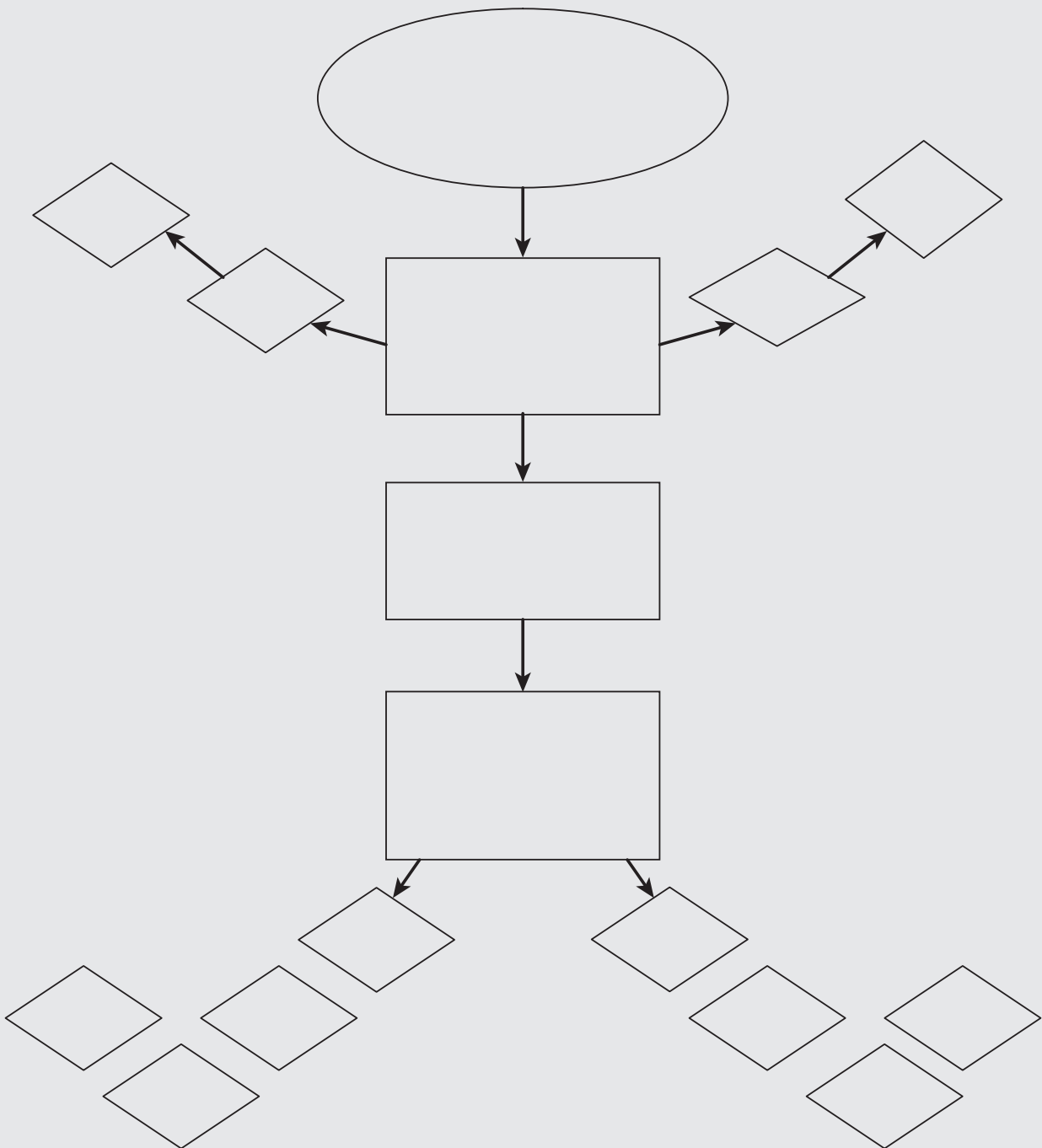
Use your Note Nuggets (Chapter 3) to focus your thinking. Discuss:

- What was the lecture all about?
- What's the main message you came away with?
- Why does the lecturer want you to accept this main message?
- How did he convey his message:
 - present information?
 - present an argument with supporting evidence?
- What was good about what he said?
- Was there anything not so good about what he said?
- Did he encourage you to think more about what was said?
- Do you agree or disagree with what was said – why?
- Are there any connections with what you've already learned?



Activity 6.4 Core and fingertips critical thinking skills

Picture your critical thinking skills and then place the core strengths you've mastered inside the Mapping Man's body. Then, in the arms and legs, place what's at your fingertips – those things you find hard and still have to work on so they too become part of your core thinking skills.





Activity 6.5 Critical thinking wall

Use your Note Nuggets and note-taking strategies (Chapter 3) to build a personal critical thinking wall and see your skills develop:

- main message
- key points
- your initial thoughts
- what you agree with and why
- what you don't agree with and why
- additional evidence you need to support your views
- sufficient, current and up-to-date evidence to support the main argument
- flaws, gaps or bias in the author's argument
- missing links between the main argument and evidence presented
- additional information that connects new knowledge with old
- a clearly structured and focused line of reasoning.

And with that done, what's the clear conclusion? How solid is your wall?