

Task	Time	Description
1. Put students into groups	2-3 minutes	<p>If students are not already in groups, put them into small groups.</p> <p>If following the Critical Thinking in Everyday Life activity, keep the students in the same groups.</p>
2. Critical evaluation of evidence activity	1-2 minutes	<p>Distribute the theory description to each group.</p> <p><i>Note: If possible, provide each student with a copy of the theory, rather than one per group</i></p> <p><i>Note: The theory used for this activity is designed for Education MA students, and may not be appropriate or useful for all levels or disciplines.</i></p>
	10-20 minutes (depending on discussion)	<p>In their groups, the students must evaluate the strengths and weaknesses of assertive discipline theory.</p> <p><i>Note: students aren't evaluating the description of the theory, but the theory itself.</i></p>
	10-20 minutes	<p>Each group then reports back on their evaluation and we discuss as a class.</p> <p><i>Note: Assertive discipline generates a lot of discussion among Education MA students, in part because many of them have experience as educators. Choosing an appropriate theory will be vital to generating questions and discussions.</i></p> <p>(For suggestions on what the students might consider as questions, see the Critical Evaluation of Evidence Instructor's Paragraph)</p> <p>Instructor can then use specifics from these discussions to show how academic arguments can be framed – something that is a strength in one situation may be a weakness in others, or something that theoretically may be a strength could become a weakness in practice if not implemented properly.</p>