

| Task | Time | Description |
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| 1. Identify favourite photo and set groups | 1-2 mins | Show the three photos to the students. Each student should pick the photo (from the set of three) that they like the most. <i>Note: Don't explain to the students yet why they are making this choice – this will come towards the end of the activity</i> <i>Note: The images are from Pixabay and are used under the Creative Commons license.</i> |
| | 1-2 mins | Then put the students into groups based on their preferences. (This often requires more than one group per image.) |
| 2. Critical thinking in everyday life activity | 10 mins in groups | Each group has to select three things they like about their image as compared to the other two images. These must be specific, and they must say <i>why</i> . <ul style="list-style-type: none"> E.g., if they say they like the colour, they must give justification as to why that colour is better. |
| | 10 mins as a whole class (depending on class size) | Each group then presents their three preferences to the whole class. <i>Note: Students may need to be prompted to provide their justifications</i> |
| | 5-10 mins debrief from instructor | Instructor uses the responses to illustrate how we think critically on a daily basis, by weighing up pros and cons and coming to decisions/conclusions, and to demonstrate that this is not a thinking style that is restricted to university education. Stress that critical thinking is used at university in a more conscious and deliberate way. (If their attendance is optional, this can also be used as an example of weighing up the options and deciding to attend because they think the session will have some value for their work.) Then stress that when evaluating academic sources, arguments are developed first by reviewing the evidence, and then coming to reasoned and logical conclusions about that evidence. (This can be followed with the Critical Evaluation of Evidence activity, which helps reinforce the point above) |