1.Question 1

Read the following argument. Identify which sentences are part of the argument chain.

*(1) A significant percentage of people experiencing homelessness are aged between 0-24 years of age. (2) One contributing factor for youth homelessness is a lack of exit planning after leaving statutory care, juvenile justice or medical facilities. (3) If there was increased funding for exit planning then youth at risk would have more opportunities for support. (4) If there were more opportunities for support then there would be a higher chance of intervention when at-risk youth face homelessness. (5) This would lead to a decrease in youth homelessness. (6) Therefore, funding for better exit planning would lead to a decrease in youth homelessness.*

*Check one option.*

Sentences 3, 4, 5 and 6

2.Question 2

Read the following argument. Is sentence (5) an appropriate sentence for a chain argument?

*(1) A significant percentage of people experiencing homelessness are aged between 0-24 years of age. (2) One contributing factor for youth homelessness is a lack of exit planning after leaving statutory care, juvenile justice or medical facilities. (3) If there was increased funding for exit planning then youth at risk would have more opportunities for support. (4) If there were more opportunities for support then there would be a higher chance of intervention when at-risk youth face homelessness. (5) This would lead to a decrease in youth homelessness. (6) Therefore, funding for better exit planning would lead to a decrease in youth homelessness.*

*Check one option.*

Yes, because it links the previous premise with a new premise.

3.Question 3

Read the following statement. What is the purpose of the argument?

*If there was increased funding for exit planning for youth leaving statutory care, juvenile justice or medical facilities then there would be a decrease in youth homelessness. There is not increased funding, so there will not be a decrease in youth homelessness.*

*Choose one option.*

To prove a point

4.Question 4

Read the following statement. What is the problem with the conclusion?

*If there was increased funding for exit planning for youth leaving statutory care, juvenile justice or medical facilities then there would be a decrease in youth homelessness. There is not increased funding, so there will not be a decrease in youth homelessness.*

*Check two options.*

It is not the most logical outcome of the premise.

It does not use necessary hedging, or cautious, language.

5.Question 5

Read the following statement. What is wrong with the argument?

*If there is no funding for exit planning for young people leaving juvenile justice then those at-risk youth will not have adequate support or stability. If they don’t have adequate support or stability they will not be able to focus on their studies. If those youth are unable to focus on their studies they will drop out of school. If they drop out of school they will not be able to gain employment or be engaged meaningfully. This would lead them to a life of petty crime and worse.*

*Check two options.*

The premises do not present the most logical progression.

There are too many generalizations and assumptions for the argument to be convincing.

1.Question 1

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

(Adapted from Vasudevan, A. (2011, November 3). The sinister logic behind criminalising squatting. *The Guardian*. Retrieved from https://www.theguardian.com/commentisfree/2011/nov/03/criminalising-squatting-law-trespass-homeless)

“Any right that owners may claim to property is superseded by the rights of homeless people to shelter” is which part of the Toulmin model of argumentation?

Warrant

2.Question 2

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

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“This right to shelter applies in almost all cases of unoccupied properties” is which part of the Toulmin model of argumentation?

Qualifier

3.Question 3

Consider the following argument.

*Homeless people should be allowed to occupy unused buildings that are owned by others (commonly referred to as “squatting”), as there are an estimated 700 000 empty properties in England that could be used as shelter. Any right that owners may claim to property is superseded by the rights of homeless people to shelter, as the right to shelter is an inalienable human right. This right to shelter applies in almost all cases of unoccupied properties, but of course would not apply if the property was only unoccupied in the short term.*

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“The right to shelter is an inalienable human right” is which part of the Toulmin model of argumentation?

Backing

1.Question 1

Which of the following are characteristics JUST of critique?

Focussing on power and inequality

A structural rather than just an individual worldview

Socially and politically active

2.Question 2

A common focus of critique is on unjust ideologies. Which of the following views on unjust ideologies are features of critique, according to the lecture?

Unjust ideologies help maintain unequal power structures.

The influence of unjust ideologies can be seen in thinking and theory itself.

3.Question 3

In which of the following faculties would you be more likely to find critique as a way of understanding and analyzing the world?

Literary Studies

Education

1.Question 1

Which of the following should you include in a reflection?

*Check four options.*

Research and evidence

Review and analysis of a topic, practice, theory or experience

Questions about a topic, practice, theory or experience

Possible answers or solutions

2.Question 2

Consider the following reflection from a university course in Education. Note that this particular reflection had a word limit of 200-550 words, and students were instructed to reflect on the idea of being a critically reflective teacher.

Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para. 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me. While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least. What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it. While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco, LA: Jossey-Bass.

Now, consider just this section: “While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least.”

Which stage of Baker’s (1996) critical reflection is this an example of?

Identification & description

3.Question 3

Consider the same reflection from a university course in Education. Note that this particular reflection had a word limit of 200-550 words, and students were instructed to reflect on the idea of being a critically reflective teacher.

Stephen Brookfield (1995), in his analysis of why critical reflection is important to teaching, suggests that “an uncritical stance towards our practice sets us up for a lifetime of frustration” (para 2). He suggests this is because teachers can have a different view of their classrooms to what is actually going on: they are unaware. This contradiction fascinates me. While on my prac placements, I was particularly conscious of this – lessons that I thought to be fantastic or boring, when looked at through a critical eye, turned out to be the opposite, or at least more in the middle. It was frustrating, to say the least. What we had learnt in our education theory courses didn’t quite match up to real-life experience. Having my supervisor give me notes at the end really helped me in evaluating my teaching and planning the next lesson. This, coupled with my own observations of my students allowed me to more closely align what Brookfield would call the “meaning and significance” (para 2) I intended for the lesson to what the students took from it. While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.

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Now, consider just this section: “While being observed sometimes felt a bit “big brother” and sometimes just embarrassing, I have no doubt that it made me a better teacher. These kinds of ‘learning processes’ throughout a teaching career are important because they force us to revaluate our practice; to, in effect, become aware.”

Which stage of Baker’s (1996) critical reflection is this an example of?

Implications