

TUTORIAL 4: ONCE UPON A TIME... – ASSUMPTIONS

ICONS TO HELP YOU NAVIGATE THE COURSE HANDOUTS



Whole class
discussion



Team/Group
discussion



Take/make notes



Impromptu talk topic
(speak for 1 min)

Learning Objectives:

In this Tutorial, you will learn about:

- Retelling tales
 - Challenging assumptions
 - Assuming shared values
- Examining assumptions: why they are significant and when they can be stumbling blocks
 - Unmasking
 - Evaluating validity
 - Dealing with invalid assumptions

1. RETELLING A TALE

As you watch other teams presenting their tales, please take notes on:

Mental tool	Illustration used? Your team's response?
Assumptions	
Claims	
Credibility	
Interpretation	
Opinions	
Values	
Viewpoints	

Altogether you should have 3 tables of observations. Did the retelling challenge assumptions or make new assumptions? Did you share the values?

Your tutor will video tape the presentations, so they can mark the assessment with a more reliable record than their memory. The tapes might also be used for moderation and norming to ensure a consistent marking.

2. ASSUMPTIONS

How would you explain the information in this diagram? Why are thought processes categorized as deep culture?



3. COURSE NOTES ABOUT ASSUMPTIONS



- Assumptions may be found in language conventions, e.g. academic language conventions such as hedging.
- Assumptions may be cultural. Culture need not be confined to nationalities or countries or continents. Culture could also encompass world view, thought processes, generations, sub-groups and subject disciplines.
- Invalid assumptions are those which are either incorrectly identified to be shared ideas or values, or they could be invalid because they contain fallacies. Fallacies are instances of manipulative persuasion. There are some common fallacies and it is useful to know how to identify them: *bandwagon*, *ad hominem*, *glittering generality*, *slippery slope* just to name a few.
- These two videos explain a few more fallacies. Note the terms and the definitions used in the short video animation.
<https://www.youtube.com/watch?v=WmIb2Jb-KC8>
<http://www.youtube.com/watch?v=AiUrSFAIktY&list=PLA121EF8990EA9C48>
- Ready to test yourself? Try this:
<https://www.youtube.com/watch?v=6z31tXadSdA&index=9&list=PLiKt0JmOanUjrV16Ok2DZTUidx9t2mdo>

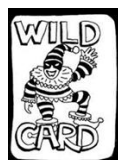
4. HEADS UP – GROUP PROJECT

You should also start work on the group project. Please refer to the assessment prompt in the work bin. By the end of this tutorial, you should have formed a project group, circulated contact details, set up a meeting to discuss the project, agreed on a time line and to do list and signed up for a conference slot with your tutor. You and your team need to attend ONLY your time slot with your tutor. You have two more weeks to prepare for the project. If you read Ennis in week 1 or 2, you would already have his Critical Thinking Taxonomy under your belt. You will now be working on turning it into an easy to remember rubric. We recommend that you simplify his taxonomy into a shorter list of between 6-10 taxa. Credit will be given for those teams that make their rubric into some easy to remember acronym, picture or mnemonic (memory aid).

HOUSEKEEPING

WEEK 5 Conferencing order for Group Project, come only for your team's slot	
T 1 Date	T2 Date
1 st hour from _____ Team A	1 st hour from _____ Team C
2 nd hour from _____ Team B	2 nd hour from _____ Team D

WEEK 6 Presenting order for Group Project, attend all presentations	
T 1 Date	T2 Date
Team A	Team C
Team B	Team D



5. HOMEWORK – WILD CARD PRACTICE #3

For next week, can you speak for just a minute on the underlying assumptions in this Cold Play and Chain-smokers song “something just like this”? You can also question the assumptions that you have identified.

<https://www.youtube.com/watch?v=FM7MFYoyIVs>