

TUTORIAL 1: INTRODUCTION: “THE ANSWER IS 42”

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:

By the end of this Tutorial, you will:

- Have thought about the nature of communication and information and the connection between the two in the information age
- Know the why, what and how you are going to cover in this course. You will also know when and what assessments are due and who you will be working with.
- Familiarize yourself with the course materials posted on LumiNUS, Course Assessment details, Course Schedule and the Work
- Be introduced to Ennis Taxonomy of critical thinking skills and dispositions.
- Learn what metacognitive language is and begin using it to express thought
- Start formulating a team rubric to use CT skills and dispositions more systematically



EXERCISE 1

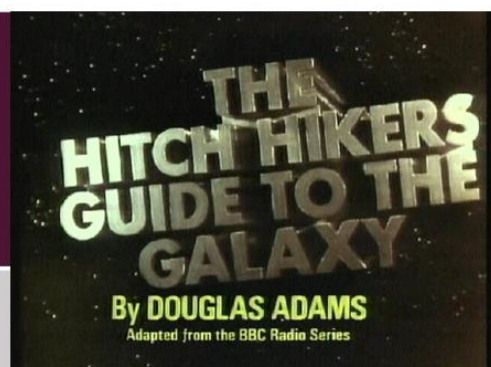
If “everything in the world is known except the question”, then you need to know what to ask. So what do you need to know in order to know what to ask?

THE ANSWER IS 42



“Everything in life, the world and the universe is known except the question.”

- Douglas Adams



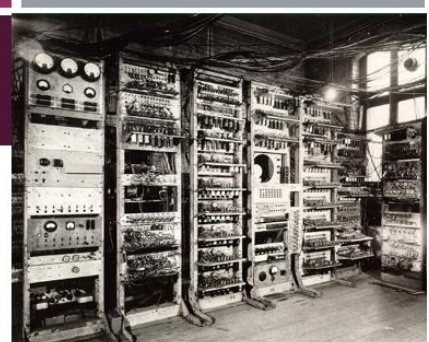


EXERCISE 2

WHAT QUESTIONS TO ASK?



- How do you know what to ask?
- What questions might lie behind each of the innovations shown?



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EXERCISE 3

WHAT DO SOME QUESTIONS LEAD TO?



- In history, the answers to some questions, have significant consequences, why?
Clue: What changed when the printing press, fireworks and machine manufacturing were invented?
- In IT, questions are really important, because of the answers that may be found. Why?



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PAUSE FOR THOUGHT

WHAT ARE THE CHARACTERISTICS OF A 'LIVE' QUESTION?



COURSE NOTES

- Course aims and objectives – reiterated and underscored
 - Soft skills such as critical thinking and the ability to think on your feet, and to speak up have been identified as the 21st century skills. Employers want these skills. Incidentally it is such skills that will keep humans in employment and above even the best AI. For more information, you could browse through the Centre of Future Ready Graduates 2017 Report, and quite a few articles on AI and job loss.
 - Content knowledge learned even to the highest level at university will become obsolete, general intelligence, communication and critical thinking skills are more lasting in keeping your mind flexible and capable of lifelong learning.
- What will you be learning?
 - Soft skills – critical thinking and communication using Ennis Taxonomy of critical thinking skills and dispositions, Barret’s taxonomy of comprehension, and language skills to articulate thought, particularly arguments. In this course, argumentative texts can be multimodal – written, or visual e.g. videos or graphic e.g. charts, or spoken e.g. songs or aural recordings.
 - You already know what it is to think and to critique, but probably in a general way. In this course, we will aim to be more systematic and we will explore something of the conventions needed in academic conversations and arguments. We will aim to be more systematic.
 - Systematic – always comprehensive, reliable, habitual
 - Academic conversation conventions – getting the right register
 - Academic argumentative conventions - getting the right genre
- How will you be learning?
 - Socratic questioning
 - Scaffolded learning
 - Formatively and summatively
- Who will you be learning with?
 - Independently
 - Tutor led
 - Pair or group work
- When will you need to show you have learned anything?
 - Every tutorial through engagement
 - In assessments
 - In other modules
 - In other aspects of life ☺ e.g. internships, job interviews, on the job, wherever
- Where will you be using your learning?
 - As above ☺

HOUSEKEEPING MATTERS

- Course materials on LUMINUS
 - Overview – schedule and assessments
 - Lecture pdf
 - Tutorial pdf
 - Extra materials e.g. extra quick critical thinking exercise, language aids such as glossary
 - Web links – to find out more about some mental tools such as identifying fallacies
- Assessments – schedule as given, prompts all given from week 2 except for Wild Cards since this tests thinking on the spot.
- SOPs – submission of work, originality of work.

ES2660 EXTRAS WORKBIN

- **Readings** – all you need to read without going to the library
- **Glossary of key terms** – in case you forget some terminology and jargon, useful for talking about the quality of arguments, aka mental tool box
- **Wild card extra practice prompts** - Quick critical thinking exercises – independent learning
- **Supplementary materials** such as revision quizzes, language of argumentation – independent learning
- **Submissions of your work** – will be by tutorial group and by assignment

ES2660 CONTACT US

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