

Critical Thinking

Wilson, (2018) states that “Critical thinking is about using your ability to reason. It’s about being active in your learning and questioning ideas, arguments and findings.” Doyle, (2020) suggests it is vital that learners question what others say, or they read, so that they can learn more and overall retrieve more information. Critical thinking also involves thinking outside the box. In order to believe something, learners must be given good reasons to support what another person is stating. It is important to look at the facts and not people’s personal opinions. What someone is told or reads must be probable otherwise it is most likely not true. According to (Wireless Philosophy, 2014) an argument is made up of two premises and a conclusion. Furthermore, one of the two premises is more likely than the other and the premises should support the conclusion. An adequate argument supports the conclusion and on the other hand, a poor argument does not. Rational people tend to look for true beliefs and are not afraid to ask questions if the speculate that something is false. According to Wireless Philosophy, (2014) there are two different types of arguments Deductive and Ampliative. A Deductive argument can prove that the conclusion is true, however the Ampliative argument does not guarantee but does make the conclusion look probable. It is important to think critically in an era where everyone is so influenced by what they see online and read. Learners should not be naive and should question something if they have any doubts. Learners should also carry out research and find facts/statistics on the subject in question if they are unsure whether to believe something or not (Wireless Philosophy, 2014). Many people think critically on a day-to-day basis, sometimes without realising it. For example, according to Indeed, Editorial Team (2021) “A manager analyses customer feedback forms and uses this information to develop a customer service training session for employees.” It is important that the manager thinks critically for the staff to improve next time. Another example of critical thinking is when a baker wants to make a cake they have to analyse and list all the ingredients that they require before starting to make the cake. If they start to make the cake without having one of the ingredients needed this shows poor planning ahead. If you are a critical thinker, then you can state that on your Curriculum vitae (CV) when applying for a job as it is a good key skill to have. If you have developed good critical thinking skills then learners should be able to “Solve complex problems for your team, customers or clients” and “Create new ideas that improve functionality, productivity and efficiency.” Indeed, Editorial Team (2021) All of these skills allow give opportunity to better yourself in a positive light, giving you a higher self-esteem and more confidence when communicating with others both in a work setting and outside of work in a social setting. Similarly creative thinking allows learners to widen their imagination. Businesses rely on creative thinkers to produce ideas and how their product can be advertised. Creative people usually question people with direct questions starting with how? or why not? The mind is full of limitless potential which means that everyone has a bit of creativeness in them. A critical thinker is a person who does not fear stepping outside of their confront zone. Overall to conclude, critical thinking allows a learner to question and therefore gain a better understanding.

Conclusion

To conclude, critical thinking allows learners to progress and therefore receive a higher standard of results in their future. Furthermore, note taking helps to ensure that learners can go back and read over the information that they have gathered, and it is all in one place. Time management is a “worthy goal of many human activities.” Stoilov, (2012). time management allows learners to stay organized and plan their time effectively. Academic writing ensures that what has been written is written in a formal way and with the correct language.

Study Skills

Name: Hannah Lovell  
Student Number: 2100252  
Module Code: ECGE4003P

Note Taking

Note taking involves research, academic reading, and documenting. As a result of note taking, it allows learners to remember the new information, helps with understanding and is a useful way to keep record of lectures. There are many different strategies learners can use for taking notes, it is important to work out what works best as an individual. Bullet points, colour and highlighting key information can be effective. It is important to make notes neat and easy to understand. It may be useful to read written notes back to someone else so that they stick. Furthermore, visual learners may find it more helpful to use pictures. On the other hand, for more concise notes then a spider diagram is more efficient. Some people find it more effective to take notes on a computer as it may be faster for them to type rather than write. According to Mometrix Test Preparation, (2015) the Cornell method is an effective note taking method to use. Firstly, start with a sheet of paper and divide it into four sections. It is important to title notes and write the date, so that learners stay organised and can keep them in order. The next step is to write the main notes using key words and abbreviations. It is important to leave space between notes in order to add more information later. Furthermore, learners should review, clarify, and synthesise their notes to make them smaller. Finally, summarise the main ideas and points. Study dates and important numbers. (Mometrix Test Preparation, 2015). Sridharan, (2019) states that pupils who took the time to write and read over their own notes performed to a higher standard rather than the pupils who had notes given to them by the teacher.

Time Management

When planning time effectively it is important to be realistic with what one can fit in, in the amount of time the individual has. The learner must work independently in order to work out what is best for them. Furthermore, to manage time effectively learners may keep a diary or create an activity timetable. As a result of managing time effectively learners should be able to meet the deadlines given to them and therefore produce a high standard of work. Good organisation is vital alongside managing distractions. By managing time effectively, it should result in receiving a balanced lifestyle of both work and enjoyment. Cottrell, (2013) Suggest that there are ten simple steps to good time management. The first step is that the learner should be systematic this suggests that they should act accordingly to a fixed plan that they have set in place. Furthermore, you should make a list of time requirements, these are tasks that are not able to be postponed and must be carried out. Next, clarify how as an individual how to spend your time and decide how to spend free time. It is vital to prioritise what is most important, for both business and pleasure. In addition, learners could make a timetable of what to do and when, it is important to stick to the plan that has been made. Similarly, apply time management skills that as an individual have learnt to day-to-day life. To conclude it is important to manage distractions and monitor that the plan is still working. (Cottrell, 2013). Procrastination comes hand in hand with time management according to Urban, (2016) procrastination is the action of delaying or postponing a task to have fun or by getting distracted. Trouble focusing, low self-esteem and fear of failure are just a handful of reasons that can cause procrastination. On one hand, spread the work out over more days and do little by little. On the other hand, leave it till last minute and start panicking. A non-procrastinator tends to be a rational decision maker and will be productive to get their work done on time. As opposed to a procrastinator who gets distracted, cannot concentrate, finds it hard to have a good balance between fun and work. (Urban, 2016).

Academic Writing

When writing academically it is vital to ensure that the work is kept formal, in third person, not first person and evidence is provided to back the points made. It is important to be objective and calm when writing in an academic style. Academic research is not a black and white issue, or a certainty and the learner’s language should reflect this. There are many different key words that learners can use in order to improve their work such as, similarly, alternatively, furthermore, in addition, however and comparison. On the other hand, learners should not use abbreviations such as:

|                                                                                                                              |                                                                                       |                                                                                                                                              |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Can't</li><li>• Didn't</li><li>• They're</li><li>• Etc. E.G.</li><li>• I.E</li></ul> |  | <ul style="list-style-type: none"><li>• Cannot</li><li>• Did Not</li><li>• They Are</li><li>• For Example</li><li>• This Is to Say</li></ul> |  |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

Critical thinking involves using evidence to support points this enables the learner to develop their argument. When writing each paragraph, it is useful to ask yourself, why am I writing this? and What point am I trying to make? The learner should keep their work concise and structured. It is useful to look at ways to improve different pieces of work. Furthermore, some people find it useful to re-draft and edit their work in order to make it better. It is vital to make sure that the meaning on the paragraph or sentencing is clear to the reader. Learners could also include linking and/or transition words throughout their work. Linking words help to assist the flow and structure of the assignment. Paraphrasing is not directly copying and pasting a piece of written work, it is putting it into your own words. This helps to show a good understanding. It is important to keep a record of where you found the information and include it as a reference. According to The University of Sydney, (2021) there are four different types of academic writing, they are Descriptive, Analytical, Persuasive and Critical. Descriptive writing is used to define, summarise, and report information. Analytical academic writing tends to include descriptive writing, facts and requires the ability for an individual to re-organise. Persuasive writing allows the learner to develop their argument and list their points of view. Critical writing is common for research. Instructions for critical writing include ‘debate’, ‘disagree’ and ‘critique’. (The University of Sydney,2021).

# **Reference list**

Cottrell, S. (2013) *The Study Skills Handbook*. (4<sup>th</sup> ed). Hampshire: Palgrave Macmillan. (Accessed 10<sup>th</sup> October 2021).

Doyle, A. (2020) *Critical Thinking Definition, Skills, and Examples*. Available at: [https://www.thoughtco.com/critical-thinking-definition-with-examples-2063745\\_](https://www.thoughtco.com/critical-thinking-definition-with-examples-2063745_) (Accessed: 4<sup>th</sup> October 2021).

Indeed, Editorial Team (2021) *What Are Critical Thinking Skills and How Are They Used?* Available at: <https://uk.indeed.com/career-advice/career-development/critical-thinking-skills> (Accessed: 4<sup>th</sup> October 2021).

Mometrix Test Preparation. (2015) *How To Take Cornell Notes Properly* [Video]. Available at: <https://www.youtube.com/watch?v=ErSic1PEGKE> (Accessed 10<sup>th</sup> October 2021).

Stoilov, T. (2012) *Time Management*. No Place: Intech Open. (Accessed 15<sup>th</sup> October 2021).

Sridharan, M. (2019) *Cornel I Method: A method to take great notes*. Available at: <https://thinkinsights.net/consulting/cornell-method-great-notes/> (Accessed 10<sup>th</sup> October 2021).

The University Of Sydney. (2021) *Types Of Academic Writing*. Available at: <https://www.sydney.edu.au/students/writing/types-of-academic-writing.html> (Accessed 11<sup>th</sup> October 2021).

Urban, T. (2016) *Inside the mind of a master procrastinator* [Video]. Available at: <https://www.youtube.com/watch?v=arj7oStGLkU> (Accessed 7<sup>th</sup> October 2021).

Wilson, M. (2018) *Critical Thinking*. Available at: <http://www.sussex.ac.uk/skillshub/?id=277> (Accessed: 4<sup>th</sup> October 2021).

Wireless Philosophy. (2014) *Critical Thinking - Fundamentals: Introduction to Critical Thinking HD* [Video]. Available at: <https://www.youtube.com/watch?v=Cum3k-Wglfw> (Accessed 7<sup>th</sup> October 2021).