



Critical Thinking

Verbal Communication - Justification

Description	Critical thinking using Immediate Feedback Assessment Technique
Task Type	In-class activity or tutorial
Time	15 minutes
Level	Introductory
Class Size	Small or large class
Learning Outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> ✦ Apply critical thinking techniques to business issues ✦ Justify and evaluate their critical thinking verbally
Method	<p>Students are divided into small groups (2-3 students per group). The Immediate Feedback Assessment Technique (IFAT)* will be used. (See below for description of the cards.)</p> <p>Students are given a set of multiple choice questions and asked to determine the answers to those questions as a group. They should be asked to come to a consensus about their answer rather than just going for the answer that most people voted for.</p> <p>Once they have determined the answer to a question, they should scratch off the answer on their scratchy. If it is correct then they will find a * under the answer, if it is wrong, they should evaluate their answer and determine what the right answer might be. They can then scratch off that answer. They get 4 points if they get it right the first time, 2 if they get it right the second time and 1 if it takes three tries.</p> <p>Lecturer should be prepared to help students understand why a particular answer is correct.</p>

	Questions provided come from a variety of business disciplines, other questions can be used as required.
Concluding Activity	Have a quick debrief at the end and answer any outstanding questions. Relate back to importance of critical thinking in Business.
Assessment	Can be used as a group assessment giving the marks as indicated above. Can also be used as an in-class activity with the marks used as motivation.
Tips	Encourage students to justify their choices to one another by telling them to read consensus.
Student Instructions	<ul style="list-style-type: none"> ✳ Introduce yourselves to one another and ensure you learn each other's names. ✳ Decide on your own answer and then determine your group's answer to each of the questions. You should try to get consensus on the right answer – do not just go for the one that most people have answered. ✳ Once you have decided on the answer, scratch it off. If the answer is correct there will be a * underneath. ✳ If you get the wrong answer (there is no *), discuss it again in your group and then scratch off the answer. ✳ Proceed in this fashion until you get the right answer. ✳ Give yourself 4 marks if you get it right the first time, 2 for the second, 1 for the third and 0 if you needed to take more than 3 times to get the right answer. ✳ If you do not understand why the answer given is correct then ask your tutor/lecturer to help. Try to ensure that you understand each answer before you go on to the next question.
Additional Material	<p>*Immediate Feedback Assessment Technique (IFAT) cards are available from Epstein Education at URL: www.epsteineducation.com</p> <p>The IFAT scratchy cards are cards that provide answers to multiple choice questions. The students scratch off their preferred answer – if it is correct then a * will appear, if not then they can try again. (Thus giving the students immediate feedback and enabling them to evaluate their own reasoning immediately.)</p>

Sample Questions

Question 1

Assume that the following is always true:

“The value of the dollar drops when the price of oil rises”

What can we conclude?

- A. If the value of the dollar rises then we know that the price of oil has not risen.
- B. There is a direct correlation between the price of oil and the value of the dollar.
- C. The value of the dollar will rise if the price of oil goes down.
- D. The price of oil will go up if the value of the dollar drops.

Question 2

A sign on a shop window states:

“Up to 20% off absolutely everything”

If I go into the shop to buy a shirt, what can I expect?

- A. The price of my shirt will be 20% off the normal retail price.
- B. There is a chance that my shirt will cost 20% less than the normal retail price.
- C. The price of everything in the store will be 20% less than the normal retail price.
- D. None of the above.

Question 3

The argument below about e-business would be strengthened MOST by which of the following statements?

E-business is gradually taking over from ordinary “bricks and mortar” premises. The companies listed on the NASDAQ, the stock exchange index for new technology companies, rose on average more than twice as fast as the fastest-rising stocks listed on the Dow Jones index.

- A. An article in the Financial Times indicating that a large proportion of traditional (non e-business) firms have gone bankrupt than new e-businesses.
- B. A report by a financial expert stating that share prices are set to rise in the future.
- C. An end-of-year statement by a company listed on the NASDAQ announcing record profits for the past year.
- D. A reduction in corporation tax for new e-businesses.

Question 4

Maria Winstanley walks into the Auto Universe car yard one Saturday afternoon. A salesperson, Max Bristol, approaches her, and begins to talk to her about the vehicles on display. Maria is a bit nervous about the whole situation, and tells Max that her budget is rather limited. Over a period of thirty minutes, Max shows Maria eight cars and engages Maria in conversation.

Near the end of their discussion, Max says, *'So there you have it. We've looked at quite a few models, but I think a discerning person like you will be thinking only of the top two models in our range: the Centaur SL, and the Woomera GTO. Which one will it be? It's a tough decision, I know.'*

Of the following, the most likely primary purpose behind these statements and question is that:

- A. Max is attempting to restrict Maria's range of choice to only two models.
- B. Max is trying to help Maria by simplifying her choice.
- C. Max is trying to be low-key, leaving the choice wide open for Maria to make.
- D. Max is trying to evenly balance the choice between the Centaur and the Woomera.

Questions 5 – 7

(Adapted from ACER, 2003)

The following passage is adapted from a work on criminology published in 1941. After reading it, answer the questions below.

It is often said that 'crime does not pay', but very few try to discover who it is that crime does not pay. The saying is generally supposed to refer to the criminal, but in reality it refers to that part of the community which pays the taxes. The taxpayer provides the money to pay for jails, prisons and penitentiaries. How much better it would be if we were sufficiently enlightened for such money to be used in training parents and teachers to guide children wisely; to provide adequate means of living; to sort out, before they get into difficulty, those who could never adjust themselves constructively to society; and to place them where they would be under proper supervision; not only to place them under proper supervision but to allow them to develop to the limit of whatever their capacity might be, and to keep them throughout life where they would be protected from society and where society would be protected from them.

Question 5

The writer urges that resources be diverted from:

- A. Prevention to cure.
- B. Diagnosis to therapy.
- C. Unproductive to productive members of society.
- D. Punishment of crime to prevention.

Question 6

In quoting the saying '*Crime does not pay*' the writer is

- A. Expressing regret at an unfortunate trend.
- B. Drawing attention to the economic costs of crime.
- C. Implying that criminals are generally wealthy.
- D. Encouraging taxpayers to demand heavier sentences.

Question 7

Which of the following statements constitutes an objection to the writer's argument?

- A. It is unjust to limit the activities of people who have done no actual harm.
- B. Potential deviants can be identified with complete reliability.
- C. It is unjust to expose vulnerable people to the harsh competitive realities of life.
- D. It is unjust to expose the innocent to people who are certain to do harm.

ACER (2003) Graduate Skills Assessment Sample Questions. Available from URL:

http://www.acer.edu.au/documents/GSA_SampleQuestions.pdf