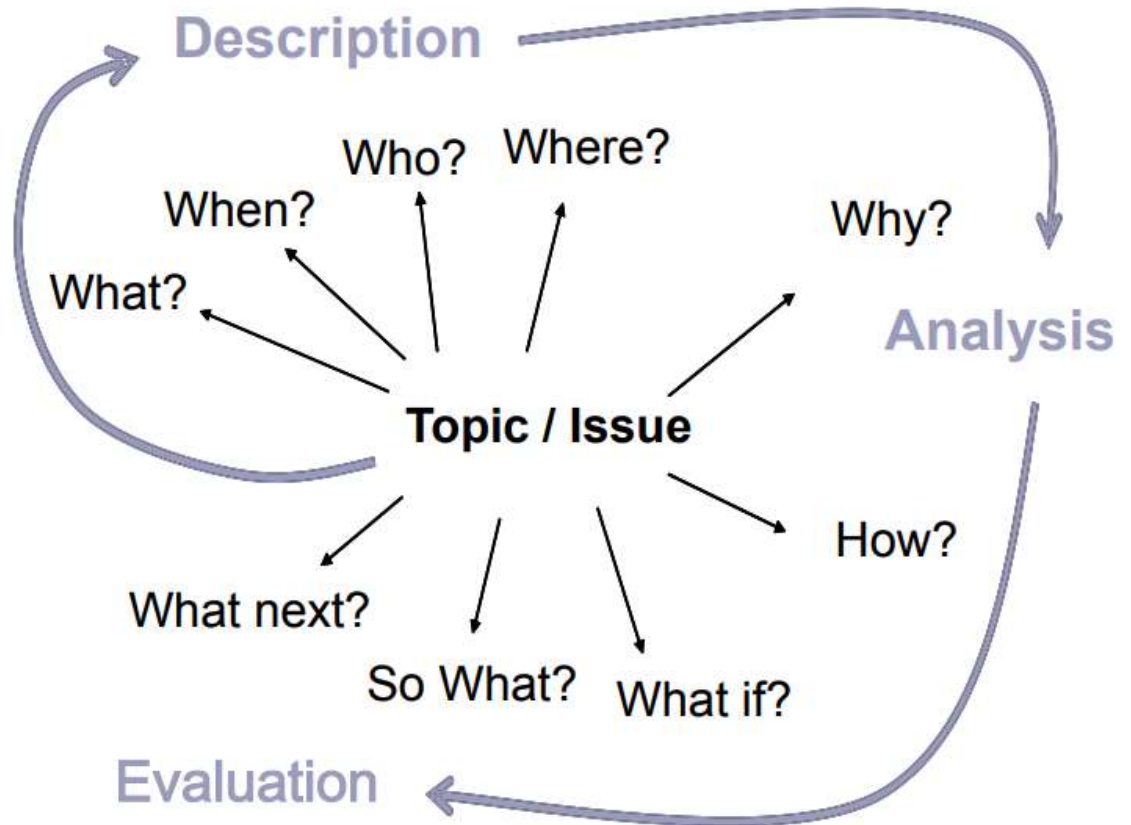


**SXIE - Best Practice 2018-19**

**Format as in the AQAR ( hints are added)**

<b>Title of the Practice</b>	ENGAGING IN TEXT CRITIQUING
<b>Goals</b>	<p>Hint:</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• To understand the steps of text critiquing.</li> <li>• To review the text critically</li> <li>• To analyse the text to understand the author’s perspective</li> <li>• To understand the context of the text</li> <li>• To enable students to reflect on the text</li> <li>• To generate alternate perspectives</li> <li>• To develop critical thinking</li> <li>• To find out if there is a difference in the critical thinking before and after the activity</li> </ul> <p>Expected Outcomes</p> <ul style="list-style-type: none"> <li>• Students will be able to analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts.</li> <li>• Students will demonstrate ability to use the terms, categories, and concepts of critical or “close” reading.</li> <li>• Students will get working knowledge of literary canons in subject/language, as well as strategies for critiquing them.</li> <li>• Students will get experience of conducting research and, creative writing &amp; the production of new artistic work.</li> <li>• Students will write well—critically, creatively, or both.</li> </ul>
<b>Context</b>	<p>A critique is an exercise in judging the value of a piece of writing or research. It is also a way of improving your own skills by looking at the way other writers and researchers work. It is a valuable exercise in the careful reading of text that will increase your understanding of a particular subject. Text critiquing is an activity which will enable students to develop their analytical skills. It encourages reflective practice and an intensive engagement with texts. It will help build a number of competencies like reading, writing, presentation. It will also be a basis for classroom research.</p> <p>Theoretical Framework, any model or research background :</p> <p>MODEL TO GENERATE CRITICAL THINKING BY PLYMOUTH UNIVERSTIY</p>



Critical thinking consists of the following :

- Describing
- Analysing
- Reasoning
- Reflecting
- Criticising /Critiquing
- Evaluating

Some of the definitions of critical thinking are as follows:

- ‘::: correct assessing of statements’ (Ennis, 1962,p.8)
- ‘::: the propensity and skill to engage in an activity to reflective skepticism’ (McPeck, 1981,p.8) ::: ‘the intelligent use of all available evidence for the solution of some problem’ (McPeck, p. 12)
- ‘::: reflective and reasonable thinking that is focused on deciding what to believe or do’ (Ennis, 1985b, p. 45).
- ‘::: the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems’ (Chance, 1986,p.6).
- ‘::: to detect and avoid fallacious reasoning and to analyze deductive and inductive arguments’ (Kurfiss, 1988, p. iii).
- ‘active, systematic process of understanding and evaluating arguments’ (Mayer & Goodchild, 1990,p.4)
- ‘::: careful and deliberate determination of whether to accept, reject, or suspend judgment’ (Moore & Parker, 1991,p.4).
- ‘::: Thinking about your thinking while you’re thinking to make your thinking better’ (Paul, 1993, p. 91).

•‘...thinking aimed at forming a judgment’ where the thinking itself meets standards of adequacy and accuracy (Bailin et al., 1999, p. 287), or ‘fulfilling relevant standards of critical assessment in carrying out thinking tasks’ (

(PDF) *A Model of Critical Thinking in Higher...* Available from:

[https://www.researchgate.net/publication/268813233\\_A\\_Model\\_of\\_Critical\\_Thinking\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/268813233_A_Model_of_Critical_Thinking_in_Higher_Education) [accessed Aug 01 2018].p.291

The above definitions clearly state that critical thinking involves indepth engagement with content and developing scientific arguments for the same.

Role of Student Teachers: Student teachers would be oriented on what is text critiquing. The teachers in their respective subjects will then present texts for critiquing and the student teachers would follow the method given to them and later present their work.

How will stakeholders be benefitted : The activity will produce teachers who will be confident, objective and rational in their thinking. Thus the stakeholders would get teachers who are research minded.

Hint

How : Steps to be followed

**Phases :**

**1. Pre test**

**2. Phases:**

- **Pre critiquing phase**
- **Actual text critiquing phase – Analysing, Evaluating, Writing**
- **Reflection phase**

**3. Post test**

**Actual Practical aspect**

**PRE TEST TO BE GIVEN ON STUDENTS’ CREATIVE ABILITY**

**Steps of Text Critiquing**

**A. Pre critiquing Phase:**

- Read and highlight text which you think is important
- Think deeply about the points highlighted and the author’s perspective
- Re read if required
- Make a mind map of what you have read or any diagrammatic format
- Refer to different authors on the same ideas expressed in the article

**B. Actual Text critiquing Phase:**

- *Analyse the text*
  - list the main points of the article,
  - discuss the arguments made to support the author’s point of view,
  - present the evidences in the article,
  - write the conclusions of the author.
- *Evaluate the text*
  - Comment on the text
    - Is the argument logical?

	<ul style="list-style-type: none"> <li>○ Is the text well organised, clear and easy to read?</li> <li>○ Have important terms been clearly defined?</li> <li>○ Are the facts accurate?</li> <li>○ Do the arguments support the main point?</li> <li>○ Is there sufficient evidence for the arguments?</li> <li>○ Does the text present and consider opposing points of view?</li> <li>○ Does the material help you understand the subject?</li> <li>○ What questions/observations does this article suggest?</li> <li>○ What does this text make you think about ?</li> </ul> <ul style="list-style-type: none"> <li>● <i>Writing the critique</i> – ESSAY FORMAT- Introduction, Body and Conclusion</li> </ul> <p><b>Introduction</b> : The Main points on which you wish to write your critique on.</p> <p><b>Body</b> – Your position on the points stated by the author, your stand on the evidences posed in the article. The body must contain your arguments supported by references and evidences. The following points can be highlighted:</p> <ul style="list-style-type: none"> <li>- The aim of the author</li> <li>- Why was this topic chosen by the author- the background</li> <li>- Why was the perspective of the author stated in the article? Any background?</li> <li>- What were the strengths and weakness of the article?</li> </ul> <p><b>Conclusion</b> – Benefits of your point of view to the community at large and general views on critiquing texts.</p> <p><b>C. Reflection Phase</b>– The student’s entire experience the positive and challenging aspects to be written here.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>POST TEST ON STUDENT’S CRITICAL THINKING ABILITY</b></div>
<p><b>Evidence of success</b></p>	<p>add expected areas of success</p> <ul style="list-style-type: none"> <li>● Grading of the text critique submitted by students</li> <li>● Presentation by students</li> <li>● Pre test – Post test comparison</li> </ul> <p>Advantages : Students will be focussed in reading texts. Reading skills can be developed. The interest of students in other areas can be developed. More involvement of students in the library. There will be meaningful interaction between teachers and students.</p>
<p><b>Problems encountered</b></p>	<p>Students need to be motivated for the activity. Time to be provided in the timetable. Teachers/Librarian must provide relevant articles/books/research papers in journals/periodicals to all students, of their interest. More guidance time is needed as all students may not be competent for the activity. The students will have to put in additional time for this activity.</p> <p>From various stakeholders perspective</p> <p>Financial</p> <p>Time Crunch</p>

<b>Notes</b>	
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