



The ACEDA Team

# CRITICAL ANALYSIS 1: THINKING & READING

- If you are having difficulties seeing the screen or hearing, sign out and back in again.
- Please mute your microphone when joining the session.
- You can unmute yourself when necessary.

**Session will start at:**

**XXXXX**

**Please note, these workshops are interactive!**

Please turn on your camera when the session starts. Message the lecturer if you are unable to unmute your microphone during the session.



# Aims and Objectives

The ACE Team

Develop your understanding of thinking and reading critically

Identify appropriate resources with the CRAAP Test, assessing their reliability and credibility

Read with purpose, evaluating scholarly resources with the Critical Thinking Model

**By the end of this lesson, you will be able to:**

Identify and evaluate appropriate scholarly resources, engaging critically with their findings.



# Thinking Critically

**Task**

**1. What does it mean to be 'critical'?**

Please put your answers in the chat!

Answer

## 1. What does it mean to be 'critical'?

- To analyse information and make a logical decision about the extent to which you believe something to be true or false.
- To move beyond description, evaluating the validity, usefulness, or coherence of a source.

Task

- 2. Why do you think criticality is important for your studies?**
- 3. Can you think of some barriers to critical thinking that students might face?**

In breakout rooms, discuss your responses.

Answer

## 2. Why do you think criticality is important for your studies?

- Demonstrate an engagement with relevant research and theory in relation to your argument.
- Question the validity of sources and their application to organisational practice.
- Facilitate the creation of new ideas and inform future decision making.

Answer

## 3. Can you think of some barriers to critical thinking that students might face?

- Reluctance to critique experts.
- Mistaking critical analysis for focusing on the negative.
- Trusting assumptions, preconceptions, biases, experiences, or beliefs.



## Criticality in your Degree Apprenticeship...

You are expected to demonstrate a sophisticated approach to critical analysis. This involves:

- Identifying a range of relevant concepts, theories, and models to help you understand an issue.
- Exploring relevant sub-issues and associated problems, benefits, challenges, drawbacks and limitations.
- Demonstrating an understanding of alternative perspectives, issues, concepts, theories and models.
- Assessing gaps in research and contributing new ideas and applications.

(Adapted from Glasgow Caledonian University, 2022)

# QA 'Criticising' and 'Being Critical'

Task

A. Criticising	B. Being Critical
<ul style="list-style-type: none"><li>1. Disapproving</li><li>3. Subjective</li><li>5. Lacks rationale</li><li>6. Limited evidence</li></ul>	<ul style="list-style-type: none"><li>2. Objective</li><li>4. Factual</li><li>7. Balanced</li></ul>

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# Reading Critically

# QA Identifying Appropriate Resources

The ACE Team

**Task**

**How can we assess the reliability and credibility of a resource?**

Please put your answers in the chat!

# QA Identifying Appropriate Resources

## The CRAAP Test:

Developed by librarians at California State University-Chico, **the CRAAP Test is a helpful 'checklist' for assessing the reliability and credibility of a resource.** This checklist is usually presented as a list of questions.

**Currency** – the timeliness of the information.

**Relevance** – the importance of the information to your needs.

**Authority** – the source of the information.

**Accuracy** – the reliability, truthfulness, and correctness of the content.

**Purpose** – the reason the information exists.

# QA Identifying Appropriate Resources

The ACE Team

Task

**In breakout rooms, generate 3 questions which could be used to assess a resource's credibility.**

**Each group will be assigned a category from the CRAAP Test:  
Currency, Relevance, Authority, Accuracy, or Purpose.**

Example **Answer** for Currency:

When was the information published?  
Has the information been revised or updated?  
Is the information current or out-of-date?

# QA Identifying Appropriate Resources

## Answer

### Currency

#### The timeliness of the information

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- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?

### Relevance

#### The importance of the information for your needs

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- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Have you looked at a variety of sources before choosing this one?

### Authority

#### The source of the information

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- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?

### Accuracy

#### The reliability, truthfulness, and correctness of the content

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- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source?

### Purpose

#### The reason the information exists

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- What is the purpose of the information?
- Do the authors/sponsors make their intentions or purpose clear?
- Does the point of view appear objective and impartial?

# QA Identifying Appropriate Resources

## Artificial intelligence in industry

🌐 3 languages ▾

Article [Talk](#)

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From Wikipedia, the free encyclopedia

**Industrial artificial intelligence**, or **industrial AI**, usually refers to the application of [artificial intelligence](#) to industry.<sup>[1]</sup> Unlike general artificial intelligence which is a frontier research discipline to build computerized systems that perform tasks requiring human intelligence, industrial AI is more concerned with the application of such technologies to address industrial pain-points for customer value creation, productivity improvement, cost reduction, site optimization, predictive analysis<sup>[2]</sup> and insight discovery.<sup>[3]</sup> Although in a dystopian vision of AI applications, intelligent machines may take away jobs of humans and cause social and ethical issues, industry in general holds a more positive view of AI and sees this transformation of economy unstoppable and expects huge business opportunities in this process.<sup>[4]</sup>

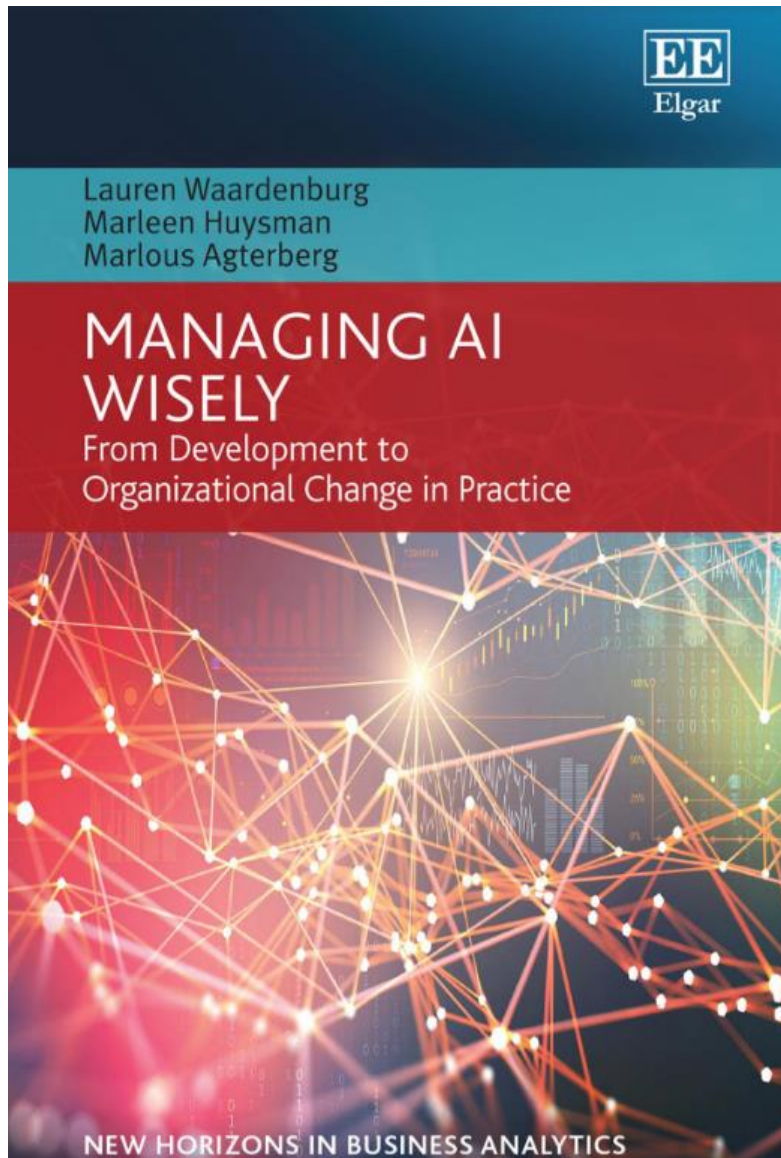
### Task

1. Using your knowledge of the CRAAP Test, should we trust this resource?
2. Would it be appropriate to use in your assignment?



# QA Identifying Appropriate Resources

The ACE Team



## Task

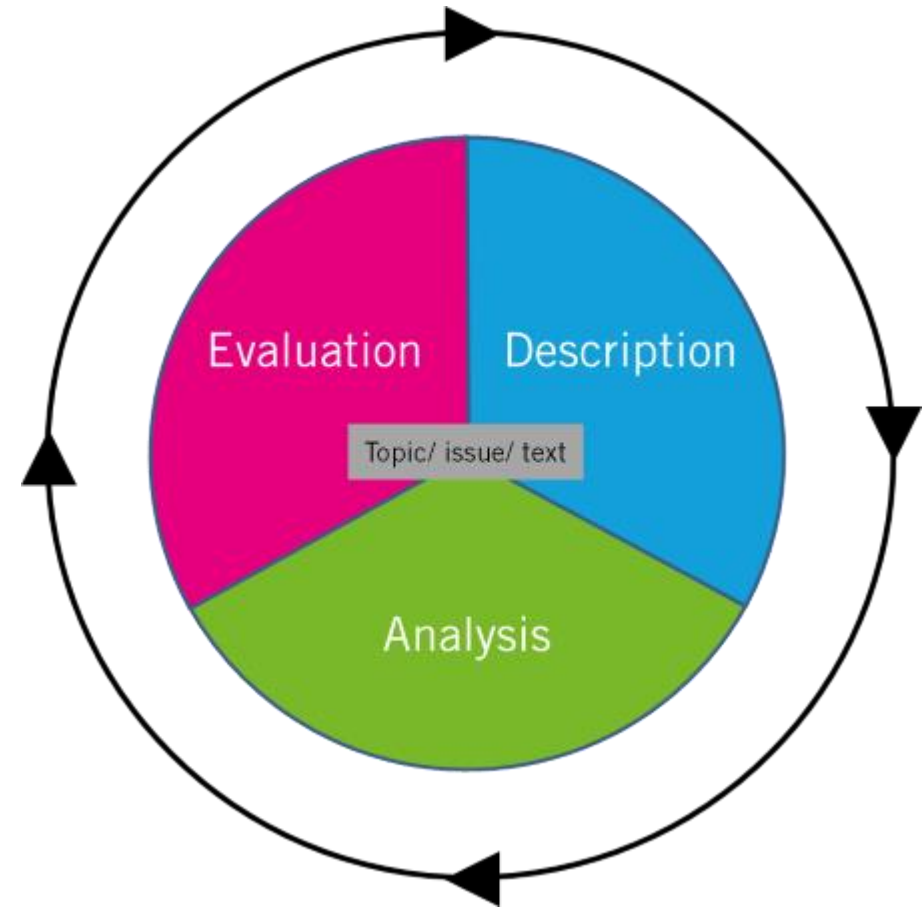
1. Using your knowledge of the CRAAP Test, should we trust this resource?
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# QA Reading Critically

Tip

## The Critical Thinking Model

- Asking **meaningful questions** is central to reading critically.
- Your **questions should assess a source's strengths and limitations**, rather than accepting the information at face value.
- This three-stage model will help you generate questions to **describe**, **analyse**, and **evaluate** scholarly resources.



(University of Leeds, 2023)

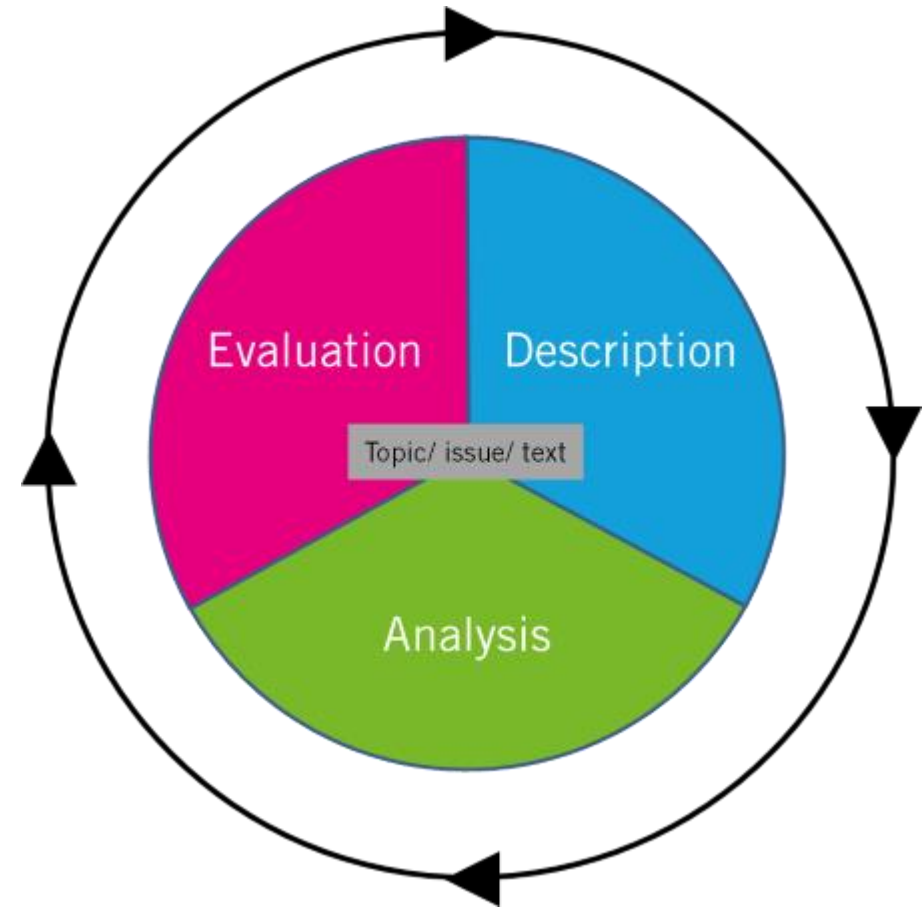
# QA Reading Critically

Tip

## Descriptive Questions: Who? What? Where? Why?

These will help you to **establish the background and context.**

- **Who** wrote this?
- **What** is it about?
- **When** was it written?
- What is the **aim** of the text?



(University of Leeds, 2023)

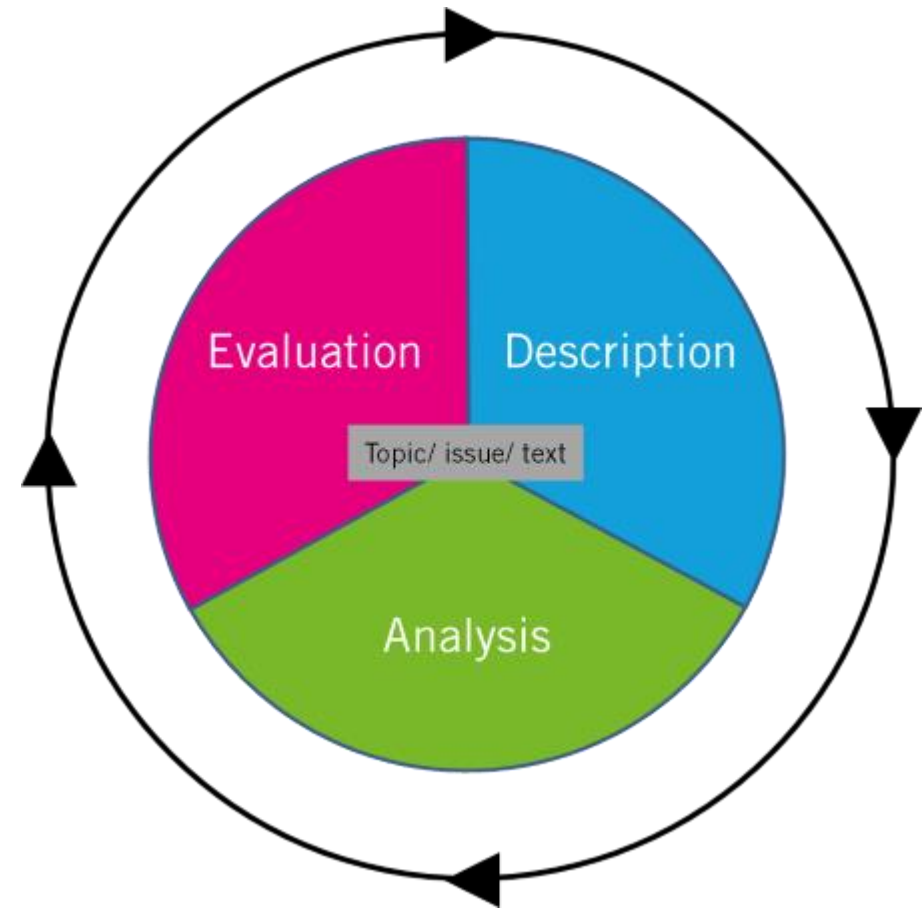
# QA Reading Critically

Tip

## Analytical Questions: How? Why? What if?

These will help you to **examine methods and processes, causes, and alternatives.**

- **How** was the **research conducted**?
- **How** might one factor **impact** another?
- **Why** are these theories discussed?
- What are the **alternatives**?
- What are the **contributing factors** to the problem?
- What if one factor is removed or altered?



(University of Leeds, 2023)

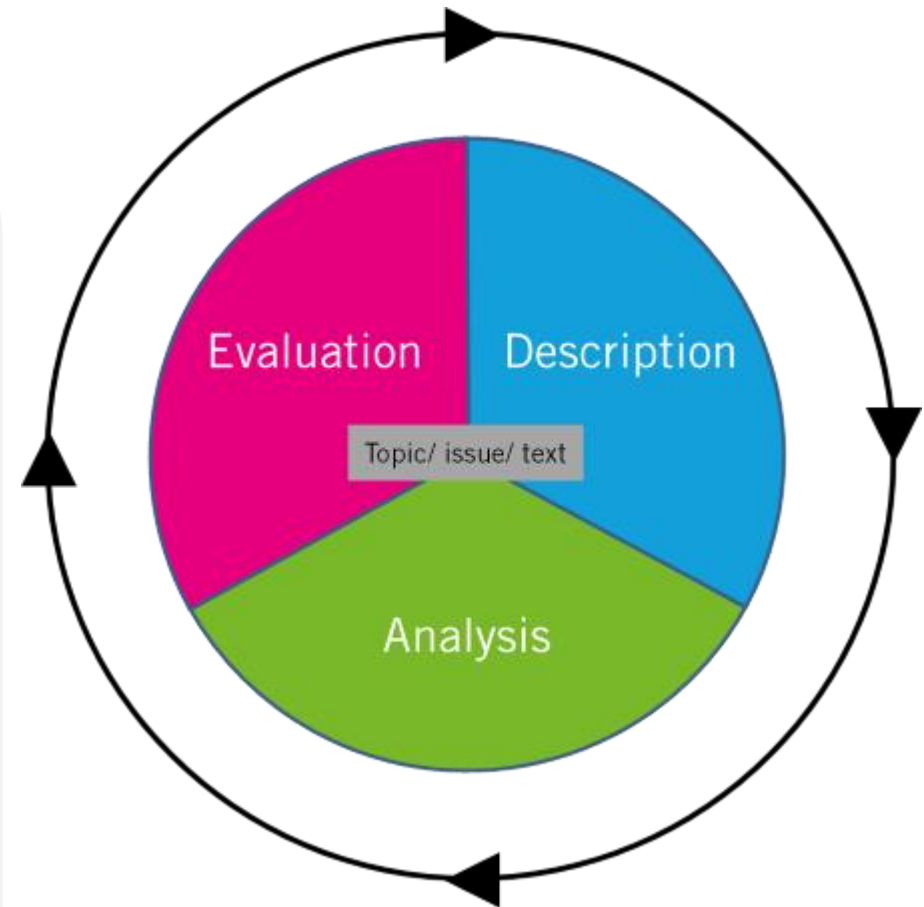
# QA Reading Critically

Tip

## Evaluative Questions: So What? What Next?

These questions will enable you to make judgments and **consider the relevance, implications, significance and value of a resource** – leading to reasonable conclusions, solutions, or recommendations.

- **What** do I **think** about this?
- Is it **significant** or **convincing**? Why? Why not?
- **How** does this **compare** to other research I have read?
- **What** can be **learnt** from it?
- What should be **done next**?



(University of Leeds, 2023)

## QA Reading Critically

**Below is an excerpt of a journal article from *Global Business Review*. It considers the impact of employee well-being on organisational success.**

Research shows that employee well-being is an important consideration for organisations. It has a significant impact on the performance and survival of organisations by affecting costs related to illness (Grawitch, Gottschalk & Munz, 2006) and job performance (Wright, 2010). Employee well-being accelerates productivity at individual as well as organisational levels, whereas in the absence of it, the organisation may face cumulative financial and non-financial loss [...] Employee well-being is not only important for individuals but also plays a crucial role in organisational success. It is found that organisations which focus on employee well-being can develop competitive advantages in the long run (Wright, 2006).

(Adapted from Pradhan and Hati, 2020, p. 5)



**Assess the strengths and limitations of the author's argument by asking and answering analytical and evaluative questions.**

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# Reading Critically

In groups, assess the strengths and limitations of the author's argument.  
You can use the analytical / evaluative questions as prompts.

## Analytical Questions

1. Why are these theories being discussed?
2. What are the strengths/ limitations?
3. Are there any alternatives?

## Evaluative Questions

1. What do I think about this?
2. Is it significant / convincing in relation to my professional context?
3. What can be learnt from it?



## Analytical Questions

1. Why are these theories being discussed?
2. What are the strengths and limitations? Alternatives?

**1)** Theory is employed to support the scholar's arguments on the importance of employee well-being, which is linked to considerations such as financial cost and performance.



**2)** The scholar could have considered additional factors which impact work productivity and reduce organisational costs, for example, opportunities for progression, a strong leadership team, and process optimisation. This would have incorporated alternative perspectives on aspects which contribute to wellbeing in the workplace.



**3)** Providing employees with opportunities for progression, a strong leadership team, and optimised system procedures not only has a positive impact on organisational productivity and costs, but it also affects employee well-being. For example...



Answer

## Evaluative Questions

1. What do I think about this?
2. Is it significant / convincing?
3. What can be learnt from it?

**1)** The research demonstrates that implementing a company-wide strategy on employee well-being has the potential to increase performance and reduce costs through staff retention. This is evident at Company X through...



**2)** However, the scholar does not examine the extent to which additional factors may impact productivity and reduce organisational cost. For example, employee progression, a strong leadership team, and process optimisation.



**3)** When investing in employee well-being initiatives, a wide range of factors should be considered, including...



# QA Reading with Purpose

The ACE Team

Tip

As you read, **annotate your sources using those descriptive, analytical, and evaluative questions.** This will enable you to:

- Read with purpose
- Engage critically with the author's findings, assessing their strengths and limitations
- Locate evidence to support your arguments
- Propose reasonable solutions and recommendations



# QA Critical Thinking Checklist

The ACE Team

Tip

You can use the **ACE Critical Thinking Checklist** to assess the **criticality of your work!**

Critical Thinking Checklist	✓ or X
Have I presented an argument?	
Have I justified my argument?	
Have I explained its significance?	
Is my argument convincing?	
Have I connected my ideas with appropriate signalling language?	
Are my ideas supported with evidence?	
Have I engaged critically with scholarly resources, evaluating the validity, coherence, and usefulness of their arguments?	
Have I considered the strengths and limitations of their positions?	



# Review



# Review

**1. The 'C' in CRAAP Test stands for 'Credibility'**

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# Review

## **2. Describing sources is a form of critical engagement**



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# Review

**3. Analytical questions examine methods and processes, causes, and alternatives.**

**They focus on the following:**

**How? Why? What if?**



# Review

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**They focus on the following:**

**How? Why? What if?**



## You might also like...

ACE materials:

- The ACE Critical Thinking Checklist
- Evaluating Sources & Reading Critically Quick Guide
- Critical Thinking Quick Guide
- Critical Writing – Building an Argument Quick Guide
- Use of Sources Quick Guide

External resources:

- Cardiff University's *Critical Reading and Thinking Skills*:  
[https://xerte.cardiff.ac.uk/play\\_12097#page1](https://xerte.cardiff.ac.uk/play_12097#page1)
- The University of West London's *Writing Critical Paragraphs*:  
<https://www.uwl.ac.uk/current-students/support-current-students/academic-support/writing-critical-paragraphs>



# Academic Concern?

The ACE Team

## Step 1

Look on the ACE page for resources (3 formats)

[ACE Page](#)

## Step 2

Check the upcoming workshops

[Book a Workshop](#)

## Step 3

If you are still unclear, book in a tutorial

[Book a Tutorial](#)

Thank you for attending today's ACE workshop!  
We would be grateful if you could take 2 minutes  
to complete our **feedback form**.

[ACE Team Feedback Form](#)

# QA References

Central Michigan University (2022) *The CRAAP Test*. Available at: [https://libguides.cmich.edu/web\\_research/craap](https://libguides.cmich.edu/web_research/craap) (Accessed: 28 September 2023)

Cottrell, S. (2003) *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan

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Pradhan, R.K. and Hati, L. (2022) 'The measurement of employee well-being: development and validation of a scale'. *Global Business Review*, 23(2), pp. 385-407

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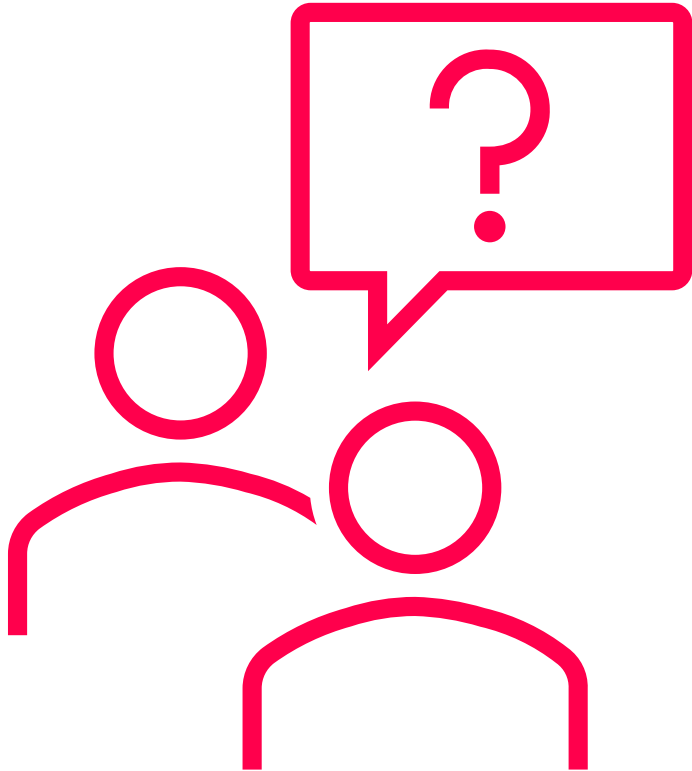
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QA

# Any Questions?



**Thank You!**