

Storytelling Method for Critical Thinking in Teaching and Learning Practice



Dr. Evy Sakellariou, FHEA, FCIM
MIME Course Director, Senior Lecturer

Teaching and Learning Festival
KBS June 2019



Abstract

- **Critical thinking will become one of the top employability skills in the workplace however, it remains a teaching and learning academic challenge.**
- **By piloting a storytelling methodological approach in embedding critical thinking tools in the class, students showed high engagement and improved their performance in evidence-based reasoning.**
- **Students' assessments and video-taped reflections are presented and discussed.**



**Is Critical Thinking
important for
Employers?**

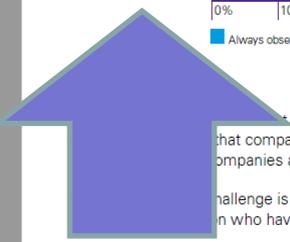
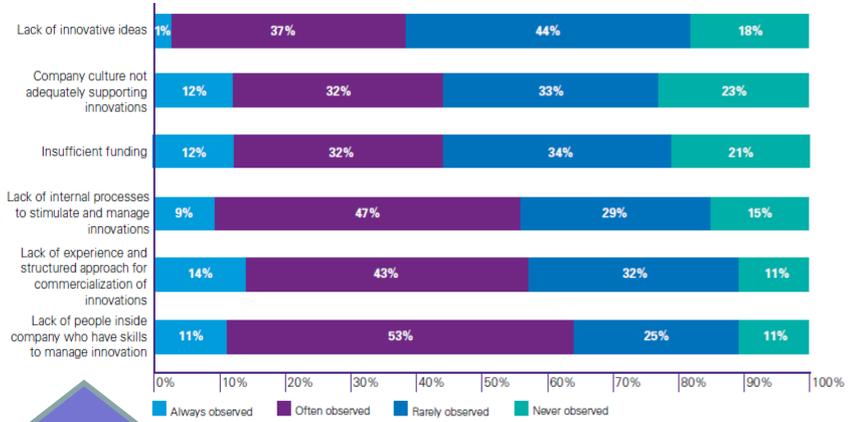


What Employers Want

Innovation: The Six Common Challenges Employers Face

Lack of people inside organisation who have skills to manage innovation is the most observed challenge

% of companies across all industries on how they experience the six common challenges related to innovation



Each of the six challenges that companies face in terms of innovation is observed by a significant number of companies across all industries. The most common challenge is the lack of people inside the organisation who have the skills to manage

innovation, followed by the challenge of lack of experience and having a structured approach to commercialise. On the other hand, company culture is ranked as the least common challenge.

KPMG EUROPEAN INNOVATION SURVEY 2016 | 23

KPMG viewpoint

The most common challenge that companies observe most often in terms of innovation are rooted in a lack of people inside the company who have skills to manage innovation.

Partnerships e.g. with academics or other third parties are a critical success factor, but they need to have the right structures, models and infrastructure to create added-value.

Further initiatives that companies can undertake to increase the number of skilled people to manage innovation can be recruitment of qualified employees, conducting training focused on innovation process skills, developing innovation hubs, or having employees fully dedicated to innovation. For this, a focus on the right mix of capabilities, capacity and capital to sustainably drive innovation is crucial.

Export PDF

Adobe Export PDF

Convert PDF Files to Word or Excel Online

Select PDF File

KPMG-Europe...tioners.pdf

Convert to

Microsoft Word (*.docx)

Document Language: English (U.S.) Change

Convert

Create PDF

Edit PDF

Comment

Combine Files

Organize Pages

Fill & Sign

Send for Signature

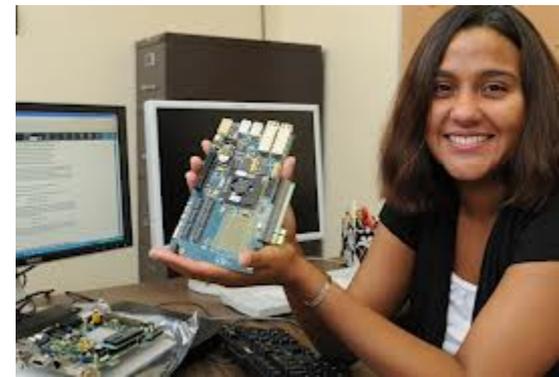
Send & Track

Store and share files in the Document Cloud

Learn More

“The most common challenge that companies observe most often in terms of innovation are rooted in a lack of people inside the company who have **skills** to manage innovation”.

KPMG Innovation Survey Report:23



Top 10 Skills Employers Want

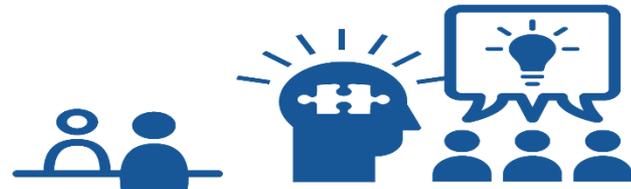
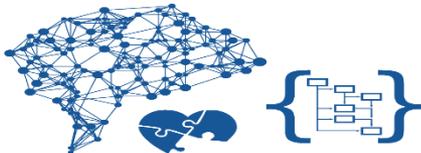
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

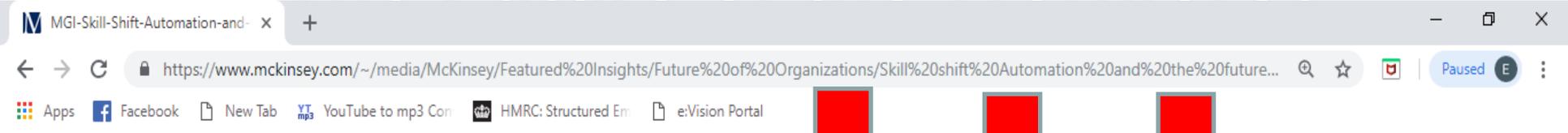
in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



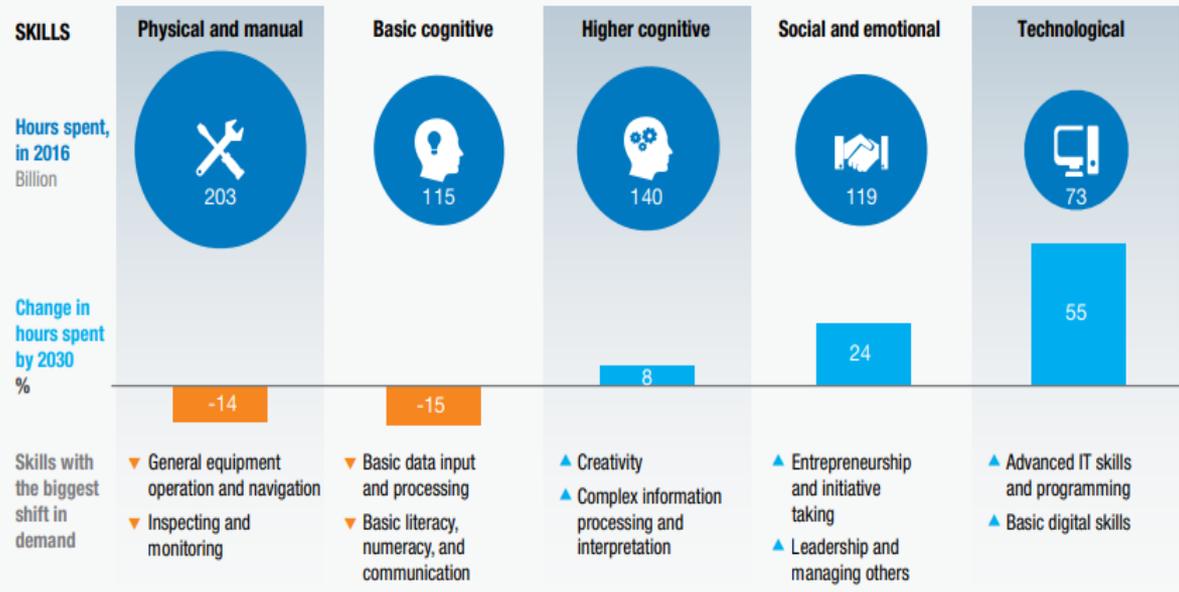
What the Future Brings for the Workforce

McKinsey Global Institute 2018 The Future of the Workforce



Automation and AI will change the skills needed in the workforce

Total is for United States and 14 Western European countries



HOW WORKFORCE SKILLS WILL SHIFT

Theoretical Framework

Critical Thinking



Etymology

The word "critical" derives etymologically from two Greek roots:

"kriticos" (meaning discerning judgment)

"kriterion" (meaning standards, the basis for evaluation)

Etymologically, then, the word implies the development of "discerning judgment based on standards."

κριτικός

kritikos / able to discern

Erasmian Pronunciation

LOGOS

CRITERION

The basis for evaluation:
this one that decides
and evaluates!

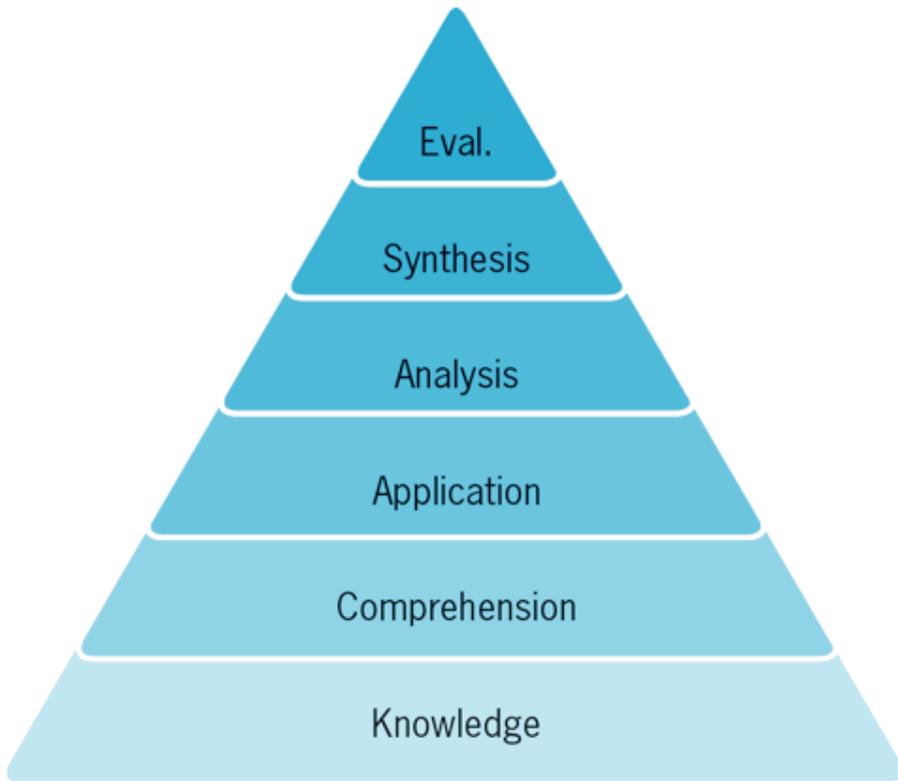


www.wordpandit.com

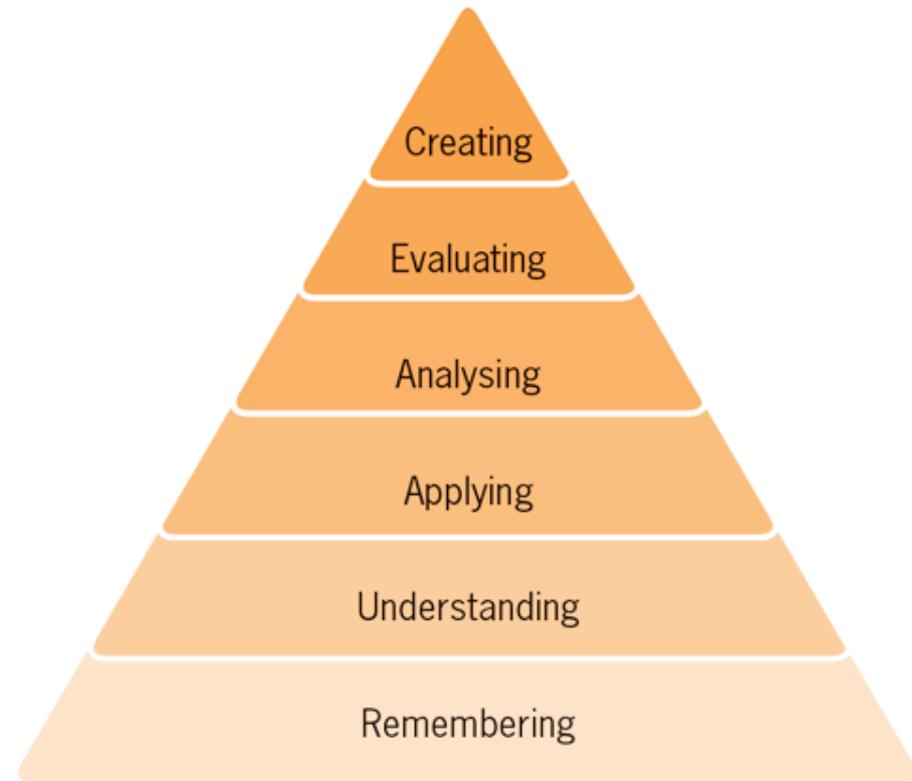


Critical Thinking

The new version



Old version



New version

Paul, R. & Elder, L. 2012. Critical Thinking. Tools for taking charge of your learning and your life. Boston, MA: Pearson Education Inc.

Critical Thinking Skills

- ✓ Information Skills (finding it)
- ✓ Interpretation (making sense of it)
- ✓ Analysis (examining it in detail)
- ✓ Evaluation (assessing its quality)
- ✓ Inference (reading between the lines)
- ✓ Explanation (making sure you and others understand it)



Storytelling in Teaching



Pedagogy of Storytelling

- ✓ **Student engagement**
- ✓ **Deep reflection**



Definition

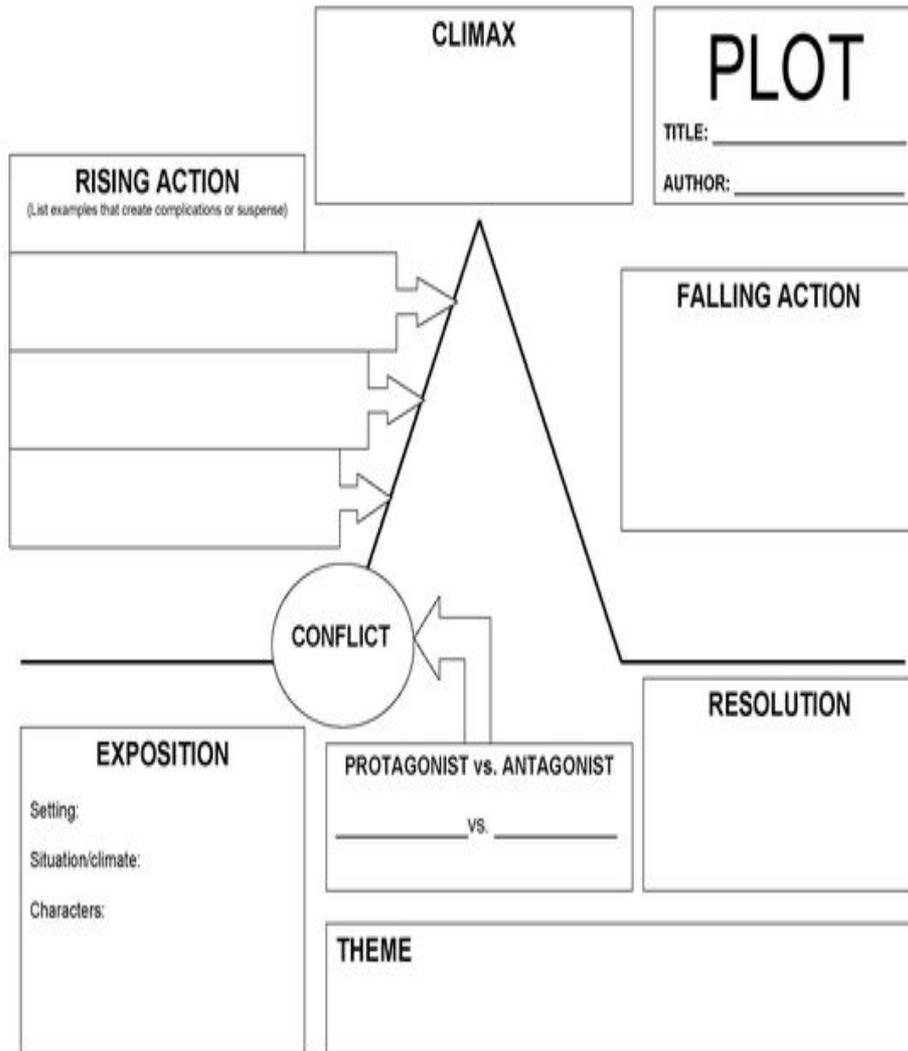
Story is a narrative of connected events, real or imaginary, and contains:

- ✓ **a plot with a beginning, middle and resolution,**
- ✓ **an inciting incident/conflict**
- ✓ **a protagonist,**
- ✓ **an antagonist**
- ✓ **setting**

(Teeter et al., 2016)



Storytelling Principles



Thompson, 1997; Escalas, 1998; Woodside et al., 2008.

Storytelling Method for Critical Thinking in Teaching and Learning Practice



A Pilot Initiative



The Context



BS 6203
**Entrepreneurship in an
International Context**



BS 6203 Learning Outcomes

- • Obtain a critical understanding of the reasons why SMEs expand to international markets, and the barriers and challenges of internationalisation for SMEs
- • Obtain a critical understanding of the economic, political/legal, technological and cultural issues and challenges that surround SME international expansion
- • Assess the different internationalisation methods of SMEs by demonstrating a critical understanding of the different international modes of entry used by small businesses
- • Contribute to the planning and creation of a formal business plan for expanding a small business into international markets



BS 6203 Assessment

GROUP ASSIGNMENT TASK 20%

A small-medium enterprise that operates in a local market faces a problem of stagnant growth and needs to expand internationally to increase its sales and profits.

The choice of the enterprise lies upon the decision-making of each group. There are no restrictions upon the market and the industry in which this enterprise operates. The selection of the enterprise can be made drawing upon the individual assignments finalized by each of the students in the group.

Each group needs to study this enterprise, conduct a feasibility analysis for a target international market for expansion and propose a well-researched and documented business plan.



BS 7603
**Entrepreneurship in an
International Context**



BS 7603 Learning Outcomes

- Recognize and appreciate the value of entrepreneurship for economic and social renewal and rejuvenation in a variety of local and international contexts,.
- Recognize and articulate an entrepreneurial opportunity, from identified need to relevant response through the development of business model
- **Demonstrate critical thinking, analysis and understanding of the growth process of entrepreneurial businesses and role of founder in the process**
- Demonstrate an understanding of a variety of internal and external growth strategies that can be used for the growth of entrepreneurial businesses.



BS 7603 Assessment

INDIVIDUAL ASSIGNMENT TASK 50%

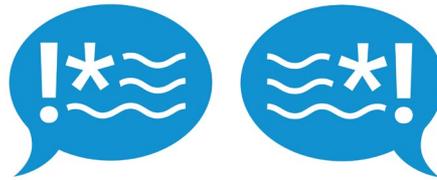
Students are required to develop a new venture strategy and business model for launching a new business, which should be based on an innovative opportunity presented as a written report.

Methodology

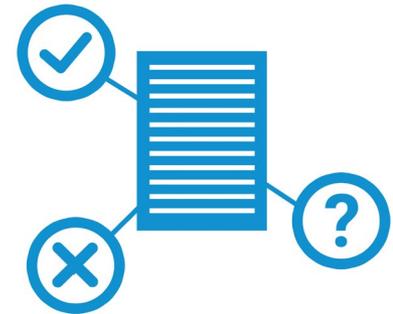
The Critical Thinking Tools



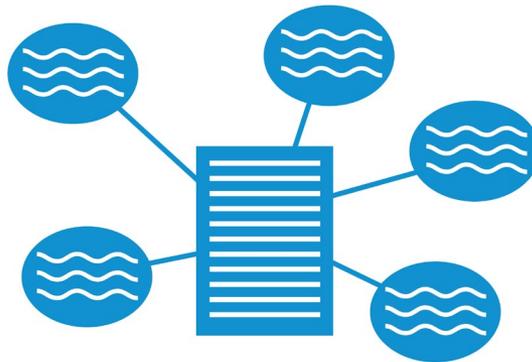
The Source



The Argument

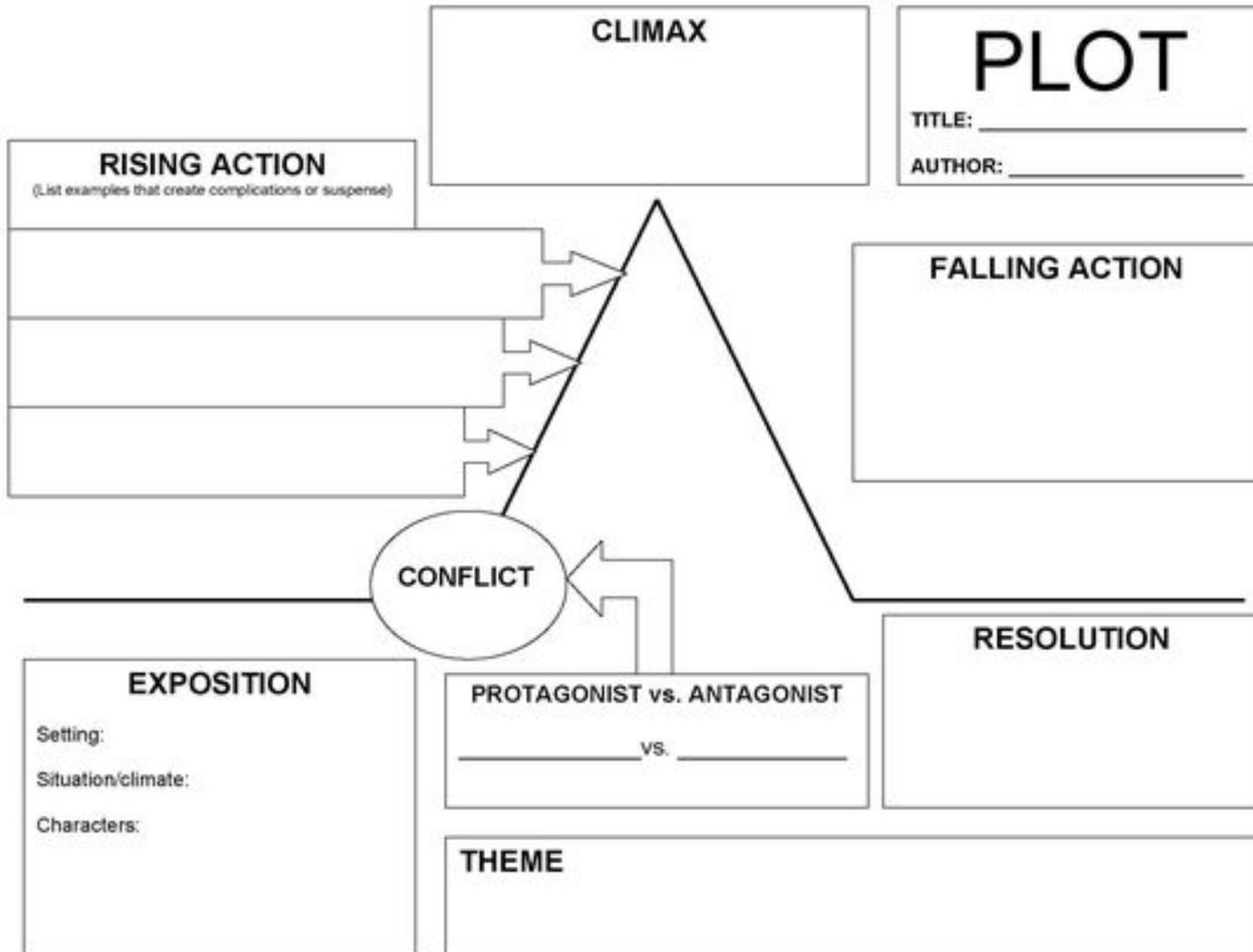


The Critique



The Argument Map

Storytelling



Protagonist vs Antagonist Sources

Press release

Challenges and opportunities emerge as India becomes third-largest consumer market by 2030

Growth in income will transform India from a “bottom of the pyramid economy” to a middle class-led one, with consumer spending growing from \$1.5 trillion today to nearly \$6 trillion by 2030

NEW YORK – January 8, 2019

This report is part of a multi-year project “Future of Consumption in Fast-Growth Consumer Markets”, which focuses on the evolution of consumption in emerging markets, such as China and India

Bain & Co. Leading Consultancy Firm

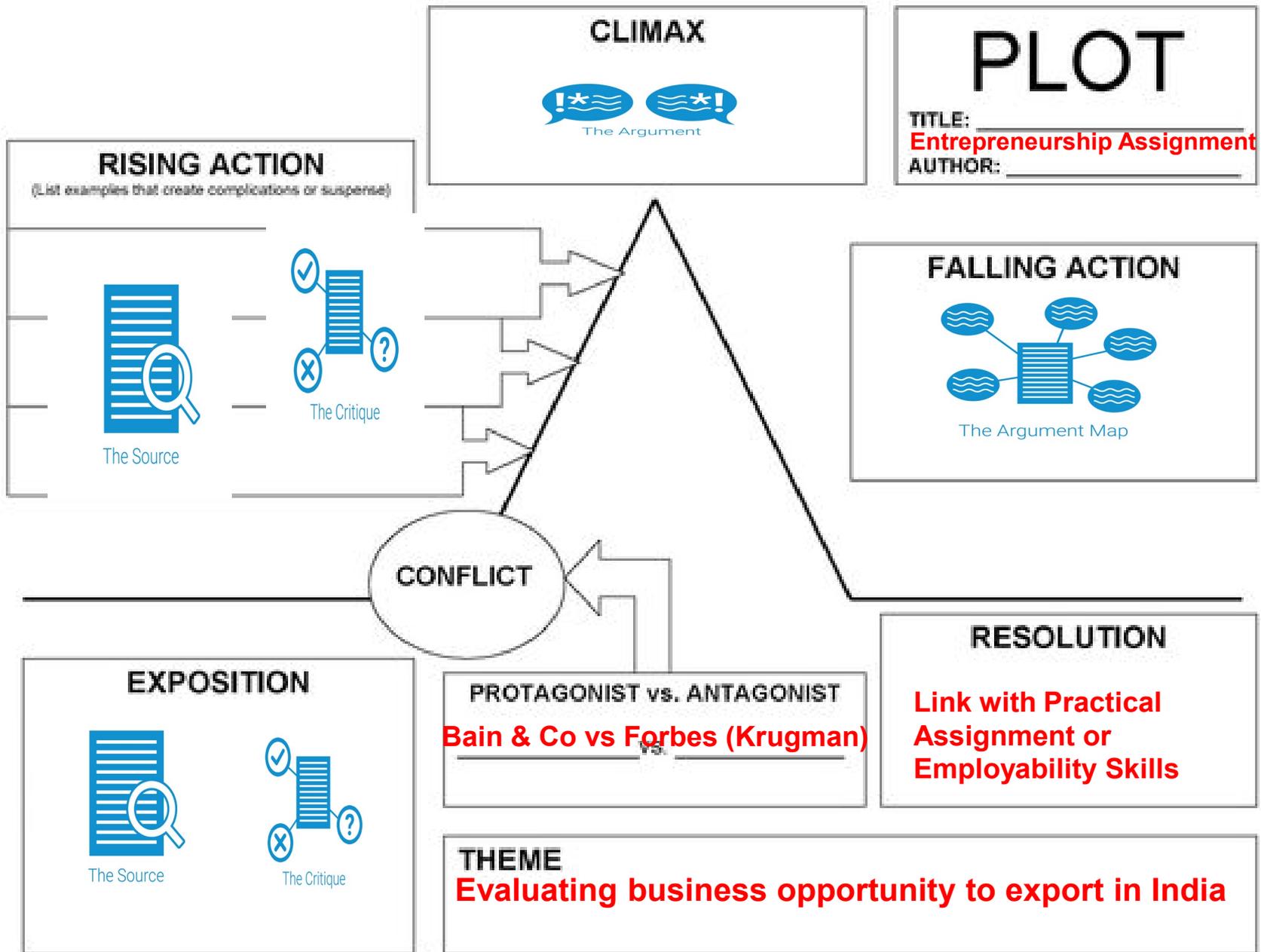
Forbes May 3rd 2018

Economist Paul Krugman Warned India’s Growth Model Could Cause Problems. Was He Right?



[Suparna Dutt D'Cunha](#) Contributor

In Class Workshop (3 hrs)



Results



BS 6203 Assessment

GROUP ASSIGNMENT TASK 20%

Strong evidence of critical thinking and application of the Critical Thinking Tools

BS 6203 Group Assessment examples

Access Manager | Mail – E.Sakellariou@kingst | Group Assignment 3 (w | + | - | □ | ×

file:///C:/Users/evysa/AppData/Local/Packages/Microsoft.MicrosofEdge_8wekyb3d8bbwe/TempState/Downloads/Group%20Assignment%203%20(with%20tc ☆ ☆ ↶ ↷ ⋮

2.0 Argument Map

Argument map is illustrated by Freeman (1991) as visual representation of structure of an argument. The context of Argument map in this assignment is to identify the contents, arguments, critical analysis of the problem that focus on business expansion in international market.

```
graph TD; A((Choice of country for expansion)) --- B[General description of the Critchley]; A --- C[Visionary Framework for international expansion]; A --- D[Mission Statement]; A --- E[Targeted]; A --- F[Investments for business setup.]; A --- G[Equity/Non Equity based entry]; A --- H[Market Planning and STP analysis]; A --- I[Business setup, costs]; A --- J[Products and Services offered]; A --- K[Financial]
```

The diagram is an argument map with a central oval node labeled "Choice of country for expansion". It is connected to several surrounding rectangular nodes: "General description of the Critchley" (top left), "Visionary Framework for international expansion" (top), "Mission Statement" (middle left), "Targeted" (bottom left), "Investments for business setup." (top right), "Equity/Non Equity based entry" (middle right), "Market Planning and STP analysis" (right), "Business setup, costs" (bottom right), "Products and Services offered" (bottom left), and "Financial" (bottom left).

Windows Taskbar: 21:38 16/04/2019

BS 6203 Group Assessment examples

Drivers of change	Impact
Political	<ul style="list-style-type: none">• The country is one of the most liberal countries in the Gulf• VAT implementation of 5%• Boost of FDI law to rise investments by up to 20% in 2019 (BBC News, 2018; Saadi 2018; Stewart, 2017)
Economic	<ul style="list-style-type: none">• Economic growth predicted to reach 3.2% by 2020• Inflation is expected to slow down to 2.5 by 2020 as consequence of the VAT implementation (The World Bank, 2018)
Social	<ul style="list-style-type: none">• Multicultural society with 80% of the population composed by expatriates• Growth capital expenditure• Stable growth of young generation. In 2017, 13.9 % of the total population were aged 0 to 14 years (Statista, 2017; The World Bank, 2018)
Technological	<ul style="list-style-type: none">• Strong governmental support on R&D, technological developments and innovations (Al Tamimi & Company, 2017)

Due to a fast-growing toys and games industry in UAE, the expansion in the territory should be considered by Le Toy Van by adopting a foreign direct investment approach focused on a B2C service. Opening a store inside a mall across the country and investing in the customer experience will, in fact, help its dominance as well as the chance not just to maintain its operations and business strategy same as in the UK but also not to amend the firm's capabilities to licensing. Despite

BS 6203 Group Assessment examples

The screenshot shows a Microsoft Edge browser window with the following elements:

- Taskbar:** Shows several open applications including Access Manager, Mail (E.Sakellariou@kingst), Group Assignment 3 (with t), Group Assignment 1 Grade, and Group Assignment 2 Gr.
- Address Bar:** Displays the file path: `file:///C:/Users/evysa/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Group%20Assignment%20Grade%207`.
- Document Content:**
 - Exporting to India for UK has always been an advantage. The goods exports have always been shot up. In the year 2018, the exporting services went up to a 31.8% and UK was also the third biggest exporter to India in the year 2015. In 2016, a total of £5.7 billion of goods were exported to India compared to £2 billion exported in 2003 (Growth Business,
 -
 - ENTREPRENEURSHIP - GROUP ASSIGNMENT** 10
 -
 - 2018). UK has always had a good relationship in the exporting business with India. As the Brexit is coming in UK needs a solid partner outside the EU. UK has always been keen to promote exporting in India as they have lower tariff rates, rich trading history and is now more internationally competitive.
 - Critical Evaluation**
 - There are always risks and disadvantages in any kind of mode of entry and the country a company is trying to enter. India is a cost aggressive market and cost is a critical thought for customers. A company should first research about the market in the country where they are planning to expand. One of the important aspect to be considered is the import duty. In India there is usually 35%, after including the further taxes. As we will be doing direct exporting there are some risks which we would have to undertake. The documentation, logistics of shipments and strategies are all our responsibilities. There can also be issues with the importing procedures. Not only the paperwork, but there can also

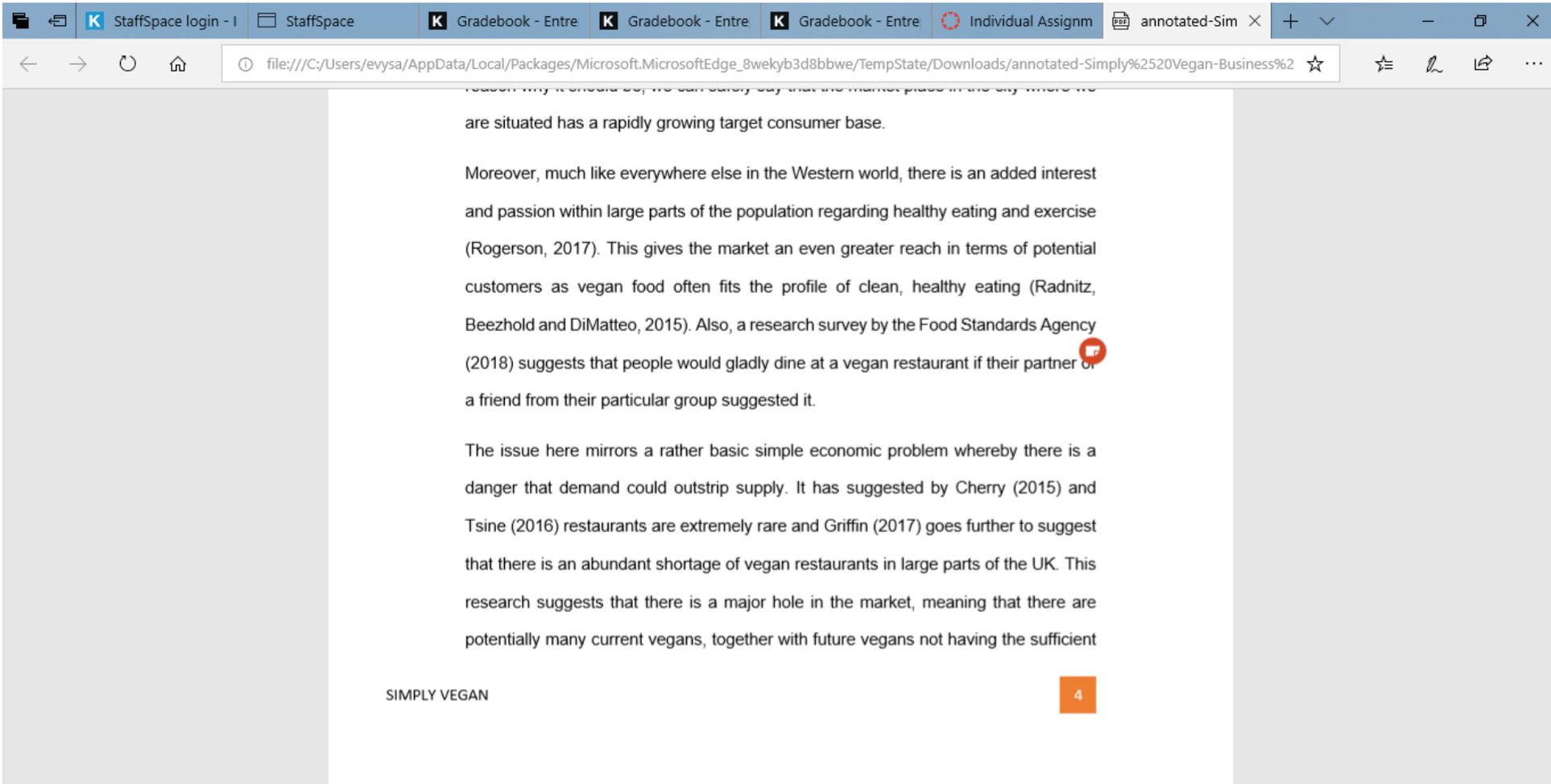


BS 7603 Assessment

INDIVIDUAL ASSIGNMENT TASK 50%

Strong evidence of critical thinking and application of the Critical Thinking Tools

BS 7603 Assessment Examples



reason why it should be, we can safely say that the market place in the city where we are situated has a rapidly growing target consumer base.

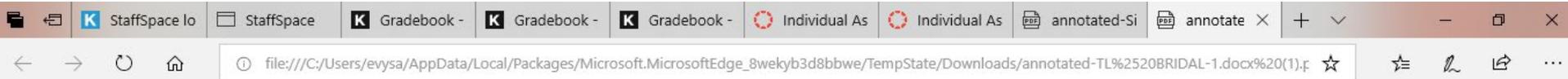
Moreover, much like everywhere else in the Western world, there is an added interest and passion within large parts of the population regarding healthy eating and exercise (Rogerson, 2017). This gives the market an even greater reach in terms of potential customers as vegan food often fits the profile of clean, healthy eating (Radnitz, Beezhold and DiMatteo, 2015). Also, a research survey by the Food Standards Agency (2018) suggests that people would gladly dine at a vegan restaurant if their partner or a friend from their particular group suggested it.

The issue here mirrors a rather basic simple economic problem whereby there is a danger that demand could outstrip supply. It has suggested by Cherry (2015) and Tsine (2016) restaurants are extremely rare and Griffin (2017) goes further to suggest that there is an abundant shortage of vegan restaurants in large parts of the UK. This research suggests that there is a major hole in the market, meaning that there are potentially many current vegans, together with future vegans not having the sufficient

SIMPLY VEGAN

4

BS 7603 Assessment Examples



Is anybody else having trouble finding a dress??
Kiera, on August 25, 2010 at 8:32 PM
Posted in Planning 25 Reply

I know exactly what I want in a dress! I just can't seem to find it in my price range! I never thought I'd grow tired of dress shopping, but I'm so frustrated! How many places did you guys go to find a dress?

shaira, on August 25, 2010 at 9:23 PM

I am feeling the same way too! I don't want to settle for a dress nor do I want to spend too much \$\$\$ on a dress. I have been to a few different places but I still haven't felt that WOW factor! figured I still have time, but most likely I will ask my Aunt to make my dress for me.

I don't know if there is anyone you know that can make your dress, but thats an option.
Good Luck!
Reply

TrisARatops, on August 25, 2010 at 9:32 PM

I've been to I've been to 8 stores in 5 cities in 2 states... AND STILL NO DRESS.

I'm actually hating dress shopping now and am far from loving it like I should be. I know exactly what I want but I think I'm too large to look good when I find a dress that's similar. But at the same time, I can find three things that I love and find in MY dress in three different dresses but never all in the same dress. It's like torture!
Reply

ShadyBride, on August 25, 2010 at 9:02 PM

I only went one place but I bought one dress, putting it on layaway and then returned it a week later and bought a second one.
Reply

Rachel W. de L., on August 25, 2010 at 9:04 PM

Lol. Too bad we can't all have a fairy godmother to make our perfect dress appear magically in front of us when we need it. I tried at least a dozen places, fell in love with four dresses that all turned out to be out of our price range, headed my broken heart all four times, and found the perfect dress at the perfect price in the end. 😊

Don't get too discouraged, your dress is out there... you just haven't gone to the right store yet. ^_^
Reply

C's Mom, on August 25, 2010 at 9:17 PM

If you know exactly what you want, just keep looking. My daughter went to 14 stores in three states and tried on over 100 dresses... all because she knew what she wanted. She finally tracked one down and she was right, it was her dress. Don't give up and don't settle.
Good Luck!

As it can be seen in some discussions by brides-to-be above, finding the perfect dress that ticks all the boxes in terms of style, fit, budget and overall look for that special day can be daunting as growing up, women tend to have an image of how they would like to look like on their special day and with this in mind, finding a gown that matches up to that imagination can cause frustration and take the fun out of wedding planning and in turn cause most brides to settle or pay more than they budgeted. This is supported by a survey that showed up to 89% of couples have set a wedding budget, however, 35% of these recorded to have gone over that budget (Gaille, 2018).

** FEATURED APPLICATION UI THAT HAS BEEN USED FOR DEMONSTRATION IN THE REPORT IS BASED ON THE OCCASION WEAR CATEGORY. HOWEVER, THE BUSINESS MODEL IS THE SAME **



BS 7603 Assessment Examples



Internet, check social networks, and find all kinds of information. However, still, for one reason or another, there are many older people who have trouble learning how smartphones work (Perez, 2018). Although they do not have much practice with technology, this does not mean that they cannot access to it. In today's increasingly digital world, many visits with parents or grandparents are punctuated with questions about technology (Brookdale Senior Living, 2018).

A smartphone is a very practical tool for seniors to communicate with family or friends, use location services, easily access their bank accounts, and keeping them up to date by reading global news. You are never too old to learn something new, even if it is about technology. However, in the ever-changing digital times, it is difficult for seniors to learn how to use new devices on their own (Vaamonde, 2018).

There are 50,858,679 over 65 years old people in The United States (Census, 2019). A vast majority of Americans own smartphones in a wide range of demographic groups. A total of 46% of seniors declare that they own a smartphone (Pew Research Center, 2018). As many as 77% of them reported that they require assistance when they try to learn how to use a smartphone (No Isolation, 2019). Therefore, we can estimate that a total of 18,014,143 elders in the US reported that they need support on learning how to use their smartphones.

BS 7603 Students Testimonials

DJI_0629.mov



Play (k)



1:41 / 7:49





MEQs

“The teaching method in this course was very stimulating!”

“The way this course was taught improved our ability to apply theory in real life situation”

Learnings

Don't confuse opinion with fact.

When others make a claim, don't accept it without supporting evidence.

Even then, look for contrary evidence that is omitted.

Reflections Learnings

Personal Reflections-Learnings

For students:

- ✓ Immerse into the experience
 - ✓ You own the responsibility of learning
 - ✓ Do not be afraid to reflect and experiment
- class is a safe environment after all!*
- ✓ Have fun

For instructor:

- ✓ Well developed story with beg middle and resolution and an inciting incident
 - ✓ Oral vs written story
 - ✓ With emotional impact
 - ✓ Original to the student (Aha moment!)
 - ✓ Connect the resolution of the story to the business practice (how do the students benefit from critical thinking in their work place?)
- Discuss examples....

Thank you!



e.sakellariou@kingston.ac.uk



More information

Paul, R. & Elder, L. 2012. Critical Thinking. Tools for taking charge of your learning and your life. Boston, MA: Pearson Education Inc.