

Impact of Peer Learning on Performance and Motivation in Management Professional in Higher Education Sector -An Empirical Study

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Abstract

Peer Learning is an important factor to motivate the employee and it is one of the methods and source to enhance the knowledge and skill. Peer learning helps the faculty to develop him self or herself in various ways for better result. It is not lonely a teaching method but also a learning method innovated by the educationists based on the psychological and sociological concepts. It helps to interact with the peers and shows the roadmap of success with motivation depends upon various roles and responsibility. This research paper confirms the existence of peer effects in a learning process with the data from an experiment. This paper confirms the existence of peer learning effects in a learning process with reference to the motivation and performances. Peer to peer learning is a mutual learning process and source and training strategy which involves participants of the same level of engaging in collaborative learning where no fear is there with the learning attitude. Peer-to-peer recognition makes employees feel motivated to produce better business outcomes. Peer learning models adopted in education sector to enhance the knowledge of the faculty to develop themselves. There are various factors to understand how exactly learning from peers is more effective than your robust training programs. People are most likely to listen to a "person next door" personality. Having a dedicated plan for peer learning in place helps increase employee productivity and boosts their morale among other benefits and helps organisational goals in the big picture. The primary data is used for the study. The data was collected through the structured questionnaire from different post graduate institutes in Maharashtra. The data was analyzed in SPSS and Excel tools.

Keywords: Implications, Peer Learning, Accelerated Learning, Collaborative Learning

Introduction

Peer learning is a learning process where mutual learning and training strategy where all the participant will get benefit for enhancing their knowledge and skill as well enhance the organizations goals in different way. It is a collaborative learning process. This type of learning allows employees to work through new concepts and share ideas with their peers working on the environment and try to provide the knowledge about the work in other environment as well. The opportunity to teach and be taught by one another is an effective way for organizations to grow stronger employees that work together productively.

There are various types of peer to peer learning which enhance the product and motivation to grow in personal and professional goals. They are

- ❖ Action learning groups
- ❖ Debates
- ❖ Discussion groups
- ❖ Coaching
- ❖ Peer mentor
- ❖ Lunch and learns
- ❖ Peer performance reviews

Learning gives the path to go ahead in life. Peer learning benefit helps the person to make its own carrier and make their goal and path. The approach peer learning approach encourages connectivity, collaborative and team work as peers are motivated to solve any problem or overcome a challenge together as a team. The employee feel more invested and engaged in the learning process by teaching others and sharing their own knowledge where they will able to share their knowledge and able to understand his/her mistake thorough their peers. Also, employees are more comfortable in peer learning situations than traditional training environments, where they might shy away from clarifying their doubts. Replacing an outsider with someone the audience immediately feels connected with engages the learner more.

Peer-to-peer learning promotes a knowledge-sharing culture through a collaborative setting where colleagues bounce concepts off each other, explore new ideas, and spur innovation – something every company should see value in. Peer Learning helps boost their self-confidence, learning and listening skills and prepares future leaders by instilling leadership skills. It allows employees to see new perspectives in both learning styles as well as from other roles in the company. This leads to more well-rounded employees that know the inner workings of a company’s product, process, and various departments. Peer-to-peer learning is an affordable option that requires less money than hiring instructors for exclusive workshops and training sessions. With peer learning, you can leverage the talent and skills you already have internally to cultivate employee development.

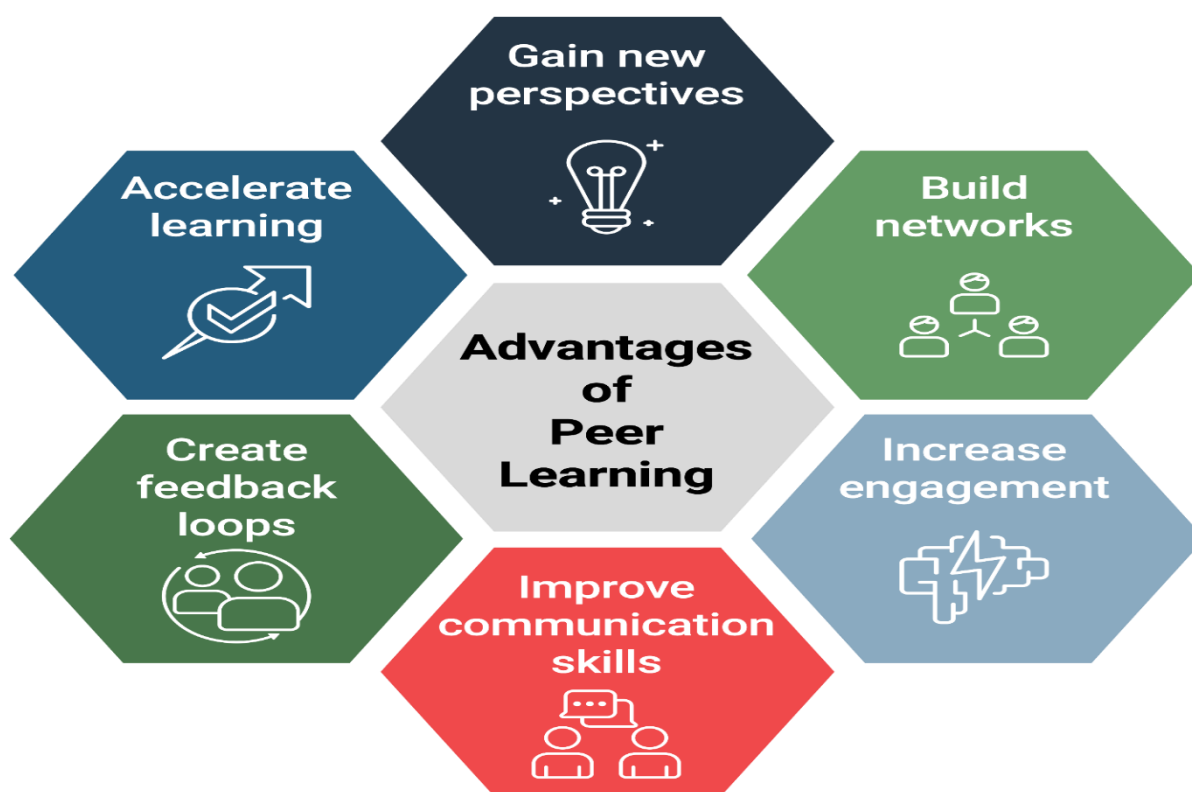


Source:- <https://whatfix.com/blog/peer-to-peer-learning/>

Other advantages of peer learning include:

- Accelerated learning
- Gain new perspectives

- Practice and reflection
- Build networks
- Develop comradery
- Build accountability
- Strengthen reasoning skills
- Create feedback loops
- Increase engagement
- Improve communication skills



Source:- <https://instructionaldesign.com.au/peer-learning-shared-learning/>

Peer learning essentially refers to students learning with and from each other as fellow learners without any implied authority to any individual, A peer group consists of group of individuals with the same status who interact one another The influence of the peer group typically peaks during adolescence. Peer learning is basically a cognitive relationship between an expert and a novice as the apprentice.

Peer learning activity and methodology may be varied from person to person or may be vary from organisation to organisation.it includes discussion, problem based learning, peer pods and bread out rooms (for virtual workshop) which helps to employee for their personal and professional growth.

The peer learning has some positive approach which helps the persons to grow and gets motivation and enhance his/her personal and professional life. Also it helps to fulfil the organisational goals. The teacher who creates a peer learning environment should aware of the peer learning principles with its nature. Prior preparation is an important factor in peer

learning. The learner should be in a safe atmosphere under a shared leadership in peer learning situations. It is not expected from the teacher to be authoritative where peer learning occurs.

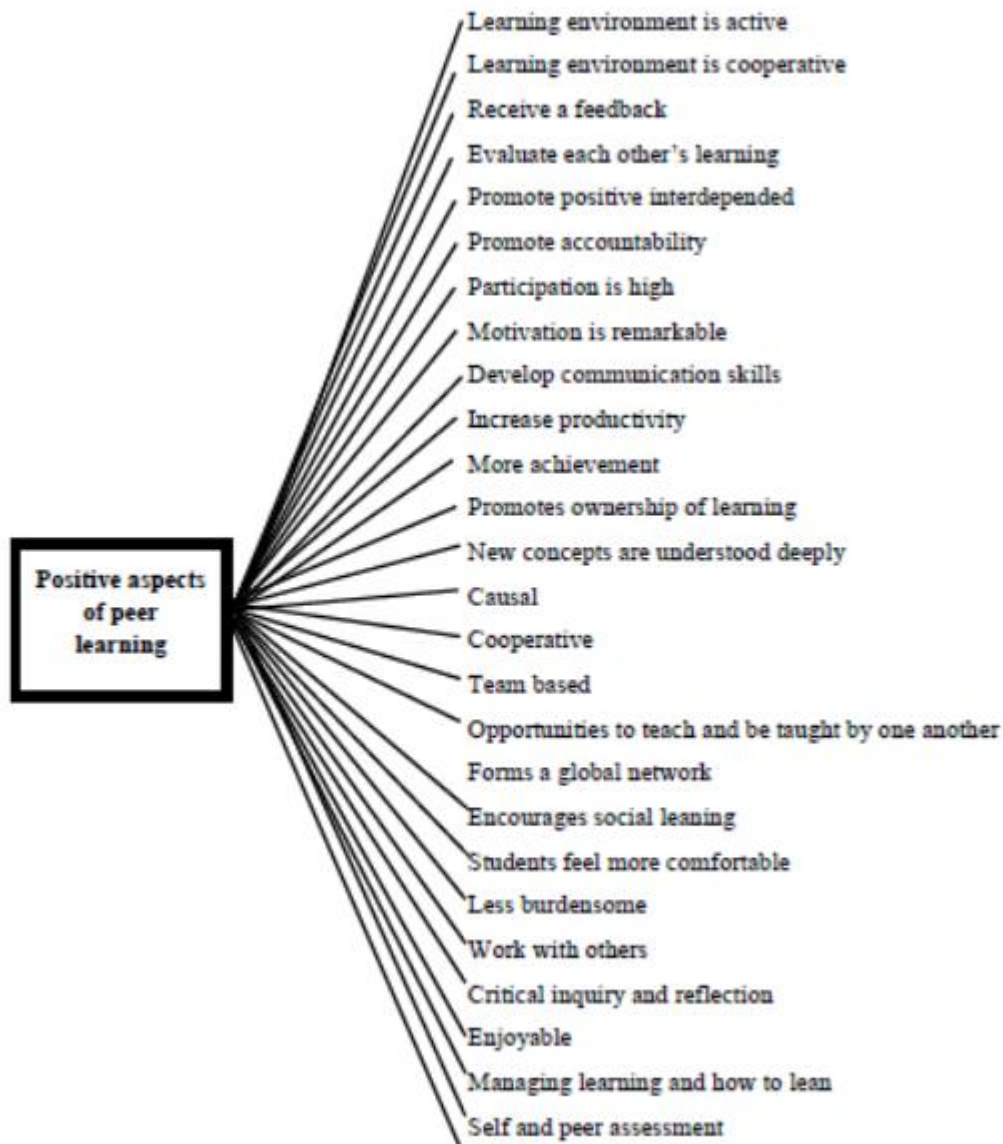


Figure 3. Positive Aspects of Peer Learning

Source:-https://www.researchgate.net/figure/Positive-Aspects-of-Peer-Learning_fig2_355209445

Hypothesis

H₀: Peer Learning are not impact upon the faculty members for enhancement of Motivation, Skill and Performance.

H₁: Peer Learning are impact upon the faculty members for enhancement of Motivation, Skill and Performance.

Limitation

The primary data was collected for the purpose of study through structured questionnaire from the faculty from post graduate faculty from different post graduate institute in Maharashtra

Objectives

1. To Identify research trends in studying the implications of peer learning in the management teaching and learning process.
2. To identify the impact of Peer learning to enhance the skill and knowledge and get Improve learning outcomes.
3. To understand the impact of Peer learning for effective enhancement of confidence level in delivering the lecture and helps to develop the future responsibility.

Literature Review:

Chia-Yu Liu, Hung-Ling Chen (2020) stated that, Peer learning does not differ from lecture-based group. They suggested that in terms of learning is 'good in every aspect' is significantly higher than the lecture-based group. They also suggested that the institutes should create the peer learning environment where collaboration learning should be planned where the learners will able to take the benefit of it.

Dr. W.K.D Keerthirathne (2020) stated that, peer learning is not only a teaching method but also a learning method created by educationist based on the psychological and sociological theories: cognitive constructivism, social constructivism, cognitive distribution, social groups and peer groups. It takes place among group of individuals with the same status who interact one another. Peer learning and peer teaching opportunities which function under a well qualified teacher work well with a variety of learners in different classrooms. When it properly by avoiding faults it would work as one of the effective learning teaching method. In peer learning situations the responsible authority should make sure that the tutors are trained and they are aware of the peer teaching process. Peer leaning takes place better when the learner engages in learning teaching process with self-confidence. Peer learning takes place among two or more learners who share common status. End of the learning experience learners are competent enough in a task that neither of them could accomplish individually. In peer learning, the tutor and the tutee should aware that peer learning includes both teaching and learning.

Idi Warsah (2021) stated that, the impact of collaborative learning on critical thinking skills plays a vital role for enhancing the skill and knowledge. The impact of peer learning on learners critical thinking skills. Subsequently, the learners perceived that peer learning was contributed to their emotional awareness, learning motivation, cognitive development, and broad-mindedness. He also stated that the essence of critical thinking skills is to consolidate learners to solve problems brough in a learning process. He suggested that the peer learning is contributed to learners emotional awareness, learning motivation, cognitive development and broad mindedness.

Research Methodology

The study aims at finding the perception of the faculties pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance. The respondents were selected from faculties from various higher education institutions in Maharashtra. Qualitative study having the survey with the relevant structured designed questionnaire was the most favourable part for this study. It is stratified random sampling method to the selected respondents from higher Education Sector in Maharashtra. Collected data were analysed using descriptive statistics using SPSS.

Data Collection

Total 280 respondents have been given their valuable feedback through the questionnaire. The questionnaire was prepared in a structured way to collect the primary data as well to prove the objectives. All the respondents are the faculties from Post graduate institute in Maharashtra. The questionnaire was designed into two major parts. Part A consists of Different Demographic information and Part B consists of Peer Learning and Part C consists about the Effectiveness of Peer Learning in Higher Education Sector Maharashtra.

Finding

Table 1: Observation of the respondents about peer learning (content wise analysis)

Sr. No	Content	Yes	Yes %	No	No %
1	Are you aware about Peer Learning.	277	98.93	3	1.07
2	Is Peer Learning different from personal learning	272	97.14	8	2.86
3	Does Peer Learning provide a more interactive environment	268	95.71	12	4.29
4	Is Peer Learning helpful in getting more ideas	264	94.29	16	5.71
5	Do you feel peer learning helps to differentiate in Motivation and in delivering the lecture.	264	94.29	16	5.71
6	Is collaborative and cooperative learning are more casual	235	83.93	45	16.07

Source- Survey Data

95% respondents are agreed that they are aware about the peer learning and agreed that the peer learning different from personal learning which comes from peers. Peer learning provide a more interactive environment which helps to enhance their skill and knowledge

Above 90% respondents stated that peer learning is helpful in getting more ideas within peers and it also helps to differentiate in Motivation and in delivering the lecture and in their professional carrier in various aspects.

83% respondents agreed that collaborative and cooperative learning are more casual. Hence it is proved that peer learning is more important to enhance the personal benefit in development and motivation and improvement aspects. So it is required for all.

Table 2: Observation of the respondents about the Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members

Sr. No	Contents	Strongly Disagree %	Disagree %	Neutral %	Agree	Strongly Agree %
1	Peer Learning impacts attainment of outcome-based Education.	0.36	1.07	0.71	32.14	65.71
2	In peer learning I understand the new concepts with much clarity	2.86	0.71	0.36	36.43	59.64
3	Do you believe, peer learning improves the skill and knowledge to perform better	0.00	0.71	2.86	38.21	58.21
4	Do you feel Peer Learning helps to understand the participant to perform better.	1.43	1.43	5.36	34.29	57.50
5	The Institute provides active and cooperative learning environments	1.43	5.71	0.71	35.36	56.79
6	Peer Learning helps to improve the behavioral skill	0.00	3.93	8.57	34.29	53.21

Sr. No	Contents	Strongly Disagree %	Disagree %	Neutral %	Agree	Strongly Agree %
7	Peer Learning provides the platform for both self and Peer assessment.	1.43	5.71	7.14	32.86	52.86
8	Peer Learning motivates me to participate in all learning activities and opportunity which I do not get otherwise.	4.29	4.29	6.07	32.86	52.50
9	In my opinion Peer learning makes one how to manage learn effectively in a group	0.36	1.43	5.71	41.79	50.71
10	In Peer Learning I get an opportunity to develop team spirit and form a global network by working with others.	0.36	2.86	9.64	37.50	49.64
11	Peer Learning helps to achieve the desired goals by the Institute	1.43	7.50	7.14	37.14	46.79
12	In Group Learning I receive feedback and get the opportunity to evaluate each other's learnings	2.86	1.43	4.29	47.14	44.29

Source:- Survey Data

55 % and above respondents are strongly agreed that Peer learning impacts attainments of outcome based education. And it helps in clarity the concepts if any. It also helps in improving the skill and knowledge to perform better. Peer learning helps in Participation and it impact in performance. though it is helpful for the faculty most of the institutions provides and creates active and cooperative learning environment which helps for the faculties and the organisation as well.

50-55 % of the respondents strongly agreed that peer learning helps to improve the behavioural skill, and provides the platform for both self and peer assessment. Also agreed that peer learning motivates them to participate in all learning activities and opportunities.

45 % and above respondents strongly agreed that, peer learning is an opportunity to develop team spirit and form a global network bu working with other peers and helps to achieve the desired goals by the institute.

Table 3: Statements pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. (Descriptive for different Demographic factor- **One-Sample Statistics**)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Age	280	2.5429	.90693	.05420
Gender	280	1.4571	.49905	.02982
Marital Status	280	1.1714	.37756	.02256

Educational Qualification	280	1.9714	.97233	.05811
Designation	280	2.4857	.93889	.05611
Total Years of Experience	280	3.2571	1.20555	.07205
Years of Experience in current Organization/ Institution	280	2.1429	.97695	.05838

Table 4: Statements pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. (Descriptive for different Demographic factor- **One-Sample Test**)

One-Sample Test						
	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Age	46.916	279	.000	2.54286	2.4362	2.6495
Gender	48.858	279	.000	1.45714	1.3984	1.5159
Marital Status	51.917	279	.000	1.17143	1.1270	1.2158
Educational Qualification	33.927	279	.000	1.97143	1.8570	2.0858
Designation	44.301	279	.000	2.48571	2.3753	2.5962
Total Years of Experience	45.210	279	.000	3.25714	3.1153	3.3990
Years of Experience in current Organization/ Institution	36.703	279	.000	2.14286	2.0279	2.2578

P Value is obtained as **0.000 (>05)**, Hence is concluded that, there is no significance difference between respondents of different demographic factors with regards to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members.

Table 5: Statements pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. (Descriptive for different factors- One Sample Statics)

le Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
The Institute provides active and cooperative learning environments	280	4.4036	.87865	.05251

In Group Learning I receive feedback and get the opportunity to evaluate each other's learnings	280	4.2857	.84908	.05074
Peer Learning motivates me to participate in all learning activities and opportunity which I do not get otherwise.	280	4.2500	1.04126	.06223
In peer learning I understand the new concepts with much clarity	280	4.4929	.80319	.04800
In Peer Learning I get an opportunity to develop team spirit and form a global network by working with others.	280	4.3321	.79449	.04748
In my opinion Peer learning makes one how to manage learn effectively in a group	280	4.4107	.69758	.04169
Peer Learning provides the platform for both self and Peer assessment.	280	4.3000	.93287	.05575
Peer Learning helps to achieve the desired goals by the Institute	280	4.2036	.96423	.05762
Peer Learning helps to improve the behavioral skill	280	4.3679	.80123	.04788
Do you feel Peer Learning helps to understand the participant to perform better.	280	4.4500	.78357	.04683
Do you believe, peer learning improves the skill and knowledge to perform better	280	4.5393	.59136	.03534
Peer Learning impacts attainment of outcome-based Education.	280	4.618	.5990	.0358

Table 6: Statements pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. (Descriptive for different factors-One Sample Test)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The Institute provides active and cooperative learning environments	83.862	279	.000	4.40357	4.3002	4.5069
In Group Learning I receive feedback and get the opportunity to evaluate each other's learnings	84.460	279	.000	4.28571	4.1858	4.3856

Peer Learning motivates me to participate in all learning activities and opportunity which I do not get otherwise.	68.298	279	.000	4.25000	4.1275	4.3725
In peer learning I understand the new concepts with much clarity	93.602	279	.000	4.49286	4.3984	4.5873
In Peer Learning I get an opportunity to develop team spirit and form a global network by working with others.	91.241	279	.000	4.33214	4.2387	4.4256
In my opinion Peer learning makes one how to manage learn effectively in a group	105.801	279	.000	4.41071	4.3287	4.4928
Peer Learning provides the platform for both self and Peer assessment.	77.130	279	.000	4.30000	4.1903	4.4097
Peer Learning helps to achieve the desired goals by the Institute	72.949	279	.000	4.20357	4.0901	4.3170
Peer Learning helps to improve the behavioral skill	91.220	279	.000	4.36786	4.2736	4.4621
Do you feel Peer Learning helps to understand the participant to perform better.	95.030	279	.000	4.45000	4.3578	4.5422
Do you believe, peer learning improves the skill and knowledge to perform better	128.444	279	.000	4.53929	4.4697	4.6089
Peer Learning impacts attainment of outcome-based Education.	128.998	279	.000	4.6179	4.547	4.688

The above table describes the opinion and perception of the respondents pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. The mean value for all the items is above **4.2 (Out of 5)**. Hence it is stated that the perception of the respondents pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. Hence we can reject the null hypothesis and accept the alternative hypothesis.

Table 7: Demographic Profile of the Respondents

Age Group	No Respondents	of Percentage (%)	Gender	No Respondents	of Percentage (%)
21-30 Years	44	15.71	Male	152	54.29
31-40 Years	76	27.14	Female	128	45.71
41-50 Years	124	44.29	Total	280	100
51 Years & Above	36	12.86	Marital Status	No Respondents	Percentage (%)

Total	280	100.00	Married	232	82.86
			Unmarried	48	17.14
			Total	280	100
Qualification	No Respondents	of Percentage (%)	Designation	No Respondents	of Percentage (%)
Post Graduate	136	48.57	Lecture	36	12.86
M.Phil with PhD	16	5.71	Assistant Professor	124	44.29
Doctorate (Phd)	128	45.71	Associate Professor	68	24.29
Total	280	100	Professor	52	18.57
			Total	280	100.00
Total Yr of Experience	No Respondents	of Percentage (%)	Total Yr of Exp in Current Organisation	No Respondents	of Percentage (%)
Below 5 Years	28	10.00	Below 5 Years	88	31.43
6-10 Years	44	15.71	6-10 Years	92	32.86
11-15 years	84	30.00	11-15 years	72	25.71
16-20 years	76	27.14	16 years and Above	28	10.00
20 years above	48	17.14	20 Years above	0	0.00
Total	280	100.00	Total	280	100.00

Source:- Survey Data

Finding & Suggestion

95% and above respondents are aware about the peer Learning and agreed that the peer learning different from personal learning which comes from peers. Peer learning provide a more interactive environment which helps to enhance their skill and knowledge

Above 90% respondents stated that peer learning is helpful in getting more ideas within peers and it also helps to differentiate in Motivation and in delivering the lecture and in their professional carrier in various aspects.

83% respondents agreed that collaborative and cooperative learning are more casual. Hence it is proved that peer learning is more important to enhance the personal benefit in development and motivation and improvement aspects. So it is required for all.

As per the above statement of the respondents it is observed that, Peer learning is aware of all faculties which helps the management professionals for enhancing their personal skill and knowledge and it also helps the organisation for its brand image. So we can say that the role of the Peer Learning has an important role for any faculty and the organisation should take care of it and provide and create the environment where the faculty can learn from each other.

95% respondents are agreed that Peer Learning impacts attainment of outcome-based Education and they believe, peer learning improves the skill and knowledge to perform better which they will be much clarity the new concepts.

90 % and above respondents agreed that Peer learning makes one how to manage learn effectively in a group and their Institute provides active and cooperative learning environments. They also feel that Peer Learning helps to understand the participant to perform better. The respondents also agreed that this is the opportunity to evaluate each other's learning which helps their personal enhancement of their knowledge and skill.

80 % and above respondents are agreed that Peer Learning helps to improve the behavioral skill which is an opportunity to develop team spirit and form a global network by working with others. It is also proved that Peer Learning provides the platform for both self and Peer assessment and it motivates me to participate in all learning activities and opportunity and helps to achieve the desired goals by the Institute

As per the above statement of the respondents it is clearly defined that Peer Learning impact attainment of Outcome based education which helps improvement of knowledge and skill to perform better. The respondents are stated that they are able to know the new concepts and able to enhance their skill and knowledge. Peer learning helps to motive the employee to perform better and able to achieve the personal goal and organisation as well.

The respondents pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. The mean value for all the items is above **4.2 (Out of 5)**. Hence it is stated that the perception of the respondents pertains to Effectiveness of peer Learning and understand its impact for enhancement of Motivation, Skills, and performance of the faculty members. Hence we can reject the null hypothesis and accept the alternative hypothesis. Also it is also required for the organisation to create the good environment to develop the Peer Learning environment.

Conclusion

For learners of the 21st century, knowledge tends to be dynamic and is redefined daily. Present-day learners significantly differ from old-generation ones in their approach to acquiring information and learning traits. This new generation is also known as the so-called 'Generation Y' or 'millennials', who enjoy collaborative learning and tend to perform tasks using digital technology. Among teaching strategies, peer learning, with its long history and strong theoretical basis, has had the most profound outcome. It shifts from teacher-centred learning to learners' peer learning, wherein teachers offer only learning material and assistance to promote student learning, Collaboration that happens in peer-to-peer learning exposes people to different perspectives and other people's opinions, which is key to supporting diversity and fostering meaningful connections with others who may be different from themselves. In peer learning each participant in peer learning can also strengthen their skills and upskill themselves through the experience of sharing them with others. Peer learning can be supported through group activities that encourage learners to brainstorm ideas, collaborate and draw on each other's existing knowledge and skills to complete tasks. The peer learning models benefit the organization in reducing the costs of elaborate training programs when the mentors are found within their own ecosystem. It also helps them retain employees and attract new talent. Everybody would want to be part of a company that supports the cultivation of social culture. It is discussed that an average employee of 4-5 years has gathered enough knowledge to be called an asset to the company. If such an employee moves on for reasons other than opportunities befitting their own good, it is an actual loss to the company.

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