

CRITICAL THINKING & INVESTIGATION

Institutional Learning Outcome

A TRU graduate should be able to construct meaning from information by applying creative and critical thinking through research.

Description

Through design, imagination, and creativity, graduates discover knowledge and produce new knowledge. They use sound research methodologies to navigate obstacles and solve problems. Using reliable assessment methods and analyzing relevant data, they reach meaningful conclusions. They have the tools to evaluate arguments and change rhetoric, and to envision scenarios that divert from the familiar.

Course Acronym and Number	
Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> the intent of the ILO is captured in the calendar description; <input type="checkbox"/> a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, <input type="checkbox"/> total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Critical ⁱ and Creative ⁱⁱ Exploration: Students investigate a topic, issue, or assumption (for example, formulate a position, topic, question, perspective, thesis, hypothesis)	
Critical Evaluation: Students assess, organize, and synthesize existing knowledge	
Development: Students generate information, data, products, and/or designs (for example: students problem solve by combining, adapting, and/or expanding on existing knowledge and practice resilience through adaption to challenging situations).	
Critical Interpretation: Students analyze quantitative and/or qualitative data, make evidence-based arguments, and draw disciplinary-informed conclusions using appropriate methodologies.	
Critical and Creative Engagement: Students disseminate information; communicate knowledge and the processes used to generate it; use effective formats to communicate quantitative and/or qualitative information.	

Foci of ILO	Course Learning Outcome
Creative Innovation: Students synthesize and apply knowledge in a novel or creative way (for example, use appropriate approaches in the creation and/or application of knowledge to address an issue or answer a question through critical and/or creative thinking).	
Critical Reflection: Students acknowledge context and assumptions (for example, critically reflect on assumptions, including one's own, and analyze the complexity of a problem or issue; critically account for the impact of assumptions and biases on knowledge generation processes).	

Rationale

Glossary of terms

ⁱ Critical thinking is the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U, <https://www.aacu.org/value/rubrics/critical-thinking>)

ⁱⁱ Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. (AAC&U, <https://www.aacu.org/value/rubrics/creative-thinking>)