

How do I assess critical thinking, anyway?

Paisley Worthington

Dale Lackeyram

John Dawson

– University of Guelph –

Welcome

- Undergrad student at the University of Guelph
 - Trying to find a universal definition of critical thinking (CT)
- Why do you think CT is important?



CT is a learning outcome

"[Learning outcomes should be] based on common assessment measures of higher-order thinking skills ... such as **critical thinking**, communication and problem solving.

Appropriate assessment tools currently subject to debate."

(Herbert, 2015, page 56) emphasis added

Today's outcomes

- Discuss challenges and potential solutions to teaching/assessing CT
- Understand rationale behind the Model of Integrated Thinking Skills (MITS)
- Consider how your specific needs could be addressed in tailored tools

What are some challenges around teaching/assessing CT?

The Search

- Wanted to find a definition that:
 1. Objectively describes CT as completely as possible
 2. Enables us to distinguish CT from other skills
 3. Can be interpreted in all disciplines

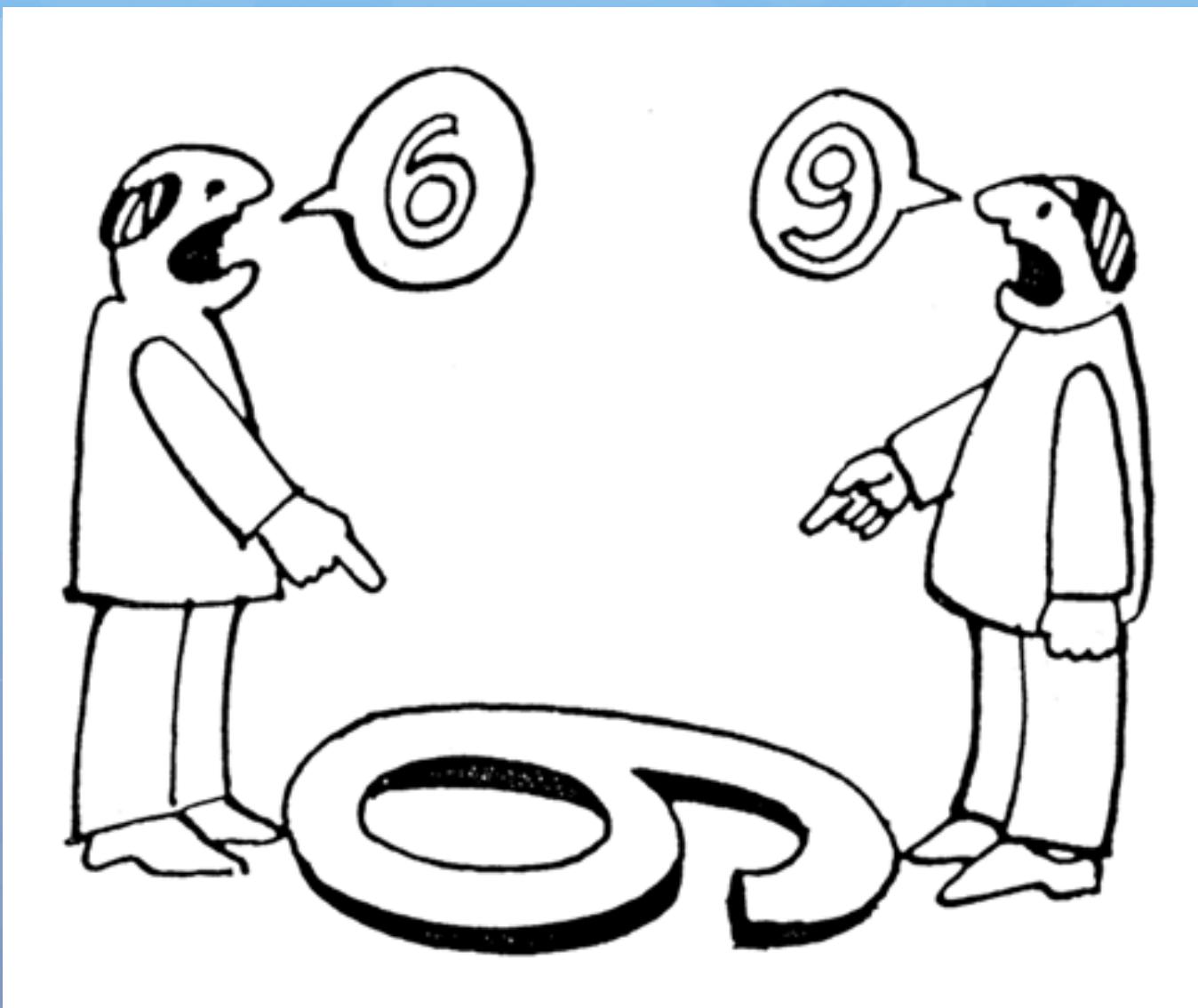


The Search

- Reviewed works of:
 - Richard Paul
 - Zechmeister and Johnson
 - Puccio, Mance and Murdoch
- Reviewed Liberal Academic and Critical Being views



The Search



MITS unites CT models

Model of Integrated Thinking Skills



- Requires a certain attitude
- Pursues objective knowledge
- Joins knowledge, self, and world
- United with creative thinking
 - Present in all of our mental activities

The Model of Integrated Thinking-Skills (2016)

Thought Mechanics

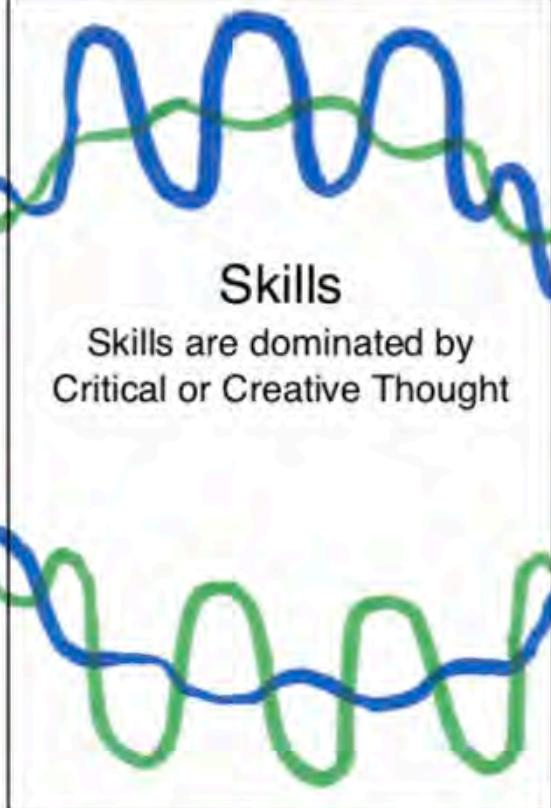
Thoughts are produced with an equal balance of Critical and Creative Thought



Critical Thought
Creative Thought

Skills

Skills are dominated by Critical or Creative Thought



Superskills

Superskills are collections of skills, and approach an equal balance between Critical and Creative Thought



Increasing Complexity of Thought-Skills

