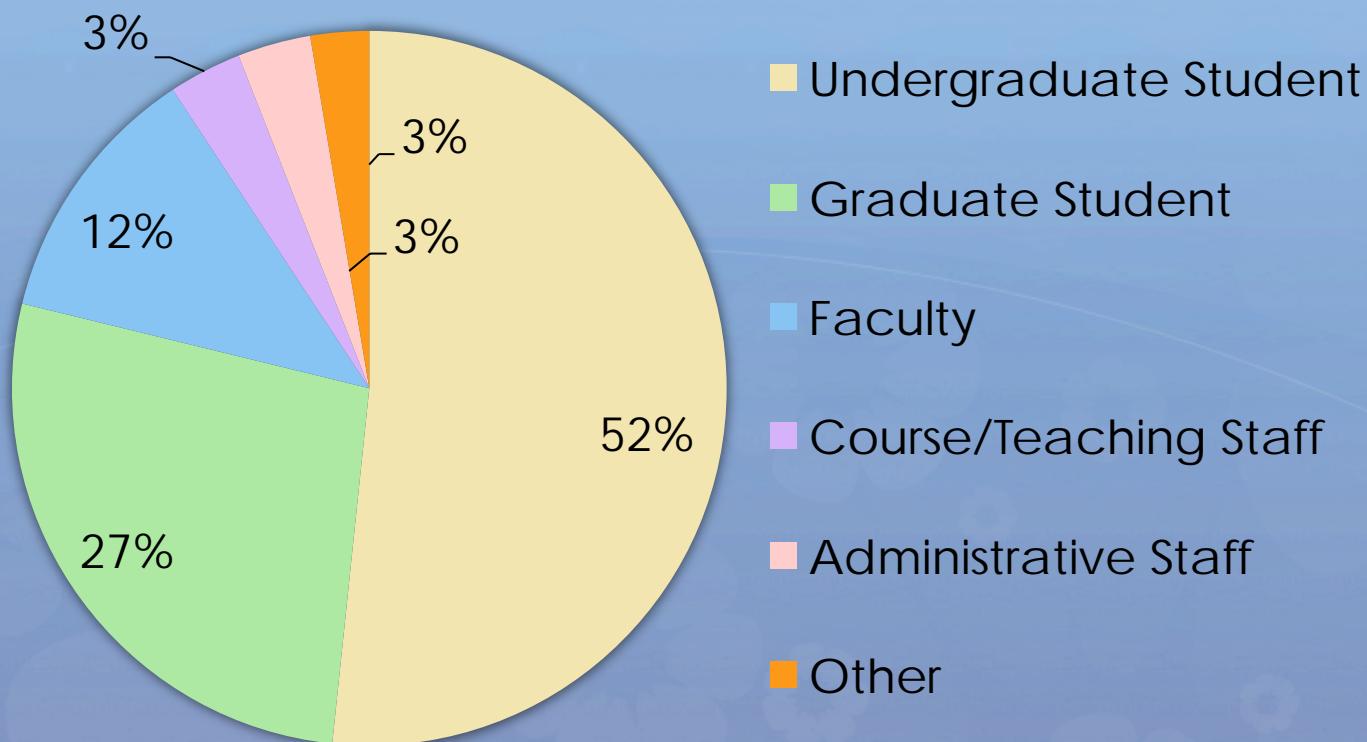


Validation Survey

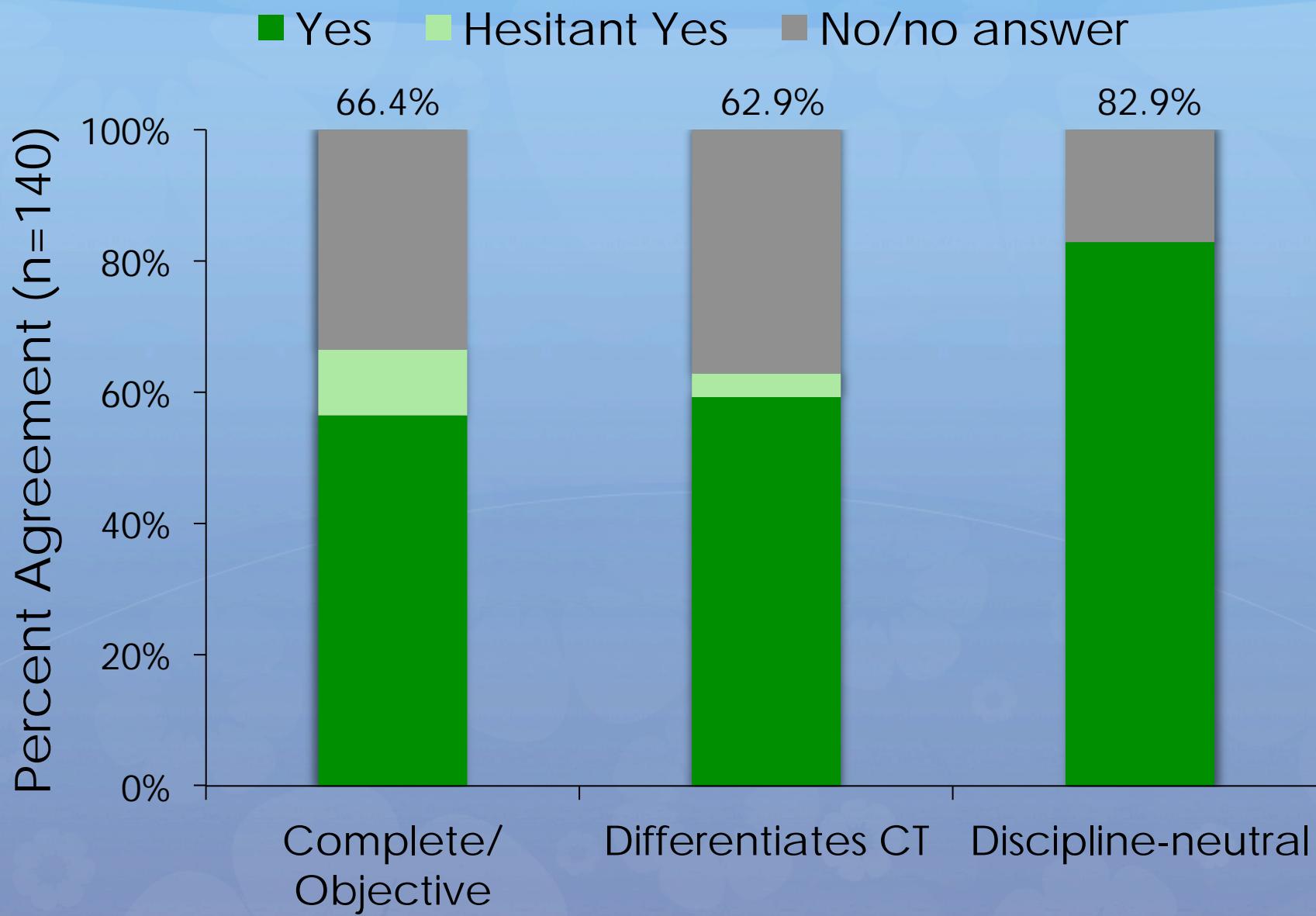
- Surveyed undergrads, graduate students, faculty, staff, and administration
- How well can MITS...
 1. Objectively describe CT as completely as possible?
 2. Enable us to distinguish CT from other skills?
 3. Be interpreted in all disciplines?

Who responded?

- 158 participants (140 actually responded)
- 25/34 Departments were represented, covering all seven Colleges on the Guelph Campus



Results



Do you think MITS is... Complete and Objective?



"I do feel this definition of critical thinking describes it objectively and completely as I feel it touches on all bases, such as thinking creatively and keeping an open mind, thinking depending on the situation, and evaluating, etc."



"It should focus more on what the components of critical thinking are, such as an attempt at objectivity and taking multiple sources of information to assess not just the content of an idea but the merits of the idea, etc"

Do you think MITS is... Distinguishes CT from other skills?



“Yes. By using the definition of critical thinking alongside creative thinking, multiple different thought processes can be described as a combination of the two. It easily distinguishes instances of critical thinking in multiple areas.”

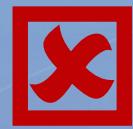


“Not really. There is more to thinking than just behaving critically or creatively. As these are the only two separately mentioned, there are many other skills blended into the definition that are undistinguishable.”

Do you think MITS is... Discipline-neutral?



“Yes. It shows that critical skills are not restricted to strict logical or mathematical operations, thus expanding the definition to fit multiple disciplines. Each discipline uses a combination of creative and critical thinking in their own ways.”



“No. Each discipline has different forms of critical thinking example those in the arts such as philosophy and history will have a different way of critical thinking than those in the sciences such as physics or chemistry”

The problem with theory

- The MITS definition is comprehensive
 - Will be hard to use in courses
- We need tools rooted in theory
 - Highlight elements of CT we can target
 - Can be used to guide assessment and student learning



MITs in your classroom

- How would you use MITs to organize a CT rubric?
- Fill in the rubric!
 - In your discipline, what do you consider to be a satisfactory demonstration of CT? Excellent? Unsatisfactory?
 - Some of MITs' themes have been extracted already, or you can find your own!

Recap

- MITS offers a definition of CT
 - Created to unite numerous models of CT
 - Reception explored through qualitative research
- Disciplines may adapt this definition to meet their needs
 - Our teaching / assessing needs are different

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