

Workshop on: Competence-based Learning: the Assessment of Learning Outcomes

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The Assessment of Learning Outcomes:

A case study: Critical thinking

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1- Presentation

Time-10 Minutes

COMPETENCE: CRITICAL THINKING



Definition: This is the mental behaviour that questions things and concerns itself with the foundations on which our own and others' ideas, actions and judgements are based.

Levels of mastery:

1. Asking oneself questions about life around us and actively participating in discussions about it, analysing the judgements made and reflecting on the consequences of one's own and others' decisions
2. Analysing the consistency and logic of one's own and others' judgements, evaluating their personal and social implications
3. Arguing the pertinence of judgements made and analysing the consistency of one's own conduct, given the principles and values that one defends

Indicators:

1. Own judgements
2. Judgements analysis
3. Judgement criteria
4. Practical implications
5. Responsibility

Example of a generic competence / skill (1)

Levels of Achievement : *CRITICAL THINKING*

- ↓ **FIRST LEVEL OF ACHIEVEMENT:** Asking oneself questions about surrounding life and actively participating in discussions on it, analysing the judgements made and reflecting on the consequences of one's own and others' decisions
- ↓ **SECOND LEVEL OF ACHIEVEMENT:** Analysing the logic of own and others' judgements, weighing their personal and social implications
- ↓ **THIRD LEVEL OF ACHIEVEMENT:** Arguing the pertinence of judgements made and analysing the consistency of own behaviour, based on underlying principles and values

CRITICAL THINKING: FIRST LEVEL OF ACHIEVEMENT (1)

LEVELS OF MASTERY	INDICATORS	DESCRIPTORS				
		1	2	3	4	5
First level of mastery: <i>Asking oneself questions about surrounding life and actively participating in discussions on it, analysing the judgements made and reflecting on the consequences of one's own and others' decisions</i>	Showing critical spirit	Never questions the situation or conditions of own life.	Questions certain situations in own life.	Shows critical attitude towards conditions of own life.	Questions and explores reality, reflecting on life.	Formulates own judgements and evaluations based on systematic reflection on reality.
	Distinguishing fact from opinion, interpretations, evaluations, etc. in others' argumentation	Accepts as own judgements or decisions based on opinions, evaluations, etc. as though they were objective facts.	Accepts without question judgements or decisions based on opinions, evaluations, etc. as though they were objective facts.	Questions judgements or decisions based on opinions, evaluations, etc.	Distinguishes objective facts from opinions and evaluations.	Correctly analyses judgements or decisions based on opinions, evaluations, etc.
	Actively participating in discussion	Remains passive during discussions.	Finds it hard to participate in discussion situations.	Actively participates in discussion.	Participates constructively in discussions, contributing to construction of rich, shared reflection.	In discussions serves as constructive point of reference for others.
	Foreseeing the practical implications of decisions and approaches	Unaware of the effects of decisions and proposals.	Ignores the practical implications of decisions and proposals.	Foresees the practical implications of decisions and proposals.	Analyses the pros and cons of the effects of decisions proposed.	Gives importance to proper evaluation of the pros and cons of decisions and proposals.
	Reflecting on the consequences and effects that one's decisions have on others	Doesn't think about the consequences of own actions.	Simply accepts others' observations and criticisms of own behaviour.	Reflects on the consequences and effects that own decisions have on others.	Recognises and accepts own mistakes.	Asks for, weighs and takes into account others' feedback on own conduct.

CRITICAL THINKING: SECOND LEVEL OF ACHIEVEMENT (2)

LEVELS OF MASTERY	INDICATORS	DESCRIPTORS				
		1	2	3	4	5
Second level of mastery: <i>Analysing the logic of own and others' judgements, weighing their personal and social implications</i>	Formulating own judgements and evaluations	Incapable of making own judgements and evaluations.	Lets self be influenced when making judgements and evaluations.	Makes own judgements and evaluations.	Makes well-founded judgements and evaluations.	Defends own evaluations and judgements with conviction.
	Considering others' judgements	Not interested in others' judgements or opinions.	Accepts without question others' judgements.	Considers the judgements of other persons.	Appropriately analyses and evaluates the strong and weak points of others' judgements or opinions.	Incorporates others' ideas into own reasoning and judgements.
	Making judgements based on internal criteria (internal consistency, logic, congruency, reliability, etc.)	Arbitrarily judges others' opinions.	Sometimes introduces criteria of internal consistency and logic in own opinions.	Usually introduces criteria of internal congruency and logic into own opinions.	Correctly criticises the congruency and consistency of argumentation.	Analyses the logic of an argument in relation to a reference model or pattern.
	Weighing the practical implications of decisions and proposals	Ignores practical implications.	Considers practical implications, without adequately weighing them.	Weighs the probable implications of decisions and proposals.	Reconsiders proposals and decisions in light of reflection, weighing probable implications.	Considerably improves proposal/decision thanks to evaluation made.
	Identifying the human rights implications of a problem or proposal (dignity, self-esteem, etc.)	Evaluates situations according to own interests.	Occasionally expresses disagreement with situations that infringe other people's rights.	Normally identifies the relationship between certain situations and individual rights.	Takes a stand on situations involving the rights of others.	Defends the rights of people and groups against particular positions and interests.

CRITICAL THINKING: THIRD LEVEL OF ACHIEVEMENT (3)

LEVELS OF MASTERY	INDICATORS	DESCRIPTORS				
		1	2	3	4	5
Third level of mastery: Arguing the pertinence of judgements made and analysing the consistency of own behaviour, based on underlying principles and values	Supporting and justifying own judgements	Doesn't express own judgements, evaluations or opinions.	Makes judgements without being able to defend them.	Justifies own judgements and evaluations.	Supports and justifies both the strong and weak points of own judgements and opinions.	His/her capacity for reasoning makes others question their own ideas or beliefs.
	Identifying underlying ideas, principles, models and values of critical judgements	Makes unfounded statements.	Loosely associates some statements with certain stands.	Identifies the principles or ideas underlying judgements.	Relates statements and judgements to underlying values.	Justifies judgements on the basis of underlying theoretical models and values.
	Making judgements based on external criteria (utility, feasibility, validity, etc.)	Ignores external criteria in formulating judgements.	Occasionally relies on external criteria in emitting judgements.	Evaluates positions according to some external criteria.	Selects appropriate external criteria to use in supporting a judgement.	Analyses with appropriate criteria the pertinence and relevance of arguments and proposals.
	Acting with consistency and responsibility in decisions and behaviour	Avoids reflecting on own conduct or behaviour.	Analyses <i>a posteriori</i> the consequences of own actions.	Accepts responsibility for own actions and behaviour.	Analyses the consistency between own beliefs and actions.	Bases own behaviour on the values he/she defends.

2- Read and comment pp.1

-Definition

-Progression of Levels

Time-10 Minutes

3- Share comments on:

-Definition

-Progression of Levels

Time-10 Minutes

4- First Level pp.2

Read and comment on:

How well the level is broken down into indicators

Time-10 Minutes

5- First Level pp.2

Share comments on:

How well the level is broken down into indicators

Time-10 Minutes

6- First Level pp.2

***Read the indicators and the scores
and comment on:***

***How well the scores explain a criteria
for measuring the indicators***

Time-10 Minutes

7- First Level pp.2

Share comments on:

***How well the scores explain a criteria
for measuring the indicators***

Time-10 Minutes

8- First Level pp.2

***Select one indicator of the level and
Discuss on:***

How would you assess it?

Time-10 Minutes

9- First Level pp.2

Share comments on:

How would you assess one of the indicators of this level

Time-10 Minutes

Thank you very much!