

University of Louisville
Ideas to Action
Assessment Subcommittee
Critical Thinking Curriculum Map

Introduction:

In the fall 2009 semester the Ideas to Action (i2a) Task Group invited facilitators for the eight undergraduate units to submit plans for infusing i2a in their respective unit. Four undergraduate units specifically identified a “curriculum map” as one of the planned activities while two additional units identified curriculum “review” activities that may include a curriculum map. In support of the undergraduate implementation plans and to facilitate consistency in reporting, the i2a assessment committee has developed the following materials to assist with curriculum mapping. The data from the curriculum map template will be used by the i2a assessment subcommittee to provide formative feedback to the undergraduate units.

Materials:

1. Curriculum map template
2. Paul-Elder critical thinking framework descriptors to use with the template headings
3. Sample completed curriculum map template with associated course syllabus highlighted for Psychology 201.

University of Louisville
Ideas to Action
Paul-Elder Critical Thinking Framework Sample Descriptors

The Elements of Thought

Critical thinking activities that students are asked to complete and/or faculty incorporate in the learning experience.

Purpose/Goal/Objective:

Students: Define their purpose in a project or paper

Faculty: illustrate how to identify the purpose/goal/objective

Question:

Students: Identify and/or address a key question, matter, situation, problem and/or issue that is perplexing or difficult to figure out, handle, or resolve;

Faculty: Incorporate complex or difficult questions in learning experiences.

Information:

Students: Use data, evidence, facts, observations, and/or experiences to figure things out

Faculty: Model use and evaluation of information

Inferences:

Students: Form conclusions in light of the evidence

Faculty: Provide opportunities to formulate conclusions

Concepts:

Students: Recognize and use ideas, thoughts, theories, definitions, laws, principles, and/or models of a thing or of a class of things

Faculty: Exemplify concepts and their meaning

Assumptions/Presupposition/Axiom:

Students: Identify an unstated premise or belief or something taken for granted

Faculty: Clarify key assumptions

Implications & Consequences:

Students: Develop a claim or truth which follows from other claims or truths that can be positive or negative.

Faculty: Guide students to identify implications and consequences, both positive and negative

Point of View:

Students: Identify the frames of reference, perspectives and/or orientations used to look at a situation.

Faculty: Discuss alternative points of view

Universal Intellectual Standards

Criteria used to assess the quality of the critical thinking activities.

Clarity: *To make easier to understand, to free from confusion or ambiguity, to remove obscurities.*

Accuracy: *Free from errors, mistakes, or distortion; True, actual, correct.*

Precision: *The quality of being definite and exact; Specific, detailed.*

Relevance: *Bearing upon or relating to the matter at hand or under consideration; Pertain, applicable*

Depth: *Addressing the complexities of a question, problem or issue; Thorough*

Breadth: *Considering all of the possible ways to view a question, problem or issue*

References:

Elder, L. & Paul, R. (2009). *The aspiring thinker's guide to critical thinking*. Dillon Beach, CA: Foundation for Critical Thinking.

Paul, R. & Elder, L. (2008). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.

Foundation for Critical Thinking's Glossary of Critical Thinking Terms:

<http://www.criticalthinking.org/page.cfm?PageID=496&CategoryID=68#83>