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RMIT

Using the Critical Thinking Pentagon to Assess Facets of
Learning Within Management Studies at RMIT

Using the critical thinking pentagon to assess facets of learning within management subjects at RMIT

Research Question: Can digital tools be used to measure critical thinking?

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I-MELT CONFERENCE

INTRODUCTION

Disciplinary thinking has often driven the design of management subject and students are asked to think **critically about discipline specific content**. The redesign of two management subjects has involved **building specific facets of enquiry and reflection based on** the MELT principals. These are scaffolded across two key subjects.

What changed in the design

- Within the two subject the content and assessments and were revitalized –THE LEARNING OUTCOMES REFLECT FACETS ON INQUIRY
- The curriculum for Intro to Management now known as management essentials and Organisation Analysis now has a focus on students engaging in **critical** reflection on **problem based inquiry** as opposed to **critically reflecting** on theory. They now draw on the theory to solve **authentic problems** that they are involved in identifying

Course Learning Outcomes

- 1: **Evaluate leadership** issues and justify the application of management theory in contemporary contexts
- 2: **Critically Analyse** and synthesise management theory on diversity and inclusiveness and explain how this theory applies to contemporary (including responsible) practices.
- 3: Effectively collaborate with others to locate appropriate resources to **organise information and generate** management solutions.
- 4: Effectively **communicate and apply self-reflection** on management ideas and demonstrate a knowledge of responsible **management and leadership practices.**

Management Assessments

What are ITM's current assessments?

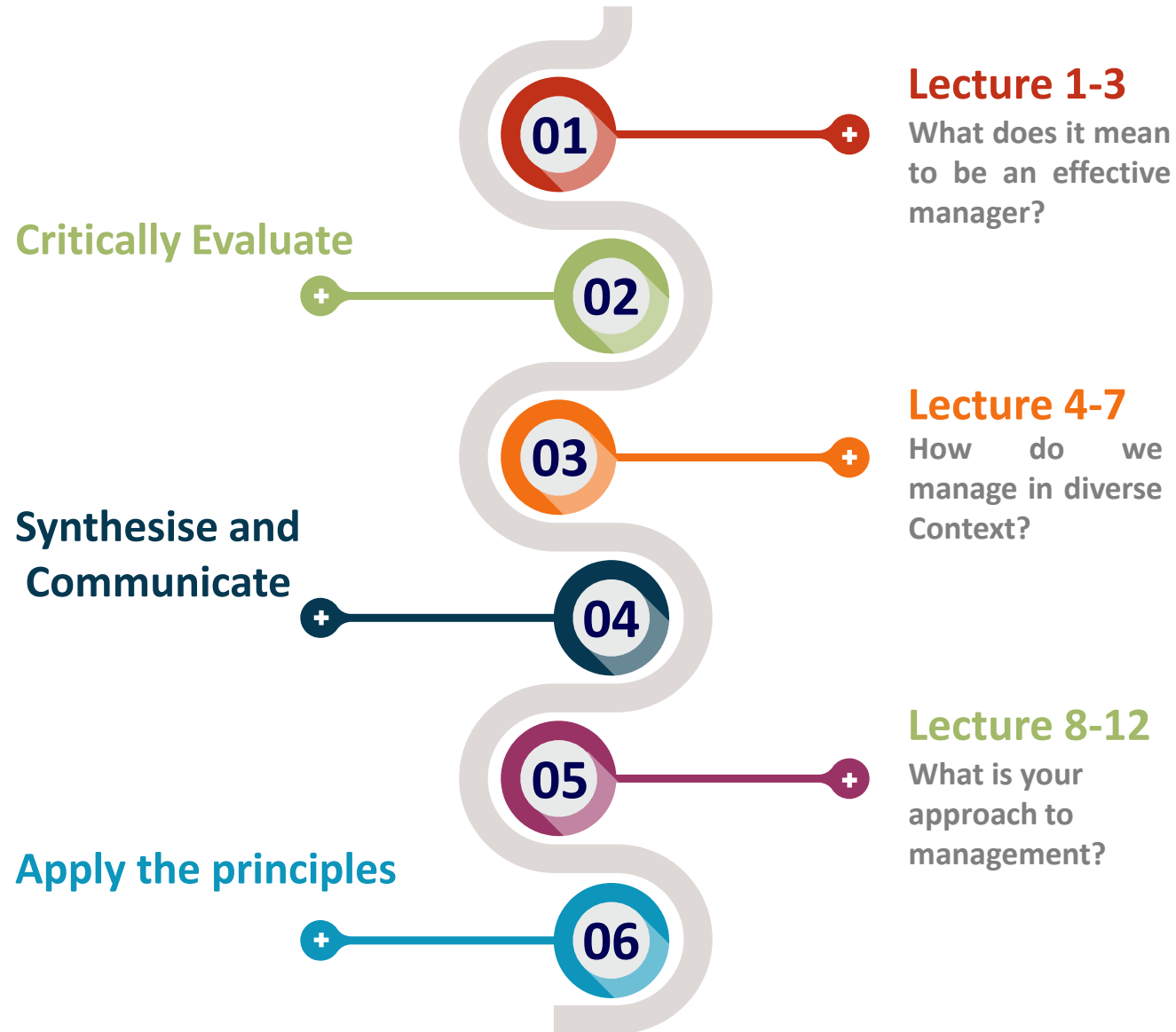
What is proposed



- Assessment 1: Case study 30%
- Assessment 2: Group 40%
 - Part 1: Report 20%
 - Part 2: Presentation 20%
- Assessment 3: Exam 30%

Asses s #	Week Due	Group/ Individua l	Type	Short Description	Maps to CLO	Weight
1	Week 3	Individual	eportfolio development plan 500 words	Reads theory and/or online material and self reflects on key skills relevant to management and provides a personal development plan.	1, 3 & 4	10%
2	Week 7 or 8	Group	Poster/ video/ role play – script up to 1000 words	Problem based approach that encompasses managing diversity and inclusive practiced. (industry guest presenting on real life eg's).	2 & 4	40%
3	Week 12	Individual	ePortfolio	Weekly or topic based digitised synthesis of personal growth and future development needs in order to be work ready.	1, 2, 3, 4	50%

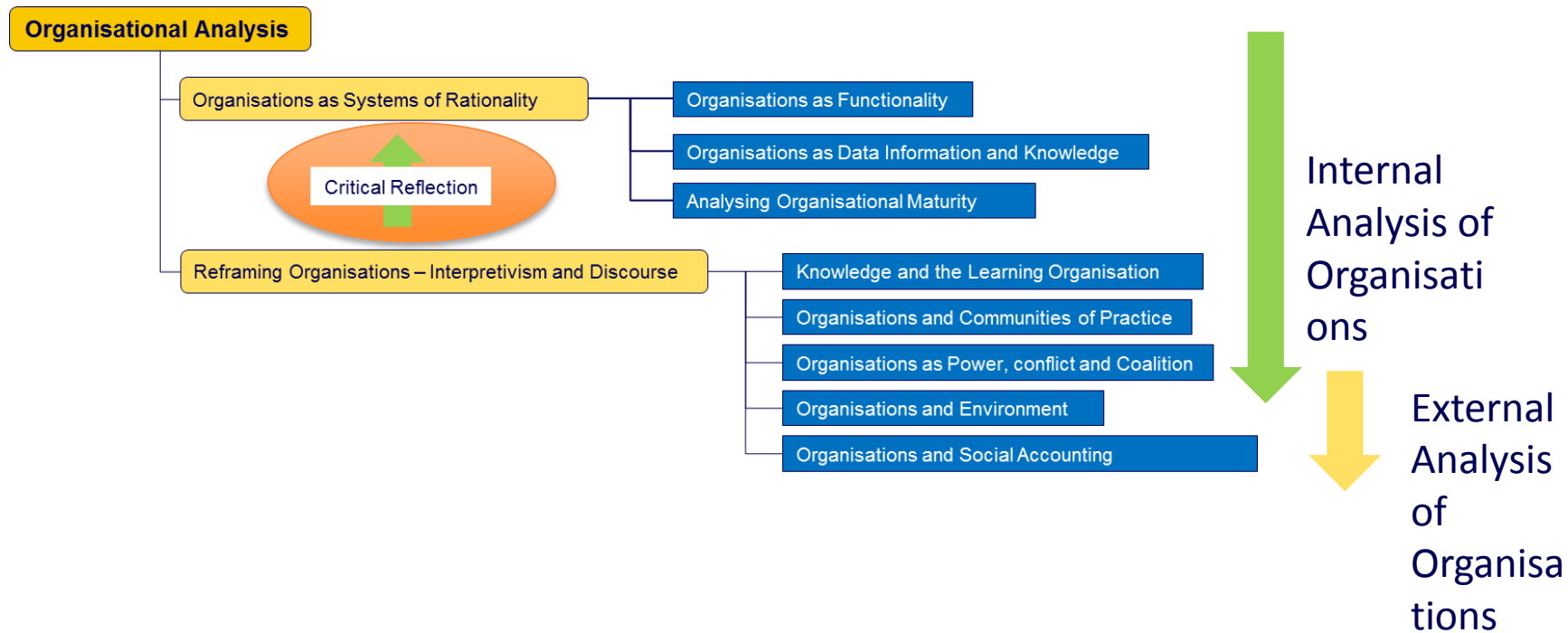
Introduction to Management: the essentials



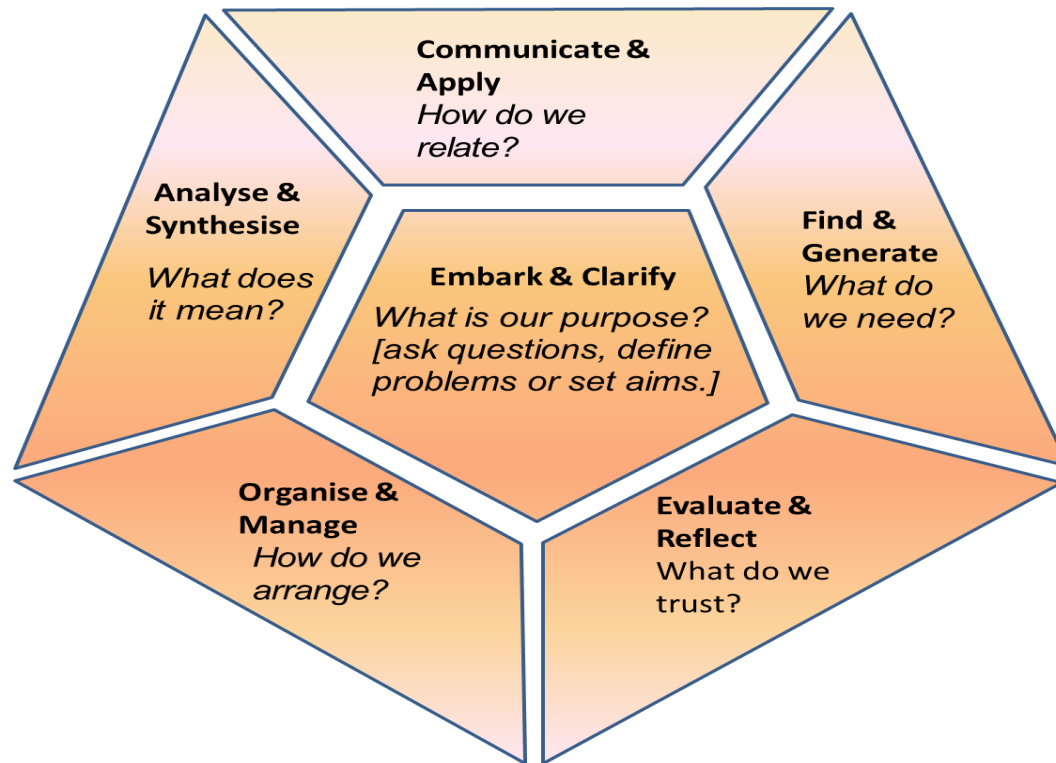
The Facets of Inquiry

MELT facet verbs general	MELT questions general	Examples from Management	Drivers and motivations
Embark and Clarify	What is our purpose?	What is management?	Curious Empathetic Passionate
Find and Generate	What do we need?	Identify the approach used to make sense of management in your article do you agree?	Determined Meticulous
Evaluate and Reflect	What do we trust?	Limitations and biases Contamination What are internal inconsistencies?	Discerning
Organise and Manage	How do we arrange?	Consider how your experience relates to the article	Harmonising
Analyse and Synthesise	What does it mean?	What does the article say about management of diverse groups?	Creative
Communicate and Apply	How do we relate?	Who is the audience?	Constructive

Organisational Analysis Course Structure



Assessment is focused on critical thinking pentagon

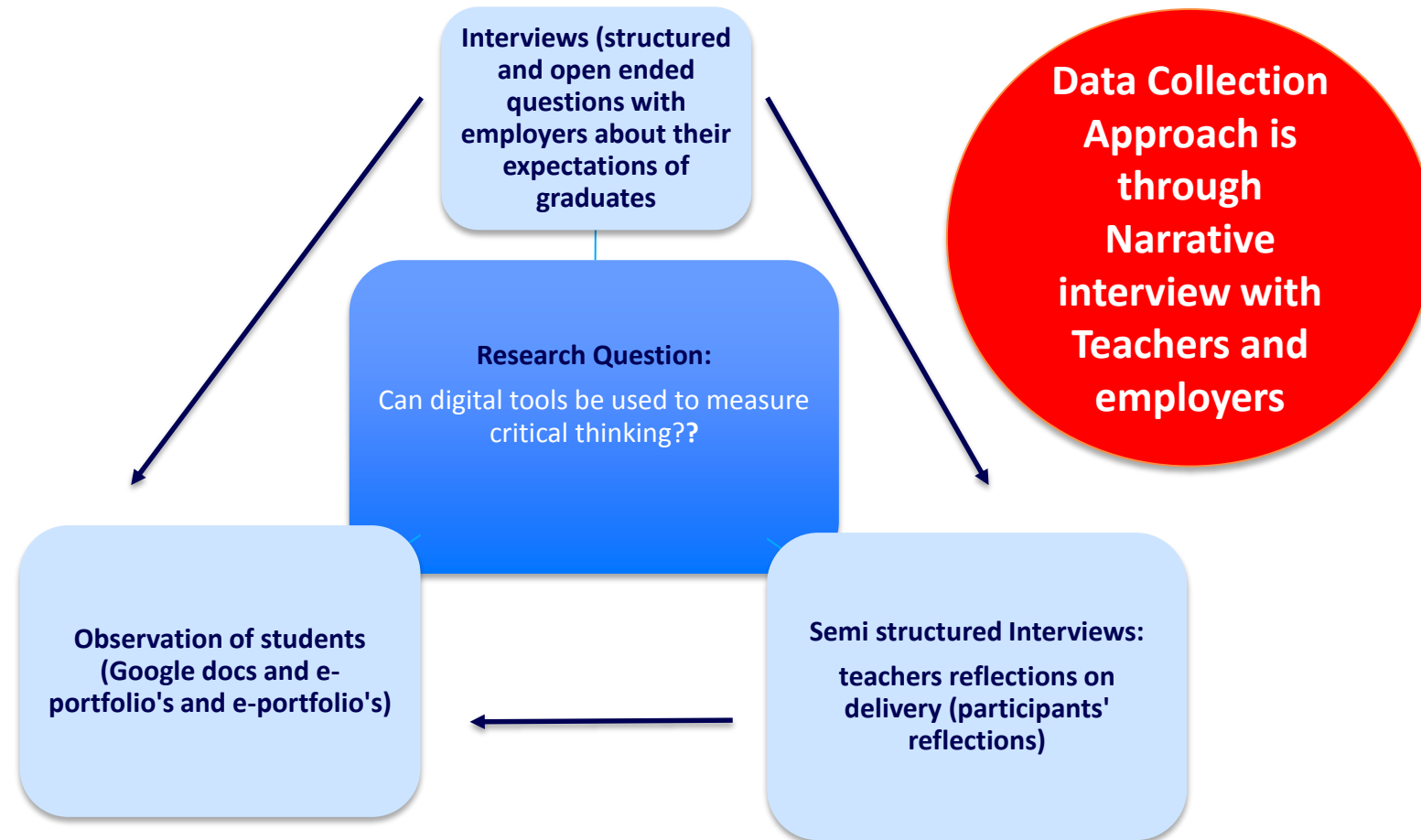


The RSD underpins marking rubrics for management and organisation analysis

Research Orientation to develop critical thinking

Expanded Authenticity/Proximity Framework				
Authenticity Assessment task resembles professional practice	High	Case studies and scenarios drawn from authentic practice	Complex Simulations Studios and simulations With employers	Student Driven Current Design
	Medium	External Measure of effectiveness EG course Evaluation	Evaluation of Effectiveness	Internal Measure Narratives from Employers, teachers and students
	Low	Teacher Lead Previous design	Digitised blended learning materials	Narratives from employers
		Low	Medium	High
Proximity Assessment task occurs in workplace or with practitioners				

Research Designed to Evaluate Effectiveness



Thank you for listening