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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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.
What are ITM’s current assessments?

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

What is proposed:

- Assessment 1: Case study 30%
- Assessment 2: Group 40%
  - Part 1: Report 20%
  - Part 2: Presentation 20%
- Assessment 3: Exam 30%
Introduction to Management: the essentials

Lecture 1-3
What does it mean to be an effective manager?

Lecture 4-7
How do we manage in diverse Context?

Lecture 8-12
What is your approach to management?

01
Critically Evaluate

02
Synthesise and Communicate

03
Apply the principles
# The Facets of Inquiry

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

Organisational Analysis

- Organisations as Systems of Rationality
  - Critical Reflection
  - Reframing Organisations – Interpretivism and Discourse
- Organisations as Functionality
- Organisations as Data Information and Knowledge
- Analysing Organisational Maturity
  - Knowledge and the Learning Organisation
  - Organisations and Communities of Practice
  - Organisations as Power, conflict and Coalition
  - Organisations and Environment
  - Organisations and Social Accounting

Internal Analysis of Organisations

External Analysis of Organisations
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

<table>
<thead>
<tr>
<th>Authenticity</th>
<th>Proximity</th>
<th>Case studies and scenarios drawn from authentic practice</th>
<th>Complex Simulations Studios and simulations With employers</th>
<th>Student Driven Current Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Low</td>
<td>Assessment task resembles professional practice</td>
<td>Evaluation of Effectiveness</td>
<td>Internal Measure Narratives from Employers, teachers and students</td>
</tr>
<tr>
<td>Medium</td>
<td>Medium</td>
<td>External Measure of effectiveness EG course Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
<td>Teacher Lead Previous design</td>
<td>Digitised blended learning materials</td>
<td>Narratives from employers</td>
</tr>
</tbody>
</table>

- **Proximity:** Assessment task occurs in workplace or with practitioners

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*EG: Enhanced General*
Research Designed to Evaluate Effectiveness

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

Data Collection Approach is through Narrative interview with Teachers and employers

Interviews (structured and open ended questions with employers about their expectations of graduates)

Observation of students (Google docs and e-portfolio’s and e-portfolio’s)

Semi structured interviews: teachers reflections on delivery (participants’ reflections)
Thank you for listening