

Critical and Creative Thinking – Fact or Fake

INTRODUCTION

Learners develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

RATIONALE

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

LEARNING OUTCOMES

On successful completion of this qualification, learners will be able to:

- describe what critical thinking is and apply these skills to real world examples.
- identify false or competing arguments, faulty logic and misinformation by examining the accuracy and validity of a range of texts (written, visual and spoken).

KEY SKILLS

- Learners can identify and apply Creative thinking models and approaches.
- Learners can analyse content, provided in a series of different formats, to identify key information and create personal connections.

- Learners can respond to stimulus in order to produce creative content through different mediums.

KEY KNOWLEDGE

- differentiate the similarities and differences between the concepts of 'fact' and 'fake'
- apply critical and creative thinking frameworks to use as problem solving tools in real life
- undertake a critical examination of information presented in a variety of modes as a part of their daily lives.

QUALIFICATION STRUCTURE

Module 1

Introduction to creative thinking and the design process (knowledge building)

Module 2

Research and identify underlying problems in Tasmania and their context in the wider world (contextualising)

Module 3

Apply creative thinking and design process to present possible solutions to problems in Tasmania (act + plan)

Module 4

Identify and respond to potential issues with solutions to chosen challenges (reflection)

WORK REQUIREMENTS

A body of work within an ePortfolio which will include:

1. A Journal: Comprising ongoing responses and reflections from throughout the qualification. The type of journal (oral, written, multimodal) will be determined by the learner in conjunction with the teacher.
2. eGallery curation, evaluation and reflection

CAPABILITY STANDARDS

Capability standard 1: The learner can pose questions to probe assumptions and investigate complex issues

Capability standard 2: The learner can clarify information and ideas from texts or images when exploring challenging issues

Capability standard 3: The learner can identify gaps in reasoning and missing elements in information

RESULTS AVAILABLE

Has met/has not met the Capability Standards

This course is awaiting *Recognised Formal Learning* status from the Office of Tasmanian Assessment, Standards and Certification. Should this be agreed, this course may contribute credit points towards the Tasmanian Certificate of Education.