

Critical and Creative Thinking – Preferred Futures

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:

1. describe creative thinking and the design process
2. apply knowledge and understanding of creative thinking and the design process, to identify and engage with challenges faced.

KEY SKILLS

- work collaboratively and in teams
- undertake independent research
- follow sequenced instructions, organising and prioritising their thinking

- think laterally and offer innovative and creative responses to problems and challenges
- meet learning and organisational timeframes

KEY KNOWLEDGE

- Learners investigate key creative models that will inform their own creative practice and outcomes.
- Learners are aware of the problems and opportunity present in modern Tasmania
- Learners know that their creative responses are a function of the contexts that surround them.

QUALIFICATION STRUCTURE

Module 1

Doing some detective work – checking sources (contextualising)

Module 2

Introduction to critical thinking frameworks (knowledge building)

Module 3

Applying critical thinking frameworks to a range of texts (act + plan)

Module 4

Developing response (visual, spoken or written) demonstrating understanding of using critical thinking frameworks (reflect + respond) to distinguish between fact and fiction, specifically in the media.

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. Documentation of a design approach to a local habitat challenge
3. Documentation of a design solution to address a student-identified problem in Tasmania, identifying context, presenting a creative solution, assessing relative merit and overcoming difficulties with the design.

CAPABILITY STANDARDS

Capability standard 1: The learner distinguishes between creative and critical thinking, and applies creative thinking models to self-reflect on personal learning and teaching.

Capability standard 2: The learner generates alternatives and innovative solutions, and adapts ideas, including when information is limited or conflicting

Capability standard 3: The learner differentiates the components of a designed course of action and tolerates ambiguities when drawing conclusions

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.