



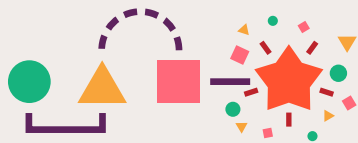
DOMAIN GENERAL

CREATIVITY & CRITICAL THINKING

This rubric identifies the student skills related to creativity and critical thinking to be fostered in teaching and learning. It can be used to reflect on existing teaching practices and design new activities to foster student creativity and critical thinking. It can be adapted to better fit specific contexts or domains. Teachers/faculty can discuss it with students to build understanding of creativity and critical thinking and ensure these skills are taught and learned explicitly. It is not meant to score students or provide them with a continuum of skill progression.

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DOMAIN GENERAL



CREATIVITY

Coming up with new ideas and solutions



CRITICAL THINKING

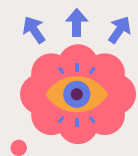
Questioning and evaluating ideas and solutions



INQUIRING

- Feel, empathise, observe, describe relevant experience, knowledge and information
- Make connections to other concepts and ideas, integrate other disciplinary perspectives

- Understand the context, frame and boundaries of the problem
- Identify and question assumptions, check accuracy of facts and interpretations, analyse gaps in knowledge



IMAGINING

- Explore, seek and generate ideas
- Stretch and play with unusual, risky, or radical ideas

- Identify and review alternative theories and opinions and compare or imagine different perspectives on the problem
- Identify strengths and weaknesses of evidence, arguments, claims and beliefs



DOING

- Pose and propose how to solve a scientific problem in a personally novel way

- Justify a solution or reasoning on logical, ethical or aesthetic criteria



REFLECTING

- Reflect and assess the novelty of chosen solution and of its possible consequences
- Reflect and assess the relevance of chosen solution and of its possible consequences

- Evaluate and acknowledge the uncertainty or limits of the endorsed solution or position
- Reflect on the possible bias of one's own perspective compared to other perspectives