

UNIVERSITY OF TORONTO (IMPACT CENTRE)

Developing, Validating and Implementing a Critical Thinking Skills Measurement Tool for Entrepreneurial Work Integrated Learning and Programming at Postsecondary Institutions

PROJECT OVERVIEW

This project will develop, validate and implement a **standardized critical thinking (CT) skills measurement tool** among students participating in **entrepreneurial work integrated learning (E-WIL)** at the postsecondary level. This work is informed by the Critical Thinking VALUE Rubric from the Association of American Colleges & Universities (AAC&U). It will also draw upon, and further build upon, existing standardized measurement tests.

The aim of this project is to quantify and score students' critical thinking skills both at the start and following completion of an E-WIL activity or program to directly inform postsecondary programming, and to better bridge the existing "skills gap" between formal education and the needs of a rapidly evolving job market.

The initial phases will focus on developing and validating an effective measurement tool, appropriate for an E-WIL context. The final phase of this project will include the assessment of critical thinking in other E-WIL programming and activities at the University of Toronto, the University of Waterloo and Brock University.

RESEARCH QUESTIONS

1. How can the Critical Thinking VALUE Rubric be used, modified and/or adapted to inform the creation of a standardized critical thinking skills measurement tool that can reliably measure and score a student's CT skills in E-WIL programs, activities and opportunities at the postsecondary level?
2. To what extent are students developing CT skills in E-WIL programs at the University of Toronto? Are there differences in students' CT skills development across the range of programs, activities and initiatives? Across key demographics such as age, program of study or year of study? Over time?
3. Does providing E-WIL participants with knowledge about CT and its importance in the context of their E-WIL program have any measurable difference on the measured CT skills of the participants? If such correlation is observed, are differences observed across the various E-WIL programs included in this study?
4. How will postsecondary pedagogy be affected by these research findings, particularly in an innovation context geared to meet the skill needs of a rapidly evolving knowledge economy?"

CONTACT INFORMATION

For more information about the University of Toronto (Impact Centre)'s LOAC project, please contact:

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