



Course Tag Reflection Exemplar **Critical and Creative Thinking**

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HFS 204: Applied Research Methods in Child and Family Studies

Identify the course learning objectives in the syllabus that are clearly aligned to Critical & Creative Thinking and respective assignment(s).

The following five course learning objectives clearly align to Critical and Creative Thinking.

1. Recognize basic concepts of research methods (Research project, Exams)
2. Formulate problems in a matter suitable for child and family research (Research project)
3. Evaluate the quality of child and family research (Research project, Exams)
4. Conduct applied research projects (Research project)
5. Disseminate findings from conducted research (Research project)

Explain the connection between specific assignment(s) and Critical & Creative Thinking. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

1. Research Proposal: Students critically reflect on the way in which Child and Family Studies field is researched and explore ideas and issues to inform research studies. Students develop a research proposal and make revisions. Students exercise critical and creative thinking when developing and writing their research proposal. (6 %)
2. Final Research Report: Students develop research questions, a scientific research design, literature review to discover prior research and how they might apply to their research and practices, collect and analyze the data, be engaged in critical and creative thinking through their research work, present the findings of a research project, and produce a full research paper. They are engaged in scientific inquiry and problem solve in various child and family related contexts. Students support their arguments through research, analysis of data, and quantitative evidence to generate new knowledge. (22 %)
3. Research Presentations: Student explore and synthesize their ideas, research work, reflect, analyze and and apply their knowledge and practices, disseminate findings from conducted research, and develop new insights about the child and family studies field and the related applications. (6 %)

4. Exams: Students develop knowledge and skills to explore, evaluate and research ideas and quality of child and family research, and critically reflect on diverse modes of inquiry to synthesize their knowledge and skills. (61 %)

95 % of the course grade for HFS 204 relates to this Critical & Creative Thinking competency.

Describe in detail the instructional strategies faculty use to intentionally teach Critical & Creative Thinking in the course.

Faculty guide students to understand and critically evaluate research studies in child and family studies, the methods used in child and family research so that students learn how to interpret the findings from research. Students visit Syracuse University Library website, access data bases for human development and family science fields and select potential literatures to support their argument and address research problems that they are seeking to explore. Students are engaged in critical thinking practices through revising and resubmitting their proposals and provide feedback to their peers, and through being engaged in group and one on one meetings with faculty instructor and TA. Students are involved in research topic ideation exercises, critically evaluate literatures, engaged in critical discourses among peers and faculty, and discuss the development of their research project, implications, and limitations of their research work. Through these intentionally focused instructional strategies, students develop knowledge and skill to support their development as critical thinkers and researchers.

Describe the feedback tool(s) faculty use to support students' competency development on Critical & Creative Thinking.

Faculty provide continuous and direct verbal and written feedback on students' work and their engagement with the research throughout the course and on each step of the research process. From research problem ideations, hypothesis building, literature search, development of objectives, highlighting importance and significance of their research project, and developing research questions of the project. In addition, faculty provide feedback on research design, sampling, data collections and procedures, development of measures, and approaches to data analyses. Faculty also provide verbal and written feedback on students' discussions of their findings and presentations. Faculty meet with each group member and review feedback on scoring rubrics on each assignment, research proposal, research paper, research verbal presentation, and poster presentation.