

DESCRIPTION OF THE COLLEGE

GENERAL INFORMATION		
Course Holder	Dr. sc. Darija Korkut	
Name of the College	Critical Thinking	
Study program	Professional Graduate Study of Business Management - MBA	
Status of the College	Mandatory	
Code	MBA-KM-19	
Year	Year 2	
Point value and method of teaching	ECTS Student Workload Coefficient	4
	Number of hours (P+V)	14+42

DESCRIPTION OF THE COLLEGE
1.1. <i>Objectives of the course</i> Students are expected to develop: a) general competencies: - Identify key conceptual frameworks important for the development of critical thinking. - Understand the importance of critical thinking in different areas of life. - systematically and meaningfully argue points of view - effectively apply the acquired knowledge and contribute to (business) analysis and (business) decision-making. (A) Specific competencies. - Critically evaluate arguments, assumptions, abstract concepts, and data in decision-making. - develop valid, reliable and rebuttable arguments - make reasonable conclusions and solutions and test them in accordance with relevant criteria and standards - develop unbiased and open alternative systems of thought that will be able to identify and assess assumptions, implications and practical consequences

- apply knowledge and skills in the field of critical thinking in solving business problems and business decision-making.

1.2. *Requirements for enrolment in the course*

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1.3. *Expected learning outcomes for the course*

Students should be able to:

1. To argue an opinion about the characteristics and importance of critical thinking through its historical development
2. Re-examine the relationships between concepts and judgments
3. Evaluate the logical correctness and structure of the argument
4. Compare different types of logical fallacies
5. Evaluate different methodological frameworks for analysis and criticism
6. Critically judge the application of basic concepts and concepts of critical thinking in various fields.

1.4. *The content of the course*

Introduction to the course

Features and importance of KM

What is critical thinking and why is it important for 21st century society

Critical thinking throughout history

Analysis of information from open sources

Disinformation and fake news

Relations between concepts and judgments

Concept, Judgment, Structure of the Argument

Relations between concepts and judgments

Argument Mapping

Logical correctness and structure of the argument

Deduction, validity and reliability

Induction, abduction, analogy; Strength and persuasiveness

Logical fallacies

Logical fallacies: 5 criteria Structural criterion, relevance Acceptability, sufficiency Effective killing Logical Fallacies: Text Analysis Methodological framework for analysis and criticism Methods of critical thinking Paul-Elder methodological framework for analysis and critique The Paul-Elder Methodological Framework for Analysis and Criticism: Text Analysis Application of KM in different areas		
1.5. <i>Types of teaching (put X)</i>	☒ Lectures ☐ Seminars and workshops ☒ Exercises ☐ Distance education ☐ Field Teaching	☒ Independent tasks ☐ Multimedia & Network ☐ Laboratory ☐ mentoring work ☐ other _____
1.6. <i>Obligations of students</i>		
<i>Student obligations are prescribed in detail by the Statute, the Study Regulations and the Instructions on Student Obligations. The key obligations of students are:</i> ATTENDANCE AT CLASSES: <i>students are obliged to attend classes, actively follow lectures and exercises and participate constructively in classes, and in order to acquire the right to take the exam, it is necessary to attend classes in the percentages prescribed by the Study Regulations. For each student, their presence in class is recorded through the Infoeduka digital office system. The minimum commitments are;</i> <i>Full-time students must attend at least 70% of the total number of classes to be eligible to sign.</i> <i>Part-time students need to attend at least 50% of the total number of teaching hours to be eligible to sign.</i> EXAM: <i>in order to achieve a positive grade in a subject, it is necessary to achieve at least 54 points in the subject, but also at least 50% of points for each learning outcome. The method of taking the exam is described in more detail in the item Assessment and evaluation of students' work during classes and at the final exam.</i> <i>*FINAL EXAM – a student who has not met the conditions for passing the exam during the continuous examination (has achieved a total of at least 54 points in the course and met the lower point threshold for the acquisition of each learning outcome, i.e. at least 50% of the points of each learning outcome), may take the learning outcomes</i>		

of the course at the final exam.

WRITTEN EXAM: the student is required to take a written exam that checks the adoption of theoretical concepts related to critical thinking, obstacles in its development and application in solving business problems, and the ability to map the structure and assess the logical correctness of arguments.

INDIVIDUAL PROJECT: the student is obliged to participate in an individual project that tests the practical application of knowledge, understanding and critical thinking skills in the given field of application.

PRACTICAL WORK: the student is obliged to participate in solving practical tasks and exercises during classes with the aim of practicing the skill of building arguments and assessing their logical correctness, as well as the application of the methodological framework for analysis and criticism.

**CONTINUOUS ASSESSMENT OF KNOWLEDGE: In order to improve the efficiency of students' progress in teaching, continuous examinations (3 intermediate exams) are carried out. In this way, students acquire smaller teaching units and master the subject material more easily.*

1.7. Monitoring of student work (add X with the appropriate form of monitoring)

Attendance	x	Teaching activity		Term paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Design	x	Continuous assessment*		Paper		Practical work	x
Portfolio							

1.8. Assessment and evaluation of students' work during classes and at the final exam

Assessment and evaluation of students' work during classes and at the final exam is carried out on the basis of the Study Regulations of the EFFECTUS University of Applied Sciences.

Allocation of points according to forms of student performance monitoring

	Attendance	Written exam	Design	Practical work	Total
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I1		16			16
I2		16			16
I3		16			16
I4				16	16
I5				16	16
I6			16		16
OUT OF THE BOX	4				4
TOTAL	4	48	16	32	100

Linking learning outcomes, teaching methods and methods of knowledge assessment:

<i>FORMS OF TRACKING</i>	<i>NAME OF LEARNING OUTCOMES</i>	<i>TEACHING METHOD</i>	<i>METHOD OF ASSESSMENT KNOWLEDGE</i>	<i>Maximum number of rating points</i>
<i>Written exam</i>	<i>OUTCOME 1</i> <i>To argue an opinion about the characteristics and importance of critical thinking through its historical development</i>	<i>Lecture</i>	<i>Exam in the form of an essay on a given topic: essay-type questions are used to check the acquisition of theoretical concepts related to critical thinking and the obstacles in its development and application in solving business problems</i>	64
		<i>Asking questions</i>		
		<i>Discussion</i>		
	<i>OUTCOME 2</i> <i>Re-examine the relationships between concepts and judgments</i>	<i>Lecture</i>		
		<i>Discussion</i>		
		<i>Open questions</i>		
	<i>OUTCOME 3</i> <i>Evaluate the logical correctness and structure of the argument</i>	<i>Guided training</i>	<i>Problem tasks: tasks that test the ability to map the structure and assess the logical correctness of arguments</i>	
		<i>Training and feedback</i>		
<i>Practical work</i>	<i>OUTCOME 4</i> <i>Compare different types of logical fallacies</i>	<i>Guided training</i>		
		<i>Training and feedback</i>		
	<i>OUTCOME 5</i> <i>Evaluate different</i>	<i>Guided training</i>	<i>Problem-based tasks: tasks that test the ability to select and apply an</i>	16

	<i>methodological frameworks for analysis and criticism</i>	<i>Training and feedback</i>	<i>adequate methodological framework of critical thinking for the analysis of a selected text</i>	
<i>Design</i>	<i>OUTCOME 6 Critically judge the application of basic concepts and concepts of critical thinking in various fields</i>	<i>Guided training</i>	<i>Individual project: the project tests the practical application of knowledge, understanding, skills and competencies of critical thinking in a given field of application</i>	<i>16</i>
		<i>Training and feedback</i>		
<i>Attendance</i>	<i>All outcomes</i>	<i>Lectures and exercises</i>	<i>Attendance records</i>	<i>4</i>
TOTAL POINTS				100

<i>Type of student workload</i>	<i>Hours of student workload</i>	<i>ECTS credits</i>
Attending face-to-face classes	42	1,4
Field trips/visits outside the college	0	0
Independent study/research	27	0,9
Out-of-classroom preparation and preparation of seminars/presentations	0	0
Work on an out-of-classroom project assignment	0	0
Independent preparation for exams and exam time	36	1,2
Consultation activities	15	0,5
Other	0	0
TOTAL ECTS credits	120	4

JUDGING:

In order to achieve a positive grade in the course, the student must cumulatively meet two conditions: achieve a total of at least 54 (fifty-four) points in the course and meet the lower point threshold for the adoption of each individual learning outcome, which is 50% of the total points of the learning outcomes.

Grades are calculated based on the following distribution of points:

<i>NUMBER OF POINTS</i>	<i>RATING</i>
<i>0,00 – 53,90</i>	<i>Insufficient (1)</i>
<i>54,00 – 64,90</i>	<i>Sufficient (2)</i>

65,00 – 79,90	Good (3)
80,00 – 89,90	Very Good (4)
90.00 and more	Excellent (5)

The evaluation is carried out in a transparent manner by collecting points. The course is valued with 100.00 points (with the possibility of achieving an additional 8 points on the Challenge learning outcome).

CHALLENGE LEARNING OUTCOME - the student has the opportunity to earn an additional maximum of 8 points through the Challenge learning outcome; The student independently chooses one of the activities proposed in the first lesson, and has the opportunity to independently propose an activity by which he wants to increase the number of points and, with the consent of the course holder, achieves them according to the criteria of the subject. Points for the Challenge learning outcome are not distributed according to the learning outcomes, but the number achieved is an additional number of points to the total number of points achieved according to the learning outcomes.

Before taking the final written exam, each student must meet the prescribed conditions, which primarily means that they have attended the % of classes determined by the Study Regulations and that they have received an electronically encrypted permission to take the exam.

1.9. Required literature and number of copies in relation to the number of students currently attending classes in the course

Title	Number of copies	Number of students
Bucherberger, I. (2012): <i>Critical Thinking: A Handbook of Critical Thinking, Listening, Reading and Writing</i> , Universitas, Rijeka	5* *students receive compulsory literature in permanent ownership	60

1.10. Supplementary literature

Kahneman, D. (2013): Thinking, Fast and Slow, Mosaic of Books

Moore, B. N. and Parker, R. (2009): Critical Thinking, 9th edition, McGraw-Hill

Paul, R.; Elder, L. (2013): Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life, 2nd edition.

Damer, E. T. (2008): Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Argument

1.11. Quality monitoring methods that ensure the acquisition of output knowledge, skills and competences

- *analysis of exam results, achieved results, level of understanding and knowledge during exercises, practical tasks and group work,*
- *conducting a survey among students,*
- *The teacher's evaluation,*
- *the achieved results and the level of knowledge presented during the preparation and defense of the final thesis (of students who choose the graduate thesis in this subject),*
- *analysis of the reports of the Quality Center and*
- *Feedback from students who have already graduated and their employers on the usefulness of the content of this course in the performance of the work they do.*