

## Two findings about Graduate Attributes

### A. "Critical thinking ability depends on whom you live with"

Summarised by Steve Draper from Luke Timmons' work (a Maxi from 2014).

### B. "Video Games Can Develop Graduate Skills in Higher Education Students: A Randomised Trial"

by Matt Barr (main study from his PhD work)

<http://www.psy.gla.ac.uk/~steve/talks/gradattr1.html>

Glasgow 7 Sept 2016

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## Critical thinking ability depends on whom you live with

Luke Timmons

Summarised by Steve Draper,

Glasgow University

Glasgow 7 Sept 2016

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## The original aim

Luke wanted to investigate whether USA findings that students living off campus were at a disadvantage would be replicated here at GU.

He used as his main measure the Ennis-Weir Critical Thinking Essay Test (1985)

This is inconvenient (40 mins to complete) for repeated measures experiments, but usable for a cross-sectional study. It has a long history, and hence high validity of various kinds.

(Relevant here because critical thinking is a chief graduate attribute).

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## The finding

However his pattern of results were somewhat different  $p \leq 0.029$

Living arrangement	Median CT score	Mean CT score
Friends	21.3	20.6
Parents / Family	18.8	16.5
Non-friends	14.5	13.3

⇒ Whom you live with at university has a big effect on your CT outcome measure.  
⇒ (Style of unplanned conversation where you live?)

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## Other associations with CT

Whom you lived with while at school, style of conversation at home  $p < 0.005$

Parental HE education	Median CT score
Any parental degree	20.0
No parental degree	7.5

Likelihood of private school?, style of conversation at school  $p < 0.051$ , ...026

Parental income	Median CT score
Greater than £125,000	25.25
£50,000 - £124,999	19.5
£0 - £24,999	15.5

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## Consistent with this interpretation

- Perhaps ....
- CT depends upon practice
  - Most of this is in conversation,
  - Suggesting that it is unplanned, unscheduled, dependent upon opportunistic conversations. It is not planned by either teachers or learners.
  - Most often whom you live with.

It may not matter, at least for this CT test as opposed to other possible measures of learning, whether the peers share your discipline or not.

*Learning is conversation, as Vygotsky, Pask, Laurillard, Sfard, .... believe.*

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**A place for me to stop  
.....  
and handover to Matt Barr**

For the slides, handout etc. see:  
<http://www.psy.gla.ac.uk/~steve/talks/gradattrs1.html>

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**Any questions so far?**

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**Part 1:  
Catalytic assessment**

“Catalytic assessment” is a catch phrase for questions that may look like tests, but whose important mathemagenic (learning generating) effect is hidden in the learner.

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