


AGL


A STUDENT'S PERSPECTIVE ON TRANSVERSAL
LEARNING OUTCOMES (TLO)

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PLAN

1. AGL presentation
2. Critical thinking survey presentation
3. Development and assessment of critical thinking
4. Next steps



I. WHAT IS AGL ?

- General Assembly of Louvain Students – the UCL student union.
- Elected every year
- Four missions :
 - Represent
 - Inform
 - Defend
 - Support



AGL'S PRIORITIES

- Wide field of actions : social support, implement social politics at university, educational reforms, success support, turning UCL into a Fossil Free University, gender policies at university...
- ... and critical thinking at University.

→ How to develop and assess it in our universities? Which means? Which goals?

WHY DO WE NEED CRITICAL THINKING AT UNIVERSITY ?

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- Crisis and issues in the XXIst century
 - Social crisis
 - Environmental crisis
 - Geopolitical issues
 - Fake news
 - Etc.
- As university students and citizens we need to **get the tools to be able to think and solve these issues**

PREVIOUS CRITICAL THINKING SURVEY (2014)

- Among first year students
- Conclusions:
 - Many deficiencies in critical thinking
 - Many of them derive from secondary school
 - Too few courses or systems to promote critical thinking at university
 - No link between socioeconomic background or academic delay and critical thinking
- Need for more interdisciplinarity, rethink teaching, create a course about 21st century issues
- **Similar results between the 2014-2015 survey and the new one.**

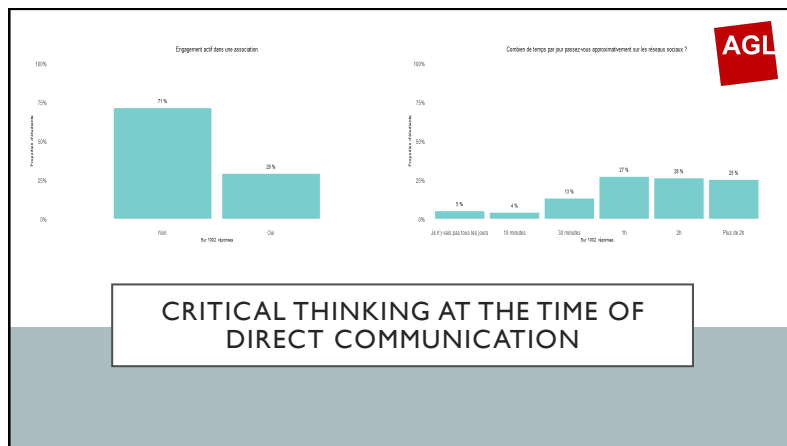
CRITICAL THINKING SURVEY - AGL

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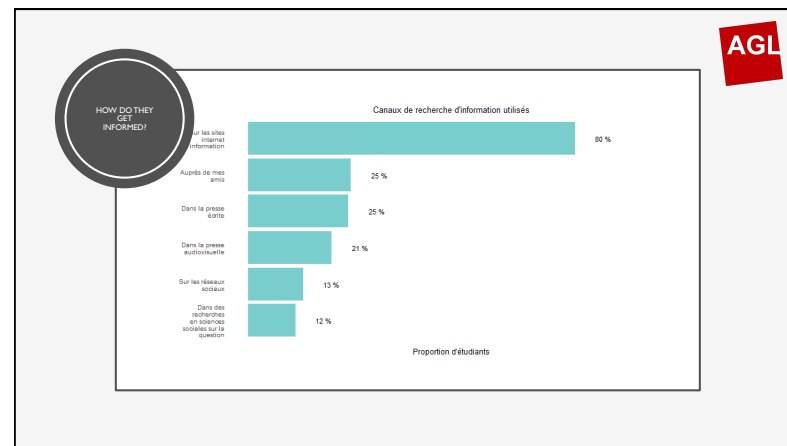
- In every sector of UCL + USL-B
- November to december 2017
- 1002 forms completed by first year students
- 2 big parts
- Statisticians' analyses

SURVEY PART I - CRITICAL THINKING

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CRITICAL THINKING AT THE TIME OF DIRECT COMMUNICATION



WHAT IT SHOW?

- 27% of the students get informed more than average on social medias and from their friends.
- 41% use mainly information websites to get informed.
- Risks? Which one?

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MEDIAS TYPOLOGY

- Ranking between Belgian press sources
- Different levels of trust and reliability
- 12% of students trust a nonexistent press source "Courrier de Bruxelles"
- 10% of students trust "RT France", a Russian media part of the Russian soft power.
- 68% of students trust "Le Monde"

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SOCIETAL DEBATE

- About "sugar daddy", incomplete knowledge of the phenomenon
- Mainly get informed by TV/radio/social media
- About the situation (complex) in Venezuela
- 52% of students say there is another vision of the events

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SURVEY PART 2 - CITIZENSHIP

- Questions on overall knowledge
- Good global knowledge, but some gaps :
 - 7% students think that this is the American federal government who orchestrated 9/11
 - 29% students think immigration have a detrimental effect on economy
 - 46% students think Belgium welcome more migrants than it has undertaken to welcome
 - 56% students think that the public funding per student has increased during the last years in Belgium, what's wrong

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SURVEY PART 2 - CITIZENSHIP

	Coefficient estimé	Erreur type	Statistique z	P-valeur
Constante	1,78	0,13	13,44	<2e-16
Université - USL-B	-0,12	0,08	-1,56	0,12
Faculte - DWT	-0,06	0,15	-0,38	0,70
Faculte - EPL	-0,03	0,13	-0,25	0,80
Faculte - ESPO	0,01	0,12	0,05	0,96
Faculte - FASB	-0,05	0,12	-0,37	0,71
Faculte - FIAL/PHILO	-0,03	0,14	-0,21	0,84
Faculte - FSM	-0,21	0,15	-1,40	0,16
Faculte - LOCI	-0,34	0,12	-2,85	0,01
Faculte - LOW	0,09	0,17	0,52	0,60
Faculte - PSP	-0,09	0,12	-0,75	0,45
Faculte - SC	-0,02	0,12	-0,17	0,87
Engagement	0,06	0,03	2,45	0,04
Clusters - 2	-0,04	0,03	-1,17	0,24
Clusters - 3	0,05	0,03	1,61	0,11
Réseaux par jour - 10 minutes	-0,01	0,09	-0,12	0,91
Réseaux par jour - 30 minutes	0,09	0,07	1,30	0,20
Réseaux par jour - 1h	0,00	0,06	-0,02	0,98
Réseaux par jour - 2h	-0,02	0,06	-0,36	0,72
Réseaux par jour - Plus de 2h	-0,05	0,06	-0,80	0,42

- On the 12 questions asked, the average score is between 4 and 6
- A Poisson regression was made on every factors
- The students engagement has a slightly positive impact on the answers

SURVEY - LAST PART

- We asked to students: what is your definition of the critical thinking?
- 2 tendencies:
 - Neutrality, objectivity and analyze
 - Position on a subject, own meaning, own point of view

N-gramme (unité de 5 mots)	Fréquence dans les commentaires
ne pas croire tout ce	36
pas croire tout ce qu'on	28
faire la part des choses	19
tout ce qu'on nous dit	19
se faire son propre avis	18
croire tout ce qu'on nous	16
prendre du recul par rapport	12
ne pas se laisser influencer	10
distinguer le vrai du faux	8
du recul par rapport à	8
par soi-même ne pas	8
se faire sa propre opinion	8
pas croire tout ce que	7
discerner le vrai du faux	6
remettre en question ce qu'on	6
se forger son propre avis	6
du recul par rapport aux	5
prendre du recul sur les	5
savoir faire la part des	5



DEVELOPMENT AND ASSESSING CRITICAL THINKING

- Course on the issues of the 21st century
- Information critic courses
- Critical thinking MOOC
- Learning skills of critical thinking in first year courses
- Meta-Metis courses
- Global interdisciplinarity
- Etc.

NEXT STEPS?

QUESTIONS?