#### Introduction

This file describes how "Inquiry & Analysis" as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.

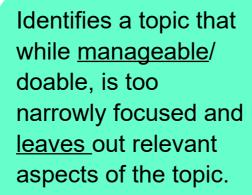
Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

#### Inquiry & analysis components:

- Topic selection
- Existing knowledge, research, and/or views
- Design process
- Analysis
- Conclusions
- Limitations and implications

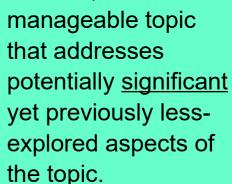
## Inquiry & analysis: Topic selection

Identifies a topic that is far too general and wide-ranging as to be manageable and doable.





Identifies a <u>focused</u> and manageable/ doable topic that appropriately addresses <u>relevant</u> aspects of the topic.



focused, and

Identifies a creative,

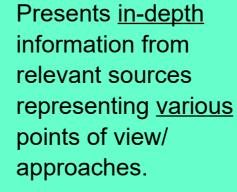


### Inquiry & analysis:

#### Existing knowledge. Research and/or views

Presents information from <u>irrelevant</u> sources representing <u>limited</u> points of view/approaches.

Presents information from relevant sources representing limited points of view/approaches.



Synthesizes in-depth information from relevant sources representing various points of view/ approaches.





# Inquiry & analysis: Design process

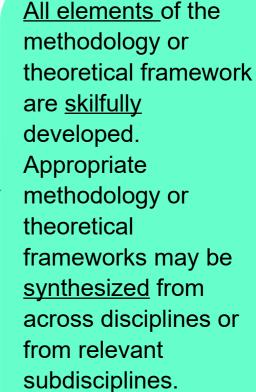
Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.



Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.



Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.



## Inquiry & analysis: Analysis

<u>Lists</u> evidence, but it is not organized and/ or is <u>unrelated</u> to focus.

Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.

Organizes evidence to reveal important patterns, differences, or similarities related to focus.

Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

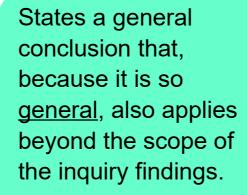






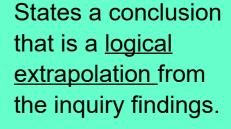
### Inquiry & analysis: Conclusions

States an ambiguous, illogical, or <u>unsupportable</u> conclusion from inquiry findings.





States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.





### Inquiry & analysis: Limitations & implications

Presents limitations and implications, but they are possibly irrelevant and unsupported.

Presents relevant and supported limitations and implications.

Discusses relevant and supported limitations and implications. Insightfully discusses in detail relevant and supported limitations and implications.

