

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 topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.



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



Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.

Inquiry & analysis:

Existing knowledge. Research and/or views

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



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



Presents in-depth information from relevant sources representing various 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.



All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

Inquiry & analysis:

Analysis

Lists evidence, but it is not organized and/ or is unrelated 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 unsupported conclusion from inquiry findings.



States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.



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



States a conclusion that is a logical extrapolation from 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.