



BSBCRT411

# Apply critical thinking to work practices

Assessment 5 of 5

Project



## Assessment Instructions

### Task overview

This assessment task is divided into two (2) activities. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Fusion Graphix Logo
- Learning material



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

### Case study

Fusion Graphix is a Graphic Design Studio that offers B2B graphic design, web design and marketing services. They create print and digital media of high quality. Their goal is to make businesses not only look great but also meet all their expectations by delivering great results.

For the purpose of this assessment, you will play the role of Jackie Spade, the Administration Manager.

### Activity 1

Create one [1] poster to promote critical thinking skills.

- Who is the target audience, and what are their needs
- Use Fusion Graphix Logo
- The font must be Arial
- The colours used must ensure the text can be easily read
- Include all six [6] critical thinking skills from Bloom's Taxonomy [the revised one – using verbs]
- You can use any software of your choice [MS Word, Canva etc.]
- You will need to attach your poster in the space below.

**Assessor instructions:** Student's poster will vary however they must address all the bullet points provided in the instructions.

A sample is provided below:

<<Insert your poster here>>

# BLOOM'S Fusion GraphiX<sup>3</sup> DIGITAL TAXONOMY VERBS

You can use these verbs which cover the span of the taxonomy from **LOTS** (lower-order thinking skills) to **HOTS** (higher-order thinking skills). It begins with *Remembering* and ends with *Creating*. Listed beneath are the power verbs that apply to each stage.



## Remembering

Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.



## Understanding

Understanding is about constructing meaning from different types of function, be they written or graphic.



## Applying

Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.



## Analyzing

Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.



## Evaluating

Evaluating is about making judgements based on criteria and standards through checking and critiquing.



## Creating

Creating is about putting elements together to form a functional whole, and reorganizing elements into a new structure or pattern by planning or producing.

- Bookmarking
- Bullet pointing
- Copying
- Defining
- Describing
- Duplicating
- Favouring
- Finding
- Googling
- Highlighting
- Identifying
- Labelling
- Liking
- Listening
- Listing
- Locating
- Matching
- Memorizing
- Naming
- Networking
- Numbering
- Quoting
- Reading
- Reassembling
- Recreating
- Recording
- Retelling
- Repeating
- Retrieving
- Searching
- Selecting
- Tabulating
- Telling
- Visualizing

- Advanced search
- Annotating
- Associating
- Boolean search
- Categorizing
- Classifying
- Commenting
- Comparing
- Contrasting
- Converting
- Demonstrating
- Describing
- Differentiating
- Discussing
- Discovering
- Distinguishing
- Estimating
- Exemplifying
- Explaining
- Expressing
- Extending
- Gathering
- Generalizing
- Grouping
- Identifying
- Indicating
- Inferring
- Interpreting
- Journaling
- Paraphrasing
- Predicting
- Relating
- Subscribing
- Summarizing
- Tagging
- Tweeting

- Acting out
- Administering
- Applying
- Articulating
- Calculating
- Carrying out
- Charting
- Choosing
- Collecting
- Completing
- Computing
- Constructing
- Demonstrating
- Determining
- Displaying
- Examining
- Executing
- Explaining
- Implementing
- Interviewing
- Judging
- Editing
- Experimenting
- Hacking
- Loading
- Operating
- Painting
- Playing
- Preparing
- Presenting
- Running
- Sharing
- Sketching
- Uploading
- Using

- Advertising
- Appraising
- Attributing
- Breaking down
- Calculating
- Categorizing
- Classifying
- Comparing
- Concluding
- Contrasting
- Correlating
- Deconstructing
- Deducing
- Differentiating
- Discriminating
- Dividing
- Distinguishing
- Estimating
- Explaining
- Illustrating
- Inferring
- Integrating
- Linking
- Mashing
- Mind mapping
- Ordering
- Organizing
- Outlining
- Planning
- Pointing out
- Prioritizing
- Questioning
- Separating
- Structuring
- Surveying

- Arguing
- Assessing
- Checking
- Criticizing
- Commenting
- Concluding
- Considering
- Convincing
- Critiquing
- Debating
- Defending
- Detecting
- Editorializing
- Experimenting
- Grading
- Hypothesizing
- Judging
- Justifying
- Measuring
- Moderating
- Monitoring
- Networking
- Persuading
- Posting
- Predicting
- Rating
- Recommending
- Reflecting
- Reframing
- Reviewing
- Revising
- Scoring
- Supporting
- Testing
- Validating

- Adapting
- Animating
- Blogging
- Building
- Collaborating
- Composing
- Constructing
- Designing
- Developing
- Devising
- Directing
- Facilitating
- Filming
- Formulating
- Integrating
- Inventing
- Leading
- Making
- Managing
- Mixing/remixing
- Modifying
- Negotiating
- Originating
- Orating
- Planning
- Podcasting
- Producing
- Programming
- Publishing
- Roleplaying
- Simulating
- Solving
- Structuring
- Video blogging
- Wiki building
- Writing

WABISABI LEARNING  
wabisabilearning.com

## Activity 2

Plan to undertake a personal development activity to improve your own critical thinking skills. Complete the template below.

Evidence of completion must be submitted as part of this task. For example:

- *A certificate of the PD activity*
- *A screenshot of the completion of an online PD activity*
- *An email confirming your enrolment or attendance to the PD activity*
- *A confirmation letter,*
- *Meeting minutes if the PD was in the form of a meeting with a mentor, supervisor etc.*

You can use Alison Courses for your PD activity as they offer free online short courses. Please find the link below:

[Alison | Free Online Learning with Certificate & Diploma Courses](#)

As part of your evidence that you completed the PD activity, you can download and submit your learner record (as purchasing the certificate is not free of charge). You can locate the learner record in the Account Settings. See an example of a learner record below:



**Alison**  
LEARNER RECORD

**Learner Details**

	Name: [REDACTED]	Total Study Time:
	E-mail: [REDACTED]	12:42:50
	Country: Australia	

**Certified Courses**

	<b>Diploma in Community Development</b>
Score 87%	This free online course, Certificate in Community Development, will teach you how to maintain the momentum, evaluate the effectiveness, and sustain the progress of your community development projects. You will learn about media communication techniques, how to work with other organizations in the community, how to recruit community volunteers, and what makes for a successful volunteer program.
Completed On 2022-03-16	

**Assessor instructions:** Students must submit their completed personal development plan and complete at least one (1) personal development activity.

Ensure that all sections of the template are completed.

Although the contents of the submission will vary, for satisfactory performance, the personal development plan must include the following:

- Actual date of implementation of the personal development activity
- Actual outcome of the implementation of the personal development activity
- Factors that affected the implementation of the personal development activity
- Review the date to reassess improvements to practice

The information included in the plan must align with the student's response to how they described their own level of critical thinking skills.

Students must submit evidence of implementing their plan, e.g. certificate, screenshot, email, confirmation letter, meeting minutes

Personal Development Plan			
<b>Skill to be developed:</b> <i>Describe what skill/s you have identified as needing improvement to strengthen your critical thinking.</i>	<<Insert your response here>> <i>The skill that I identified needing improvement to strengthen my critical thinking skills is assembling potential ideas after analysing the issue that I identified.</i>		
<b>Personal development activity:</b> <i>Provide details of at least one [1] activity that you will undertake as part of your personal development plan e.g. online training, workshop, reading and research, meeting with a mentor or coach.</i>	<<Insert your response here>> <i>I decide to complete an online course with Alison Courses about critical thinking that focuses on developing the skill I want to focus on.</i> <a href="#">Thinking Critically Free Online Course   Alison</a>		
<b>Evidence of implementation:</b> <i>Describe the type of evidence you will submit.</i>	<<Insert your response here>> <i>I will submit a screenshot of my learner record.</i>		
<b>Planned date:</b>	<<Insert date here>> <i>11.11.22</i>	<b>Actual Date:</b>	<<Insert date here>> <i>11.11.22</i>
Provide one [1] factor that affected the implementation of the personal development activity.			
<<Insert your response here>> <i>Due to the high volume of work, it was hard to make free time to complete the activity</i>			
Reflection on the outcome of completing the personal development. [Approx. word count: 30 – 50 words]			
<<Insert your response here>> <i>I enjoyed completing the online short course. It helped me understand how to assemble potential ideas after the analysis stage and provided me with strategies on how to do so.</i>			
How will you monitor ongoing improvements and future reviews? [Approx. word count: 50 – 100 words]			
<<Insert your response here>>			

*I will ensure I keep asking for feedback and acting upon it through Professional Development activities.*

Date for future review

<<Insert date here>>

*11. 01.23*

**Assessment checklist:**

Assessment 2		
1	Activity 1	<input type="checkbox"/>
2	Activity 2	<input type="checkbox"/>



**Congratulations you have reached the end of Assessment 5!**

**© UP Education Online Pty Ltd 2021**

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.