1.Question 1

Imagine you are trying to solve a difficult problem set by one of your lecturers at university. Which of the following people would be good to talk to in order to solve it?



(a). The girl up the road who did the same subject two years ago



(d). The lecturer who set the problem



(f). Other students in the course

2.Question 2

Why is drawing on ideas, knowledge and theories from different fields a useful way to solve problems?



(b). Because different knowledge and ideas can stimulate new ways of thinking about a problem.



(c). Because different fields have a great depth of specific knowledge, and combining these can be very useful.

3.Question 3

Why does Dr. Ranjit Voola suggest that we can learn through debate?

(a). Because it allows you to consider diverse views.

(c). Because it allows you to solidify your own opinion.

1.Question 1

Consider the following question from a university English Literature course:

“Shakespeare’s legacy to successive generations is his firm faith in human potential.” (Bell Shakespeare Company, 2016). Discuss with reference to *Hamlet*.

What are the important underlying assumptions you need to address in this analytical task?

(a). That *Hamlet* has something positive to say about human potential



(d). That Shakespeare had a firm faith in human potential

2.Question 2

Consider the following statement:

“All chairs are elevated from the ground *and* have been designed specifically to be sat on. This object is elevated from the ground and has been designed specifically for someone to sit on it. Therefore, this object is a chair.”

(a). Deductive Logic

3.Question 3

Consider the following problem:

“A construction company has recently seen a significant increase of accidents on worksites. Workers are angry about the accidents and are threatening strikes, and management are worried about their employees’ safety. What solutions would you suggest to help reduce the number of accidents?”

Which of the following solutions demonstrate an understanding of underlying systemic causes rather than just focusing on events?

(b). Analyze the accidents to see whether certain types of sites or equipment are more likely to be involved in accidents, and provide relevant workers with extra training.



(d). Identify the types of workers most likely to be involved in accidents and provide them with extra support and training.

1.Question 1

In lesson 4.3a we explored the relationship between creativity and academic culture. How can we characterize the relationship between the two?

(b). Creativity is important to academic culture because it is needed to produce new knowledge.

(d). Creativity is important as even in areas such as the sciences logical analysis is often complemented by creativity.

2.Question 2

Alex is trying to solve a problem set by her professor. She is having great difficulty coming to a solution. Rather than using the method she has been using so far to solve the problem, she uses an approach which is completely contrary to that.

Which of the creative strategies in 4.3 is Alex using?

(c). Do the opposite.

3.Question 3

Alex is still trying to solve the problem set by her professor. She takes out a dictionary, indiscriminately opens it to a page and writes down a word unrelated to the problem. She then tries to find a connection between the word and the problem, in order to spark her creativity and think of a solution.

Which of the creative strategies in 4.3 is Alex using?

(a). Try a random juxtaposition.

1.Question 1

Consider the following problem:

“You live in shared accommodation with two other roommates. Your roommates never clean the kitchen, and leave dirty dishes in the kitchen. What can you do to get them to do their share of housework in the kitchen?”

You and your housemates decide the solution must be fair, relative to the amount of mess you make and exciting.

Which of Fogler and LeBlanc’s stages for evaluating solutions is this an example of?

Create a list of objectives.

2.Question 2

Consider the following problem:

“You live in shared accommodation with two other roommates. Your other roommates never clean the kitchen, and leave dirty dishes in the kitchen. What can you do to get them to do their share of housework in the kitchen?”

Next you and your housemates consider the three objectives (fair, relative to the amount of mess you make and exciting). You then decide that the solution definitely needs to be fair, should be relative to the amount of mess you make but probably doesn't need to be exciting.

Which of Fogler and LeBlanc’s stages for evaluating a solution is this an example of?

Weight the objectives according to importance.

3.Question 3

What makes evaluating solutions in an academic context different from evaluating solutions in everyday settings?



The use of evidence



Reference to disciplinary bodies of knowledge