

### 601 CRITICAL THINKING

Through this course, my approach to my work showed a shift of thinking without evidences into the sophisticate thinking based on the critical thinking principles. I have attempted to verify my belief by examining its underlying assumptions, seeking some evidences related to them, and judging them. Before taking this course, I did not know the main principles of critical thinking. I have often found the critical thinking is a foundation for general education at my workplace, Roxbury Community College.

- Key Areas of Growth and Learning: recognizing how my view of critical thinking related to my habits developed from my childhood; analyzing them in a frame of critical thinking; examining my belief and attitudes embedded in the assumptions.
- How this Work Foreshadowed My Synthesis: final project in the course examined what the critical thinking principles can be used to establish the Kalama Sutta-based critical information literacy for biology education at Roxbury Community College.
- If I Had Known Then, What I Know Now: I would not have obtained anything new about the cognitive types and not interested to put them in my writing and presentation.

### 602 CREATIVE THINKING

Through this course, my approach to my work showed a shift of thinking without relevance and imagination into the creative thinking process. In the past I often copied ideas and thought and used them to develop my problem solving strategies. Sometimes, I found that they were not the best practice in my working environment.

- Key Areas of Growth and Learning: recognizing how my view of creative thinking related to my imagination developed from my childhood; placing pieces of ideas and solutions by relevances; generating various types of design thinking for the best practices.
- How this Work Foreshadowed My Synthesis: final project in the course examined what the critical thinking principles can be used to establish the Kalama Sutta-based critical information literacy for biology education at Roxbury Community College. I used the creative thinking for the analysis of the information literacy framework and the Kalama Sutta principles.
- If I Had Known Then, What I Know Now: I would have shared my creativity with my classmates.

### 603 FOUNDATIONS OF PHILOSOPHICAL THOUGHT

Through this course, my approach to my work showed the foundations of human thought which have impacts on our thinking. Nature of knowledge and freedom of the will are interesting.

- Key Areas of Growth and Learning: recognizing how philosophy connected with childhood; examining and proving the First Cause<sup>1</sup> as the ideas of philosophy (p.2)
- How this Work Foreshadowed My Synthesis: final project in the course analyzes the authority and reasoning within the Kalama Sutta principles.

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<sup>1</sup> Matthews, G. B. (1994). The philosophy of childhood. Cambridge, MA: Harvard University Press.

- If I Had Known Then, What I Know Now: I would have shared my Buddhism philosophy with my classmates.

#### 651 ADVANCED COGNITIVE PSYCHOLOGY

Through this course, my approach to my work showed a shift of thinking without patterns and memory retrieval into the concept of information processing.

- Key Areas of Growth and Learning: recognizing how my view of memory is related to the information processing: encode, organize, transform, and output information.
- How this Work Foreshadowed My Synthesis: final project in the course examined what the information processing principles can be used to establish the Kalama Sutta-based critical information literacy for biology education at Roxbury Community College. I used the creative thinking for the analysis of the information literacy framework and the Kalama Sutta principles.
- If I Had Known Then, What I Know Now: I would have shared my information processing with my classmates.

#### 692 PROCESS OF RESEARCH AND ENGAGEMENT

Through this course, my approach to my work showed a shift of critical and creative thinking principles into the implication: identify the issues of education at my workplace; research information related to the issues; and manage the findings for presentation and writing.

- Key Areas of Growth and Learning: recognizing how research processes and engages with my interest.
- How this Work Foreshadowed My Synthesis: final project in the course examined my interest and active knowledges of the Kamala Sutta principles and critical information literacy.
- If I Had Known Then, What I Know Now: I would have shared my interest with my classmates.

#### 693 ACTION RESEARCH AND ENGAGEMENT

Through this course, my approach to my work showed a shift of critical and creative thinking principles of my action research into the change evaluation: understanding the cycles and epicycles of action research.

- Key Areas of Growth and Learning: recognizing how action research processes and engages with my interest under the cycles and epicycles.
- How this Work Foreshadowed My Synthesis: final project in the course evaluate a framework based on my interest and active knowledges of the Kamala Sutta principles and critical information literacy for the biology education at Roxbury Community College.
- If I Had Known Then, What I Know Now: I would have contributed my action research and its cycles/epicycles with my classmates.

## 694 SYNTHESIS

Through this course, my approach to my work showed a synthesis of my CCT knowledge, my personal knowledges, practical experiences of information literacy: forming a framework of the Kalama Sutta-based critical information literacy for biology education at Roxbury Community College. Dialogues with group members are beneficial for the synthesis discussion.

- Key Areas of Growth and Learning: recognizing how the synthesis is related to review and reflections from the group members.
- How this Work Foreshadowed My Synthesis: final project in the course reflects my interest and active knowledges of the Kamala Sutta principles and critical information literacy.
- If I Had Known Then, What I Know Now: I would have disciplined my writing habit.