

# Depth and Breadth of Knowledge

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## Description of Element

- a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline
- b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
- c. A developed ability to
  - gather, review, evaluate, and interpret information
  - compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline
- d. A developed, detailed knowledge of and experience in research in an area of the discipline
- e. Developed critical thinking and analytical skills inside and outside the discipline
- f. The ability to apply learning from one or more areas outside the discipline

## Interpretation

The Depth and Breadth of Knowledge element outlines the scope and level of detail of the content and the level of interaction of students with the content for the program as whole. Individual courses within the program may focus on specific areas. Graduates are expected not only to understand course material, but also to place it into a broader context and to draw comparisons between subject areas. Critical evaluation of the content is a crucial component of this benchmark.

- Does the material presented in this course cover each area of study in sufficient detail with respect to course level, and include underlying theories, methods, research approaches and current advances?
- Are students asked to make connections between this course and other courses within the program, and is the context of the course material with respect to the overall discipline clear?

- Are students able to find, review, evaluate and interpret relevant information?
- Do students demonstrate critical thinking and are these skills transferred to fields outside the main area of study?
- Are assessments designed to evaluate the depth, breadth and complexity of knowledge and skills achieved by students?

## Sample Learning Outcomes

Evaluate the key findings of relational research and explain its ramifications on child development and care in a variety of contexts. (BCD404)

Critique the direction of auditing standards in Canada compared to international standards. (IAF826)

Conduct guided research in order to ascertain client's infrastructure and technology requirements. (BTS830)

Critically evaluate complex ethical arguments and standpoints as these are applied to a variety of ethics scenarios from past, present, and future. (INS302)

## Resources

### [Inquiry-based Learning from Queen's University](#)

Queen's University's Centre for Teaching and Learning defines inquiry-based learning, explains its importance, and offers some strategies, guidelines and resources.

### [Interdisciplinary Approaches to Teaching](#) from Carleton College

This website from the Science and Engineering Resource Centre at Carleton College provides an in depth discussion of teaching and assessment strategies for interdisciplinary teaching.

### [Using Coursework to Enhance Students' Understanding of Research/Scholarship](#) from McGill University

A report prepared by the Teaching and Learning Services at McGill identifying ways of integrating course material and research knowledge across disciplines and academic levels.

### [Transfer of Knowledge to New Contexts](#) from Yale University

A short article from Yale Center for Teaching and Learning providing examples and strategies for helping students transfer and apply knowledge and skills to new areas.

Seneca Core Literacies – [Creative Thinking](#); [Critical Thinking and Problem Solving](#); [Information Literacy](#); [Inquiry and Analysis](#)

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