

Critical Thinking Luncheon

October 27, 2017

Subjects for Discussion

- Update on Summer Work
- Draft Critical Thinking Section Proposal
- Draft Critical Thinking Section Learning Outcomes
- Possibilities Presented by Merging with Marathon and Marshfield
- Plan for this Academic Year

Update on Summer Work

- Workshop at UWSP
- Workshop at MSTC
- Workshop at Gateway Technical College for Secondary Educators
- Workshop at Gateway Technical College for Allied Health Faculty
- Presentation to New Faculty at UWSP
- Submitted article to NILOA
- Submitted proposal to HLC

CT Section Proposal

1. We create a critical thinking (CT) category, which will act as a course attribute but not stand as a curricular requirement. CT sections will have a common set of approved CT learning outcomes and integrated CT assessment.
2. We allow any course that meets the CT learning outcomes and employs the CT assessment to carry the CT designation, regardless of GEP status. We target, but don't restrict enrollment, to entering students.
3. We cap enrollment at 35.
4. In Fall 2018, we pilot the CT category in order to build instructional capacity and address logistical issues. We will determine seat count goals for Fall and Spring of 2018-2019 and plan to assess suitability of implementing CT course requirement by Fall of 2020.

CT Section Learning Outcomes

- Review Documents
- Think / Pair / Share

Critical Thinking Outcome Tree

Course-specific outcomes and discipline-specific criteria will be at the "leaf level," but situated within the broader framework in order to allow students to see connections between their courses and scaffold their learning.



Critical Thinking: "Purposeful, reflective judgment which manifests itself in reasoned consideration... in deciding what to believe or what to do." (Facione 2015)

Draft CT Section Critical Thinking Outcomes

- Explain critical thinking as a process of recognizing, analyzing, evaluating, and constructing reasoning in order to decide what to believe or do.
- Apply general or discipline-specific techniques to recognize, analyze, evaluate, or construct reasoning within the context of the course.
- Reflect upon the process of recognizing, analyzing, evaluating, and constructing reasoning and describe its application beyond the course.

Connection to Existing Course Outcomes

The critical thinking outcomes (except, perhaps, for the third) need not be an additional set of objectives appended to the existing outcomes for the course. Instead, the pursuit of the critical thinking outcomes may be the vehicle through which selected course outcomes are achieved.

Critical thinking outcomes can be used to advance the following GEP outcomes across the investigation level.

Arts

- Describe, analyze, or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. (Critical thinking outcomes would be most appropriately integrated with critique.)

Humanities

- Read closely, think critically, and write effectively about texts or cultural artifacts

Historical Perspectives

- Use primary sources as evidence to answer questions about historical change.

Social Sciences

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.

Natural Sciences

- Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques.

Possibilities Presented by Merger

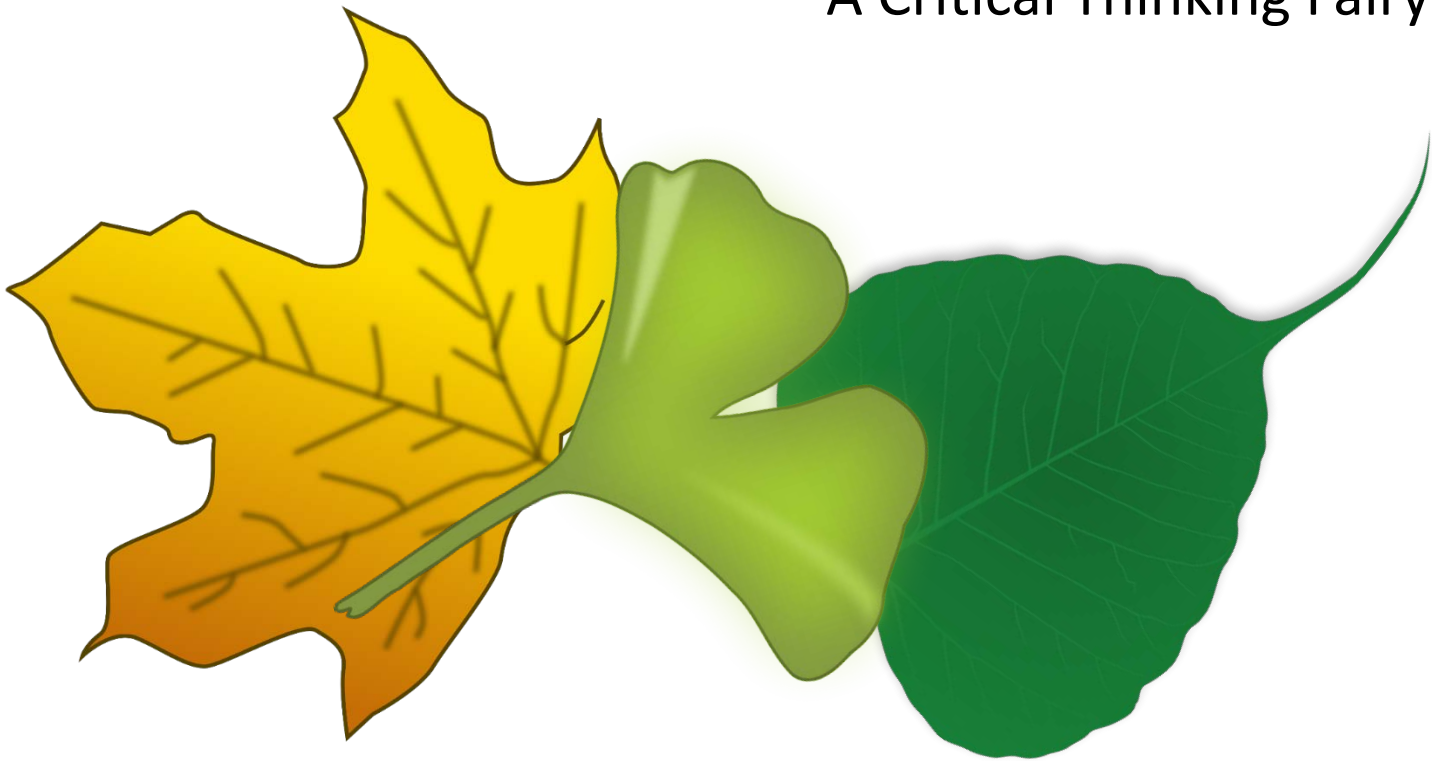
- Extending CT courses to two-year campuses.

Plan for this Academic Year

- Two more lunches this semester: Nov. 17, Dec. 15
- November 17: With new “branch campuses.” Describe our Project. Share your work! Marathon and Marshfield - Learn about their Students.
- December 15: Gearing up for CT Sections.

Liam and the Leaves

A Critical Thinking Fairy Tale



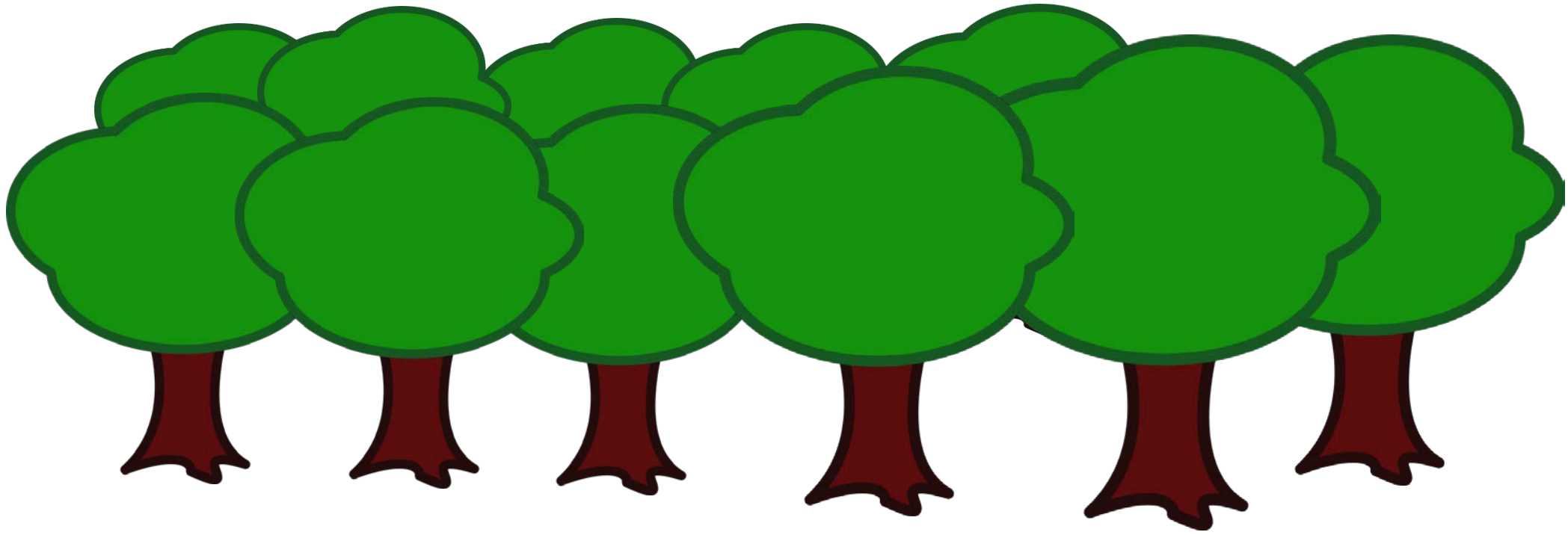
Once upon a time, there was a student named “Liam.”



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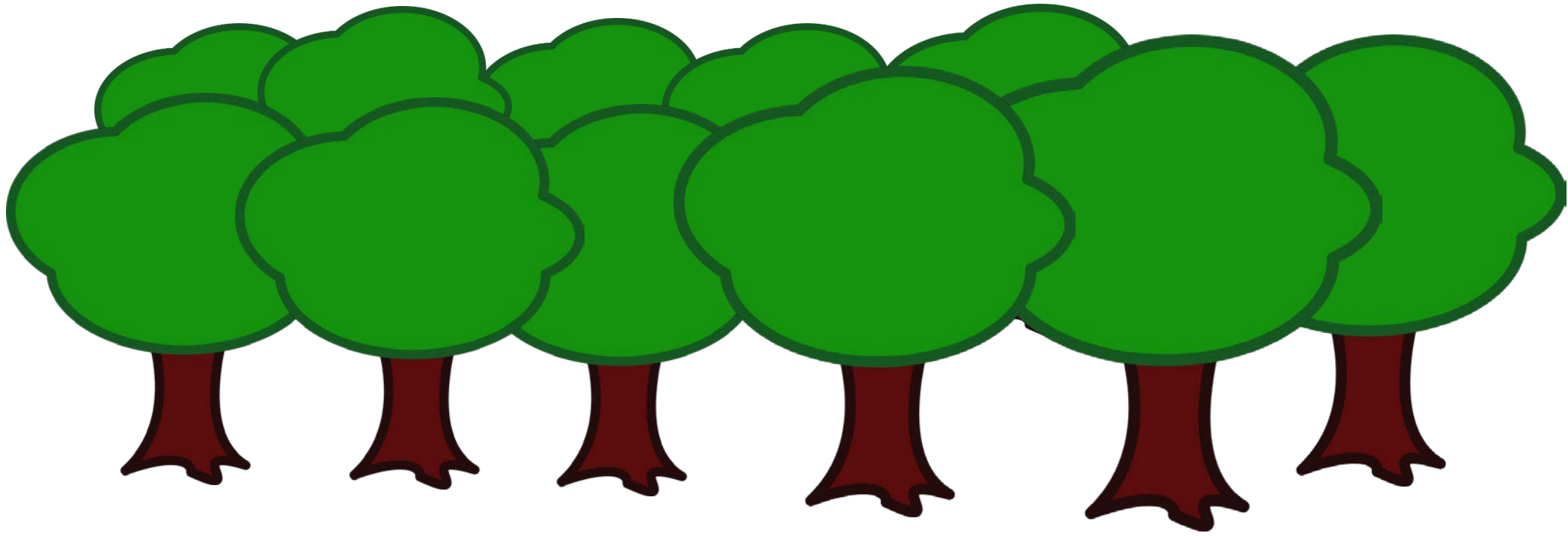
Or – if you don’t want to read a fairy tale because you are, after all, an adult – consider a hypothetical student named “Liam.”





Liam never had the chance to see a tree up close.



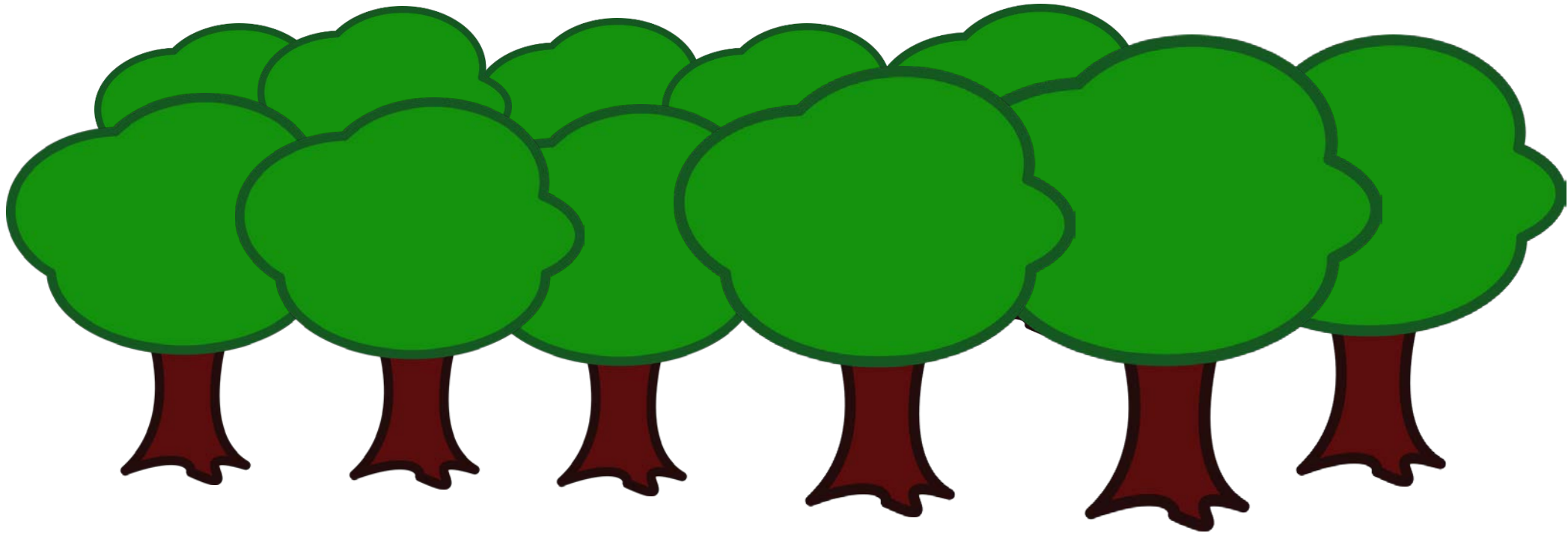


Liam never had the chance to see a tree up close.



But all of the experts agreed that trees were important, and that people should know more about them.





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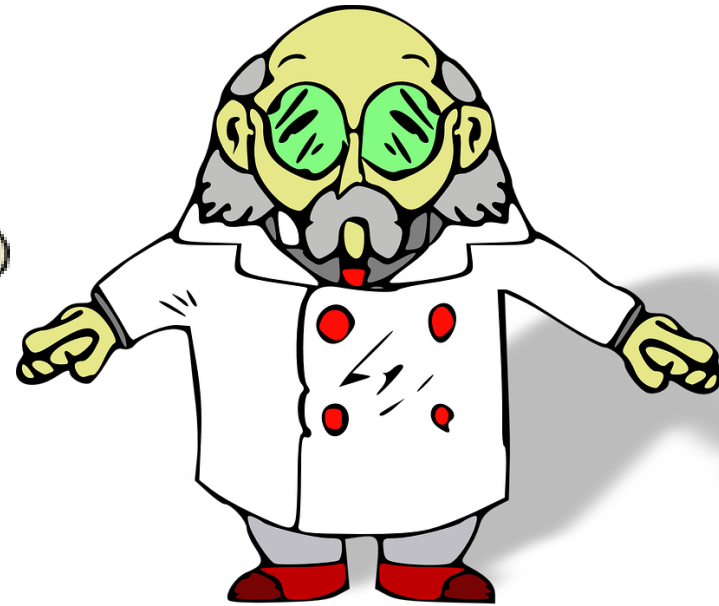
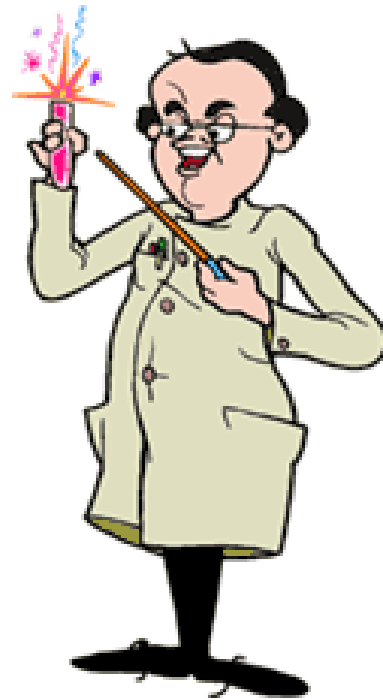


But all of the experts agreed that trees were important, and that people should know more about them.

And they were right.



So instructors said, “We know a lot about trees! Let’s help Liam understand trees better.”



Because each instructor was an expert in a particular kind of tree, they each talked about their own tree.



And because the leaf is where the tree does much of its work, they focused on the leaves.



Some instructors pointed at their leaves.



Some instructors pointed at their leaves.

Other instructors taught Liam about the structure of their leaves.



Some instructors pointed at their leaves.

Other instructors taught Liam about the structure of their leaves.

Still other instructors showed Liam how their leaves functioned.



Liam learned lots about leaves.

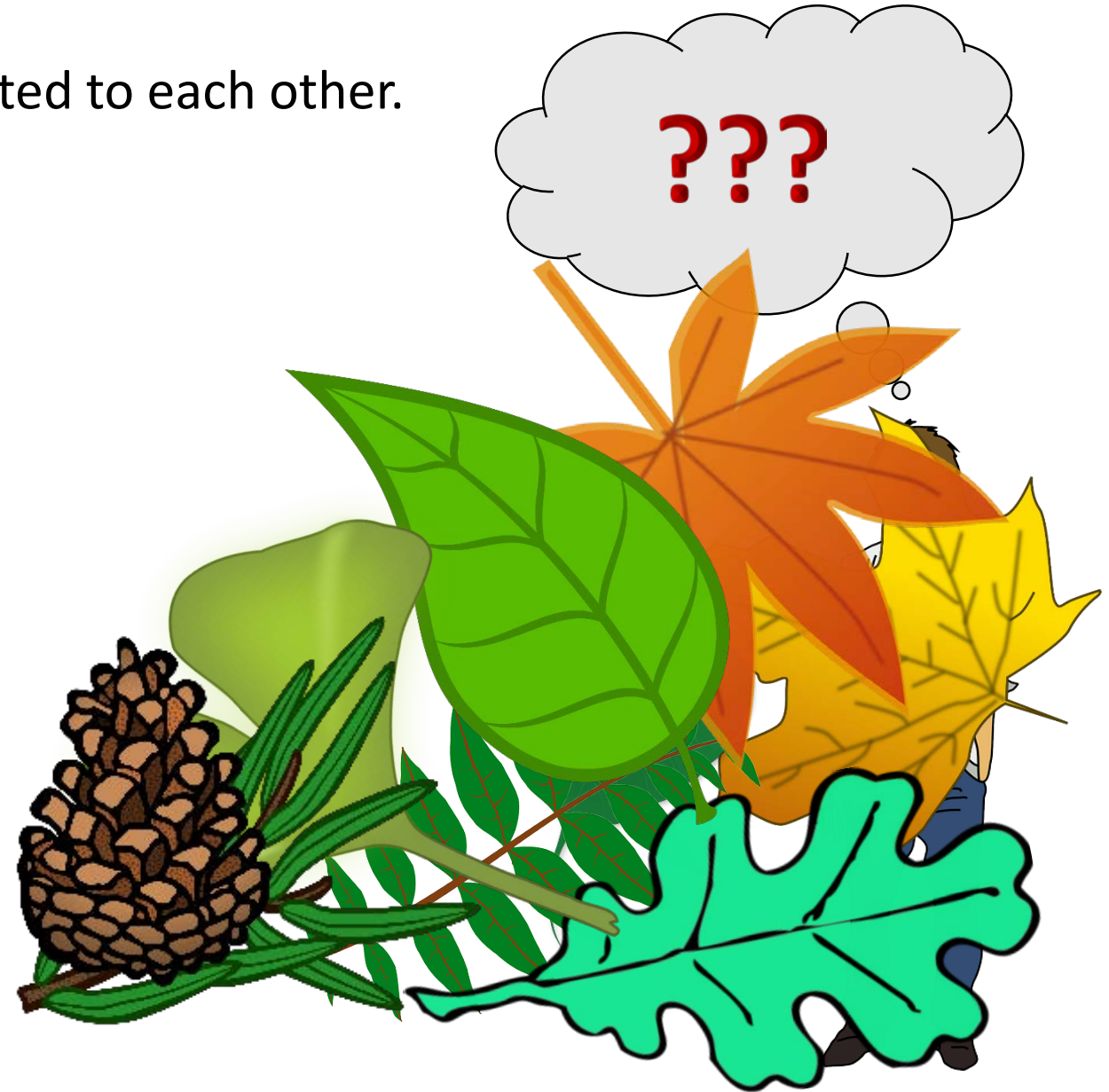


Liam learned lots about leaves.



Liam learned lots about leaves.

But he didn't understand how the leaves related to each other.



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But he didn't understand how the leaves related to each other.

And when the experts asked him about trees...



Liam learned lots about leaves.

But he didn't understand how the leaves related to each other.

And when the experts asked him about trees...

... they were disappointed.

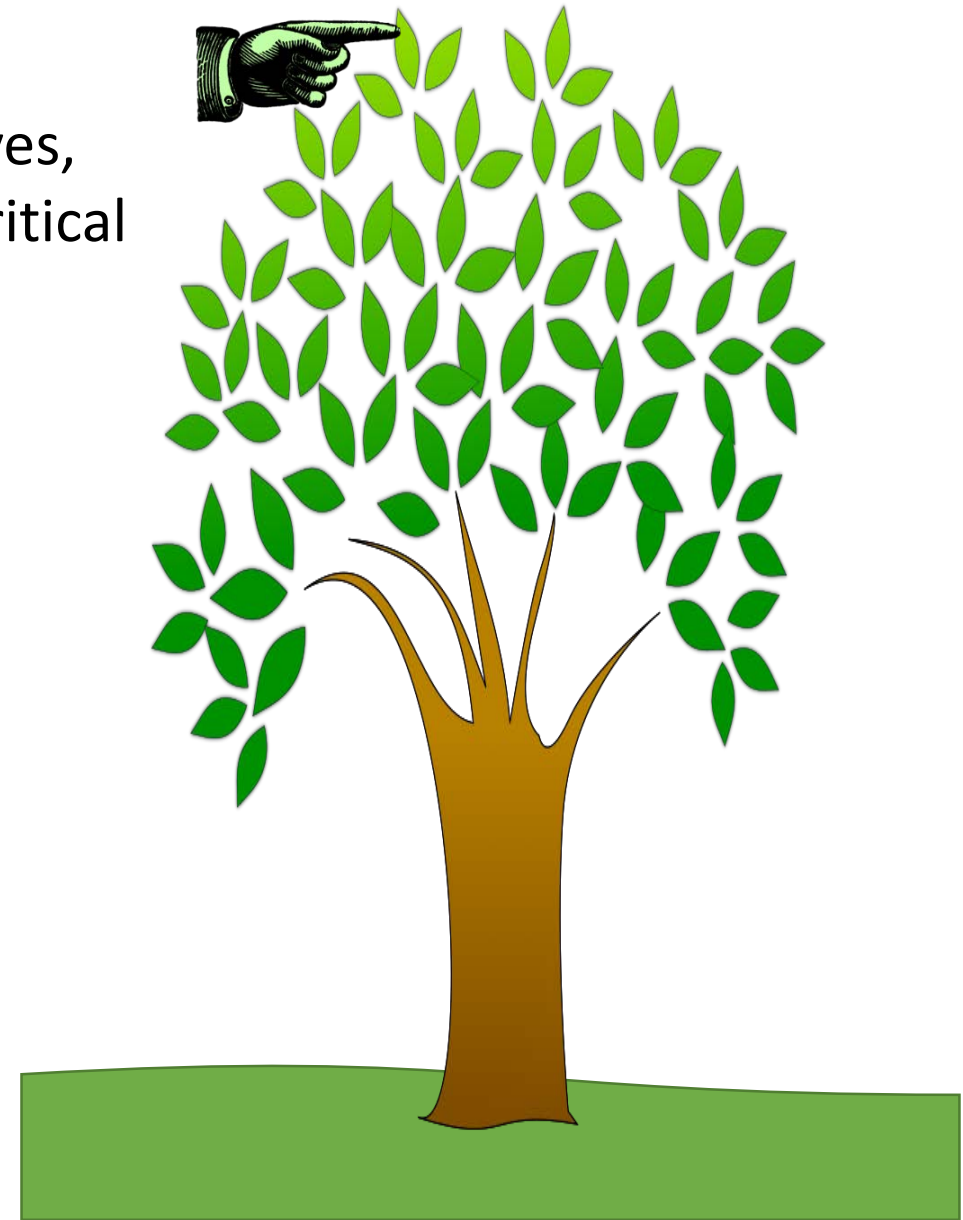


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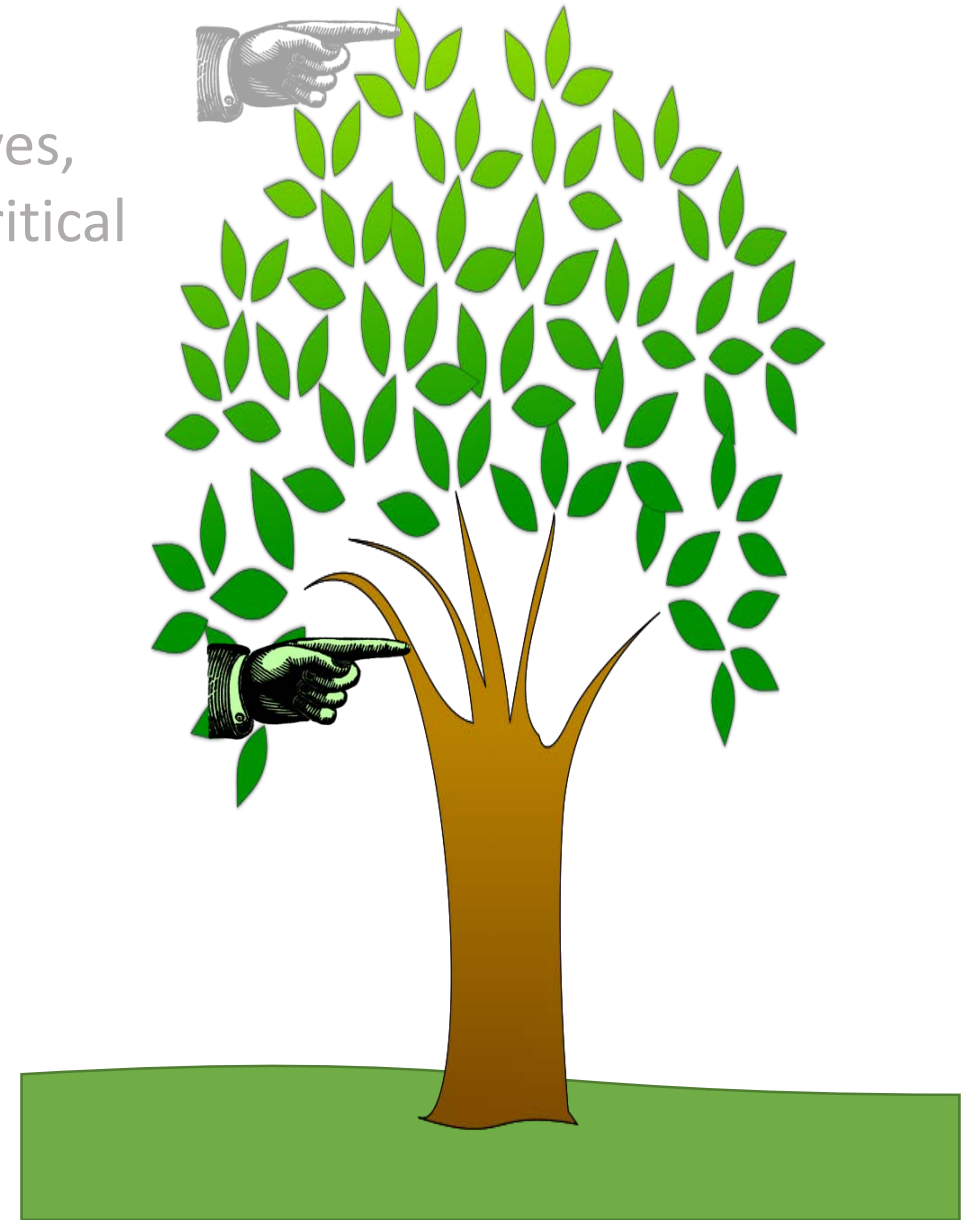
Just as different kinds of tree have different kinds of leaves, different disciplines might emphasize slightly different critical thinking skills.



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Just as different kinds of tree have different kinds of leaves, different disciplines might emphasize slightly different critical thinking skills.

But when the skills are situated within the larger framework of critical thinking, we can see how all of those specific, leaf-like, skills are part of larger, branch-like, skills that many disciplines share.

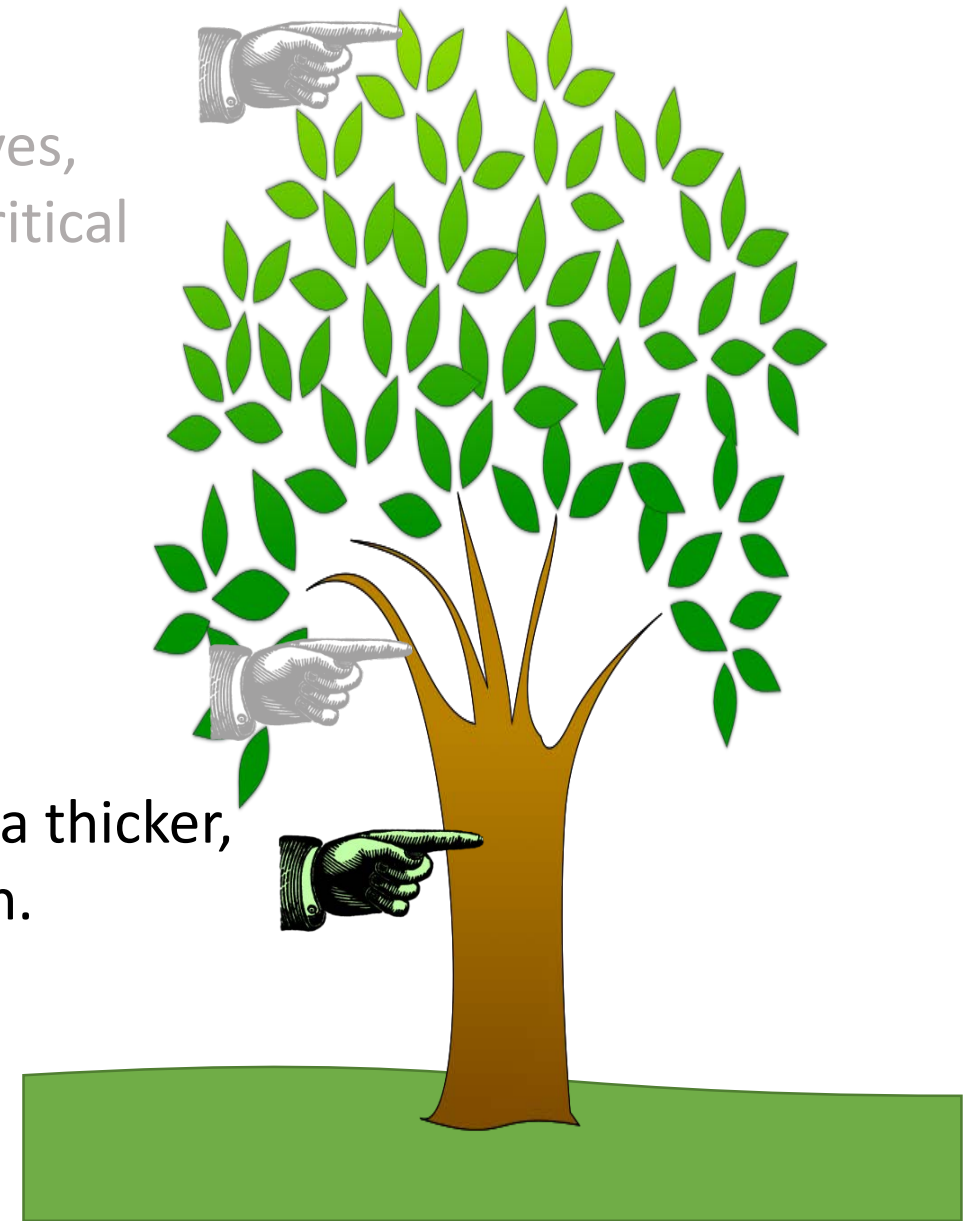


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We can see how the larger, branch-like, skills are part of a thicker, trunk-like, skill set that defines much of higher education.



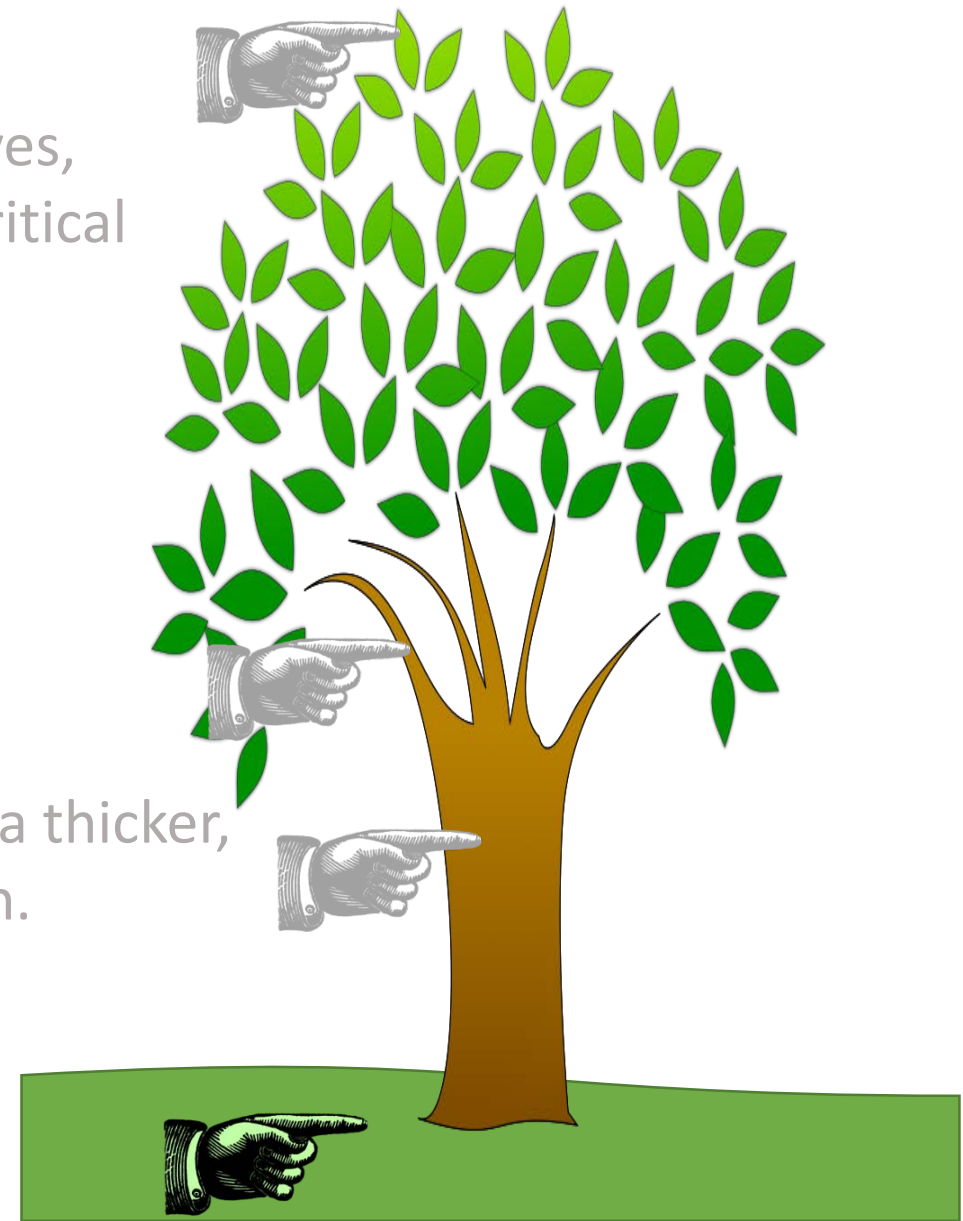
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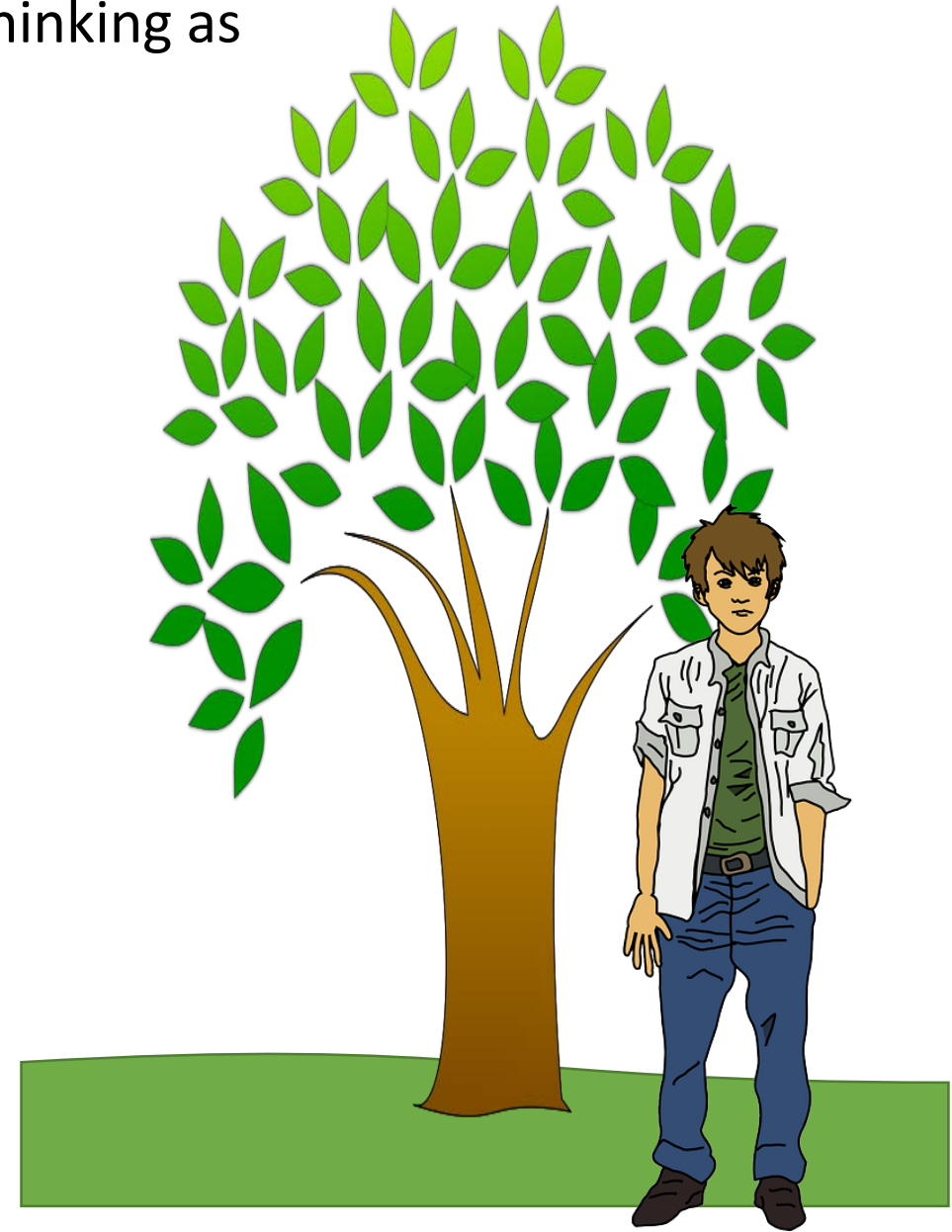
But when the skills are situated within the larger framework of critical thinking, we can see how all of those specific, leaf-like, skills are part of larger, branch-like, skills that many disciplines share.

We can see how the larger, branch-like, skills are part of a thicker, trunk-like, skill set that defines much of higher education.

And, best of all, we can see how the trunk-like skill set is deeply rooted in our desire to think and act as well as we possibly can.

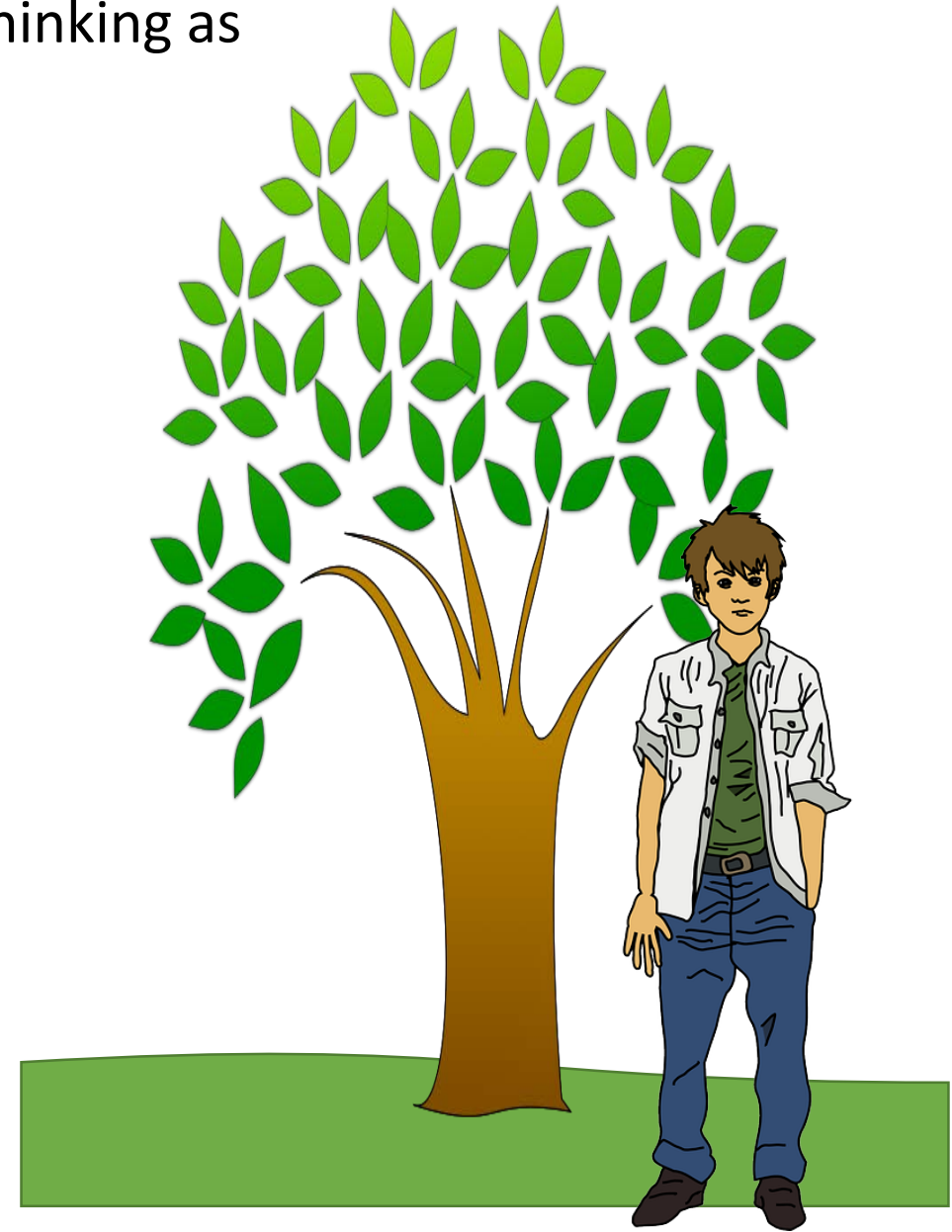


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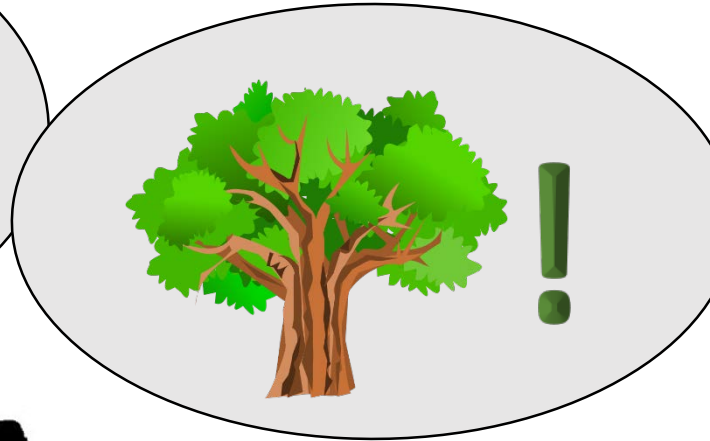
And when employers expect him to think critically...



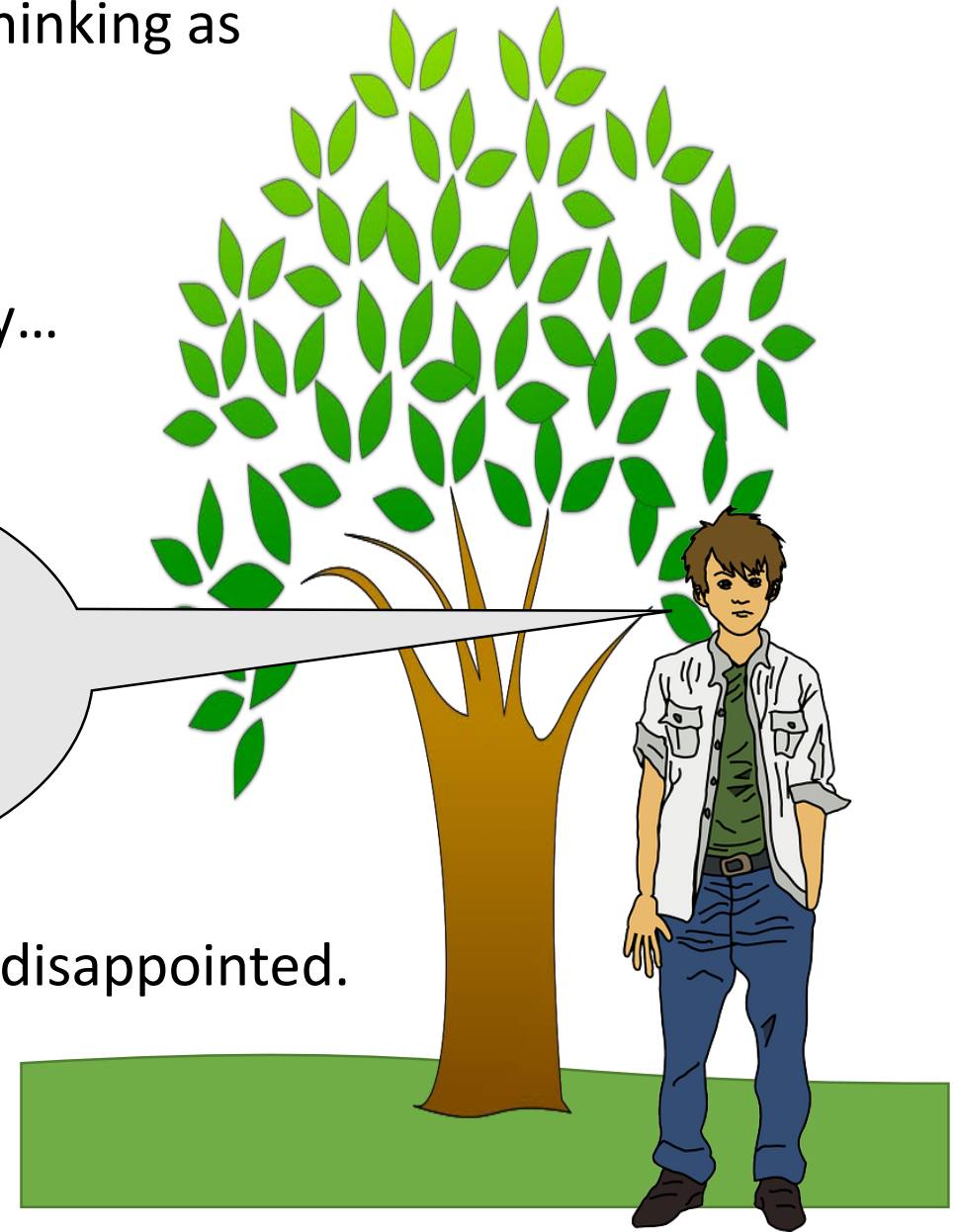
When Liam learns about the larger structure of critical thinking as he studies individual disciplines...

... he will see how the skills relate to each other.

And when employers expect him to think critically...



... they won't be disappointed.



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Participants of Critical Thinking FEG Luncheon Meeting on Friday, October 27, 2017

#	First Name:	Last Name:	Department:
1	Dave	Barbier	Sustainability
2	James	Barge	Communication Sciences and Disorders
3	Tobias	Barske	World Languages
4	Kym	Buchanan	Education
5	Cortney	Chaffin	Art & Design
6	Dorothy	De Boer	Sociology & Social Work
7	Cary	Elza	Communication
8	Troy	Espe	Library
9	Corey	Huck	HPHD
10	Todd	Huspeni	Academic Affairs
11	Nathan	Johnson	Interior Architecture
12	Aaron	Kadoch	IA
13	Mindy	King	University Library
14	Dejan	Kuzmanovic	English
15	Nancy	LoPatin-Lummis	Univ. College/History & Int'l Studies
16	Shanny	Luft	Philosophy
17	Marv	Noltze	Academic Affairs
18	Ismaila	Odogba	Geography/Geology
19	Jodi	Olmsted	School of Health Care Professions
20	Justin	Rueb	Psychology
21	Cory	Rusch	Student/education
22	Thomas	Salek	Communication
23	Sean	Salstrom	Art & Design
24	Kelly	Schoonaert	HPHD
25	Nancy	Shefferly	Biology
26	Krista	Slemmons	Biology
27	Wayne	Sorenson	Continuing Education and Outreach
28	Reed	Stratton	Business and Economics
29	Marian	Trzebiatowski	World Languages & Literatures
30	Dona	Warren	Philosophy
31	Jason	Zinser	Philosophy
32	Amy	Zlimen	Sociology & Social Work