Critical Thinking Luncheon

December 15, 2017

Information, Q & A, about the Critical Thinking Pilot

Critical Thinking Pilot – Fall 2018

Critical Thinking Pilot

- UWSP will be offering “critical thinking” designated sections across the curriculum in Fall 2018.
- A critical thinking designated course can, but need not be, within the GEP.
- A critical thinking designated course can, but need not be, a requirement for a major.
- No change in enrollment cap is expected.
- Advisers will be notified of this designation to avoid confusion at registration.

Critical Thinking Pilot – Fall 2018

Reasons for the Pilot

- Critical thinking lies at the heart of higher education and is one of the skills most often desired by employers.
- Studies have shown that students fail to make significant critical thinking gains over the course of their college careers.
- UWSP embraced critical thinking instruction as the Quality Initiative in support of its continued accreditation.
- This pilot program extends our Quality Initiative and is a significant step toward positioning ourselves at the vanguard of critical thinking pedagogy.

What does this look like?

Critical Thinking Pilot – Fall 2018

Mechanics of Participation in the Pilot

- An instructor who wants to participate need only identify the course in which they want to focus on critical thinking and request that the “C” attribute be appended to that section of the course.
- An instructor may select a single course or multiple courses for this designation.
- To participate, inform Dona Warren or Nancy LoPatin-Lummis.
- Deadline for Joining – January 22, 2018

Critical Thinking Pilot – Fall 2018

Benefits of Participation in the Pilot

- Make it easier for instructors to help their students master key critical thinking skills.
- Ease the assessment of those skills.
- Foster the development of a supportive community of practice.

Critical Thinking Pilot – Fall 2018

Expectations of Participation in the Pilot

- Meet with other instructors approximately three times in the Spring Semester of 2017-2018 to discuss how critical thinking skills might be most effectively taught in their course.
- Meet with other instructors approximately three times in Fall semester of 2018-2019 to discuss their experiences and, if necessary, solicit help and feedback.
- Accept critical thinking learning outcomes.
- Engage in some integrated critical thinking assessment.

Must fit courses in

- ✓ Mathematics
- ✓ Natural Science
- ✓ Social Science
- ✓ History
- ✓ Humanities
- ✓ Arts
- ✓ Professions

Critical Thinking Learning Outcomes

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

Learning Outcomes: With diligent effort on their part, students will be able to:

1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in order to decide what to believe or do.
2. Apply critical thinking techniques to address general or discipline-specific questions / issues.

"Reasoning" includes

The process of figuring things out.

- Decision Making
- Problem Solving

The process of justifying what one has figured out.

- Argumentation

Understanding others when they engage in these processes and evaluating their success.

Engaging in these processes oneself.

Critical Thinking Assessment

	Beginning	Developing	Proficient	Exemplary
Identification	▪ Correctly identifies indicator expressions (i.e. because, therefore, etc.) in pieces of reasoning. ▪ Mistakes descriptive passages or controversial statements as pieces of reasoning.	▪ Correctly identifies pieces of reasoning that include indicator expressions. ▪ Does not distinguish between arguments and explanations. ▪ Fails to identify pieces of reasoning when inference indicators aren't present..	▪ Correctly identifies and distinguishes between arguments, explanations, and descriptive passages when indicator expressions are present. ▪ Sometimes fails to do this when inference indicators aren't present.	▪ Correctly identifies and distinguishes between arguments, explanations, and descriptive passages regardless of the presence or absence of indicator expressions.

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Critical Thinking Assessment

	Beginning	Developing	Proficient	Exemplary
Analysis	▪ Sometimes correctly recognizes the main conclusion in the reasoning. ▪ Sometimes mistakes an objection, an assumption, or an unimportant claim for the main conclusion.	▪ Consistently recognizes the main conclusion. ▪ Sometimes incorrectly recognizes other components of the reasoning (e.g. fails to correctly identify a claim as a component of the reasoning or misidentifies an irrelevant claim as a component of the reasoning).	▪ Consistently recognizes the main conclusion and other components of the reasoning. ▪ Sometimes mistakes the relationships between these components (e.g. incorrectly identifies which ideas are supporting which).	▪ Consistently recognizes the main conclusion ▪ Determines what components are part of the reasoning ▪ Identifies the relationships between these components.

Mapping helps.

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Evaluation	▪ States a global evaluation of the reasoning. ▪ Fails to justify that evaluation by citing an assessment of the parts of the reasoning.	▪ Justifies an evaluation of the reasoning by citing an assessment of parts of the reasoning. ▪ Tends to focus on assertions only (e.g. often overlooks inferences, often fails to trace an evaluation of a conclusion to an assessment of assumptions or inferences).	▪ Consistently evaluates reasoning by assessing its assumptions and inferences, clearly articulates the evaluation. ▪ Is sometimes not appropriately influenced by the reasoning.	▪ Consistently evaluates reasoning by assessing the assumptions and inferences. ▪ Clearly articulates the evaluation. ▪ Is appropriately influenced by the reasoning.

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Critical Thinking Assessment

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Construction	▪ Focuses upon a single topic. ▪ Does not formulate a clear thesis statement.	▪ Formulates a clear thesis statement. ▪ Fails to support the theses statement with strong reasoning. (e.g. does not select credible evidence and does not show logical connections between evidence and conclusions.)	▪ Formulates a clear thesis statement and supports theses with strong reasoning. ▪ Does not anticipate or respond to objections.	▪ Poses targeted research questions. ▪ Formulates clear theses. ▪ Supports theses with strong reasoning. ▪ Anticipates and responds to objections.

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	Assessment Method	Teaching Module
Identification	▪ Document based question (DBQ) asking students to identify the indicators and parts in the document that are descriptions, explanations, and arguments.	▪ A lesson with examples of passages from the discipline/ content area that will help students to identify types of passages they will encounter in reading.
Analysis	▪ Document based question (DBQ) asking students to identify the main conclusion, the relevant components, and the relationships between the components.	▪ A lesson with examples of passages from the discipline/ content area that will help students to identify the main conclusion and track the reasoning. ▪ Mapping helps here.
Evaluation	▪ Document based question (DBQ) asking students to assess specific components of a piece of reasoning, to assess the entire piece of reasoning on the basis of the components, and to identify the effect that the evaluation of the reasoning should have upon belief and action.	▪ A lesson with examples of passages from the discipline/ content area that will help students to identify common reasoning errors. ▪ Mapping helps here.
Construction	▪ Small, scaffolded writing assignments asking students to formulate a question, articulate and answer, justify the answer, and communicate the reasoning.	▪ Lessons that illustrate how questions are posed, answers given, and answers justified within the discipline / content area. ▪ Mapping helps here.

“I think my house will sell within six months. After all, it’s on a river. Of course, lots of people are worried about flooding. My nasty neighbor thinks that my house is priced twice as high as comparable houses, but I think it’s priced reasonably, and reasonably priced houses always sell quickly. My husband claims that our house needs a new roof, and of course houses that need new roofs stay on the market longer, but as far as I can see, our roof is structurally sound.”

Lots of people are worried about flooding.

This house costs twice as much as comparable houses.

The roof is structurally sound.

This house is on a river.

Houses on rivers sell within six months.

This house is priced reasonably.

Reasonably priced houses sell within six months.

This house needs a new roof.

Houses that need new roofs don't sell within six months.

This house will sell within six months.

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Reasons for the Pilot

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- UWSP embraced critical thinking instruction as the Quality Initiative in support of its continued accreditation.
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What does this look like?

Input from Instructors

Input from Community Partners

Consistent Framework at Program Level
for Transfer and Application

Flexibility at Course Level
for Disciplinary and Instructional Differences

Critical Thinking Curriculum

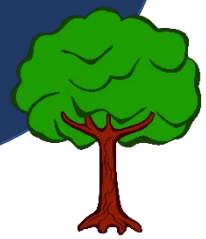
Part of GEP?

Part of Programs?

Student Recruitment?

Training & Outreach?

Fundraising for Faculty Development and Research?



Participants of Critical Thinking FEG Luncheon Meeting on Friday, December 15, 2017			
#	First Name:	Last Name:	Department:
1	Sarah Jane	Alger	Biology
2	Valerie	Barske	History and International Studies
3	Lindsay	Bernhagen	CITL
4	Maggie	Bohm-Jordan	Sociology and Social Work
5	Kym	Buchanan	Education
6	Dave	Dettman	Library
7	Troy	Espe	library
8	Corey	Huck	HPHD
9	Jennifer	Huffman	Library
10	Todd	Huspeni	Academic Affairs
11	Mindy	King	Library
12	Vera	Klekovkina	WLL
13	Christine	Klingbiel	English--UW-Marshfield
14	Dejan	Kuzmanovic	English
15	Laura	Lee	Biology - UW-Marshfield/Wood County
16	Nancy	LoPaitn-Lummis	University College/History & Int'l Studies
17	Lynn	Ludwig	English
18	Shanny	Luft	Philosophy
19	Ismaila	Odogba	Geography/Geology
20	Jodi	Olmsted	SHCP
21	Eduardo	Rodriguez	BSE
22	Cory	Rusch	Education
23	Kelly	Schoonaert	HPHD
24	Nancy	Shefferly	Biology
25	Krista	Slemmons	Biology
26	Jasia	Steinmetz	HPHD
27	Marian	Trzebiatowski	World Languages and Literatures
28	Sterling	Wall	HPHD
29	Dona	Warren	Philosophy
30	Amy	Zlimen	Sociology & Social Work

12/12/2017