Faculty Workshop
August 17, 2015

8:30 – 8:55

✓ Enjoy breakfast

✓ Set up Canvas Poll on your mobile device
  IT help is here!

Broad Participation

Data Driven and a Pillar of Intellectual Engagement

PLAN
CT Puzzle Pieces

CT Definition

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” – Bhrean & Paul (2010)

CT Commitments

INCREDI-BULL CRITICAL THINKING COMMITMENTS

We Will...
1. Formulate vital questions and problems clearly
2. Gather and assess relevant information
3. Identify assumptions, alternatives, and implications
4. Come to well-reasoned conclusions and solutions
5. Communicate reasoning effectively

INCREDI-BULL CRITICAL THINKING I.S. (INTELLECTUAL STANDARDS)

CLEAR

Understandable; meaning can be grasped

ACCURATE

Free from errors or distortions; true

PRECISE

Exact to the necessary level of detail

INCISE

Relates to the matter at hand

DEEP

Explains complexities and provides insight

BROAD

Encompasses multiple viewpoints and is comprehensive

LOGICAL

Parts of the thinking make sense together; no contradictions

SIGNIFICANT

Focuses on the important; not trivial

FAIR

Justifiable; not self-serving or one-sided
Time to Collaborate

- Scenario: You are a student taking a course with a “no make-up exams” policy. You will be out of town during a course exam and want to convince your instructor to allow you to take a make-up exam.
- Your group is assigned 1 Intellectual Standard
- Prepare a 2-minute presentation (be CREATIVE) illustrating an example and non-example of how you (the student) could make a case to your instructor using your Intellectual Standard.

CT Rubric

- Review the rubric
- Think about how students in your courses engage in critical thinking.
- Think about how you currently assess critical thinking.
- How does your own assessment relate to the outcomes and indicators of the rubric?
Time to Collaborate

– Discuss how you assess Critical Thinking in your courses.
– Discuss how your current assessment relates to the rubric outcomes and indicators.
– Are there examples that cut across disciplines?
– Prepare to share

Canvas Poll

Please log onto Canvas Poll on your mobile device

Group Discussion

LUNCH BREAK

Enjoy catching up with colleagues 😊
Reconvene at 12:45

Time to Score

• Student Work Sample 1
  – Pro Seminar – Critical Thinking Essay - CAS
  – Assignment instructions are provided for reference
  – Independently read the work sample
  – Independently score the sample using the CT Rubric
  – Prepare to share your scores via Canvas Poll

Time to Score

• Student Work Sample 2
  – Bunker Hill capstone project report - COB
  – Assignment instructions are provided for reference
  – Independently read the work sample
  – Independently score the sample using the CT Rubric
  – Prepare to share your scores via Canvas Poll
Please log onto Canvas Poll on your mobile device