

Critical Thinking Sections Instructor Session

Second of Three
April 20, 2018

You may find a video of this workshop at:
<https://youtu.be/7nKJpH1SZFs>

SESSIONS

Session 1	Identifying the Critical Thinking Focus for Your Course March 16, 2018, Noon – 1:00 and 2:00-3:00; ALB 650	<ul style="list-style-type: none">• Background and Vision• Outcomes and Assessment• Mapping Reasoning• Identifying Your Course Focus
Session 2	Identifying the Critical Thinking Outcomes for Your Course April 20, 2018, Noon – 1:00 and 2:00-3:00; ALB 650	<ul style="list-style-type: none">• Bring your Syllabus• Reviewing Your Course Focus• Drafting Learning Outcomes• Considering Alignment
Session 3	Assessing and Teaching for Critical Thinking in Your Course May 11, 2018, Noon – 1:00 and 2:00-3:00; ALB 650	<ul style="list-style-type: none">• Planning Assessment Methods• Planning Learning Activities
Session 4	Review (Optional) May 25, 2018, Noon – 1:00 and 2:00-3:00; ALB 650	<ul style="list-style-type: none">• Questions and Answers
Session 5	Pre-Class Contract Week Check in	<ul style="list-style-type: none">• Getting Ready

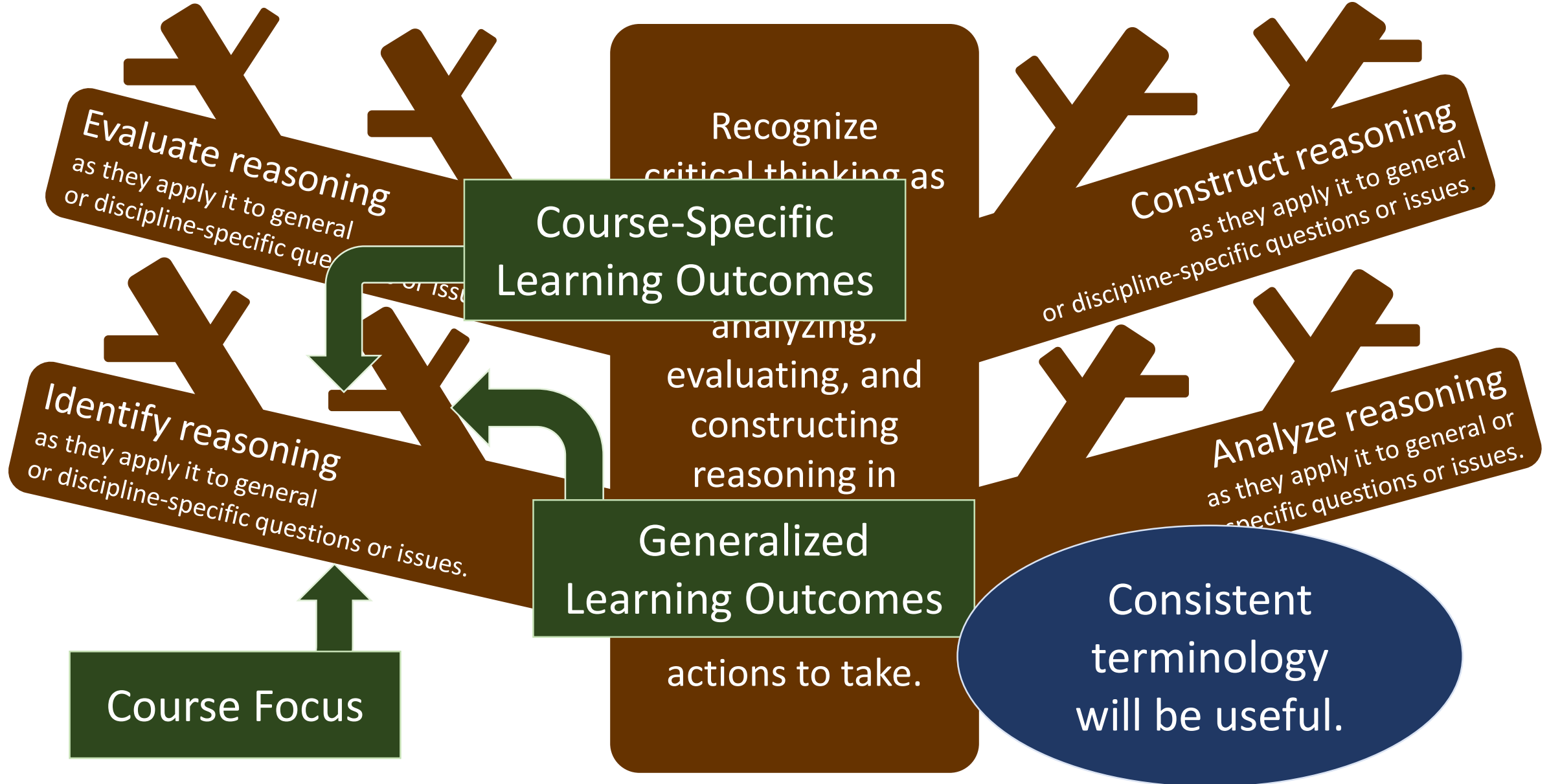
GENERAL CT FRAMEWORK

Critical Thinking Learning Outcomes

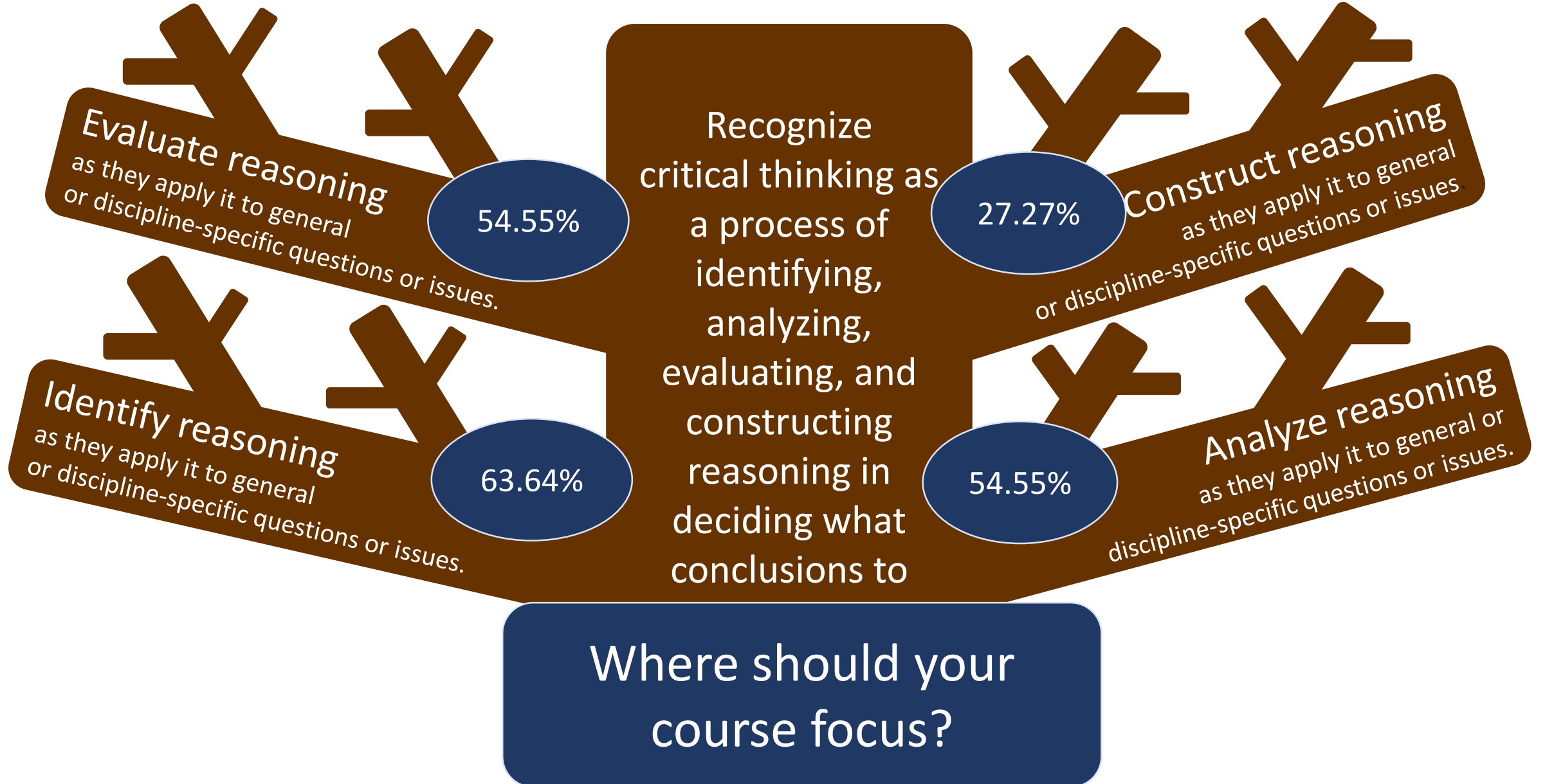
With diligent effort on their part, students will

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
2. Identify, analyze, evaluate, or construct reasoning as they apply it to general or discipline-specific questions or issues.

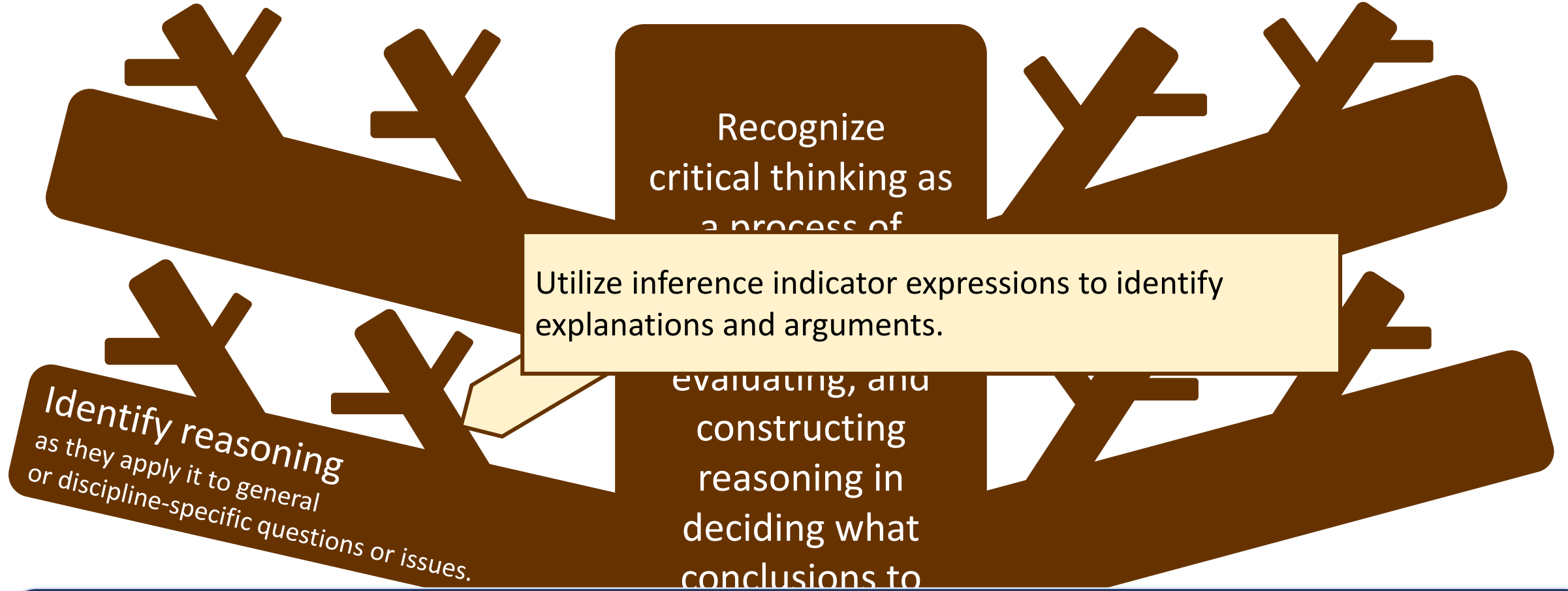
GENERAL CT FRAMEWORK



COURSE FOCI



GENERALIZED LEARNING OUTCOMES



Recognize
critical thinking as
a process of

Utilize inference indicator expressions to identify
explanations and arguments.

Identify reasoning
as they apply it to general
or discipline-specific questions or issues.

evaluating, and
constructing
reasoning in
deciding what
conclusions to

If you plan to tailor the critical thinking outcome(s) to your selected focus and your discipline, how might you word your course learning outcome(s) for critical thinking?

GENERALIZED LEARNING OUTCOMES

Recognize
critical thinking as
a process of

Given an argumentative passage, identify the main conclusion and the supporting reasons.

evaluating, and
constructing
reasoning in
deciding what
conclusions to

Analyze reasoning
as they apply it to general or
discipline-specific questions or issues.

If you plan to tailor the critical thinking outcome(s) to your selected focus and your discipline, how might you word your course learning outcome(s) for critical thinking?

GENERALIZED LEARNING OUTCOMES

Utilize information literacy and domain knowledge to adjudicate between competing claims.

Evaluate reasoning
as they apply it to general
or discipline-specific questions or issues.

Recognize
critical thinking as
a process of
identifying,
analyzing,
evaluating, and
constructing
reasoning in
deciding what
conclusions to

If you plan to tailor the critical thinking outcome(s) to your selected focus and your discipline, how might you word your course learning outcome(s) for critical thinking?

NG OUTCOMES

Utilize a specific conceptual framework to formulate and support interpretations of phenomena, events, etc.

Utilize theories and evidence (including but not limited to data) to formulate, test, and support hypotheses.

Utilize theories and evidence (including but not limited to data) to formulate and support predictions.

Utilize theories and evidence (including but not limited to data) to formulate and support decisions.

Construct reasoning
as they apply it to general
or discipline-specific questions or issues.

If you plan to tailor the critical thinking outcome(s) to your selected focus and your discipline, how might you word your course learning outcome(s) for critical thinking?

Intentional Acquisition

Have the primary purpose of teaching a broad spectrum of core critical thinking skills.

Intentional Refinement

Help students to apply one or more core critical thinking skills to a specific domain, possibly introduce students to new, specialized, aspects of those skills.

Modest
Outcomes

Measurable
Assessments

Manageable
Activities

Critical Thinking Courses

Intentional Application

Require students to apply one or more core critical thinking skills, provide formative feedback and ancillary instruction when needed.

Nonintentional Application

Require students to apply one or more core critical thinking skills, do not provide formative feedback or ancillary instruction

Alignment

Participants of Critical Thinking FEG Luncheon Meeting on Friday, April 20, 2018

#	First Name:	Last Name:	Department:	Dietary Restrictions
1	Valerie	Barske	History and International Studies	
2	Karin	Bodensteiner	Biology	
3	Dave	Dettman	Library	
4	Cary	Elza	Communication	
5	Joshua	Horn	Philosophy	
6	Todd	Huspeni	Academic Affairs	
7	Mary Jae	Kleckner	School of Business and Economics	
8	Vera	Klekovkina	Academic Affairs	
9	Dejan	Kuzmanovic	English	
10	Ismaila	Odogba	Geography and Geology	Pescatarian
11	Jodi	Olmsted	School Health Care Professions	wheat free (GF)
12	Holly	Petrillo	CNR/Forestry	vegetarian
13	Krista	Slemmons	Biology	Vegetarian
14	Pam	Terrell	CSD	
15	Dona	Warren	Philosophy	
16	Jason	Zinser	Philosophy	