GOALS of the CT2 Seminar:

1. Students will develop university-level competence at the activities that characterize critical thinking
2. Students will describe the specific activities that characterize critical thinking and to reflectively report on their own use of these tools.
3. Students will apply critical thinking skills to solve problems that occur outside the academic classroom.

Assumptions:

Not every seminar will look exactly the same.

Not every seminar will produce the same artifact.

Not every faculty member will use the same teaching strategies.

What are critical thinking skills? (as measured by the ETS proficiency profile)

1. Determine the relevance of information for evaluating an argument or conclusion
2. Recognize flaws and inconsistencies in an argument
3. Evaluate competing causal explanations
4. Evaluate hypotheses for consistency with established facts
5. Determine whether an artistic interpretation is supported by evidence contained in a work
6. Recognize the salient features or themes in a work of art
7. Evaluate the appropriateness of procedures for investigating a question of causation
8. Evaluate data for consistency with established facts, hypotheses, or methods
Seminar Design

- 3 credit hours
- Second year students
- Common student learning outcomes

Student Learning Outcomes

- Explore complex challenges
- Analyze multi-dimensional problems
- Extrapolate from one conceptual context to others
- Synthesize alternative solutions to multi-dimensional challenges
- Communicate effectively, complex ideas

- Pre and post testing built into the course
  - California
  - CAT

- Stated Teaching/Learning Strategies
  - Promote critical thinking skills
  - Strategies may align with the five student learning outcomes
  - Students are aware of/informed about the purpose of developing and practicing critical thinking skills

- Student artifacts
  - An artifact should be an example of one (or more) of the student learning outcomes and should be clearly tied critical thinking as defined by the SLOs
  - May be collected at various points throughout the semester
  - May span a variety of modalities: written, audio and video files, artwork, design work, problems
  - Should include student reflections
  - Rubrics – developing and assessment of new rubrics should be considered and perhaps Task Forces of CT2 faculty might work together
— Rubrics developed and available related to critical thinking
  
  • See resources in the back of your readings—an extensive list of rubrics has been provided
  
  • AACU Critical Thinking Rubrics (see David’s handouts; also in your readings)
  
• Evaluation Strategies
  
  — Courses give grades—so it is inherent in the course that you will design and develop evaluation/assessment strategies that link to the student learning outcomes
  
  — In-class
  
  — Group
  
  — Individual
  
  — Tests/Quizzes
  
  — Participation