Clemson Thinks$^2$

William Surver, Chair, QEP Steering Committee
The Course

- Second Year Course
- Class size under 20
- Critical Thinking
- Taught by Critical Thinking Scholars
- Interdisciplinary and Disciplined Based as long as open to all students
- Communication Intensive
- Enhance academic and engagement experiences
- Assessment Strategies
- Pre/Post Test in the course
- ETS Proficiency Profile
- Tracking system of students in $CT^2$ courses
Student Learning Outcomes

1. Explore complex challenges
2. Analyze multi-dimensional problems
3. Extrapolate from one conceptual context to others
4. Synthesize alternative solutions to multidimensional challenges
5. Communicate effectively complex ideas
What is critical thinking?

“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. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (Scriven and Paul, 1987).”
Our enthusiasm stems from the promise that *Clemson Thinks*\(^2\) holds for **transforming** teaching and learning at Clemson. Critical thinking is a concept often discussed but seldom defined, often assumed but seldom understood, and often desired but seldom instituted. *Clemson Thinks*\(^2\) seeks to define, understand, and institute critical thinking by challenging faculty and students to work intentionally and collaboratively in order to improve the teaching and learning across the university.
The Faculty Institute outcomes for the participants include:

design and develop a communication-intensive $CT^2$ Seminar on the topic or subject the faculty member chooses and that integrates targeted student learning outcomes related to critical thinking;

redesign and redevelop existing faculty members’ course (s) to integrate the targeted student learning outcomes related to $Clemson Thinks^2$;
develop and integrate activities and assignments into faculty members’ courses that will develop the targeted $CT^2$ skills in their students and enhance academic and engagement experiences;

develop strategies for engaging students and ensuring they comprehend assignments and are achieving $CT^2$ learning outcomes;

identify alternatives for assessing student $CT^2$ skills;

monitor and assess students’ competency in $CT^2$ skills using multiple assessment instruments.