Outcomes:
The Faculty Institute outcomes for the participants include:

- design and develop a communication-intensive \( \text{CT}^2 \) 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 \( \text{Clemson Thinks}^2 \);

- develop and integrate activities and assignments into faculty members’ courses that will develop the targeted \( \text{CT} \) skills in their students and enhance academic and engagement experiences;

- develop strategies for engaging students and ensuring they comprehend assignments and are achieving \( \text{CT}^2 \) learning outcomes;

- identify alternatives for assessing student \( \text{CT} \) skills;

- monitor and assess students’ competency in \( \text{CT} \) skills using multiple assessment instruments.
Monday, June 6, 2016  
Osher Lifelong Learning Institute (OLLI)  
Day 1: Introduction to Critical Thinking and Clemson Thinks²

8:30-9:00am  
Registration  
Coffee and light refreshments available

9:00-9:30am  
Welcome and Overview – Dr. John Griffin, Dean Undergraduate Studies and Dr. David Knox, CT² Founding Director

- What is the QEP (Clemson Thinks²)? What is your role? What is Critical Thinking?
- Goal of the Institute — the development of seminar courses for students that meet the goal of CT²
- Discuss the importance of the review of critical thinking literature
- Expectations of participants

9:30-11:30am  
Faculty Institute Keynote Speaker and Presentation

Dr. Diane F. Halpern – Teaching and Assessing Critical Thinking: Helping University Students Become Better Thinkers

The twin abilities of knowing how to learn and how to think clearly are the most important intellectual skills for the educated workforce of the future. The real question for university faculty is how to teach critical thinking so that the skills generalize across domains and last long into the future. Empirical research has shown that with appropriate instruction, university students and other adults can become better thinkers. A short sampler of applications designed to improve thinking skills will be presented in an interactive workshop.

Workshop content:
- Definition of critical thinking
- Why critical thinking is important
- Comparison of System 1 and System 2 thinking
- How critical thinking differs from intelligence
- Evidence that better thinking can be learned with appropriate instruction
- Assumptions that underlie critical thinking instruction
- Examples of critical thinking skills
- What is a critical thinking disposition?
- Five Facets of critical thinking (with definitions and sample exercises)
- Verbal reasoning
- Argument analysis
- Thinking as hypothesis testing
- Using likelihood and uncertainty
- Decision making and problem solving
- Assessment of critical thinking
11:30-12:30pm  Lunch, Hallway OLLI

12:30-3:00pm  Dr. Diane F. Halpern – Critical Thinking: Digging Deeper

Please bring with you a sample assignment or class exercise or other learning activity that promotes critical thinking. I promise a safe environment where we can learn from each other. (Failure is a necessary component for learning—not all learning, of course, but for the kind of learning that makes us hit ourselves on the side of the head.)

The plan is to continue with some of the topics from the morning session, then discuss responses to a variety of questions, including:

- What do you mean by “teach for critical thinking?” What kind of thinking have I been teaching for the last X (fill in your own figure) years? (AKA How to design learning activities that foster critical thinking?)

- How can I fit in even more material? My courses are already overloaded with important information that students need to know.

- My students need to take certification tests (in some fields), be prepared for MCATS, Law School Entrance Tests, Civil Service Tests, and more. Will this be on the exam?

- If I take chances in how I teach, I may mess up, and that means low student evaluations, which could cost me my job, my raise, my reputation, and other tangibles. Should I wait until I am

Select one:
- Tenured
- Tenured full professor
- Ready to retire

before I try these new ways of teaching and learning?

3:00-4:00pm  Informal Discussion with Dr. Diane F. Halpern

4:00pm  Departure
Day 2: Critical Thinking Strategies for the Classroom and Course Development

8:30-9:00am Coffee and light refreshments available

9:00-10:00am Dr. Linda Nilson – *Developing Your Critical Thinking Course: Outcomes, Instruction, and Assessments*
   *Part 1: Formulating Critical Thinking Outcomes and Planning Instructional Strategies*

10:00-10:15am Break

10:15-11:30am Dr. Linda Nilson – *Developing Your Critical Thinking Course: Outcomes, Instruction, and Assessments*
   *Part 2: Assessing Critical Thinking Skills*

11:30-1:00pm Lunch, Joe’s Pizza

1:00-1:30pm Dr. David Knox – Syllabus Presentation

1:30-1:45pm Break

1:45-2:45pm 4 Mentors present on Syllabi
   1. Ellen Vincent (HORT)
   2. Jennifer Goree (SUST)
   3. Scott Brame (EE)
   4. David Kwartowitz (BIOE)

2:45-3:00pm Break

3:00-4:00pm Dr. Linda Nilson – Round Table Discussion on Syllabi

4:00pm Departure
Wednesday, June 8, 2016  
Osher Lifelong Learning Institute (OLLI)  
Day 3: Critical Thinking Strategies for the Classroom and Course Development

8:30-9:00am  Coffee and light refreshments available

9:00-9:30am  Anne Grant – Library

9:30-10:00am  Dr. Ellen Vincent – Experiential Learners

10:00-10:15am  Break

10:15-11:30am  Dr. David Knox – How to Interpret California Test Scores

11:30-12:30pm  Lunch, Hallway OLLI

12:30-1:30pm  Mentors present on techniques – what worked and what didn’t work  
Pedagogy  
1. Ellen Vincent (HORT)  
2. Karen Kettnich (ENGL)  
3. David Tonkyn (BIO)  
4. Shannon Robert (THEA)

1:30-1:45pm  Break

1:45-2:45pm  Round Table – case studies

2:45-3:30pm  Wrap up and Institute Evaluation (survey)

3:30pm  Departure
Thursday, August 4, 2016
Watt Family Innovation Center
Day 4: Course Preparation and Faculty Strategies (half day)

8:30-9:00am  Overview of Courses Submitted
9:00-10:00am  Faculty Presentations
10:00-10:15am  Break
10:15-11:15am  Dr. Kelly Smith: Socratic Dialogue
11:15-11:30am  Closing Remarks
11:30-1:00pm  Lunch and Presentation of Certificates