

# TEACHING CRITICAL THINKING TO EXPERIENTIAL LEARNERS

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Summer  
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June 8, 2016

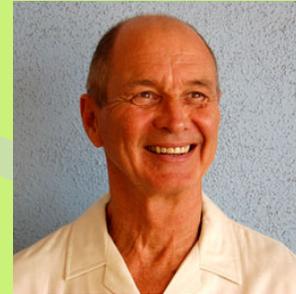
# WHO IS THE EXPERIENTIAL LEARNER?

<http://psychsoma.co.za/.a/6a00d83420c4f053ef0162fe353a1c970d-pi>

<http://psychsoma.co.za/.a/6a00d83420c4f053ef015438b405f3970c-pi>



Alice Kolb  
David Kolb  
Experiential  
LSI



Neil Fleming &  
Colleen Mills  
Sensory  
VARK



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[https://learninngfordummies.wikispaces.com/file/view/Neil%20Fleming\\_0.PNG/355606240/240x216/Neil%20Fleming\\_0.PNG](https://learninngfordummies.wikispaces.com/file/view/Neil%20Fleming_0.PNG/355606240/240x216/Neil%20Fleming_0.PNG)

## Learning Styles

Isabel Briggs  
Myers  
Katharine-Briggs  
Myers Briggs



Lois B. Krause  
Psychological or  
temperament  
Cognitive profile



<http://www.clemson.edu/ces/ees/people/emeritus/krause.html>  
Nilson, L. (2003). *Teaching at its best*. Bolton, MA: Anker Publishing; p.79

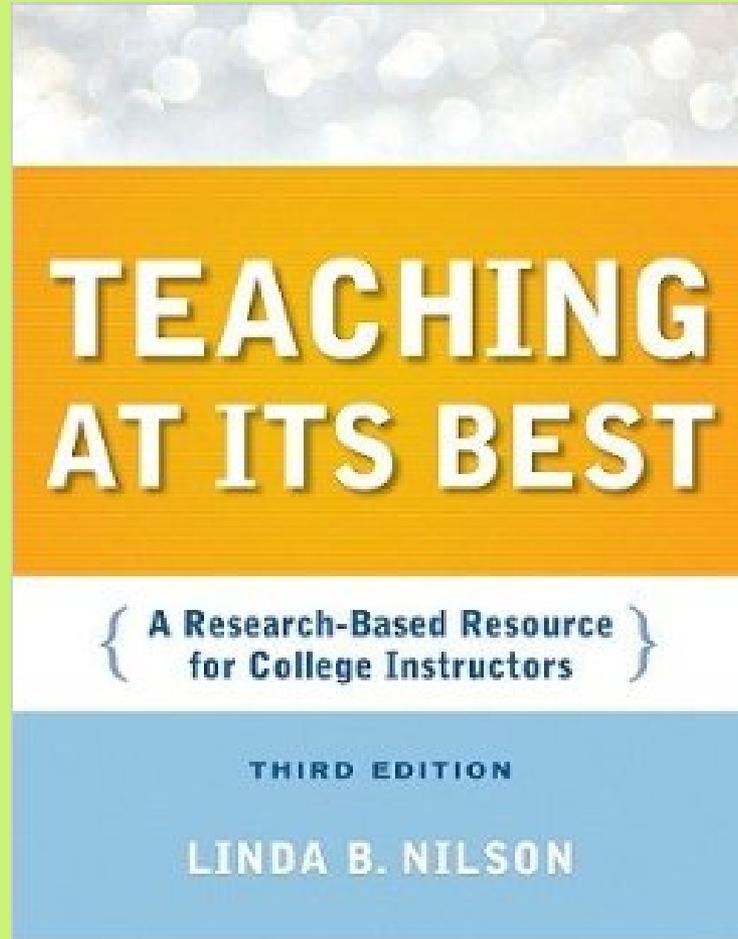
<http://www.petergeyer.com.au/images/briggs2.jpg>  
[http://www.centreforconfidence.co.uk/img/MB\\_KB\\_LBM.jpg](http://www.centreforconfidence.co.uk/img/MB_KB_LBM.jpg)

# LEARNING STYLES TESTS



<http://www.clemson.edu/OTEI/about/leadership.html>

**Dr. Linda Nilson, Director  
Office of Teaching  
Effectiveness and  
Innovation (OTEI) at  
Clemson University**



[http://www.amazon.com/Teaching-Research-Based-Resource-Instructors-Paperback/dp/B004D80G2C/ref=sr\\_1\\_fkmr0\\_2?ie=UTF8&qid=1437401710&sr=8-2-fkmr0&keywords=teaching+at+its+best+by+nilson](http://www.amazon.com/Teaching-Research-Based-Resource-Instructors-Paperback/dp/B004D80G2C/ref=sr_1_fkmr0_2?ie=UTF8&qid=1437401710&sr=8-2-fkmr0&keywords=teaching+at+its+best+by+nilson)

# LEARNING STYLE TESTS

**Kolb: Learning Style Inventory (LSI)** \$35.00 at:  
[http://www.haygroup.com/leadershipandtalentondemand/ourproducts/item\\_details.aspx?itemid=118&type=2](http://www.haygroup.com/leadershipandtalentondemand/ourproducts/item_details.aspx?itemid=118&type=2)

**Fleming and Mills: Visual, Aural, Read/Write, Kinesthetic (VARK)** Free at: <http://vark-learn.com/the-vark-questionnaire/> or \$7.95 at <http://vark-learn.com/>

**Krause: Cognitive Profile Model**, abbreviated Jungian model (2000) Free at: <http://www.cognitiveprofile.com/cpionline>  
Interpret results at <http://www.cognitiveprofile.com/nf/study>

**Myers Briggs: Psychological test** based on C. G. Jung  
\$49.95 at: <http://www.mbtionline.com/>

# WHO IS THE EXPERIENTIAL LEARNER?

Paulina Pena in Belize 2013



John Robert Dinkins at Longwood Botanic Garden\_2014



Horticulture  
internships

Field trip to  
Musser  
Fruit  
Research  
Farm

Learning  
Styles

Growing  
plants



Photo by Mahaffey



Photo by Ellen Vincent

Conference



Photo courtesy of Desmond Layne

# CRITICAL THINKING CONTENT ITEMS

- **Definitions of Critical Thinking**
- **Justifications: Personal and global**
- **Complicated topics: Historical roots, contemporary interpretations for Socrates and Sustainability**
- **Teaching tools**
  - Rubric
  - Group work (interdisciplinary, dialogue)
  - Demonstrations
  - Imagery: Power Points and essays
  - Essays: reflection
  - Syllabus

# CRITICAL THINKING DEFINITIONS

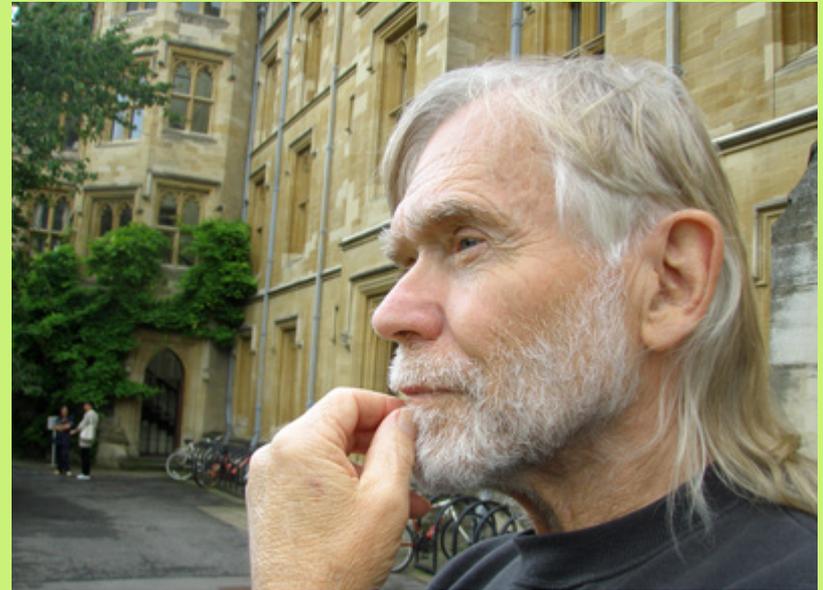
- *Use multiple definitions to reinforce “personal choice” and “largesse”*
- Critical thinking happens when we think about how we think... we track our own thoughts and decision making processes (Vincent, 2013).



<http://sandykumskov.com/images/think.jpg>

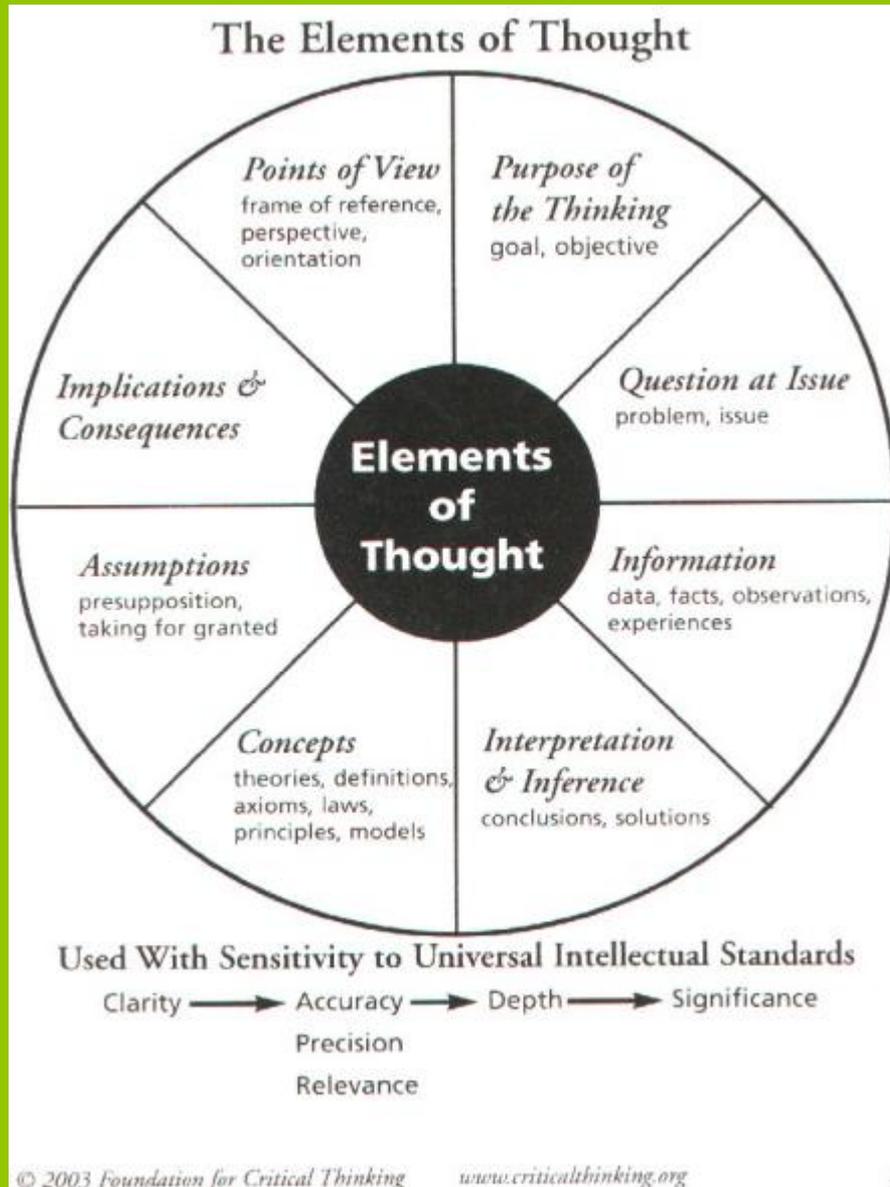
# CRITICAL THINKING DEFINITIONS

- **Critical thinking...the awakening of the intellect to the study of itself** (Scriven & Paul, 1987 from the Foundation for Critical Thinking Defining Critical Thinking at <http://www.criticalthinking.org>)



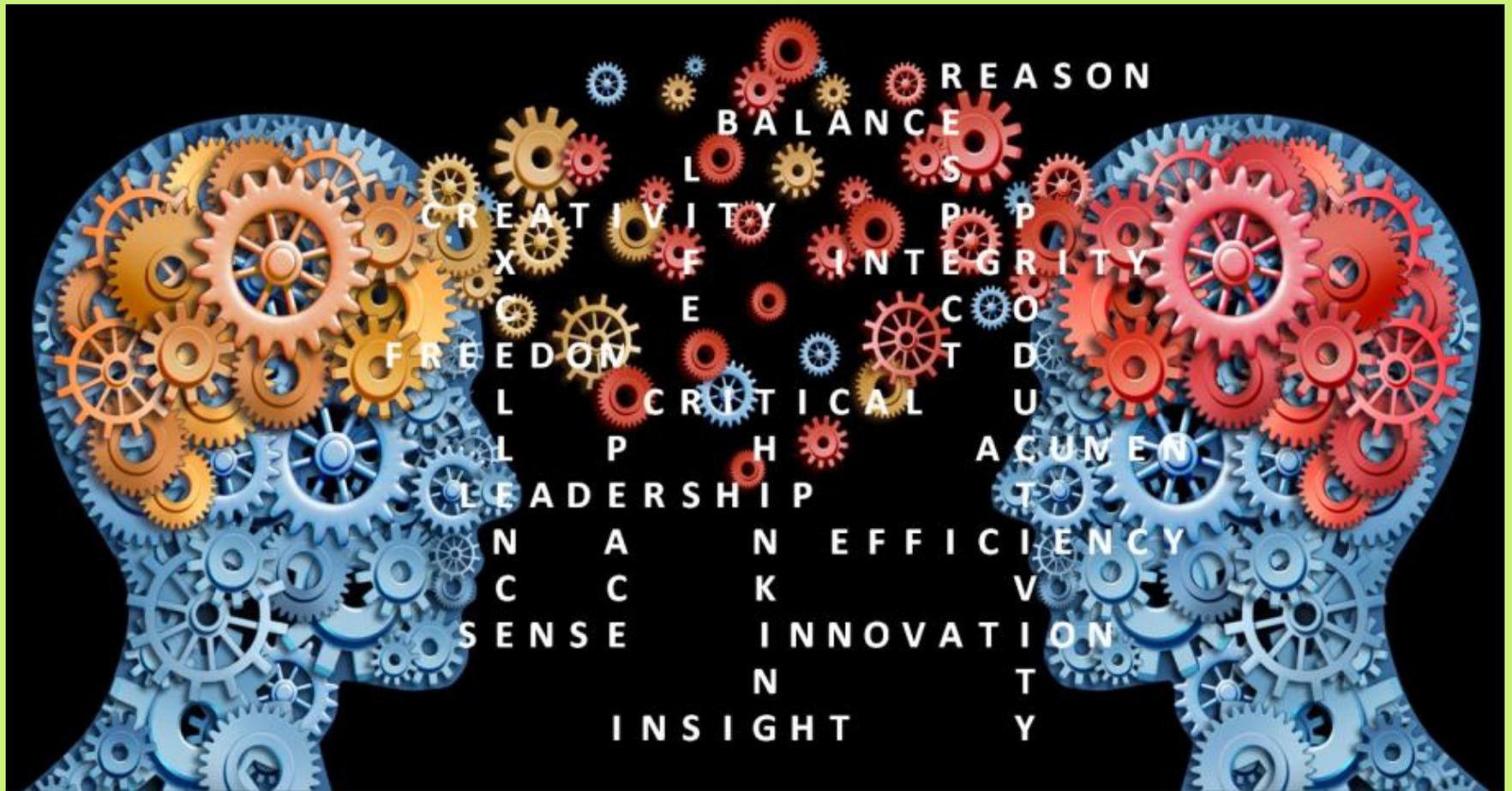
**Richard Paul, Director of Research at Center for Critical Thinking**

# Critical thinking definitions

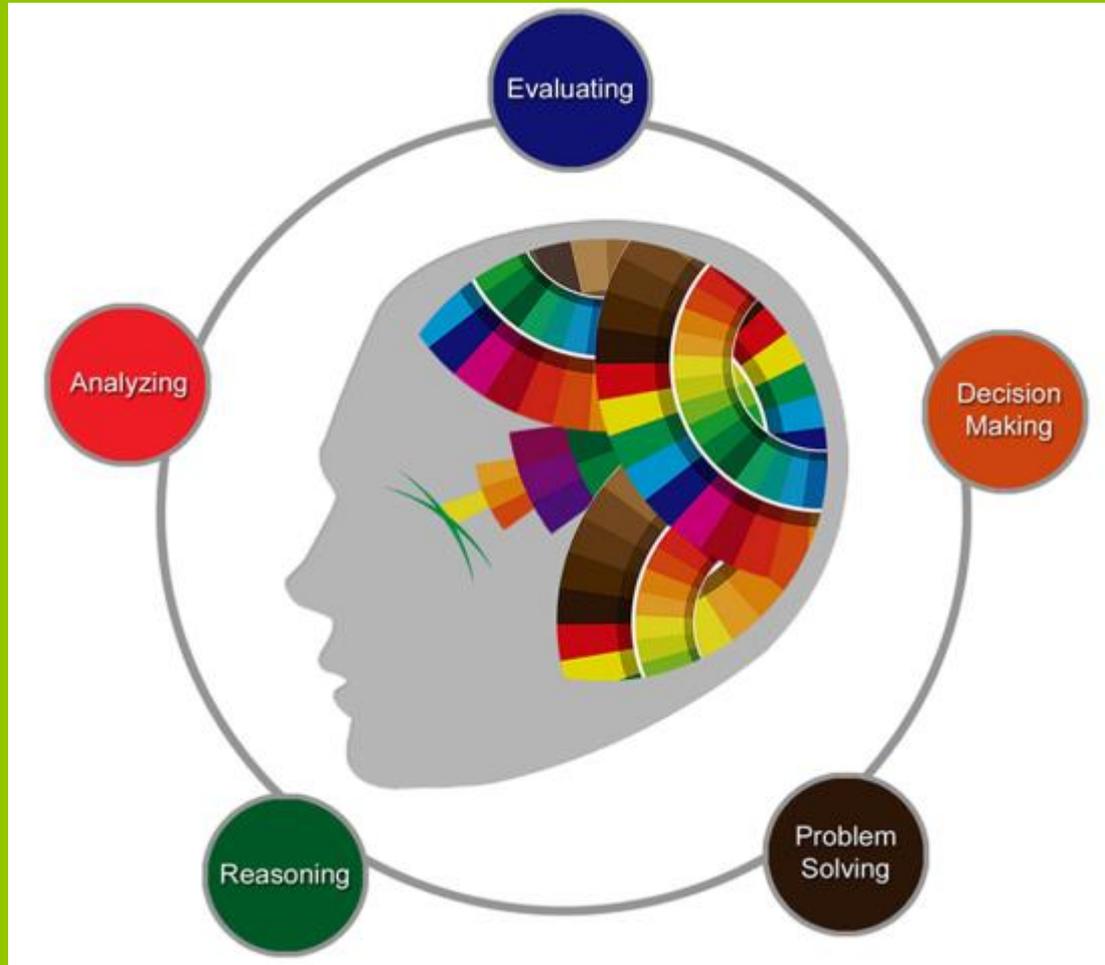


## CRITICAL THINKING WHEEL

# CRITICAL THINKING DEFINITIONS



# Critical thinking definitions



**CRITICAL  
THINKING  
MODEL**

<http://www.umes.edu/cms300uploadedImages/Critical%20Thinking%20Image.jpg>

# JUSTIFICATION: PERSONAL



# JUSTIFICATION: PERSONAL

Employers More Interested in Critical Thinking and Problem Solving Than College Major | Association of American Colleges & Universities - Google Chrome

https://www.aacu.org/press/press-releases/employers-more-interested-critical-thinking-and-problem-solving-college-major



Association of American Colleges & Universities  
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**FOR IMMEDIATE RELEASE**

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## Employers More Interested in Critical Thinking and Problem Solving Than College Major

National Survey Shows Need to Increase Focus on Applied Learning, Intercultural Skills, Ethical Judgment, and Evidence-Based Reasoning as Outcomes for All College Students

Apr 10, 2013

**AAC&U Launches New LEAP Employer-Educator Compact to Respond**

Washington, DC—The Association of American Colleges and Universities (AAC&U) released today a report, ***It Takes More Than a Major: Employer Priorities for College Learning and Student Success***, summarizing the findings of a national survey of business and nonprofit leaders. Among other things, **the survey reveals that 74 percent of business and nonprofit leaders say they would recommend a twenty-first century liberal education** to a young person they know in order to prepare for long-term professional success in today's global economy.

"While policy leaders have been focused intensely on what college students are choosing as their majors and what salaries they are being paid shortly after they graduate, business leaders who actually hire college graduates are urging us to prioritize

**Liberal Education & America's Promise**  
AAC&U'S CENTENNIAL CAMPUS ACTION, ADVOCACY, AND RESEARCH INITIATIVE

[Learn More about LEAP](#)

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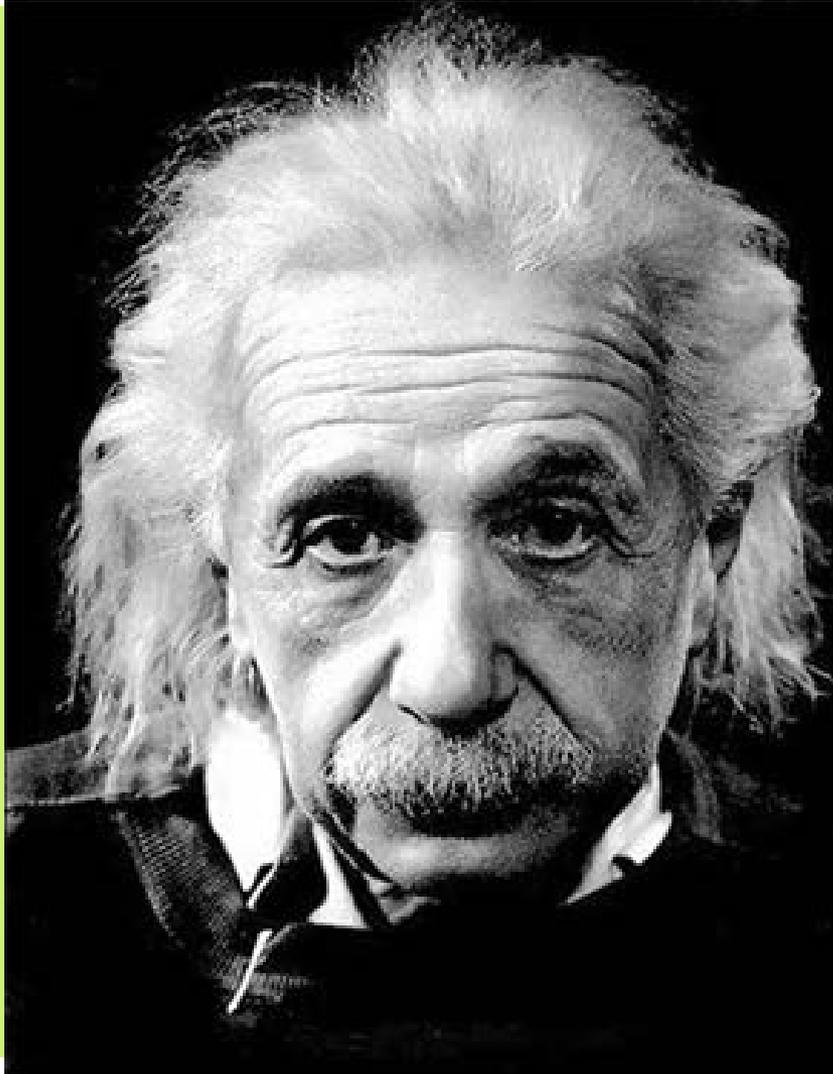
[Press Releases](#)

**ARRANGE AN INTERVIEW**

AAC&U senior staff members and senior fellows are reliable and expert sources of information on many topics related to undergraduate education and liberal learning. AAC&U staff members can also direct reporters to

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# JUSTIFICATION: PERSONAL



**Insanity:**  
Doing the same  
thing over and over  
again and expecting  
different results.

Albert Einstein

# JUSTIFICATION: GLOBAL

- **Critical Thinkers strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so. (Elder Biography)**



**Linda Elder, President Foundation  
for Critical Thinking**



# CELEBRATING COMPLICATED SUBJECTS: SOCRATES & SUSTAINABILITY

- *Celebrate “complicated or messiness”*
- Socrates is “an icon of popular culture who has inspired diverse associations and whose name has been appropriated for all manner of different purposes” (Stanford Encyclopedia of Philosophy at <http://plato.stanford.edu/entries/socrates/>).
- Sustainability “Its original meaning has been greatly distorted and extended; it has been misused and abused” (Karoly, K. 2011).

# CELEBRATING COMPLICATED SUBJECTS: SUSTAINABILITY

On the Use and Misuse of the Concept of Sustainability - Population Media Center - Google Chrome

<https://www.populationmedia.org/2012/03/06/on-the-use-and-misuse-of-the-concept-of-sustainability/>

**POPULATION MEDIA CENTER**  
Acting for Change

HOME OUR APPROACH ISSUES PROJECTS ABOUT US TAKE ACTION

## ON THE USE AND MISUSE OF THE CONCEPT OF SUSTAINABILITY

MARCH 6, 2012 • [DAILY EMAIL RECAP](#)

[BACK TO DAILY EMAIL RECAP >](#)

The following is an excerpt of a paper co-presented by Ed Barry and William Rees at the 8th International Conference on Environmental, Cultural, Economic, and Social Sustainability. The conference was held in Vancouver in early January, 2012. To learn more about the next conference (2013), click here: <http://onsustainability.com/conference-2013/>

**On the Use and Misuse of the Concept of Sustainability: Including Population and Resource Macro-Balancing in the Sustainability Dialog.**

A paper for the 8th International Conference on Environmental, Cultural, Economic, and Social Sustainability

*Mr. Ed Barry – The Population Institute, Washington D.C., USA*

*Dr. William Rees – University of British Columbia, Vancouver, B.C., Canada*

I. Resource overshoot – today’s global reality:

A. The current scale of human economic activity on Earth is already excessive; the human enterprise is in a state of unsustainable

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 **RIGHTS GROUPS SLAM NEW BURMESE "BIRTH SPACING"**

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<https://www.populationmedia.org/2012/03/06/on-the-use-and-misuse-of-the-concept-of-sustainability/>

# CELEBRATING COMPLICATED SUBJECTS: SUSTAINABILITY

The screenshot shows a Google Chrome browser window with the URL [www.triplepundit.com/2011/01/ad-age-names-sustainability-one-jargoniest-jargon-words-2010/](http://www.triplepundit.com/2011/01/ad-age-names-sustainability-one-jargoniest-jargon-words-2010/). The page features the TriplePundit logo (people, planet, profit) and navigation links for Events, Special Series, Categories, and CSR Courses. A yellow banner promotes a Twitter event for June 5th with Hormel Foods. The main article title is "Sustainability Named One of 'Jargoniest Jargon' Words of 2010 by Ad Age" by Lesley Lammers, dated Wednesday, Jan 5th, 2011. A social sharing bar shows 198 shares and likes on LinkedIn, Facebook, and Twitter. The article text discusses how Advertising Age named sustainability one of the "jargoniest jargon" words of 2010. A cartoon illustration shows the word "GROWTH" on a mountain peak with "SUSTAINABILITY" written on the side. The right sidebar includes a newsletter sign-up form and a list of sponsors: terrapass, Booking.com, and Berkeley. The browser's download bar at the bottom shows several files.

Sustainability Named One of 'Jargoniest Jargon' Words of 2010 by Ad Age

by Lesley Lammers on Wednesday, Jan 5th, 2011

198 Shares and Likes

Advertising Age named sustainability one of the "jargoniest jargon" words of 2010 that they "wish you would stop saying," right up there with monetize, choiceful, and the new normal, among others. They explain their decision by describing sustainability as "a good concept gone bad by mis- and overuse. It's come to be a squishy, feel-good

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# HISTORICAL ROOTS OF CRITICAL THINKING: SOCRATES (469–399 B.C.E.)

***Catch student attention with storytelling and discipline specific (horticulture) related items.***

- He was ugly; he respected women; he spent lots of time out talking and asking questions; he questioned authority and ce toward the gods; he died king hemlock (*Conium*



Poison hemlock (*Conium maculatum*)

Sample illustrations:

← horticulture and arts →

Socrates by Constantin Brancusi. *Socrates*

Digital Image © The Museum of Modern Art



# HISTORICAL ROOTS: SOCRATIC METHOD

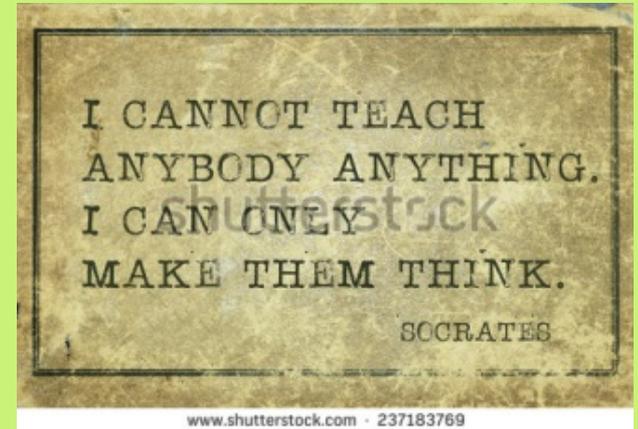
[http://thumb7.shutterstock.com/display\\_pic\\_with\\_logo/3426/237183769/stock-photo-i-cannot-teach-anybody-anything-i-can-only-make-them-think-ancient-greek-philosopher-socrates-237183769.jpg](http://thumb7.shutterstock.com/display_pic_with_logo/3426/237183769/stock-photo-i-cannot-teach-anybody-anything-i-can-only-make-them-think-ancient-greek-philosopher-socrates-237183769.jpg)

## *Relate subject to discipline specific items:*

- Socrates inspired the Scientific Method and development of hypothesis

## *Relate subject to CT relevant processes:*

- Socrates always asked **questions** to determine logic, ethics, fairness, and constancy.
- A series of **questions** are posed to help a person or group to determine their underlying **beliefs** and the extent of their knowledge.
- The process was designed to force one to examine one's own beliefs and the **validity** of such beliefs.



<http://en.wikipedia.org/wiki/Socrates>

[http://thumb7.shutterstock.com/display\\_pic\\_with\\_logo/3426/248256895/stock-photo-education-is-the-kindling-of-a-flame-ancient-greek-philosopher-socrates-quote-printed-on-grunge-248256895.jpg](http://thumb7.shutterstock.com/display_pic_with_logo/3426/248256895/stock-photo-education-is-the-kindling-of-a-flame-ancient-greek-philosopher-socrates-quote-printed-on-grunge-248256895.jpg)

# CONTEMPORARY SOCRATIC TEACHING

Socratic Teaching - Google Chrome

← → ↻ <https://www.criticalthinking.org/pages/socratic-teaching/606>



THE CRITICAL THINKING COMMUNITY

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[An Overview of How to Design Instruction Using Critical Thinking Concepts](#)

[Recommendations for Departmental Self-Evaluation](#)

[College-Wide Grading Standards](#)

[Sample Course: American History: 1600 to 1800](#)

[CT Class Syllabus](#)

[Syllabus - Psychology I](#)

[A Sample Assignment Format](#)

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[Structures for Student Self-](#)



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## Socratic Teaching

The oldest, and still the most powerful, teaching tactic for fostering critical thinking is Socratic teaching. In Socratic teaching we focus on giving students questions, not answers. We model an inquiring, probing mind by continually probing into the subject with questions. Fortunately, the abilities we gain by focusing on the elements of reasoning in a disciplined and self-assessing way, and the logical relationships that result from such disciplined thought, prepare us for Socratic questioning.

Thankfully, there is a predictable set of relationships that hold for all subjects and disciplines. This is given in the general logic of reasoning, since every subject has been developed by those who had:

- shared goals and objectives (which defined the subject focus)
- shared questions and problems (whose solution they pursued)
- shared information and data (which they used as an empirical basis)
- shared modes of interpreting or judging that information
- shared specialized concepts and ideas (which they used to help them organize their data)
- shared key assumptions (that gave them a basis from which to collectively begin)
- a shared point of view (which enabled them to pursue common goals from a common framework)

Each of the elements represents a dimension into which one can delve in questioning a person. We can question goals and purposes. We can probe into the nature of the question, problem, or issue that is on the floor. We can inquire into whether or not we have relevant data and information. We can consider alternative interpretations of the data and information. We can analyze key concepts and ideas. We can question assumptions being made. We can ask students to trace out the implications and consequences of what they are saying. We can consider alternative points of view. All of these, and more, are the proper focus of the Socratic questioner.

# CONTEMPORARY SOCRATIC TEACHING

- They embody the Socratic principle: *The unexamined life is not worth living*, because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world. (Elder Biography)



Linda Elder, Author, Educational Psychologist

[http://ecx.images-amazon.com/images/I/51LShiKRiQI\\_UX250.jpg](http://ecx.images-amazon.com/images/I/51LShiKRiQI_UX250.jpg)

# HISTORICAL ROOTS: SUSTAINABILITY

## GRO HARLAN BRUNDTLAND (B. 1939)

- Norwegian Minister for Environmental Affairs (1974-1979)
- Prime Minister of Norway (Feb - Oct 1981, May 1986-Oct 1989)
- Chair of United Nations World Commission on Environment and Development, published *Our Common Future* (April, 1987)
- Commission consisted of 22 members from 21 diverse countries (Borrowy, I. (2013) *The Brundtland Commission: Sustainable Development as Health Issue*, *Michael 10*: 196-206.)



**OUR  
COMMON  
FUTURE**

THE WORLD COMMISSION  
ON ENVIRONMENT  
AND DEVELOPMENT

# HISTORICAL ROOTS: SUSTAINABILITY HISTORIC DEFINITION

**“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”** (World Commission, 1987, p. 8).

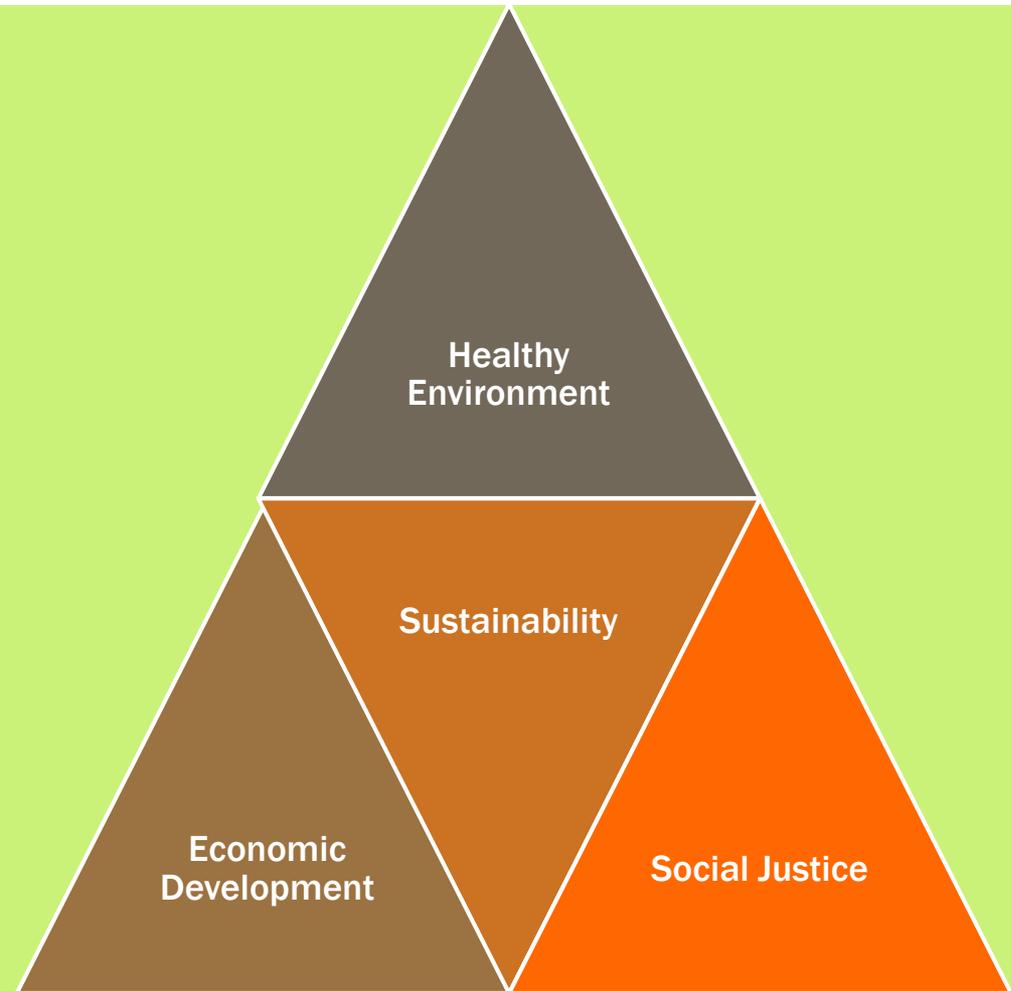


Diagram designed by Ellen Vincent

# CONTEMPORARY SUSTAINABILITY

## THE SUSTAINABLE SITES INITIATIVE™



AMERICAN SOCIETY OF  
LANDSCAPE ARCHITECTS  
*ASLA Library & Education  
Advocacy Fund*



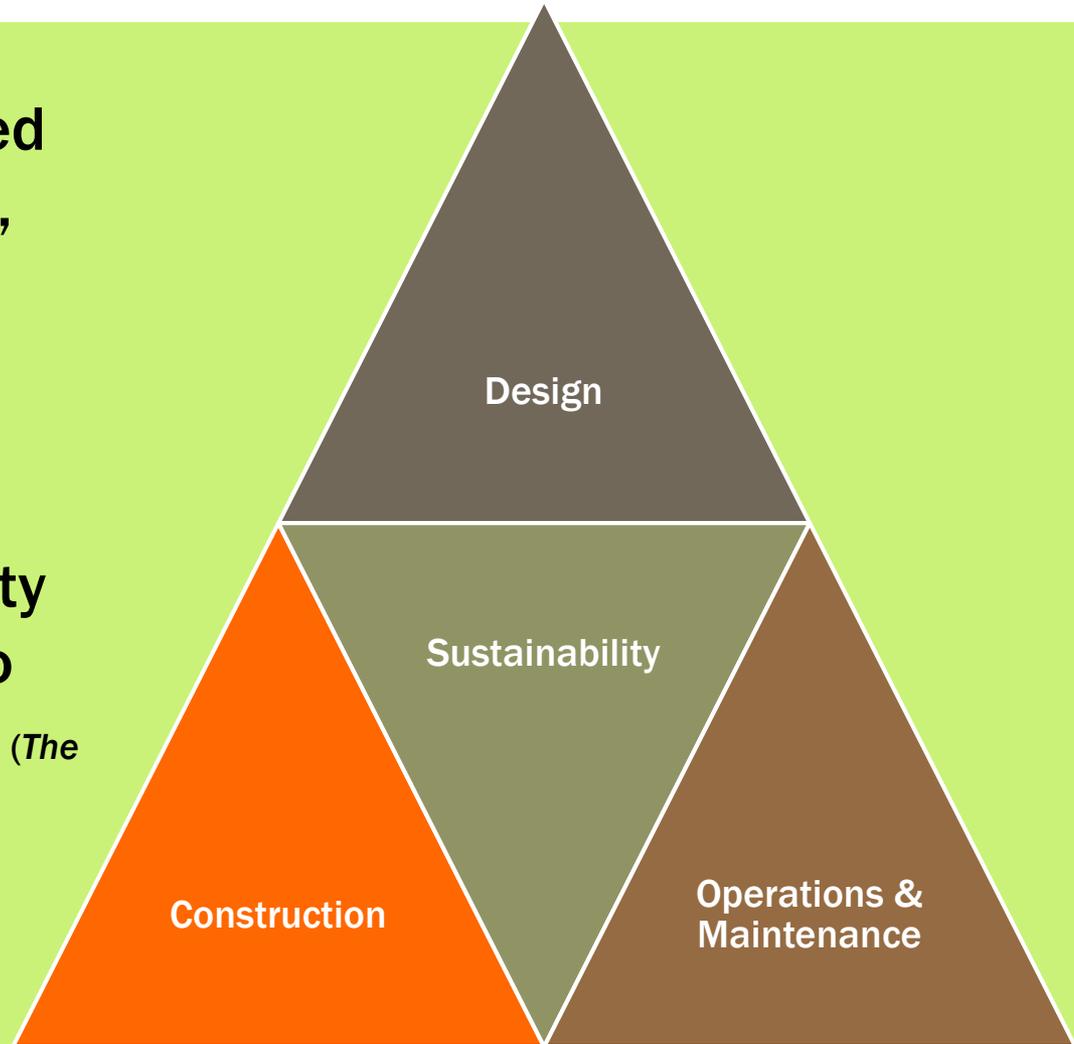
UNITED STATES  
BOTANIC GARDEN

- <http://asla.org/>
- <http://www.wildflower.org/>
- <http://www.usbg.gov/>

[www.sustainablesites.org/](http://www.sustainablesites.org/)

# MODERN DEF. SUSTAINABILITY

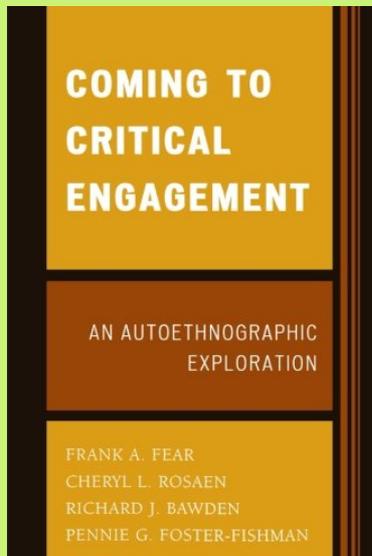
**“Sustainability is defined as design, construction, operations, and maintenance practices that meet the needs of the present without compromising the ability of future generations to meet their own needs”**” (*The Case for Sustainable Sites*, 2009, p. 5).



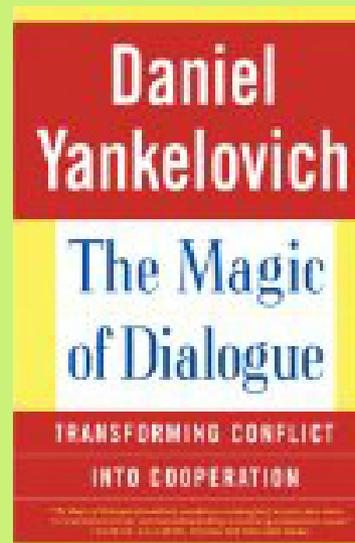
Sustainable Sites Initiative (2009). *The case for sustainable landscapes.*

# TEACHING TOOL: GROUP WORK

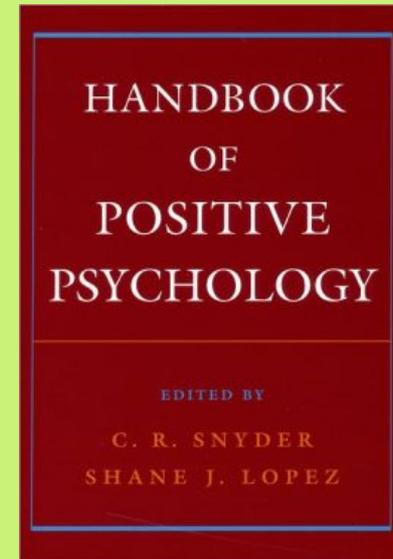
- *Use interdisciplinary concepts and teams*
- *Identify “engagement” and practice “dialogue”*
- *Present positive psychology/appreciative inquiry concepts*



Fear,  
Michigan State



Yankelovich,  
Harvard



Snyder and Lopez,  
University of Kansas

# TEACHING TOOL: DIALOGUE

## 3 Core components

- Equality
- Empathetic listening
- Airing assumptions and not judging them (or the speaker)



**Daniel Yankelovich,  
business founder,  
professor, author**

Yankelovich, D. (1999). *The Magic of Dialogue*, p. 46. New York: Schuster

# TEACHING TOOL: INTERDISCIPLINARY TEAMS

Photo courtesy of Irish photographer



- Interdisciplinary teams involve people from different and varied disciplines.
- They agree to work as a team to create solutions for a specific issue/problem.
- They are willing to learn from the other team members and change their mind about how to solve the issue/problem.

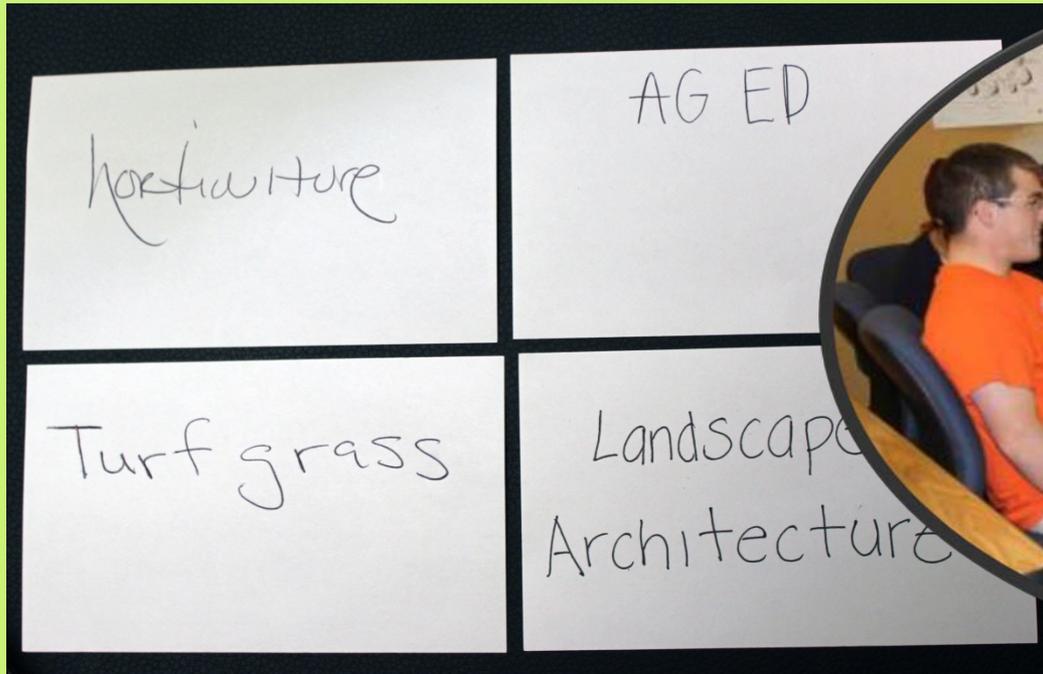
Photo by E. Vincent



**Dr. Frank Fear, Professor emeritus Michigan State**

# TEACHING TOOL: GROUP WORK

- *Form interdisciplinary teams by mixing majors*



# TEACHING TOOL FOR GROUP EXERCISE: RUBRIC

Please form groups

- 1. Make a claim about engagement/dialogue.
- 2. Identify sources that you can use to validate your claim.
- 3. State a possible point of view that agrees with your claim.
- 4. Explore a possible point of view that is contrary or does not agree with your claim.



# TEACHING TOOL FOR GROUP EXERCISE: WORKSHEETS

- *Provide clipboards and worksheets to professionalize the experience*
- *See sample worksheets*



# TEACHING TOOL: DEMONSTRATIONS

- *Encourage hands on work: e.g. collect soil samples on site; send to lab for analysis; discuss results in class*



Seeing, measuring erosion



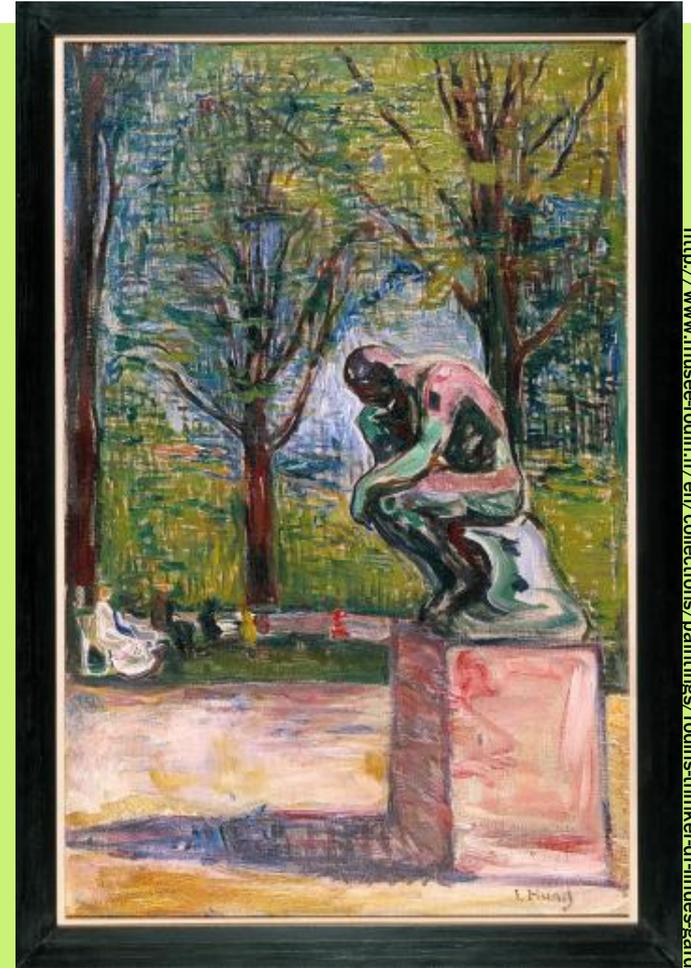
Collecting soil samples

# TEACHING TOOL: IMAGERY- POWERPOINTS

*Add discipline specific  
images to PowerPoints*



The  
Thinker  
1903 by  
Rodin  
(1840-  
1917)



Rodin's Thinker by Munch in Dr. Linde's Garden  
in Lubeck , circa 1907

# TEACHING TOOL: IMAGERY-WORD ART





# TEACHING TOOL: IMAGERY-ESSAY

- *Possible positive distraction*
- *Describes topic visually-possibly adding depth of understanding*
- *May be powerful personal history*



Photo by Michael Goodwin, HORT 308



Photo by Austin Balzer, HORT 308

# TEACHING TOOL: IMAGERY-ESSAY

www.clemson.edu/cafls/research/vincent/Dinkins\_2013\_NovDec\_p24.pdf#John Robert Dinkins - Google Chrome

## Clemson Horticulture Student Essay

### Breaking the Norm

By John Robert Dinkins

Do you like to blend in or stand out? When designing your own yard, would you rather conform or give your yard a pop with exciting originality and represent a background of your own culture? Well according to authors in *Landscape and Urban Planning*, "Results suggest that for American front yard landscapes, the cultural norm to conform to what the neighbors appear to prefer is stronger than cultural norms that favor particular conventional landscape characteristics." (Dayrell, Nassauer, Wang. 2009, p. 290).

While I don't currently own a front yard, nor do I have a particular design plan on implementing, I think I can say that I want to display a sense of my culture in the design of my yard – even if it is not what my neighbors may prefer. With that said, the survey results from the study mentioned above can be further investigated in several ways.

First, a second source of information on preferences of individual's versus the overall neighborhood view needs to be taken into account from an additional study published in a peer-reviewed journal. Next, the voice of a landscape designer with experience with

developing neighborhood plans should be heard. And from my own experience, I've seen many neighborhoods with mundane neutral landscapes installed with only maintenance and proficiency in mind and not the whole picture of providing a landscape where the owner can feel at home.

In my past, I would visit my grandmother's rural country home where she had a beautiful camellia garden planted in her side yard. During these visits, my mother made it a point every time to walk through the camellia garden. Today I have a great appreciation of the camellia garden at the South Carolina Botanical Gardens as it gives me a sense of connection with my past of fond memories visiting the rural country home where my family was. One thing I plan on implementing into my own landscape one day is a camellia garden.

With "going against the grain" as my view I think it is important to take into account the counter argument to what I have proposed. A Home Owners Association may require yards to conform to a certain standard and look. By allowing the landscape to solely suit the owner, the value of the homes in the neighborhood could be negatively affected if it's considered bad taste. With these factors in mind I think an idea should be presented to a designer or possibly the HOA for an approval. This could satisfy both the owner of the landscape and the neighborhood.

While being respectful of the rest of the neighborhood I will initiate a movement where landscape owners do not just conform to a sense of oneness in a neighborhood but instead will spark creativity, cultural awareness, and individuality in a way that can reflect itself beautifully in the landscape. It could all start with my one change of breaking the norm with a culturally minded landscape installation.

John Robert Dinkins is a student in Dr. Vincent's Sustainable Landscape Garden Design CT2 class where students write critical thinking essays each week based on class readings.

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www.clemson.edu/cafls/research/vincent/Dickerson\_Student\_essay-NovDec\_p30.pdf - Google Chrome

## Clemson Horticulture Student Essay

### Escape from the Concrete Jungle

By Casey Dickerson

The High Line in New York City is a great use of unused space to bring greenery into a concrete jungle. It was an old abandoned rail line that has been converted into an elevated garden space. In my 20 years of life I have visited many large cities such as Chicago and as far away as London and Paris. While visiting these cities I recalled due to the hardness of the landscape around me and the lack of plant life, I am convinced there needs to be more greenery there. To further validate the claim that urban environments need more greenery to provide a sense of wellness for people, I would review the work of Olmsted and Vaux who were activists for bringing parks into large cities and even helped plan Central Park in New York City (Cook and Vanderzanden, 2011).

In my younger years, I always looked for an escape from the house, to get away from everything, I would escape into the woods to climb trees and play in the cool clear streams behind my house. Being under the canopy of the trees, in this natural setting, eased my mind and relieved any stress I was feeling at the time.

Some people believe that this use of space is a waste which, instead of being used as a park, should be used as office or manufacturing space. As a result of investigating this claim, I now intend to seek out nature and green space as a relief from stress and hardscape more often.

References:  
Cook, TK, and Vanderzanden, A. [2011]. Sustainable landscape management. Hoboken, New Jersey: John Wiley & Sons.  
Casey Dickerson is a junior Clemson University horticulture major from K2, SC in Dr. Vincent's Sustainable Landscape Garden Design, Introduction and Landscape Design class, MSF 2020 CT2, and Urban Horticulture class.

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# TEACHING TOOL: ESSAY REFLECTION

- *Possibly binds new material to past personal experience*
- *Potentially creates a more “real” experience*
- *Encourages the habit of making connections, thinking deeply*



See  
sample  
student  
essays  
and rubric

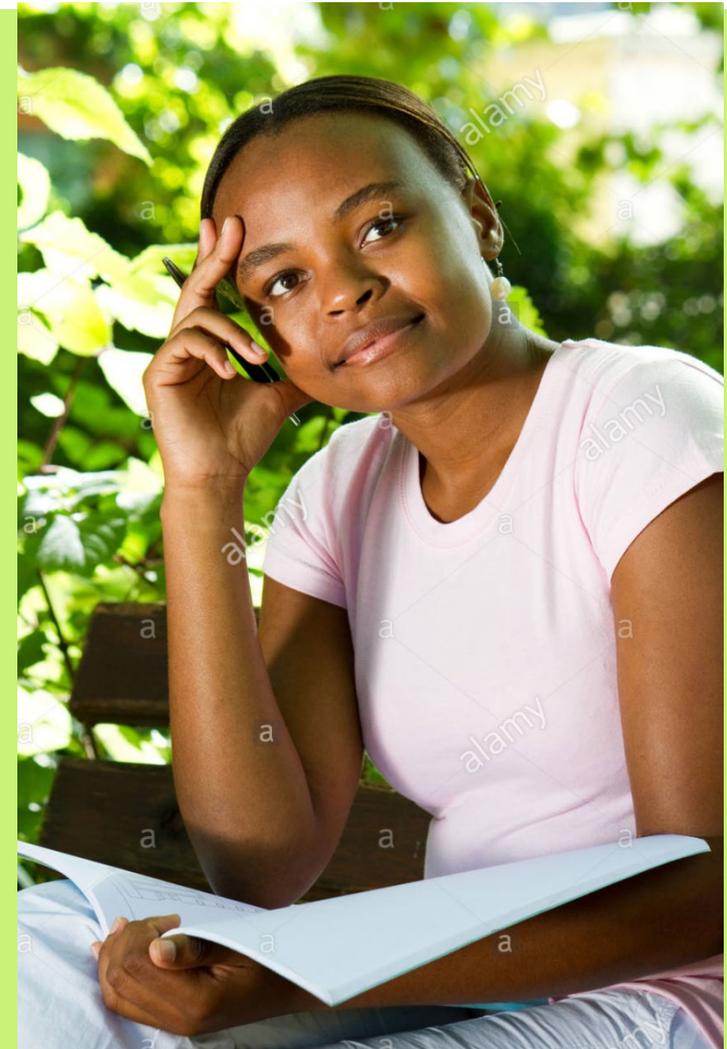


# VALUABLE INTELLECTUAL TRAITS

- Intellectual humility
- Intellectual courage
- Intellectual empathy
- Intellectual autonomy
- Intellectual integrity
- Intellectual perseverance
- Confidence in reason
- Fairmindedness

**-From the Foundation for Critical Thinking**

<http://www.criticalthinking.org/pages/valuable-intellectual-traits/528>



# INTELLECTUAL HUMILITY

**Intellectual Humility:** Having a consciousness of the limits of one's knowledge, including a sensitivity to circumstances in which one's native egocentrism is likely to function self-deceptively; sensitivity to bias, prejudice and limitations of one's viewpoint. Intellectual humility depends on recognizing that one should not claim more than one actually knows. It does not imply spinelessness or submissiveness. It implies the lack of intellectual pretentiousness, boastfulness, or conceit, combined with insight into the logical foundations, or lack of such foundations, of one's beliefs.

**From the Foundation for Critical Thinking**

<http://www.criticalthinking.org/pages/valuable-intellectual-traits/528>



# Group exercise

WHEN HAVE YOU  
WITNESSED  
INTELLECTUAL  
HUMILITY?

What does  
this look  
like in real  
life?

# WASHINGTON, D.C. 2016



<http://www.magnapubs.com/2016-teaching-professor-conference/>

# BERKELEY, CA 2015

The screenshot shows the homepage of the Critical Thinking Community website. At the top, the navigation bar includes links for "Home", "Begin Here", "Bookstore", "About Us", "Library", "Professional Development", "Research", "Conference/Events", "Assessment & Testing", "News", and "Online Learning". The main header features the organization's logo and the text "THE CRITICAL THINKING COMMUNITY". A search bar and "Begin Here" and "Bookstore" buttons are also present. The central banner reads "Celebrating 35 years — working for essential change in education" over a background image of classical architecture and a portrait of a man. Below this, a "News and Events" section highlights a complimentary academic webinar with Dr. Linda Elder on June 3rd, 2015, and the live broadcasted 35th International Conference on Critical Thinking and Educational Reform, which is the "World's Longest Running Annual Conference on Critical Thinking" held from July 25-30, 2015. To the right, there is a promotion for "The Thinker's Guide Library" (Set of 22 Guides, \$69.50) and a membership sign-up box for "The Critical Thinking Community". The browser's taskbar at the bottom shows several open files, including "2013\_EmployerSurvey.pdf", "aacu-logo.png", "CT skills sough by e...jpg", "Rodin's-.jpg", "The Thinker (1).jpg", and "The Thinker.jpg".

<http://www.criticalthinking.org//>

THANK YOU FOR BEING HERE



<https://s-media-cache-ak0.pinimg.com/originals/98/95/d6/9895d6167d02d4824e50603f71734001.jpg>

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