

TEACHING CRITICAL THINKING TO KINESTHETIC LEARNERS

Dr. Ellen
Vincent

Clemson
University
Horticulture
Dept.

CT2 Faculty
Summer
Institute
16June2015

WHO IS THE KINESTHETIC 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



Learning
Styles

Isabel Briggs
Myers
Katharine-Briggs
Myers Briggs



Lois B. Krause
Psychological or
temperament
Cognitive profile



https://media.litcdn.com/mpr/mpr/shrink_100_100/p/3/000/0f4/187/0c1ee7e.jpg
https://learninngfordummies.wikispaces.com/file/view/Neil%20Fleming_0.PNG/355606240/240x216/Neil%20Fleming_0.PNG

<http://www.petergeyer.com.au/images/briggs2.jpg>
http://www.centreforconfidence.co.uk/img/MB_KB_LBM.jpg

LEARNING STYLE TESTS

Kolb: Learning Style Inventory (LSI) \$35.00 at:
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 KINESTHETIC 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>

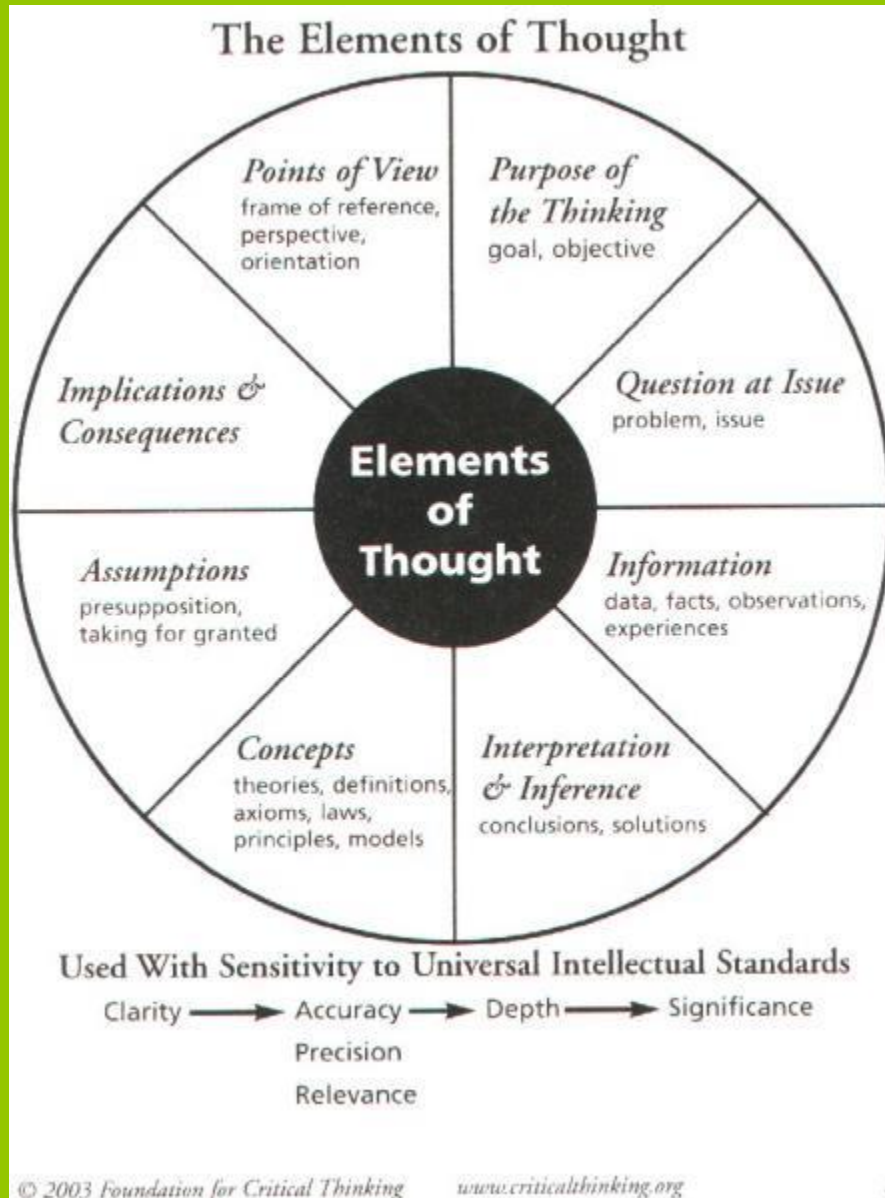
CRITICAL THINKING DEFINITIONS

- **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>)



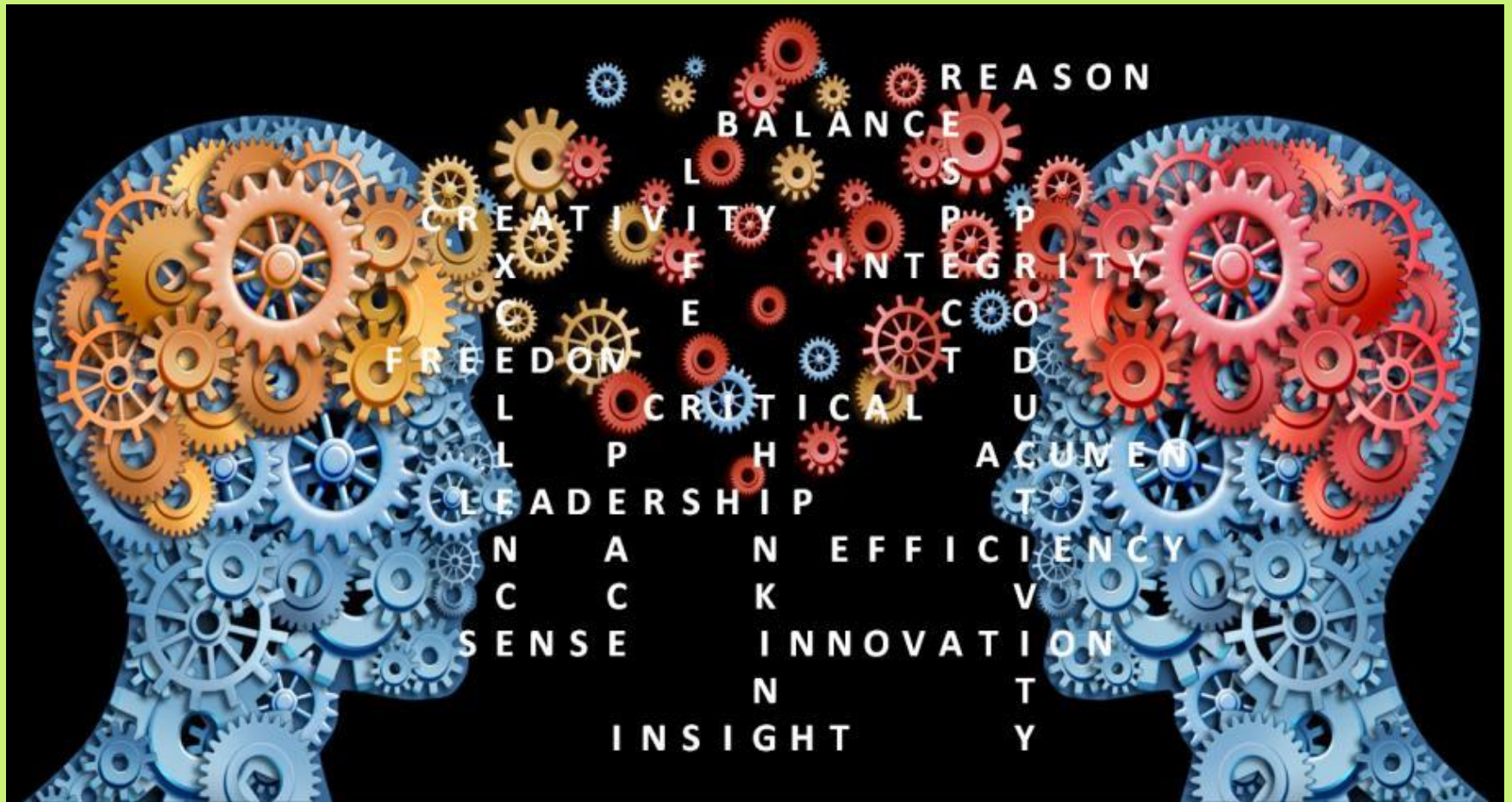
Richard Paul, Director of Research at Center for Critical Thinking

Critical thinking definitions

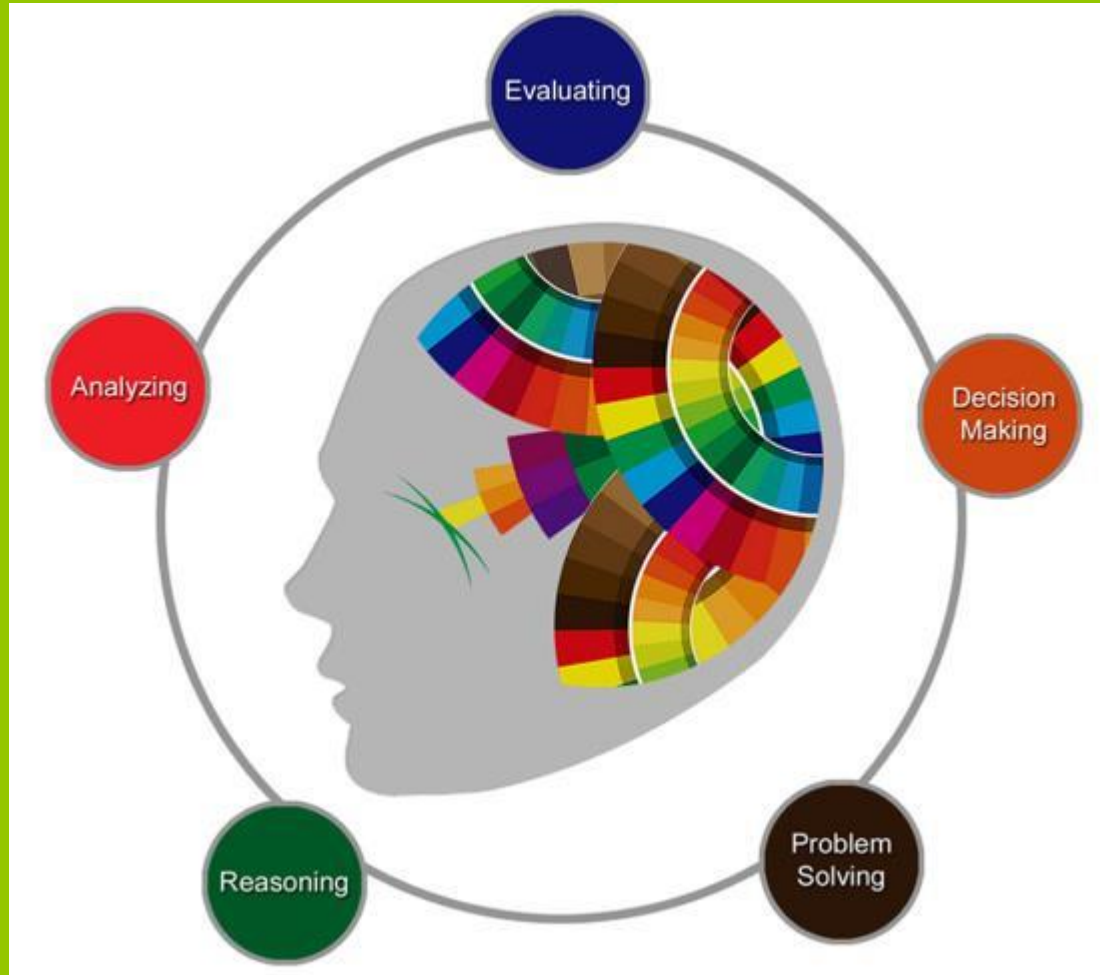


CRITICAL
THINKING
WHEEL

CRITICAL THINKING DEFINITIONS



Critical thinking definitions



**CRITICAL
THINKING
MODEL**

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

JUSTIFICATION: PERSONAL



1: <http://pad3.wnstatic.com/images/thumb/2/26/Be-a-Good-College-Student-Step-6.jpg/670px:Be-a-Good-College-Student-Step-6.jpg>
2: <http://www.empowermagazine.com/wp-content/uploads/2014/05/firstgenerationcollege.jpg>

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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Home > Press > Press Releases > Employers More Interested in Critical Thinking and Problem Solving Than College Major

FOR IMMEDIATE RELEASE

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Debra Humphreys
Vice President for Policy and Public Engagement
202.387.3760 ext. 422
humphreys@aacu.org

[f](#) [t](#) [g+](#) [p](#) [e](#) [r](#)

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](#)

[AAC&U Experts](#)

[AAC&U In the News](#)

NEWS WATCH

[Completion and Quality](#)

[Liberal Education](#)

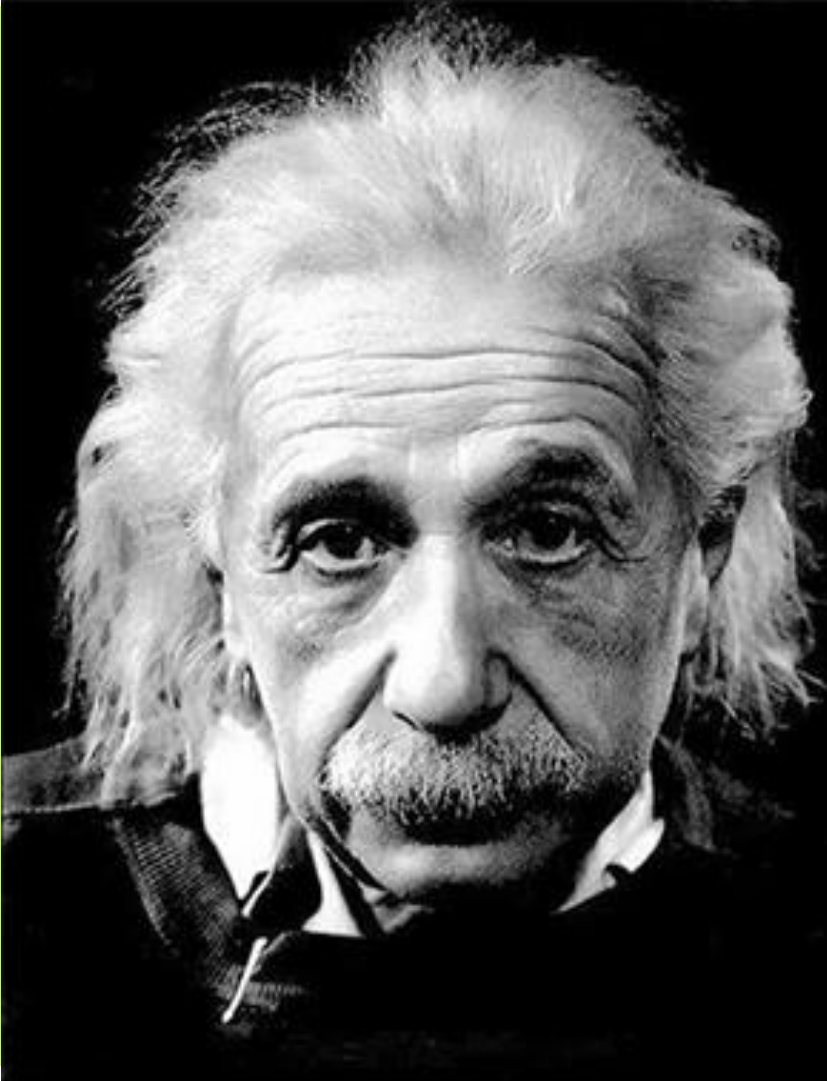
[Press Releases](#)

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

aacu-logo.png | CT skills sough by e...jpg | Rodin's-.jpg | The Thinker (1).jpg | The Thinker.jpg | Socrates quote2_Web.jpg | Show all downloads...

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**

JUSTIFICATION: GLOBAL



Sustainable Landscape Demonstration Garden

Rain Garden Student Design-interacting with policy makers



CELEBRATING COMPLICATED SUBJECTS: SOCRATES & SUSTAINABILITY

- ***Celebrate “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

The screenshot shows a Google Chrome browser window with the URL <https://www.populationmedia.org/2012/03/06/on-the-use-and-misuse-of-the-concept-of-sustainability/>. The page features the Population Media Center logo (Acting for Change) and a navigation menu with links for HOME, OUR APPROACH, ISSUES, PROJECTS, ABOUT US, and TAKE ACTION. The main heading is "ON THE USE AND MISUSE OF THE CONCEPT OF SUSTAINABILITY" dated MARCH 6, 2012, labeled as a "DAILY EMAIL RECAP". The article text begins with an excerpt from a paper by Ed Barry and William Rees, followed by their names and affiliations. A sidebar on the right contains "DONATE NOW" and "SUBSCRIBE" buttons, and a "RECENT NEWS" section with three items: "UNIVERSITY HIGH SCHOOL STUDENT WINS STATEWIDE VIDEO CONTEST ABOUT POPULATION" (May 15, 2015), "ENTERTAINMENT THAT HELPS TO SAVE LIVES IN BRAZIL" (May 13, 2015), and "RIGHTS GROUPS SLAM NEW BURMESE 'BIRTH SPACING'". 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".

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

BACK TO DAILY EMAIL RECAP >

ON THE USE AND MISUSE OF THE CONCEPT OF SUSTAINABILITY

MARCH 6, 2012 • 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

DONATE NOW

SUBSCRIBE

RECENT NEWS:

UNIVERSITY HIGH SCHOOL STUDENT WINS STATEWIDE VIDEO CONTEST ABOUT POPULATION
MAY 15, 2015

ENTERTAINMENT THAT HELPS TO SAVE LIVES IN BRAZIL
MAY 13, 2015

RIGHTS GROUPS SLAM NEW BURMESE "BIRTH SPACING"

2013_EmployerSurvey.pdf aacu-logo.png CT skills sough by e...jpg Rodin's-.jpg The Thinker (1).jpg The Thinker.jpg Show all downloads...

<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 web browser window with the URL 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 at the top reads: "JUNE 5th ON TWITTER: Join Hormel Foods to talk about meeting sustainability goals through employee engagement. [RSVP HERE](#)".

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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The browser's taskbar at the bottom shows several open files: 2013_EmployerSurvey.pdf, aacu-logo.png, CT skills sough by e..., Rodin's-.jpg, The Thinker (1).jpg, and The Thinker.jpg. A "Show all downloads..." button is also visible.

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 outdoors talking and asking questions; he questioned authority and was sentenced to death for irreverence toward the gods; he died (cheerfully and willingly) by drinking 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

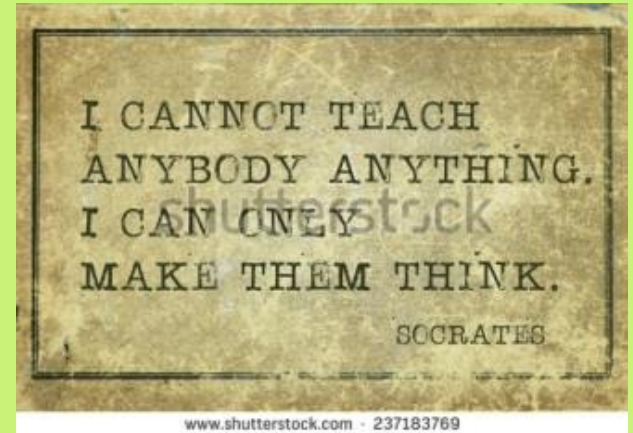
http://thumb7.shutterstock.com/display_pic_with_logo/3426/237183769/stock-photo-i-cannot-teach-anybody-anything-i-can-only-make-them-think-ancient-greek-philosopher-socrates-237183769.jpg

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

CONTEMPORARY SOCRATIC TEACHING

Socratic Teaching - Google Chrome

https://www.criticalthinking.org/pages/socratic-teaching/606



THE CRITICAL THINKING COMMUNITY

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Page Menu

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

Grade Profiles

Critical Thinking Class: Student Understandings

Structures for Student Self-



Change Text S

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/51LShikRIQL_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*

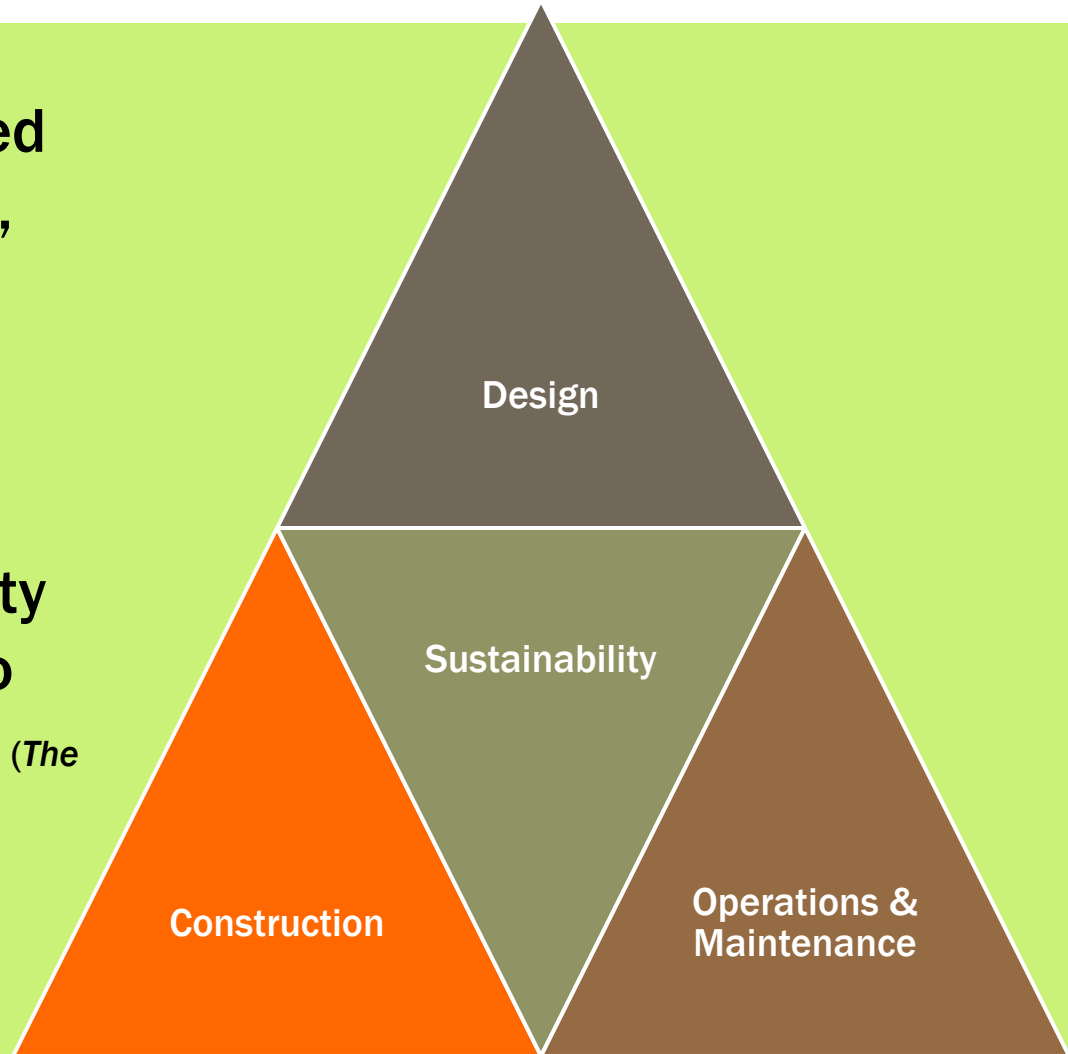


UNITED STATES
BOTANIC GARDEN

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

MODERN DEF. SUSTAINABILITY

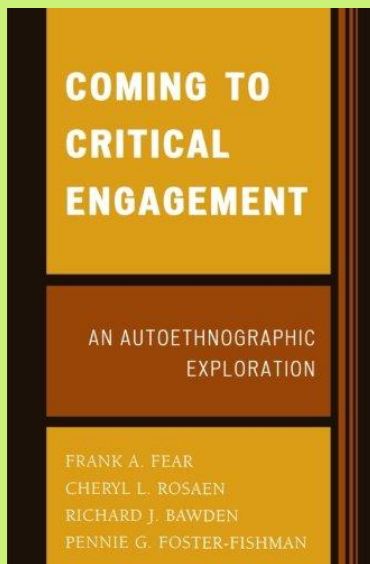
“Sustainability is defined as design, construction, operations, and maintenance practices that meet the needs of the present without compromising the ability of future generations to meet their own needs”” (*The Case for Sustainable Sites*, 2009, p. 5).



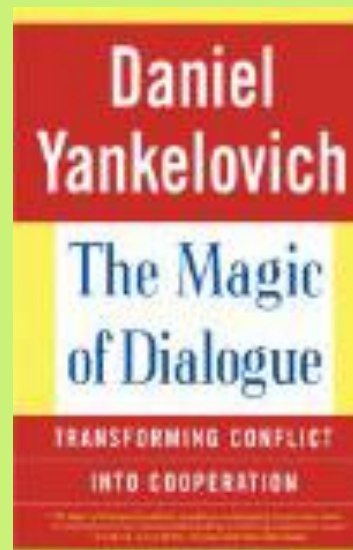
Sustainable Sites Initiative (2009). *The case for sustainable landscapes.*

TEACHING TOOL: GROUP WORK

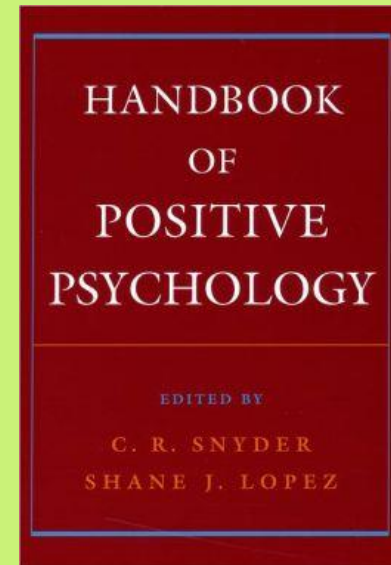
- *Use interdisciplinary concepts and teams*
- *Identify “engagement” and practice “dialogue”*
- *Present positive psychology/appreciative inquiry concepts*



**Fear,
Michigan State**



**Yankelovich,
Harvard**

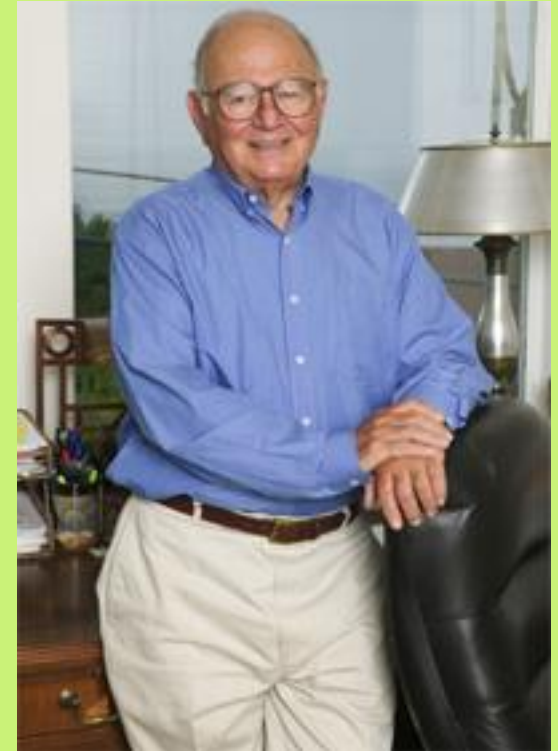


**Snyder and Lopez,
University of Kansas**

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.

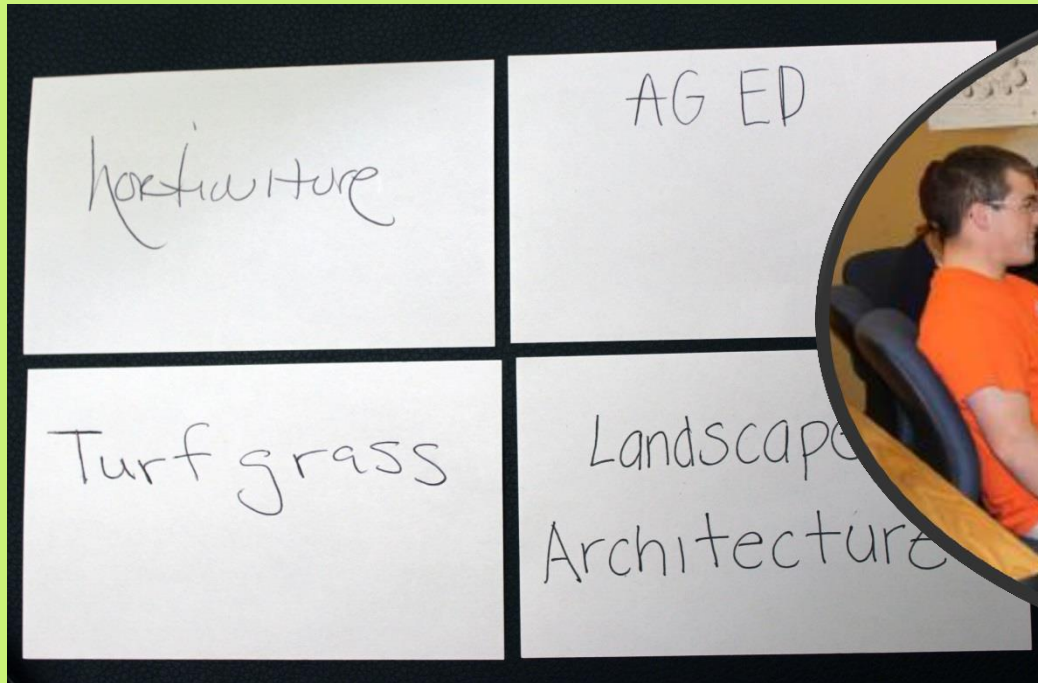
Photo by E. Vincent



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



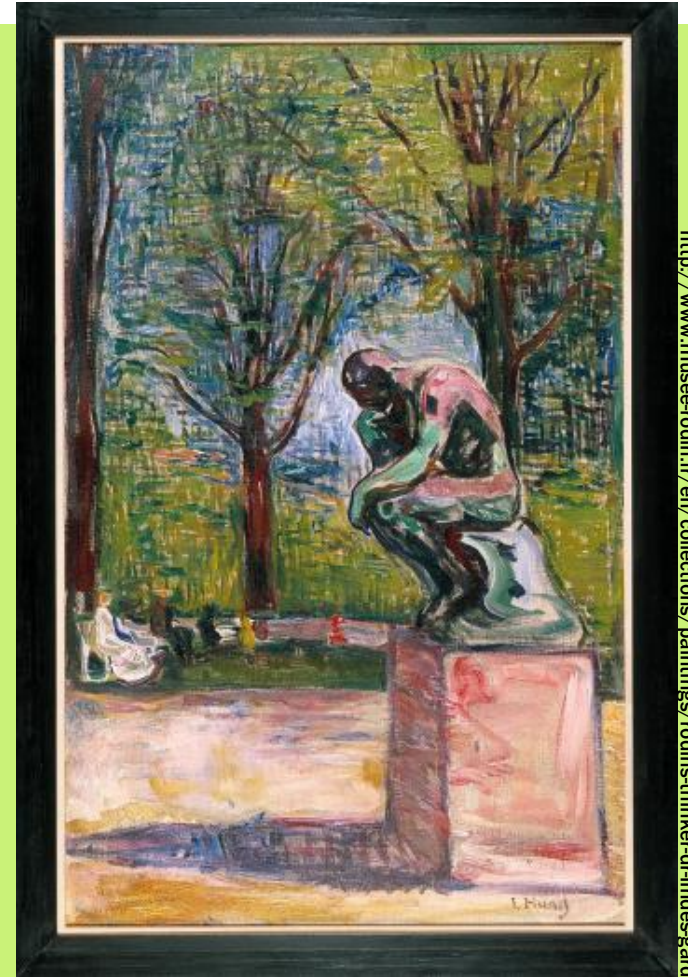
Collecting soil samples

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-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 I 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.

Author_Yankelovich.jpg | Author_Yankelovich_...jpg | photo-Yankelovich2_...jpg | Show all downloads...

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, hort4101, and Hort4102 classes. MSOT 2020 CT2, student of the year.

Author_Yankelovich.jpg | Author_Yankelovich_...jpg | photo-Yankelovich2_...jpg | Show all downloads...

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*



Group exercise

**WHAT IS INTELLECTUAL
HUMILITY?**

What does
this look
like in real
life?

BERKELEY, CA

The screenshot shows the homepage of the Critical Thinking Community website. The browser's address bar displays "www.criticalthinking.org//". The website header includes the logo for the Foundation for Critical Thinking, the site name "THE CRITICAL THINKING COMMUNITY", and navigation links for "Home", "Begin Here", "Bookstore", "About Us", "Library", "Professional Development", "Research", "Conference/Events", "Assessment & Testing", "News", and "Online Learning". A search bar and buttons for "Begin Here" and "Bookstore" are also present.

The main banner features the text "Celebrating 35 years — working for essential change in education" over a background image of classical architecture and a portrait of a man. Below this is a "News and Events" section with three main items:

- Complimentary Academic Webinar with Dr. Linda Elder..**
Practical Ideas for Improving Student Learning
June 3rd, 2015
1:00 - 2:00 pm PST
- Live Broadcasted 35th International Conference Sessions Available Online.**
Read more about these available sessions...
- Our Thinker's Guides**

The central event announcement reads: "Join us for... The 35th International Conference on Critical Thinking and Education Reform. The World's Longest Running Annual Conference on Critical Thinking. July 25 - 30, 2015".

On the right, there is a promotion for "The Thinker's Guide Library" (Set of 22 Guides, Only \$69.50) and a call to "Become a Member of The Critical Thinking Community".

The browser's taskbar at the bottom shows several open files: "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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