

# Fall Critical Thinking Institute for Teaching and Learning

## Reinventing the Wheel: Let's Get Critical

Friday, September 23, 2011

In partnership with the  
Center of Excellence for Teaching and Learning (CETL)



Time	Location		
8:30-9:00	Clearwater Campus Arts Auditorium	<b>Morning Munchie</b>	
9:00-9:10		<b>MIRA Laptop and Electronic Arts Ensemble</b> <i>Jeff Donovick</i> <i>Professor, Fine &amp; Applied Arts</i>	
9:10-9:15		<b>Welcome</b> <i>Dr. Stan Vittetoe, Provost</i>	
9:15-10:15		<b>Plenary Session</b> Through music, video, and drama, take a tour through how critical thinking manifests in the college classroom. In this interactive presentation, participants will apply concepts from the critical thinking wheel to explore their inferences and assumptions. In addition, participants will learn how to make critical thinking concepts in their field more explicit for their students.	<i>Matthew Bodie</i> <i>Team Leader, Learning Resources</i>
			<i>Cher Gauweiler</i> <i>Professor, College of Education</i>
			<i>Bill Hemme</i> <i>Professor, Mathematics</i>
10:15-10:30	<b>CETL &amp; Critical Thinking</b>	<i>Ginny Price</i> <i>Professor, Veterinary Technology</i>	
		<i>Li-Lee Tunceren</i> <i>CETL Lead Faculty Associate</i>	
10:30-10:45	<b>Break</b>		
10:45-11:45	NM Building	<b>1<sup>st</sup> Break-Out Sessions</b> See page 2	
11:45-12:45	NM Building Lobby	<b>Lunch</b> Purchase Your Ticket for Lunch at the LA Building Hard Drive Café	
12:45-1:45	NM Building	<b>2<sup>nd</sup> Break-Out Sessions</b> See page 3	
1:45-2:00	<b>Break</b>		
2:00-3:00	NM Building	<b>Discipline-Specific Discussions</b> See page 4	
3:00	<b>Institute Ends</b>		

**1<sup>st</sup> Break-Out Sessions**

<b>10:45-11:45</b>	<b>NM 157</b>	<p><b>Critical Thinking in the Humanities</b>  <i>Brandy Stark, Mark Lulek, Tim Wolter, Matthew Sims</i></p> <p>The Humanities studies the human condition through analytical, critical and/or speculative thinking. This necessitates an interactive critical thinking experience for students. Utilizing the community-oriented aspect of St. Petersburg College, the Academic Roundtable for Humanities has created an interactive Museum field trip project to work with students.</p>
	<b>NM 158</b>	<p><b>Visual Rhetoric and Literacy: Critical Pedagogy in American Sign Language Instruction</b>  <i>Beth Carlson, Ph.D., Professor Communications/Sign Language Interpretation Program; Marika Robinson, M.A., American Sign Language Lab Coordinator/ASL and Deaf Culture Instructor/Sign Language Interpretation Program</i></p> <p>Because of the increasing demand for sign language interpreters, a readiness-to-work gap is a concern of interpreter educators who are charged with the task of developing in students the skills of motivation, assertiveness, multi-tasking, rapid information-processing ability and confidence. Given the notion that sign language interpreting skills are evolutionary and require years of refinement, a logical beginning for educators of interpreting students is to refine current course objectives, curricula and methodology to include direct experience with developing critical thinking skills and essential characteristics that are central to the interpreting process, to consumers of interpreting services, to interpreter educators and to institutional administrators. This presentation will focus upon developing student readiness for interpreter training prior to entrance into higher level coursework. The discussion will center upon how instructors can facilitate the development of traits and skills in students that will allow them to assimilate into the culture of the deaf, take responsibility for their education, develop adequate working memory and learn to process languages efficiently.</p>
	<b>NM 159</b>	<p><b>Incorporating Critical Thinking into a Capstone Course</b>  <i>Nathan Heinze, Ph.D.</i></p> <p>The College of Computer and Information Technology has been implementing critical thinking skills in the college's new Capstone course for the BAS. The course incorporates a team-based approach to problem solving in which students study cases and 1) discover and define the business problems, 2) create and analyze possible solutions, and 3) choose and defend a solution, all the while explaining in detail their reasoning behind every decision. Students also answer reflective questions as part of the project.</p>
	<b>NM 162</b>	<p><b>Undergraduate research: Critical thinking in action</b>  <i>Lynn Grinnell, Professor, College of Business</i></p> <p>Other colleges have selected "undergraduate research" for the focus of their Quality Enhancement Plan. This presentation connects undergraduate research with critical thinking through the use of a major, course-long simulation.</p>
	<b>NM 164</b>	<p><b>Writing Critical Thinking Scenarios with a Twist "What If"</b>  <i>Shirley Collar, Ph.D., RHIA and Sheila Newberry, M.Ed, RHIT Health Information Management/Coding/Informatics</i></p> <p>This hands-on session allows participants to tweak several critical thinking scenarios by changing and or eliminating a few minor facts and adding the words "what if" therefore, resulting in a new critical thinking scenario. Adding the words "what if" will challenge students to shift their thinking to a higher level of analysis and evaluation and enhance their critical thinking skills.</p>
	<b>NM 201</b>	<p><b>How Do I Get Them to Think?</b>  <i>Gail O. Lancaster, Ph.D. Team Leader, Learning Resources</i>  <i>Professor George M. Greenlee, Economics/Social and Behavioral Sciences</i>  <i>Larry Goldsmith, CWDP, P.E.T., Faculty Champion Instructor-in-Charge Parks and Leisure Services</i></p> <p>Everyone knows that it is imperative for students to think critically, but how, exactly, do we get them to do that? This highly interactive presentation models 10 strategies that engage students and make them eager to think critically about subject content. This will include the Socratic method that helps students arrive at solutions and answers by asking questions that will allow them to use deductive reasoning. You will learn how critical thinking changes teaching and learning in the classroom.</p>
<b>11:45-12:45</b>	<b>Lunch – NM Building Lobby (Purchase Your Ticket for Lunch at the LA Building Hard Drive Café)</b>	

12:45-1:45	NM 157	<p><b>How I Finally Got the Wheel to Turn for my Students</b>  <i>Professor Ginny Price, Veterinary Technology</i></p> <p>This lecture will show my lesson progression using the wheel of the eight elements of reasoning from how I started to how I use it now. Examples of lessons and student work will be presented. Attendees will learn using critical thinking in curriculum design is a continuous process and the student learning outcome is exciting.</p>
	NM 158	<p><b>Powerful Partnerships: How Student Life &amp; Leadership Collaborates with Faculty to Engage Critical Thinking in Our Students</b>  <i>Erin Senack Coordinator, Student Life &amp; Leadership, Tarpon Springs Adjunct Faculty, Communications</i></p> <p>We will discuss the exciting ways in which Student Life &amp; Leadership works in partnership with faculty to create powerful learning opportunities for our students outside of the classroom. In order to better understand the educational role of Student Life &amp; Leadership, the principles of good practice for Student Affairs will be shared. These principles include engaging students in active learning and forging educational partnerships that advance student learning. We will share, in a fun and informative format, concrete examples and future ideas for challenging our students to thrive inside and beyond the classroom.</p>
	NM 159	<p><b>Video Killed The Radio Star</b>  <i>Michael Repici and Dean Kohrs Communications</i></p> <p>The rapid adoption and ubiquity of mobile information devices is on track to drastically outpace the adoption of the desktop computer a generation ago. In light of this cultural shift, one question facing college faculty is how to make use of these new information technologies. SPC's own early adopters Michael Repici and Dean Kohrs have spent the summer and fall experimenting with one aspect mobile computing--digital video. Specifically, they have been investigating the best practices of using digital video to record student presentations and, then via ANGEL, have the students critically examine themselves. In this session they will explain what they have learned so far as well as seek ideas and guidance.</p>
	NM 162	<p><b>Five Alive! A Critical Thinking Pilot Program for Mathematics</b>  <i>Professor James Rutledge, Mathematics; Professor Carol Weideman, Mathematics</i></p> <p>Five Alive! presents basic critical thinking skills that are especially relevant to mathematics courses via a series of five-minute teaching/learning scenarios, related critical thinking assignments, opportunities for student presentation, and certificate of achievement awards. The program was piloted in MGF 1106 and MGF 1107 during Summer, 2011. Experiences and results will be shared along with thought and ideas for further development. Creative input is welcomed!</p>
	NM 164	<p><b>The Persistence of Casuistry: The Revival of Case-Based Reasoning</b>  <i>Professor Rich Mercadante Communications/Philosophy/IDS</i></p> <p>This session offers a summary of my recent doctoral dissertation research on casuistry (case-based reasoning) as a method of critical thinking. I will explain what casuistry is and why casuistry has fallen in disrepute over the last 350 years. After a brief history of casuistry, I will explain some of the reasons why case-based reason has been discredited. I will also examine the major criticisms of casuistry and review some recent attempts to rehabilitate case-based reasoning. Finally, I will offer an explanation and several examples of how case-based reasoning might be used to increase critical thinking in the classroom.</p>
	NM 201	<p><b>Reading and Writing Critically Across the Curriculum</b>  <i>Diane Reese, Ph.D. (Communications), Sharon Williams, Ph.D. (Communications &amp; Faculty Associate, CETL), and Lillian Tunceren (Communications &amp; Lead Faculty Associate, CETL)</i></p> <p>Want to use "immediate" strategies to engage students in reading and writing critically within your discipline? This hands-on session will engage faculty members in any discipline while modeling effective learning strategies as powerful tools to engage students in thinking metacognitively! Come on . . . let's kick it up a notch! "Despite American higher education's success at providing collegiate education for an unprecedented number of people, the vision of equipping ALL students with learning deep enough to meet the challenges of the post-industrial age provides us with a powerful incentive to do our work better." Powerful Partnerships: A Shared Responsibility for Learning</p>
1:45-2:00	<b>Break</b>	

### Discipline-Specific Discussions\*

<b>2:00-3:00</b>	NM 156	<b>Arts &amp; Humanities</b> <i>Facilitated by Brandy Stark</i>
	NM 157	<b>Communications</b> <i>Facilitated by Bonnie Jefferis</i>
	NM 158	<b>Mathematics</b> <i>Facilitated by Jim Rutledge and Carol Weideman</i>
	NM 159	<b>Science</b> <i>Facilitated by Pat Barbier and Monica Lara</i>
	NM 162	<b>Social &amp; Behavioral Sciences</b> (Human Services, Student Life Skills) <i>Facilitated by George Greenlee and Roy Slater</i>
	NM 103	<b>Computers &amp; Technology</b> (Engineering Technology) <i>Facilitated by Nathan Heinze and Darlene Westberg</i>
	NM 164	<b>Business, Finance, Management</b> (Parks & Leisure Services, Hospitality & Tourism Management) <i>Facilitated by Lynn Grinnell</i>
	NM 201	<b>Education</b> (Early Childhood, Sign Language Interpretation, Library) <i>Facilitated by Tim Godcharles</i>
	NM 203	<b>Law &amp; Public Safety</b> (Emergency Medical Services, Public Safety Administration, Paralegal Studies, Ethics) <i>Facilitated by Christy Powers</i>
NM 205	<b>Health Sciences</b> (Health Information Management, Dental Hygiene, Orthotics & Prosthetics, Physical Therapist Assistant, Respiratory Care Radiography, Nursing, Medical Laboratory Technology, Funeral Services, Veterinary Technology) <i>Facilitated by Steven Hardt</i>	
<b>3:00</b>	<b>Institute Ends</b>	

\*The purpose of these discussions is to determine specific strategies to teach for critical thinking within that discipline. You can review the strategies identified by each group via: [spccriticalthinking.posterous.com](http://spccriticalthinking.posterous.com)

*Critical thinking is a commitment to continual improvement. It is not something you do and are done with. We can always improve as a college. We can always improve how we teach. (Linda Elder, 2004)*

