

SESSION 1 11:00 – 11:45**The Divide and Conquer Exercise: Helping Students Make Sense of Difficult Readings in the Humanities. EC 410**

In this exercise, students collectively summarize a long and difficult (theoretical, historical, etc.) reading in the humanities into a shorter, more condensed version of itself. In the process, students engage a primary text, experience the virtues of teamwork (the divide and conquer approach), gain valuable reading and note-taking skills, and, with some help from their peers and the professor, distill the essence of a reading in class. Valerie V. Peterson, Communications

The Problem-Inquiry Method▲ EC 411

The Problem-Inquiry Method is a middle path between “traditional” rote learning and “alternative” open discussion. The session will explore this path - sometimes referred to as Progressive Education - in relation to the meaning of liberal education, and its capacity to nurture the art of critical thinking - as its most significant outcome. The session will involve both engagement of inquiry and presentation. Stephen Rowe, Philosophy

Fostering Critical Thinking through Advising EC 414

Not only is critical thinking a central goal of in-class education, it is an essential part in the advising process. This session will present the results from a summer 2010 Pew Scholar Teacher Grant to create advising training videos about the Liberal Studies major. Participants will develop strategies for advising students to understand the intersection between their vocation and course of study. The workshop will also encourage faculty to critically evaluate their own curricula and advising processes. Christine Drewel, Liberal Studies, Maureen Wolverton, Liberal Studies Mary Eileen Lyon, News and Information Services

Critical Thinking in the General Education Program ■ EC 415

We will present the results about student learning of critical thinking in General Education courses. Faculty have assessed student performance based on classroom activities (exams, presentations, papers) over the last three years. We will also discuss the GVSU definition of critical thinking compared with a national benchmark (AAC&U VALUE). Participants will discuss what we’ve learned about student performance, whether we’re measuring what we want to measure, and where we go from here. Roger Gilles, Chair, General Education Committee, Writing, Carol Griffin, Director General Education, Biology, Deborah Bambini, Nursing

Enhancing Class Discussions With Blackboard ● EC 417

One of the challenges that faculty face in the classroom is getting students to fully engage in rich discussions about the topic of the day. Students, today, seem to want to be “entertained” and need to be prodded in order to critically think and openly share their thoughts and opinions about the subject area in front of their peers. Is it fear, lack of preparation, shyness, laziness or a combination of all of these? This session is designed to look at several tools that faculty have available to enhance the learning process in and out of the classroom. Monica Allen, Business

When Used By Trained Professionals, ▲ Clickers Foster Critical Thinking EC 418

Peer instruction is a classroom strategy where students engage in small group conversations in response to carefully crafted multiple-choice questions. Students share their responses using handheld devices called clickers. Responses are recorded and displayed as histograms, giving the instructor and students

immediate feedback. The instructor guides classroom discussion to help students understand concepts and alleviate misperceptions. The session will describe how clickers are used to promote critical thinking. Scott Grissom, Computing & Information Systems, Deborah Herrington, Chemistry, Karen Burchard, Information Technology

Engaging Students through Service ● EC 419

In this interactive session faculty who currently use service learning in their courses will share their experiences and provide ways to incorporate service learning effectively. In addition, representatives from the Community Service Learning Center will explain how the Center supports service learning at GVSU. Charlene Beckmann, Mathematics, Valerie Jones, Student Life, Julia Mason, Women and Gender Studies, Diane Rayor, Classics

More Than A Thousand Words: The Use Of Drawing In Teaching And Scholarship ● EC 420

Drawing can be an innovative method of gathering information on student learning. Achievement of affective domain objectives is difficult to measure, given their attitudinal nature. The assessment of student drawing for scenarios with affective intent, before and after instruction, can add another dimension to measure fulfillment of affective outcomes. In addition, drawing can be used in scholarship to elicit information from respondents when the topic is something particularly abstract, such as the concept “organizational culture.” Michael Wambach, Health Professions

SESSION 2 1:10 - 1:55**Teaching through the Community Reading: The Immortal Life of Henrietta Lacks ● EC 410**

This panel and discussion will provide resources to faculty using and considering using the Community Reading book, *The Immortal Life of Henrietta Lacks*, in their courses for Fall 2010 or Winter 2011. Faculty will be given discussion questions, information about author visits, curricular resources and strategies for integrating this year’s book into a variety of courses. Panelists will speak to the book’s themes of medical ethics, cell biology, cancer research, and medical apartheid. Review copies of the book will be available. Susan Mendoza, Integrative Learning, Maureen Wolverton, Liberal Studies, Jennifer Stewart, Sociology, Georgette Sass, Biology

ILCCs: Designing Critical Thinking into Information Literacy Instruction ▲ EC 411

Participants will be introduced to the Libraries’ “Information Literacy Core Competencies” (ILCC) document, its use in helping to focus instruction goals, and one example of its application in a distinctive setting. The example, from a pre-engineering lab, includes evaluation of resources, one critical thinking skill. Information literacy skills collectively are aspects of learning to think critically. Participants will be encouraged to share ideas about how they might collaborate with their liaison librarian to incorporate ILCC-based components into courses they teach. Debbie Morrow, University Libraries

Interdisciplinary Team-Teaching In Environmental Education ● EC 414

Interdisciplinary team-taught courses help students to address complex real life issues and systems by bringing together scientific, economic, political, social and ethical perspectives. Intrinsically multifaceted environmental problems demand interdisciplinary treatment. To deliver the interdisciplinary approach, the Environmental Studies Program is building diverse faculty teams comprised of faculty from various fields. We will discuss how interdisciplinary

team-teaching strategies can be used for teaching sustainability and environmental problem solving across the disciplinary boundaries. Elena Lioubimtseva, Geography and Planning

Thinking Strategically: How To Maximize The Strategic Planning 2010-15 Alignment Process ● EC 415

This roundtable discussion group will focus on topics that include: strategies for aligning unit strategic plans with the new university strategic plan 2010-15, strategies to use the realignment to push further unit goals, and present strategies for updating, rather than rewriting, existing strategic plans. Participants will brainstorm ways to use this process to further their goals. Finally, a template developed for the process of unit strategic plan realignment including a sample developed with the participants will be provided. Mary Schutten, CLAS Dean’s Office, Charles Pazdernik, Classics, Jill Van Antwerp, English

Interdisciplinary Academic Teams: Translating Critical Thinking into Transformational Service ● EC 417

In seeking to fulfill GVSU’s goal of developing and supporting service learning and co-curricular activities, an interdisciplinary academic team composed of students and faculty, known as IMPAACT (Improving Momentum Partnering Alliances and Collaborative Teams), was formed. Based on the common passions of teaching and engaging students, the team was established as a vehicle for community-oriented problem solving. By linking critical thinking with transformational service, IMPAACT seeks to unite the University with its diverse communities in mutually beneficial relationships. Kathleen Bailey, Criminal Justice, Diane Kimoto, Public Nonprofit & Health Administration, Kristen Jack, Hospitality and Tourism, Patrick Gerkin, Criminal Justice, Robin Smith-Colton, Social Work, Todd Workman, Student, Tiffany Beaudry, Student, and Brent Merritt, Student

Democratic Classroom Decision-Making: Promise and Peril ▲ EC 418

Do we foster critical thinking and democratic ideals by inviting students to participate in classroom decision-making? This workshop will report on what I have observed after four semesters of requiring students to collaboratively decide on the shape of their final project. I will review the literature on democratic pedagogy, share my sequence of activities, lead participants in a critical examination of my students’ work, and invite discussion about students’ ownership of their own learning. Lindsay Ellis, English

Orientation for New SWS Instructors ▲ EC 419

Designed for new SWS faculty, this session provides a basic overview of the goals of the SWS program and the requirements of SWS-designated courses. In addition, it offers examples of how the SWS requirements might be fulfilled, including assignment ideas, ways to incorporate writing instruction into classes, and suggestions for dealing with the “paper load.” Questions will be encouraged. Participants will leave with a wealth of resources, including numerous handouts, a book, and a list of useful websites. Kay Losey, Writing

International Students’ Conundrum: Are there any Solutions? ● EC 420

International students in the US higher education system face a number of challenges including academic, linguistic, social, and cultural adjustments. This presentation explores a number of these challenges and suggests solutions for helping and supporting international students to succeed. Whereas the discussion leader will present research findings, the participants will engage in activities that are situation specific. Since this is a roundtable, the participants will enrich one another with suggestions to better meet international students’ academic, social, and cultural needs. Nagnon Diarrassouba, Education

16th Annual

Cultivating Critical Thinking

What does it look like to uphold the liberal ideal of critical thinking? How do we create the environment that “develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments” (GVSU Mission, Vision and Values)? How can we guide students to think about thinking and improve their thinking? Strategies to cultivate critical thinking will be developed by studying examples from various disciplines.

Christine Renner, Pew FTLC

THE ROBERT AND MARY
Pew
FTLC

Fall

Conference On Teaching And Learning

Cultivating Critical Thinking

CONFERENCE SCHEDULE

- 8:30 – 9:00 Continental Breakfast
- 9:00 – 10:00 Opening Address,
Christine Renner
- 10:10 – 10:50 Roundtable Discussions
- 11:00 – 11:45 Concurrent Sessions I
- 11:45 – 1:00 Lunch, book raffle, and
Forum Theatre
- 1:10 – 1:55 Concurrent Sessions II

THE ROBERT AND MARY
Pew
FTLC

324 Lake Ontario Hall
Allendale Michigan 49401
www.gvsu.edu/ftlc
616-331-3498
ftlc@gvsu.edu

AUGUST 25, 2010

The Pew FTLC would like to thank Karen Libman and Jim Bell, Theatre, Darion Murchison and Hannah Nicholson, Students, for their presentation of the Forum Theatre piece. Thank you to Mary Albrecht and Linda Stratton in the Provost's office for their assistance with the conference.

