The Divide and Conquer Exercise: Helping Students

Fostering Critical Thinking through Advising

The Divide and Conquer Exercise: Helping Students

More Than A Thousand Words: The Use Of Drawing

Teaching through the Community Reading

Enriching Critical Thinking through Advising

Enhancing Class Discussions With Blackboard

Clickers Foster Critical Thinking

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

Engaging Students through Service

In Teaching And Scholarship

More Than A Thousand Words: The Use Of Drawing

Teaching through the Community Reading

The Immortal Life of Henrietta Lack, 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.

Teaching through the Community Reading

This panel and discussion will provide resources for faculty using and considering using the Community Reading book, The Immortal Life of Henrietta Lack, 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.

ILCCs: Designing Critical Thinking into Information Literacy Instruction

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 liaisons to incorporate ILCC-based competencies into courses they teach. Debbie Morrow, University Libraries

Interdisciplinary Team-Teaching in Environmental Education

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 education demands 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 Loubsevet, Geography, and Nicole Hinz, Environmental Education, will present the concept and their experiences.

Thinking Strategically: How To Maximize The

Strategic Planning 2010-15 Alignment Process

This roundtable discussion group will focus on topics that include: strategies for aligning unit strategic plans with the new university strategic plan 2010-15, alignment with the university’s current and prior goals, and potential 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

In seeking to fulfill GVSU’s goal of developing and supporting service learning, co-curricular activities, an interdisciplinary academic team composed of students and faculty, known as IMPACT (Improving Momentum Partnerships Alliances Community Teams), was formed. The team, which has the common passions of teaching and engaging students, was the established as a vehicle for community-oriented problem solving. By linking critical thinking with transformational service, IMPACT seeks to unite the University with its diverse communities in mutually beneficial relationships. Kathleen Bailey, Criminal Justice, Diane Kimoto, Public Nonprofit & Health Administration, Kristen Jac, 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

Do we foster critical thinking and democratic ideals by inviting students to participate in democratic decision-making in the classroom? In this workshop we will explore the potential benefits and pitfalls of democratic decision-making, and examine research that suggests the future of democratic education is in classrooms. We will discuss some strategies for improving classroom democracy.

International Students’ Conundrum: Are there any Solutions?

International students in the US higher education system face a number of challenges, including academic, cultural, and financial. Students often lack understanding of US cultural and social norms and etiquette. In addition, many international students may struggle with language barriers and academic challenges. 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 interactive and engaging discussions. The participants will enrich one another with suggestions to better meet international students’ academic, social, and cultural needs. Nagoni Diarrassouba, Education

Scholarly Teaching Project • Roundtable • Classroom Strategies
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 Rener, Pew FTLC

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.