

Building on what you have just learned from your colleagues' presentations, what are some SPECIFIC ways you can modify a unit, assignment, and/or assessment to better elicit critical thinking?

Table 1

1. Apply just one of the QEP SLO's to a given assignment (rather than using all three)
2. Essay based exams;
3. Allow students to create their own critical thinking rubrics
4. One student put in charge of grading their peers discussion posts using the rubric they created
5. Students complete self-assessments throughout the course - they are able to measure their own growth over the course of the semester.

Table 2

1. Use periodic checkpoints to assess how students are growing in their critical thinking skills, which also provides data to support our critical thinking teaching.
2. Committee review of student's assessments carries greater weight and broader perspective.
3. Use the rubric as a teaching tool. Describe and explain the rubric, emphasizing that critical thinking is being scored.

Table 3

1. Incorporating critical thinking assessment into existing grading rubrics.
2. Flipping the classroom - provide PowerPoint lectures (narrated) to students ahead of time, then class time can be used for discussions, scenarios, and critical thinking.
3. Pedagogical debate - what is "required content" Can we focus on critical thinking without trying to cram in all of the background content first?

Table 4

Meet the students where they are (but how)
 An initial assignment to determine where students are.
 scaffold and model
 take away the structure
 introduce low stakes assignments (take away the fear of failure)
 create an open/safe forum

Table 5

1. More simulations (nursing sim. mannequins) and incorporate more critical thinking into the assessment.
2. Rephrase our questions.
3. Be OK not knowing all of the answers; allow learning to take place during class within the class; admitting there may be multiple ways to look at an issue or that there may not be one right answer.
4. Encouraging students to evaluate sources more carefully and critically; knowing and understanding where information comes from.
5. Knowing what information you NEED to get the answer BEFORE you start looking.
6. Give basic information; have students research and then teach what they have learned- information doesn't always have to come from the instructor. The source of knowledge does not need to be the professor; we should lead them to the knowledge sources. Encourage students to be more active learners.

Table 6

1. We have Mary in our group so (not an excuse ;) No excuse just an unfair advantage, lol!! (or hinderance, depends on your perspective)
2. Be aware of bias before assessing the students
3. Be aware that each assignment may have a perception/context that needs to be actualized or illustrated as a product is created or problem discussed
4. Begin with a question, the gestalt and then have them move towards specific understandings
5. Reflective activities based on growth; self-evaluation and including what questions can be asked. "What else do you want to know" Student formed questions
6. More activities that are a study of a lived experience or phenomena.
7. Faculty awareness of sensory
8. CHANGE how to plan for it, how to identify it and then how to react to it.

Table 7

Scaffolding!
 Weekly essays to build up to research paper
 Discussion Board
 Breaking down an assignment to it's component parts and giving feedback on each part before students put the whole thing together.
 Setting intermediate steps.
 Write a thesis or conclusion together as a class
 Giving "similar but different" assignments - foundational assignments that require the use of the core concepts, then must be applied to a different assignment
 Giving models of an assignment, not just one, but multiple models
 Giving more essay tests vs. multiple choice

Table 8

1. For case analysis assignments, use open ended versus closed ended questions.
2. In team based assignments, construct teams that allow for individual variance--strengths and weaknesses (e.g., leadership/interpersonal, editorial, numeracy, creativity/ideas, communication skills etc.).
3. Use a weekly reflective journal as a tool for students to assess what they have learned in a given week.
4. Use a survey to determine biases and develop a project to address those biases.
5. Develop better rubrics to grade existing assignments.
6. Provide links to help students structure their online searches.
7. Focus on quality and not quantity--reduce the number of assignments included in order to offer deeper and relevant feedback.
8. From a narrative perspective, find out how students study to help them improve their learning and thinking skills.

Table 9

1. Create more problem-based learning opportunities
2. Use role playing, simulations, or scenarios
3. Integrate interactive video/streaming activities
4. Provide data and require interpretation, hypotheses, synthesis
5. Design or expand experiential learning opportunities

Table 10

1. Incorporate some or all of the QEP rubric more directly in syllabus, assignments, class discussions, or existing rubrics for assignments
2. Consider ways to bridge gap between academia and practice -- enact real world scenarios and discuss theories or problems encountered
3. Use activities that model critical thinking to demonstrate what it is (in practice as opposed to academic usage)
4. Revise ways to ask questions or pose assignments to provoke more critical thinking
5. Consider a class across all colleges that teaches critical thinking
6. Is there a difference between critical thinking and common sense?

Table 11

1. Multiple choice tests do not measure critical thinking, but are necessary evils.
2. Simulation lab can facilitate critical thinking.
- 3.

Table 12

1. For lesson planning in education, implementing the Bloom's Taxonomy, which requires students to critique, interpret, analyze, and synthesize data in all core subjects. 2. Differentiate collaborative learning activities in class, which requires students to create, explore, and investigate new phenomenon 3. Engage students in character versus realization scenarios 4. Engaging students in empathetic responses 5. Using live demonstrations and scenarios, which allows student to critically think and develop a reasonable response 6. Decrease dependency on automatic delivery systems or improve the collaboration of students

Table 13

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