Inquiry Workshop

ASSESSING CRITICAL THINKING

OVERVIEW

- **PURPOSE OF CORE CURRICULUM/GENERAL EDUCATION & ASSESSMENT**

- **INQUIRY COURSES IN THE CORE**

- **ASSESSING CRITICAL THINKING**

- **APPLICATION ACTIVITY: SYLLABUS REVIEW (5-10 Mins)**

- **APPLICATION ACTIVITY: PRACTICE EXAMPLE ARTIFACT ASSESSMENT (15 Mins)**

- **ASSESSMENT PROCESS OVERVIEW & NEXT STEPS**

- **IMPACT & DATA FLOW**

Assessing
Critical Thinking

It is all about assessing critical thinking not you or your course!

Photo source:
blogs.publishersweekly.com
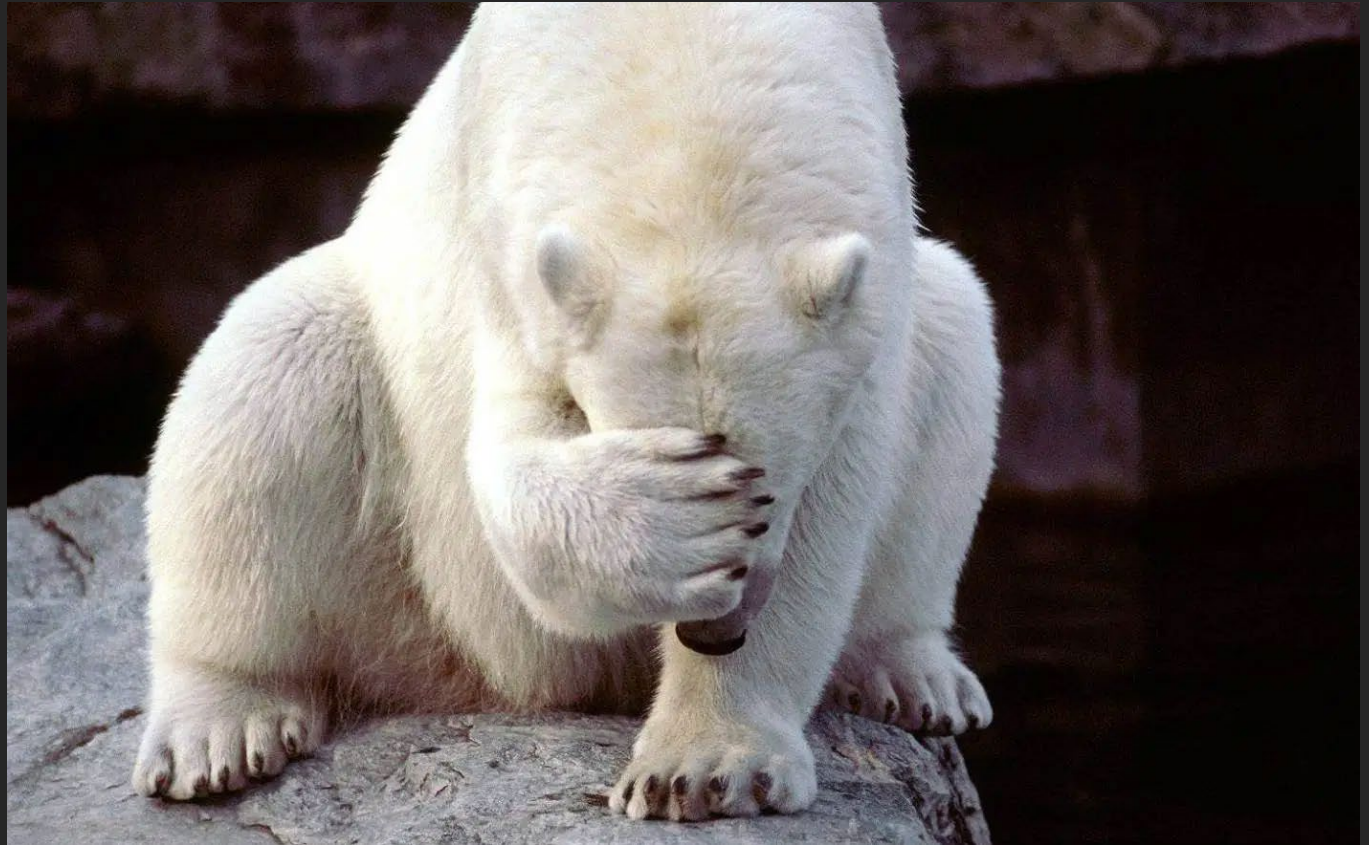
What is the Purpose of a Core/General Education Curriculum?

To provide students a broad base of knowledge and experiences and develop their creative and intellectual potential, whatever their specific majors may be.

Why Do We Assess Student Learning in Core?

How do we know if students are learning and developing CORE knowledge, skills and habits of mind, if we're only assessing subject content outcomes?

How can we improve our core curriculum?

What does it mean to be an Inquiry Core course?

The central goal of every Inquiry course is to provide students with an understanding of the methods used to discover and create the factual and theoretical knowledge of the discipline.

Inquiry Core courses are intended to improve students'

- Understanding of disciplinary methods, including the kinds of questions asked in the discipline and the methods that practitioners use to explore those questions
- Demonstrate critical thinking skills within the field.
- Demonstrate communication skills.

How do students demonstrate critical thinking skills?

What are the skills we're looking for?

1) <u>Reason</u> using relevant evidence gathered, evaluated and synthesized as appropriate for the scholarly, disciplinary or interdisciplinary field to create meaningful information.

2) <u>Analyze, construct, or critique</u> arguments or data considering premises, assumptions, contexts, and conclusions and anticipate counterarguments and respectfully consider, accommodate or incorporate opposing viewpoints as appropriate.

3) <u>Demonstrate</u> creative or innovative approaches to asking and answering questions, defining problems, identifying solutions, and creating knowledge or art.

Characteristics of Assignments that Promote Critical Thinking

Source: Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design*. Alexandria, Va: Association for Supervision and Curriculum Development.

ACADEMIC PROMPTS

- Open-ended questions or problems

- Ill-structured, require development of a strategy

- Involve analysis, application, synthesis, and evaluation

- Require explanation or defense of the answer given

PERFORMANCE TASKS and PROJECTS

- Complex challenges that mirror the issues and problems faced by adults

- Feature a setting that is real or simulated

- Require students to address an identified audience

- Allow students greater opportunity to personalize the task

- Task, criteria, and standards are known in advance and guide student's work

What Does Your Syllabus Say?

1. Review your own syllabus

- How are these critical thinking skills and habits are taught and demonstrated to students in your courses?

- How do students demonstrate through work in course, labs, or recitations, that critical thinking skills and habits are being developed?

2. Share your findings at your table and pick three examples to share with the group

What is an "Assessment Artifact"?

LET'S RECAP:

Let's Assess!

At each table is an example of a student project/assignment.   Using the provided rubric, evaluate the student's work individually (10 minutes)

Compare your results at your table (5 minutes)

Report out –
	How close did your assessment compare to each other?
	What were some of your observations as you applied the rubric to the student artifact?

At this point you might be asking yourself:
How will this work? How much time will it take? How many artifacts will I have to assess?

Process:

Each instructor will be asked to submit 5 RANDOMLY selected artifacts demonstrating Critical Thinking from their course(s)

Artifacts will be organized and then distributed to different faculty who teach in the same inquiry area (IH/RH, IA/RA, IS/RS, IN/RN). Faculty will NOT be assessing their own student's work or work from a departmental colleagues class.

Each faculty will assess 5 artifacts and report their findings in a Qualtrics Survey

THAT'S IT....and the Provost Office will post specific directions on the Core 2.0 website which is available as a link on the Office of the Provost webpage. We will also communicate with you and your department heads via email with directions.

What Happens to the Data?

Information provided by the assessment survey will only demonstrate how well we are developing critical thinking skills among our students. (It will not be disaggregated at the course level)

Results of the survey will be provided to all faculty and posted on our CORE website

Information gathered will generate potential CFE workshops and trainings for future assessment activities.

Remember: It's all about continued quality improvement of student learning

QUESTIONS???