

Pedagogy Unplugged: Teaching Strategies for Time-Strapped Faculty

At The Celebration for Teaching and Learning, February 12, 2016

Visit “café tables” where your faculty colleagues share different flexible teaching strategies that you can use again and again. Each strategy can be implemented with little prep, with or without technology.

Note: a gentle chime will ring every 10 minutes to prompt you, to support if you would like to move to another cluster

1. Armchair Guide to Socratic

Questioning with Brian Barnes
(brian.barnes@louisville.edu)

Explore questioning strategies that will deepen and energize your classroom.

Online Resource: Link to Dr. Richard Paul’s Socratic Questioning Series video
<http://bit.ly/1Ny6riU>



2. Seeing Better with SEE-I’s with Diane Pecknold

(diane.pecknold@louisville.edu)

This session will describe how to use the SEE-I (State, Elaborate, Exemplify, Illustrate) method to help students understand and explain fundamental course concepts.

Online Resource: <https://en.wikipedia.org/wiki/SEE-I>

3. Breaking Students’ Analysis Paralysis with Patty Payette

(patty.payette@louisville.edu)

Discover a technique for engaging learners with a problem-solving protocol they can use to “intellectually unpack” a problem they are facing in academic or non-academic contexts.

Online Resource: This template can be found on page 17 of *The Miniature Guide to Critical Thinking Concepts and Tools* located in every Blackboard course shell.

To access, click: Blackboard → Course Shell → University Resources → *The Miniature Guide... Tools*

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4. One Wheel, Many Questions with Rose Mills (rose.mills@louisville.edu)

“Going around the wheel” is a phrase that describes the application of the Paul-Elder Elements of Thought. This exercise helps students with reading, problem solving, and writing, especially writer's block.

Online Resource: <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

The screenshot shows the Paul-Elder Elements of Thought model. It features a central circle labeled "Elements of Thought" with eight segments: Point of View, Purpose, Question at issue, Information data, Interpretation and Inference, Concepts, Assumptions, and Implications and Consequences. To the right, a yellow box titled "Standard: Clarity" lists three questions: "Could you elaborate further?", "Could you give me an example?", and "Could you illustrate what you mean?". Below this, a section titled "Clarify Your... Concepts" defines concepts and provides a list of questions to ask about them. At the top, a table lists intellectual standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, and more... The Foundation for Critical Thinking logo and name are at the bottom left.

Clarity	Accuracy	Precision	Relevance	Depth
Breadth	Logic	Significance	Fairness	more...

Standard: Clarity
understandable, the meaning can be grasped

- Could you elaborate further?
- Could you give me an example?
- Could you illustrate what you mean?

Clarify Your... Concepts
Concepts are ideas, theories, laws, principles, or hypotheses we use in thinking to make sense of things. Be clear about the concepts you are using and use them justifiably.

Questions you can ask about concepts

- What idea am I using in my thinking? Is this idea causing problems for me or for others?
- I think this is a good theory, but could you explain it more fully?
- What is the main hypothesis you are using in your reasoning?
- Are you using this term in keeping with established usage?
- What main distinctions should we draw in reasoning through this problem?
- What idea is this author using in his or her thinking? Is there a problem with it?

Foundation for Critical Thinking
Online Model for learning the Elements and Standards of Critical Thinking
©2007 Foundation For Critical Thinking. - reference material from [The Thinker's Guide to Analytic Thinking](#)

5. Checking Students' Preconceptions at the Door with Edna Ross (edna.ross@louisville.edu)

Have you noticed that students often bring faulty mental models and disciplinary misinformation to your classroom? New information alone will not correct misconceptions, so educators need tools for deliberately addressing these issues.

Online Resource: Anticipation Guide: Identifying and Breaking Down Student Misconceptions
<http://www.adlit.org>