

***CRITICAL THINKING FACULTY  
DEVELOPMENT NEEDS ASSESSMENT  
DELPHI CENTER FOR TEACHING AND LEARNING  
FALL, 2007***

**DIRECTIONS: PLEASE COMPLETE THIS SURVEY ONLY ONCE. IF YOU HAVE ALREADY COMPLETED IT AT A PREVIOUS DELPHI CENTER SESSION, PLEASE REFRAIN FROM COMPLETING IT AGAIN. THANK YOU!**

**Part I: Demographic Information**

College/School of Primary Appointment \_\_\_\_\_  
Position: Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_ Faculty \_\_\_\_\_ Administrator \_\_\_\_\_  
Rank:  
Instructor \_\_\_\_\_ Assistant Professor \_\_\_\_\_ Associate Professor \_\_\_\_\_ Professor \_\_\_\_\_

**Part II: Program Topics You Would Like to Attend (\*\*please check the top 2 topics in each category\*\*):**

***General Critical Thinking Topics (please check top 2 only)***

- \_\_\_\_\_ Review of the Critical Thinking Model chosen to guide the University's Quality Enhancement Plan ("Ideas to Action")
- \_\_\_\_\_ University Resources to Assist with Critical Thinking Activities
- \_\_\_\_\_ The Science/Evidence for Critical Thinking, Especially Related to College Students
- \_\_\_\_\_ Post-Secondary Cognitive Development of College Students

***Classroom Methods (please check top 2-3 only)***

- \_\_\_\_\_ Incorporating Critical Thinking Activities in the Classroom/Lab/Practicum/Clinical/Field Experience
- \_\_\_\_\_ Collaborative learning
- \_\_\_\_\_ Working in Groups/Teams
- \_\_\_\_\_ Active Learning in Large and/or Small Classes
- \_\_\_\_\_ Problem-Based Learning
- \_\_\_\_\_ Case-based Teaching
- \_\_\_\_\_ Experiential Learning
- \_\_\_\_\_ Discovery-based Learning
- \_\_\_\_\_ Using Games and Simulations
- \_\_\_\_\_ Managing Controversial Issues in the Classroom
- \_\_\_\_\_ Challenging Students' Misconceptions and Pre-knowledge
- \_\_\_\_\_ Facilitating Socratic Discussions
- \_\_\_\_\_ Supervising Undergraduate Research
- \_\_\_\_\_ Practical Ways to Promote Active and Cooperative Learning

\_\_\_\_\_ Classroom Methods to Enhance Critical Thinking

***Using Instructional Technology to Enhance Critical Thinking (please check top 2 only)***

- \_\_\_\_\_ Developing and teaching a hybrid (part online/part face-to-face) course
- \_\_\_\_\_ Integrating instructional technology to facilitate critical thinking in your course
- \_\_\_\_\_ Online assessment of critical thinking
- \_\_\_\_\_ Facilitating online discussions/chat sessions effective to stimulate critical thinking

***Writing to Enhance Critical Thinking (please check top 2 only)***

- \_\_\_\_\_ The Art of Substantive Writing
- \_\_\_\_\_ Informal Writing-to-Learn Activities for Your Classroom
- \_\_\_\_\_ Integrating Writing into Large Classes
- \_\_\_\_\_ Using Peer Feedback Effectively with Students' Drafts
- \_\_\_\_\_ Designing Effective Writing Assignments
- \_\_\_\_\_ Detecting Bias in Writing

***Reading to Enhance Critical Thinking (please check top 2 only)***

- \_\_\_\_\_ The Art of Close Reading
- \_\_\_\_\_ How to Study a Discipline Using Critical Thinking Concepts and Tools
- \_\_\_\_\_ How to Detect Media Bias and Propaganda
- \_\_\_\_\_ Improving Analytical Reading Comprehension

***Syllabus and Curriculum/Course Design to Enhance Critical Thinking (please check top 2 only)***

- \_\_\_\_\_ Designing a Course: Aligning Critical Thinking Objectives, Teaching Methods, and Assessments
- \_\_\_\_\_ Designing a Course: Developing Critical Thinking Activities, Assignments, and Projects
- \_\_\_\_\_ Designing Student Research Projects to Enhance Critical Thinking
- \_\_\_\_\_ Assignment-based Course Design (Developing Culminating Experiences)
- \_\_\_\_\_ Designing a Learner-Centered Syllabus
- \_\_\_\_\_ Incorporating Critical Thinking Elements into Current Course Objectives
- \_\_\_\_\_ Designing Discipline-Specific Critical Thinking-Focused Courses
- \_\_\_\_\_ Designing Discipline-Specific Critical Thinking Exercises
- \_\_\_\_\_ Making Critical Thinking Elements Discipline-Specific
- \_\_\_\_\_ Translating Discipline-Specific Terminology Into Critical Thinking Terminology
- \_\_\_\_\_ Designing Culminating Experiences
- \_\_\_\_\_ Linking Faculty Research and Scholarship to "Ideas to Action" Activities

***Effectively Assessing Critical Thinking (please check top 2 only)***

- \_\_\_\_\_ Developing Rubrics for Grading Assignments and Projects
- \_\_\_\_\_ Writing Effective Essay Exams
- \_\_\_\_\_ Writing Effective Objective Tests
- \_\_\_\_\_ Designing and Implementing Poster Sessions
- \_\_\_\_\_ Classroom Assessment Techniques for Formative Assessment (CATs)

- \_\_\_\_\_ Performance Assessment (service learning, presentations, projects)
- \_\_\_\_\_ Use and evaluation of portfolios
- \_\_\_\_\_ Use and evaluation of e-portfolios
- \_\_\_\_\_ Grading Group Work
- \_\_\_\_\_ Assessing Student Critical Thinking Skills Before the Course Starts and After the Course Ends
- \_\_\_\_\_ Assessing Critical Thinking from a Global and Discipline-Specific Perspective
- \_\_\_\_\_ Assessing Critical Thinking Using Multiple Measures (exams, papers, presentations, practicums, etc)

***Diversity and Inclusion to Enhance Building Partnerships and Understanding Different Viewpoints (please check top 2 only)***

- \_\_\_\_\_ Incorporating multicultural content into your course
- \_\_\_\_\_ Inclusive teaching practices
- \_\_\_\_\_ Teaching for Social Justice
- \_\_\_\_\_ Integrating Feminist Perspectives into the Course
- \_\_\_\_\_ Working with Students with Disabilities
- \_\_\_\_\_ Sexual Orientation Issues in the Classroom

***Are there any additional topics related to critical thinking with which you anticipate needing assistance from the Delphi Center? Please indicate in space below:***

**We Can Also Come to You! The Delphi Center can bring some of these sessions to your department or school and/or can work with your faculty in groups to assist in the development of critical thinking across the curriculum.**

*This Needs Assessment was adapted for use from the “Instructional Development Needs Assessment”, Office of Faculty and Organizational Development, Michigan State University.*

**THANK YOU FOR TAKING TIME TO COMPLETE THIS NEEDS ASSESSMENT!**