

# LISTENING AT LIGHTENING SPEED

“The “Line-Up” Exercise: 3 Roles / 3 Rounds

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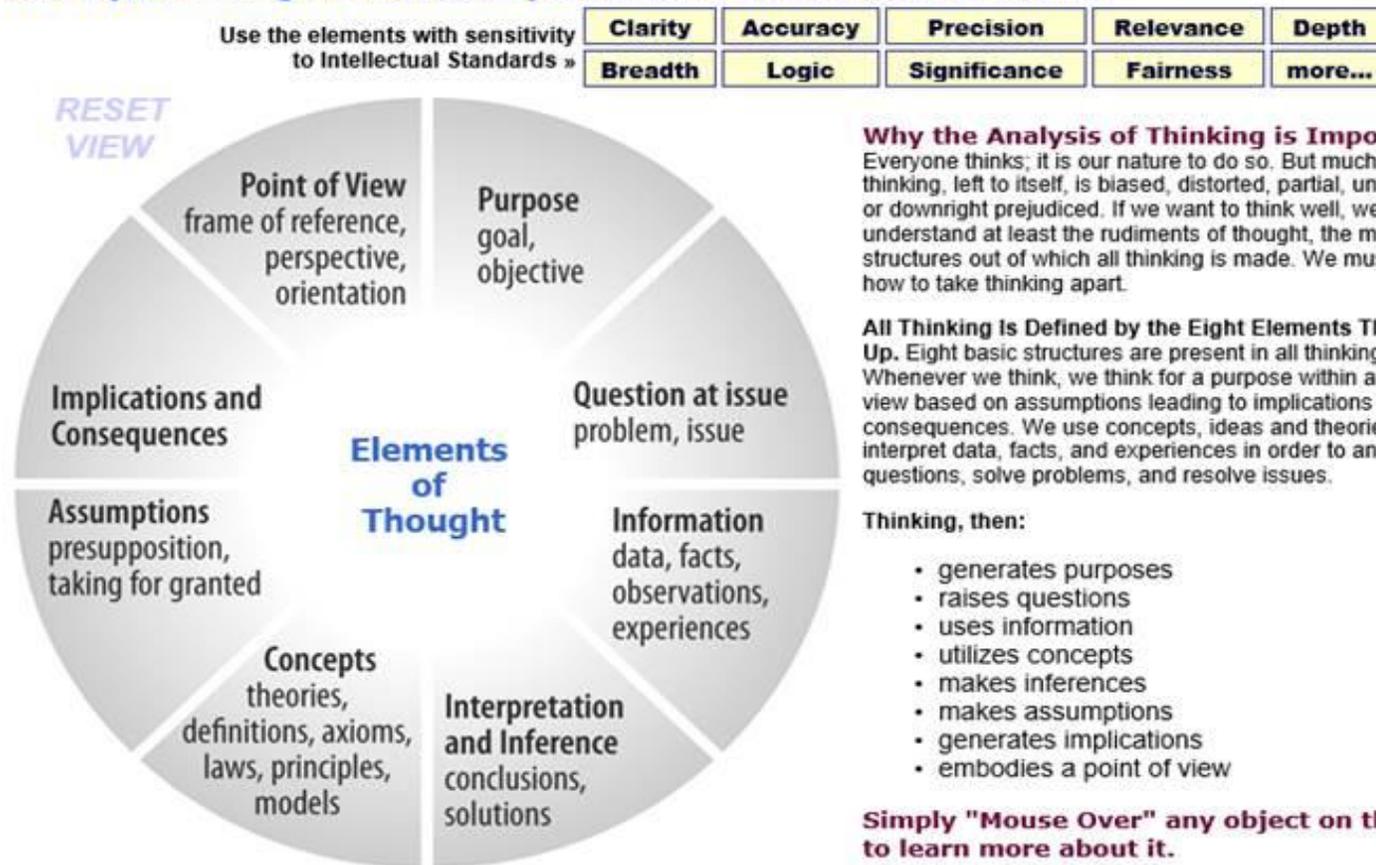
Department of Communication

University of Louisville

Delphi Teaching and Learning Conference

February 10, 2017

## To Analyze Thinking We Must Identify and Question its Elemental Structures



### [Foundation for Critical Thinking](#)

Online Model for learning the Elements and Standards of Critical Thinking

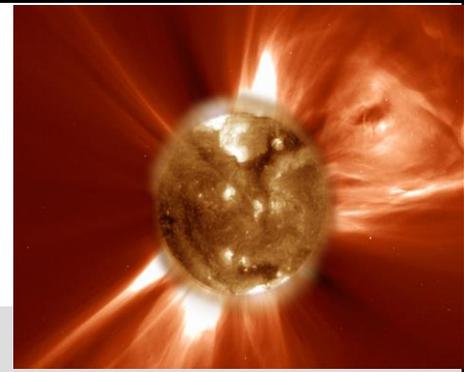
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**Wheel Walking: Using Critical Thinking elements in thinking through Spirituality and Social Work**  
Judith C. Heitzman, PhD, LCSW



Messy Problems And Tactility:

What Might Disturb Their Dogmatic Slumber ?



Michael Losavio  
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• **GIVE THEM  
SOMETHING!!!**

• **A PIECE OF THE WORLD**

• **BRONTE'S CABINET**

• **TOBLERONE...**

**OUTCOMES FOR THE STUDENTS?**

**OUTCOMES FOR THE COMMUNITY?**

**OUTCOMES FOR YOU?**

**CAUTION!**

**Is it scalable?**

**Is it realistic?**

**Is it clear and  
precise?**

# MARKETING STRATEGIES FOR THE EQUINE SCIENCE PROGRAM

The University of Kentucky has a long history in agricultural education and research. In fact, the University was originally founded primarily as an agricultural college, and has had a large animal sciences program for decades.

However, a specific focus on equine science was not initiated until 2005, so it is fair to say that the program is a work in progress, for administrators, faculty, and students.



# Mission

**Over the next few minutes, you will serve as an advisory team to the program administrators, providing them with a marketing strategy to recruit students, enhance the student experience, and provide guidance and connections to potential equine industry careers.**

- What do you think are the strengths of the current program?
- What do you think are the weaknesses?
- What is appealing about UK and the program to a prospective student, a “horse loving” high schooler?
- How can you make the program more appealing from a course and experience standpoint?
- What are the points of your marketing message?



# USING THE “REAL-WORLD” TO GET TO THE CONCEPTUAL ONE

## The Scenario

- A case study that is to the point
- It's real-world, but...
- Based on recent classroom coverage



## USING THE “REAL-WORLD” TO GET TO THE CONCEPTUAL ONE

### The Intent

- To find out if they’re “getting” classroom content
- To uncover their “sorting through” skills
- To elevate discovery beyond memorization



## USING THE “REAL-WORLD” TO GET TO THE CONCEPTUAL ONE

### What We Do

- They review, then respond, on paper
- Class discussion is typically in teams
- The discussion starts with the questions, then goes beyond



## USING THE “REAL-WORLD” TO GET TO THE CONCEPTUAL ONE

### What I gain

- Information on what they're getting, what they're missing
- Insights into their thought process
- A sense of where we are



## USING THE “REAL-WORLD” TO GET TO THE CONCEPTUAL ONE

### What they gain

- Access to a process they'll see again and again
- A requirement to think about things that matter
- A different classroom experience