

2009-2010 i2a SUN Grant Round 1 – Funded Project Descriptions

Category 1-i2a and General Education

“Critical friends: Building a Professional Learning Community”-Stefanie Livers; College of Education and Human Development

The objective of this project is to improve the critical thinking of the course, EDTP 201, The Teaching Profession, in order to rethink background stories (Nosich, 2009). A teacher candidate must possess the important qualities of collaboration, critical thinking, and reflection in addition to the content knowledge and instructional strategies. Factors that often hinder the development of these important qualities include students’ background stories (Nosich, 2009). Students will be grouped into trios that will provide critical friend support. These critical friends will participate in a book study to challenge the students’ background stories. In addition they will, peer review each other’s work, complete collaborative activities, and provide feedback to each other on collaboration, critical thinking and reflection.

“Warning Intervention Program (WIP)”-Janet Spence and Nora Scobie; Undergraduate Advising
WIP is a pilot program that will use an intrusive advising model and teach advisors how to teach students on academic warning to use critical thinking skills in creating a plan to return to good academic standing. The program will focus on the development of advisors’ and students’ skills and the development of assessment instruments. Advisors will create and implement strategies and assessment instruments to use with students on academic warning. A study will be undertaken to compare the persistence of students where this type of intervention was used verses the traditional advising of students on academic warning.

Category 2-i2a and Undergraduate Major Courses

“Raising Critical Thinkers from College to Preschool Classroom: Making Critical Thinking fit into the Picture of Early Childhood & Elementary Teacher Education”-Sophia Han and E. Todd Brown; College of Education and Human Development

The purpose of this project is to examine early childhood and elementary pre-service teacher candidates’ understanding of critical thinking and to enhance their critical thinking ability in both their study and their instructional planning for preschool and elementary age children. Pre-service teacher candidates who are enrolled in teacher education program and taking core method courses during Jan – Dec 2010 will be invited to participate in this project. Through this project pre-service teacher candidates will be offered an opportunity to examine their critical thinking abilities and instructed by faculty who intentionally and collaboratively incorporate critical thinking elements and standards into their lectures, class activities, and assignments. All the assessment and critical thinking intervention will take place in typical college classrooms. Since pre-service teacher candidates will be having field experience as part of the coursework, the impact of this project is expected to reach actual preschool and elementary age children as well.

“Incorporating Critical Thinking into the Required Business Writing Course”-Joanna Wolfe and Steven Smith; College of Arts and Sciences

Five instructors and one graduate teaching assistant of Business Writing (ENGL 306) request a grant for the i2a course in the 2010-2011 academic year. This grant will allow them to discover new ways to incorporate coordinated, critical thinking objectives and assignments into their course work and evaluate the impact of these changes. Furthermore, the instructors will consult with faculty from the Business School and other departments to define clear goals for course outcomes that explicitly incorporate the Paul-Elder critical thinking model, build interdisciplinary assignments that ask students to apply critical thinking skills to real-world business communication problems, and create criteria for

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evaluating the critical thinking outcomes of the course. Implementing these tools into the classroom will provide a comprehensive and consistent program for business writing students who will experience increased opportunities to apply critical thinking skills to discipline-specific and interdisciplinary communication problems.

Category 3-i2a and Culminating Experiences

“Interdisciplinary Wellness Coaching Minor Development Committee”-Paula Kommor and Richard Cloud; College of Education and Human Development and Kent School of Social Work.

The project promotes the creation of an interdisciplinary partnership of the Department of Health and Sport Sciences Department, the Kent School of Social Work and the Psychology Department (CAS) in order to refine the coursework for the Interdisciplinary Wellness Coaching Minor. Our ultimate goal is for the minor to involve coursework from numerous undergraduate departments at U of L and to be available to all students at the university. To enhance this process, the HSS department is also collaborating with Wellcoaches, an American College of Sports Medicine partnered organization and the platinum standard of Wellness Coaching. The Wellness Coaching Internship—HSS 492 creates a culminating experience for wellness coaching. Wellness coach training is an emerging field in health promotion that students see as a viable career option. At this time, we offer one section of HSS 382—Wellness Coaching which is filled to near capacity with 39 students. Our plan is to increase the numbers with more sections offered. Wellness coaching skills are life skills that can be used in all areas of life.

“Relating the Paul-Elder Critical Thinking Model to Software Engineering Projects at UofL”-Rammohan Ragade and Dar-Jen Chang; JB Speed School of Engineering

Through a review of the current major core course on Software Engineering (CECS550), we intend to incorporate and relate the Paul-Elder critical thinking model to meet the ABET Engineering Accreditation standards in the current course. This review will also compare similar efforts reported in Software Engineering education. A framework to match the CE (Culminating Experience) rubric to the a-k criteria used for ABET accreditation will be the instrument. Team projects done during the Spring 2010 semesters will be compared with projects done in Fall 2010, and both will examine the extent to which critical thinking is demonstrated. Community assessment will be by a select team of CECS faculty, invited project clients, former students and IBA members.

“Culminating Experience in Spanish”-Regina Roebuck and Gregory Hutcheson; College of Arts and Sciences

The objective of this project is to develop a culminating experience for the Spanish major that provides students with the opportunity (1) to integrate and apply the knowledge and skills of the Spanish major to an authentic issue and in doing so (2) to engage in critical thinking as described in the Paul-Elder framework. The authentic issue for our initial offering of this culminating experience will be a critical discussion of the Spanish major. To address this problem, students will engage in a multi-faceted activity that will require them to pursue research into second language learning, explore current trends in the field of Hispanic studies, and to mentor potential and newly-declared Spanish majors and minors. The outcome of the activity will include a critical review of the current Spanish major and suggestions for its improvement, and the development of a curriculum and materials for a proposed exploratory course, as developed by the student enrolled in the capstone course.