University of Louisville
i2a SUN Grant Academic, Co-Curricular and Student Support Applicant Recipients

"Using Photography with Introduction to Sociology Students as a Means to Apply Critical Thinking Skills to the Real World: A Pilot Project," Mark Austin, College of Arts and Sciences, Department of Sociology
This project will require students enrolled in Introduction to Sociology (SOC 201) to photograph real world images to illustrate a variety of sociological concepts and/or theories discussed in class. They will be required to provide a detailed description of each photograph and explain how each photograph portrays the corresponding concept and/or theory. This will allow students to develop critical thinking skills by encouraging them to conceptualize issues discussed in class and applying those concepts to the real world while generating data gathered by observation. They will in turn be required to reflect on social situations represented by the photographs and communicate their findings and reflections in writing. The focus of this activity is not on the quality of the photos, but how well each student synthesizes classroom discussions and lecture into the real world situations that they choose to capture in images.

"Measuring Critical Thinking Growth in Undergraduates Over One Semester," Brian Barnes, College of Arts and Sciences, Department of Philosophy
This study will describe and define benchmarks for the student learning of critical thinking in university classes over the course of one semester. Pre- and post-tests containing open-response critical thinking prompts will be given to students in Business Ethics (PHIL 225) and Critical Thinking (PHIL 211). The student writings from the beginning and the end of the semester will be compared to one another. This comparison will form the foundation for qualitative analysis and assessment of the critical thinking content in the writings. Based upon the findings, we will be able to suggest how much critical thinking a beginning university student might be expected to learn over the course of one semester, both in classes where critical thinking is the core content and where it traditionally is not.

"CECS Assessment and Systemization Project for Community Engagement with Computer Engineering," Adel Elmaghraby, JB Speed School of Engineering, Computer Engineering and Computer Science & Michael Losavio, College of Arts and Sciences, Department of Justice Administration
This project is to evaluate and systematize a culminating experience/community engagement component relating to computing skills and services relating to handicapped, refugee, juvenile, low-income or senior citizen communities. The student researcher will assess the benefit to students and the community of current *ad hoc* CU/CE components in the CECS Department and devise a program to systematically continue and promote these components. The student researcher may also examine similar components in other departments of the University. A key aspect of systemization will examine how to bridge knowledge and community contribution from one class to the next, possibly for a Fall-Spring-Summer cycle that expands and enriches all benefits from the project.

"Improving CUEs in Health and Human Performance Undergraduate (BS) Programs," Saori Hanaki-Martin, College of Education and Human Development, Department of Health and Sport Sciences
The goal of this i2a implementation project is to assess and improve the effectiveness of the culminating undergraduate experience (CUE) course in the undergraduate Health and Human Performance (HHP) program in the Health and Sport Sciences Department. The current internship/practicum course (HSS 492) is required for all five HHP tracks and has been designated as a CUE. However, we have identified several problems that need to be addressed before the course can meet the i2a CUE defining features requirements. We will evaluate and restructure HSS 492 and develop and revise the Hallmark

Assignment Tasks (HATs) and rubrics to incorporate the language of the Paul-Elder Critical Thinking Model. This project will not only result in satisfying the i2a CUE defining features requirements, it will also provide comprehensive data on students' critical thinking ability near completion of their degrees.

"Bridging the Gap Between Theory and Community: Sociology as a Tool for Building Communities," Suzanne Hopf, College of Arts and Sciences, Department of Sociology
This project fosters community engagement and partnerships with diverse communities, to enhance the student's understanding of sociological principles, concepts and theories through authentic real life experiences conducted through a community engagement project. The project will develop a 10-hour community engagement experience for students. The materials developed for student reflection will emphasize critical thinking skills. The funding requested will be used to identify an appropriate community partner and develop course materials for student use in two sociology courses.

"University Patient Centered Project," Paula Kommor, College of Education and Human Development, Health and Sport Sciences, and Sathya Krishnasamy, School of Medicine
This project will create a patient-centered model utilizing a team approach with collaboration between the patient, physician, health educator, and wellness coach interns. Partners include Dr. Sathya Krishnasamy (U of L Division of Endocrinology), Tina Claypool Pharm D, Diabetes Educator (U of L Diabetes Management Program), Health and Sport Sciences Department Wellness Coaching instructors and interns, and Human Resources Get Healthy Now Management Program. The ultimate goal of the partnership is to provide groundwork for establishment of the Medical Home Model, which will enhance the health of the community and provide a learning laboratory for undergraduate students.

"Creating a Collaborative Learning Community to Enhance the Health Needs of Vulnerable Populations," Patricia S. Martin and Karen Singleton, School of Nursing
After 3 years of offering NURS 473 as the Culminating Undergraduate Experience, faculty identified specific weaknesses in the course that result in student projects that do not meet faculty expectations. Simplistic projects that reflect minimal depth and breadth of a health issue, demonstration of mastery of previous nursing content, along with inadequate measurement of critical thinking skills have been identified as specific areas of weakness. This project is designed as a faculty development approach to address both the needs of faculty and students to improve the overall quality of student CUE projects and develop better evaluation tools to evaluate critical thinking and overall student impact. Increased use and application of critical thinking by faculty and students will enable students to demonstrate the ability to analyze and identify issues accurately and precisely to meet the health needs of vulnerable populations.