

## **University of Louisville** **i2a SUN Grant Funded Projects 2015**

### **Brenda Brueggemann, A&S English**

*Squaring Composition at the University of Louisville: Enhancing Critical Thinking and Engagement with Community Issues through Increased Understanding of Cultural Diversity and Strengthened Skills in Digital Composing*

This project seeks to support integration of the Paul-Elder critical thinking framework into a sustainable structure of professional development for instructors in the University of Louisville's Composition Program (Department of English), specifically in the instruction of Gen Ed courses ENGL 101, 102, 105. In a four-part (squared) model, we will directly address the two integrated outcomes identified for i2a—students will be asked to think critically and they will develop the ability to address community issues. Yet this project will also engage critical thinking and community issues through a specific focus on two additional outcomes: greater understanding and awareness of cultural diversity and strengthened skills in digital composing.

### **Judith Danovitch, A&S Psychology and Brain Sciences**

*Giving Psychology Away: Teaching students to communicate with the public about science*

There is widespread agreement that psychological research is valuable for promoting human welfare (Miller, 1969; Zimbardo, 2004), yet the challenge lies in how to communicate psychological findings to the public in a clear, comprehensible way. Likewise, students of psychology can be very knowledgeable about psychological findings, yet find it difficult to explain these findings in layman's terms or to identify why these findings are relevant to the broader community. This SUN project will address both of these issues by supporting the development and assessment of learning activities in PSYC 410, a new CUE course focused on teaching students to think critically by sharing psychological research with the public.

### **Brian Robinson and Angela Thompson, Speed School of Engineering**

*Enhancing Critical Thinking in an Introduction to Engineering Course using a Hands-on Study of Vectors*

The proposed project involves the development of a new hands-on activity to be integrated within existing curriculum for first-year engineering students in Introduction to Engineering (ENGR 100). The primary goal of this project is to further promote i2a outcome 1 (students will be able to think critically). In addition to providing another opportunity for students to apply the Paul Elder (PE) framework and improve critical thinking skills, the proposed activity supports the application of critical thinking more suited to common engineering practices. While past i2a integration efforts have been more focused on application of the PE framework via written assignments, the proposed study will endorse thinking critically in a more applied, project-based manner.