

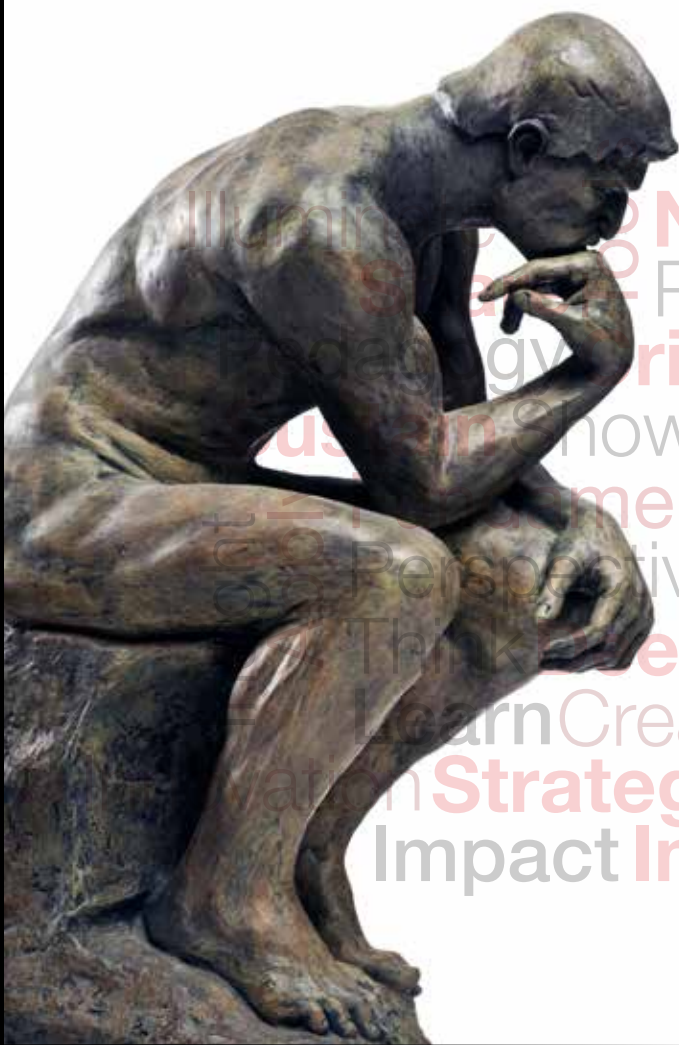
*Welcome to the Ideas to Action (i2a) Institute:*

# **Sustaining and Deepening Critical Thinking Pedagogy**

**Institute Program**

*May 16-17, 2016*

*Belknap Campus, University of Louisville*



Networking  
Polarities Action  
critical  
Assess  
Engagement Collaborate  
Enhance  
Engagement Collaborate  
Perspectives  
Think Deepen  
Learn Create  
Strategies  
Impact Integration

# Welcome

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Dear Colleagues:

Welcome to the 2016 i2a Institute: Sustaining and Deepening Critical Thinking Pedagogy.

Our i2a Institute, now in its eighth year, is designed for faculty, staff, and students to connect with campus colleagues, engage with a national expert, and share scholarly projects that illuminate how we deepen and sustain our critical thinking pedagogies.

This year's program kicks off with a half-day workshop by two critical thinking experts that will help you think about your teaching practices in innovative ways. Whether you are planning a class lecture or discussion, or thinking through the design of your course, these featured sessions will give you new approaches to familiar teaching settings.

We've also put together new hands-on, concurrent sessions designed and facilitated by our own faculty and staff to help you grasp new critical thinking pedagogies and practice applying them in your own teaching context.

A plenary session on Tuesday morning will bring to light some valuable lessons learned thus far on our QEP journey. Following that session, back by popular demand, is a Lightning Talk session focused on digital tools to foster critical thinking. Additionally, we've brought back a student panel with fresh voices and perspectives and a poster session featuring new projects.

Throughout the two days, you will have opportunities to network and connect with your colleagues because we've heard from you over the years that those opportunities are some of the most valued aspects of the Institute.

Threaded through all of these sessions is an emphasis on engaging our students in higher-order thinking skills and helping them apply their skills in the classroom and the world beyond our campus. Our aim is to create a university where great thinking thrives – where all students have the tools they need to face the diverse challenges of 21st century citizenship.

We cannot carry out our exciting, innovative i2a work without your commitment and your passion for student learning. Thank you for your support of continuous improvement of teaching and learning at the University of Louisville.

A handwritten signature in black ink that reads "Neville G. Pinto". The signature is written in a cursive style.

Neville G. Pinto

Interim Executive Vice President and University Provost

# Schedule At-A-Glance



**Download handouts and materials from this year's presenters.** Visit [uofl.me/i2aMaterials](http://uofl.me/i2aMaterials) to view and download handouts and other materials. You may view documents by session title or by the name of the presenter.

## Monday, May 16, 2016

8:00 – 8:30 a.m.	Registration and Check-in	Lobby
8:30 – 8:45 a.m.	Welcome and Announcements	Ballroom
8:45 – 10:30 a.m.	Featured Session: <i>"Cultivating the Thinking Classroom" with Dr. Enoch Hale</i>	Ballroom
10:30 – 10:45 a.m.	Break	
10:45 a.m. – 12:00 p.m.	Featured Session: <i>"Moving from Didactic to Critical Thinking" with Dr. Brian Barnes</i>	Ballroom
12:00 – 1:00 p.m.	Lunch	Ballroom/ Courtyard
1:00 – 1:30 p.m.	Lightning Talks: Workshop Previews	Ballroom
1:30 – 1:45 p.m.	Break	
1:45 – 3:45 p.m.	Concurrent Workshops	See page 5
3:45 – 4:00 p.m.	Wrap-Up and Door Prizes	Ballroom
4:00 – 5:00 p.m.	Networking Reception	The Pub

## Tuesday, May 17, 2016

8:00 – 8:45 a.m.	Registration and Check-in	Lobby
8:45 – 9:00 a.m.	Welcome and Announcements	Ballroom
9:00 – 10:00 a.m.	Featured Session: <i>"Navigating the Change Process: Lessons Learned from our Campus QEP Journey" with Dr. Patty Payette</i>	Ballroom
10:00 – 10:15 a.m.	Break	
10:15 a.m. – 12:00 p.m.	Lightning Talks: Critical Thinking Tools You Can Use	Ballroom
12:00 – 1:00 p.m.	Lunch	Ballroom/ Courtyard
1:00 – 1:45 p.m.	Student Panel	Ballroom
1:45 – 2:30 p.m.	Poster Session: Pedagogy Café	Presidents Room
2:30 – 2:45 p.m.	Break	
2:45 – 3:30 p.m.	InterACTIVE Session: <i>"The Future of Critical Thinking in Your Work" with Dr. Nisha Gupta</i>	Ballroom
3:30 – 4:00 p.m.	Wrap-Up and Door Prizes	Ballroom

# Monday, May 16

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8:00 – 8:30 a.m.	<b>Registration/Check-in</b>	<b>Lobby</b>
8:30 – 8:45 a.m.	<b>Welcome and Announcements</b> <i>Gale Rhodes, Ed.D., Executive Director, Delphi Center for Teaching and Learning, Associate University Provost</i> <i>Patty Payette, Ph.D., Executive Director, Ideas to Action Sr. Associate Director, Delphi Center for Teaching and Learning</i>	<b>Ballroom</b>
8:45 – 10:30 a.m.	<b>Cultivating the Thinking Classroom</b> <i>Enoch Hale, Ph.D.</i> <p>This session will contextualize critical thinking theory and research based practices within the topic of the engaged lecture. Despite our experiences sitting in seemingly countless didactic lecture settings, much of what we have come to deeply understand has been through action: conversations, study groups, mentoring relationships and situations, case studies, problem solving, and so on. Nonetheless, the lecture dominates classroom pedagogy, functioning under the assumption that exposure to information and the instructor’s reasoning is sufficient for establishing the foundation necessary to guide student actions toward intellectual sophistication. We want to challenge this, and related, assumptions. This featured session is designed to take a practical approach to what is institutionally established and expected. We will not abandon the lecture; rather, we will embrace it. We will explore accessible ways to challenge students to think critically and to directly engage with our course material in dynamic ways as we lecture. We will work toward two goals: (1) explicate and apply in the lecture setting the foundational principles of critical thinking drawn in part from the work of Dr. Richard Paul and Dr. Linda Elder, among others; (2) highlight and contextualize best teaching and learning practices that help critical thinking principles become tangible actions for fostering deep learning.</p>	<b>Ballroom</b>
10:30 – 10:45 a.m.	<b>Break, including 5-minute guided Get Healthy Now energizer</b>	
10:45 a.m. – 12:00 p.m.	<b>Moving from Didactic to Critical Thinking</b> <i>Brian Barnes, Ph.D.</i> <p>This session will engage you in thinking about your instruction through the lens of the critical thinking polarities. The late Dr. Richard Paul espoused seven polarities as central to a critical system that can guide your thinking in how you design instruction and engage learners. The polarities provide benchmarks and practical tools to enrich teaching and learning activities across the disciplines. In this session, you will explore this system as an avenue for moving beyond familiar didactic teaching strategies so that you may become more intentional in fostering an environment of criticality and engagement with students. Dr. Barnes will guide you through an active exploration of selected polarities while providing structured activities so you can reflect, write, and dialogue with those at your table about how you may apply the logic of the polarities in your own instructional context.</p>	<b>Ballroom</b>
12:00 – 1:00 p.m.	<b>Buffet Lunch</b>	<b>Ballroom/Courtyard</b>
1:00 – 1:30 p.m.	<b>Lightning Talks: Workshop Previews</b>	<b>Ballroom</b>
1:30 – 1:45 p.m.	<b>Break, including 5-minute guided Get Healthy Now energizer</b>	

1:45 – 3:45 p.m.

**Concurrent Workshops**

- ▶ **How You Can Use the Intellectual Traits to Structure Students' Thinking** **Mary Bingham Room**

*Brian Barnes, Ph.D., Philosophy*

An undervalued area of critical thinking education is the role of a thinker's intellectual habits in any critical thinking event. Richard Paul calls these "Intellectual Traits" or "Intellectual Virtues," and they are valuable in the classroom for setting an intellectual bar for the thinkers in the room. When teachers begin with Intellectual Traits and then use them all semester as a basis for self-reflective and interpersonal work, students can react to them and use these Traits as tools for exploring the content. This session introduces the Traits and engages you in trying strategies for using them to organize thinking in any educational setting.

- ▶ **Assessing Critical Thinking: Unpacking Standards that Matter to You** **Ballroom A**

*IL Barrow, M.A., Ideas to Action*

Research tells us that faculty are committed to teaching critical thinking, but many faculty report being unsure that they can accurately assess students' critical thinking skills. The session will provide participants an opportunity to explore the assessment of critical thinking in their courses through application of the Intellectual Standards. This session will engage you in best practices for formative and summative assessments, and you will work to identify and integrate Intellectual Standards that matter to you within your course.

- ▶ **From Implied to Applied: Examining Our Syllabi and Assignments to Make Critical Thinking Visible & Transformative** **Presidents Room**

*Enoch Hale, Ph.D., Virginia Commonwealth University*

This session will focus on assignments and syllabi with particular attention given to the following question: What is the thinking that students are doing in the course? As we work through this question, we will (1) identify where critical thinking theory, language, and practice currently exist within these artifacts, and (2) explore ways our existing efforts can be made more visible and transformative. This session will explore the role that assumptions, perspective, key ideas, questions, and implications play in the work we design and administer. We will compare and contrast pre-redesign and post-redesign example assignments and syllabi to surface the possibilities for substantively embedding critical thinking language and intellectual moves within our own work.

▶ **Harnessing the Power of Fundamental and Powerful Concepts** **Ballroom C**

*Nisha Gupta, Ph.D., Ideas to Action/Peace, Justice, and Conflict Transformation/Women's and Gender Studies*

UofL faculty report that using the approach of Fundamental and Powerful Concepts (F&Ps) sharpens the thinking they want their students to be doing. In this session, the approach of F&P concepts will be explained, explored, and developed. An F&P concept is one that can be used to explain or think through a huge body of questions, problems, information, and situations within a field of study. If students can understand the F&P concepts in a deep way, they are in a position to understand a great deal of the rest of the course or educational program. You will practice defining what the F&P concepts are for your own courses, disciplines, or programs and develop working strategies to introduce and incorporate F&P concepts into your teaching practices.

▶ **Working it: Going Around the Wheel to Deepen Student Thinking** **Bingham Library**

*Edna Ross, Ph.D., Ideas to Action/Psychological and Brain Sciences*

“Going around the wheel” is a phrase that describes the application of the Paul-Elder Elements of Thought to a question, topic, or text as a way to more deeply understand the issue at hand. The psychological concepts of confirmation bias and belief bias will be discussed within the context of the Paul-Elder framework of critical thinking to help illustrate why some attitudes are so ingrained and resistant to change. This session will give you the opportunity to test drive effective strategies for using the wheel to get students to acknowledge their own assumptions and biases as well as to understand other points of view.

**3:45 – 4:00 p.m.** **Wrap-Up and Door Prizes** **Ballroom**

Don't miss your chance to win a Kindle Fire and other great prizes!

**4:00 – 5:00 p.m.** **Networking Reception** **The Pub**

Join us after the close of Day 1 of the i2a Institute for an hour of informal networking and snacks. Cash Bar.

**8:00 – 8:45 a.m.**                      **Registration/Check-in**    **Lobby**  
**8:45 – 9:00 a.m.**                      **Welcome and Announcements**    **Ballroom**

*Dale Billingsley, Ph.D., Professor and Vice Provost  
Division of Undergraduate Affairs/Enrollment Management*

*Patty Payette, Ph.D., Executive Director, Ideas to Action  
Sr. Associate Director, Delphi Center for Teaching and Learning*

**9:00 – 10:00 a.m.**                      **Navigating the Change Process: Lessons Learned  
from our Campus QEP Journey**    **Ballroom**

*Patty Payette, Ph.D., Ideas to Action/Delphi Center for Teaching and Learning*

As Mark Twain said: "I'm all for progress, it's change I object to." There's no doubt about it: while many of us may have exciting visions for the future when it comes to our courses, departments, or programs, the reality is that making change is hard. This session introduces you to key lessons from nine years of fostering lasting, innovative change at UofL as part of our campus' first quality enhancement plan (QEP), Ideas to Action. You will glean research-based insights about the change process and consider how you might apply these concepts to your own change agenda.

**10:00 – 10:15 a.m.**                      **Break, including 5-minute guided Get Healthy Now energizer**

**10:15 a.m. – 12:00 p.m.**                      **Lightning Talks: Critical Thinking Tools You Can Use**

In this fast-paced session, a group of faculty and staff from across campus each present a dynamic, 7-minute talk to get you excited about a digital tool you can use to foster critical thinking in your students. After they each present their Lightning Talk, you will have a chance to join them at a roundtable discussion to go deep with the topics that 'sparked' your interest.

### **1. Using Comic Books to Teach Critical Thinking**

*Brian Barnes, Ph.D., Philosophy*

Brian will share the purpose and practical applications of the new series of UofL critical thinking comic books written and illustrated by undergraduates on campus. This creative resource is available to the entire university community.

### **2. How I Use the Critical Thinking Posters in my Classes**

*Alan Attaway, Ph.D., Accountancy*

Alan will give examples of how faculty can utilize the critical thinking posters to facilitate the infusion of critical thinking in the classroom. The posters can be used to discuss upcoming assignments, as part of the lecture, and to point out shortcomings in exam and team assignments.

### **3. Using the "Interactive Wheel"**

*Rose Mills, M.A., English*

The online "Interactive Wheel" helps students apply the Paul-Elder Elements of Thought to a question, topic, or text as a way to more deeply understand the issue at hand when they read, analyze, or compose texts.

## 4. Demystifying the Research Process: An Online Guide for Students

*Rob Detmering, M.L.S., M.A., University Libraries*

Rob will share an online resource from University Libraries that connects academic research to the Paul-Elder Elements of Thought. Faculty can use this interdisciplinary resource to contextualize research as a process of critical thinking and analysis, beyond straightforward information gathering, and encourage students to think through their assumptions about research assignments.

## 5. Engaging Students in Real Time with TodaysMeet

*Paul Himes, Ph.D., Biology*

Paul will share the opportunities and challenges in promoting discussions and questions that he has encountered in implementing TodaysMeet, a digital “backchannel” chat platform, in his classroom.

## 6. Gauging the Critical Thinking Climate in Your Classroom with CTIs

*IL Barrow, M.A., Ideas to Action*

Although YOU know that you are teaching for critical thinking, can your students identify what you are doing to foster their higher order thinking skills? IL will introduce, discuss, and help you think about ways of applying two short assessment instruments that are designed to gauge actual or perceived facilitation of critical thinking skills within your classroom environment.

12:00 – 1:00 p.m.

**Buffet Lunch**

**Ballroom/ Courtyard**

1:00 – 1:45 p.m.

**Student Panel: “Aha” Moments with  
Critical Thinking In and Outside the Classroom**

**Ballroom**

A group of current UofL students and recent graduates will share their stories about how i2a has influenced their thinking and learning inside and outside of the classroom, giving us a view of their “Aha” moments when Critical Thinking clicked for them. There will be time for Q&A with our student panelists.

**The Significance of Critical Thinking for School, Work, and Life**

*Amy Hobbs, Senior, School of Public Health*

**The Paul-Elder Critical Thinking Framework as a Tool for ESL Tutoring**

*Lauren Lewis, Alumna, College of Arts and Sciences*

**Critical Thinking Requires You to Regularly Update Your Own Position**

*Sarah Pennington, Senior, College of Arts and Sciences*

1:45 – 2:30 p.m.

**i2a Poster Session: Pedagogy Café**

**Presidents Room**

This session will provide an opportunity for you to network with faculty and staff presenters from across campus who are showcasing their i2a-related best practices, research projects, and programs. Beverages and light snacks will be provided.

*See a complete list of poster presenters on page 10.*



2:30 – 2:45

**Break, including 5-minute guided Get Healthy Now energizer**

2:45 – 3:30

**InterACTIVE Session: Critical Thinking  
in Your Future Work**

**Ballroom**

*Nisha Gupta, Ph.D., Ideas to Action/Peace, Justice, and Conflict Transformation/  
Women's and Gender Studies*

During this session, you will be guided in individual and group reflection about your next steps for incorporating and sustaining critical thinking instruction in your work, applying the lessons you have learned from i2a, your colleagues, and your own experiences. You will also have a chance to recognize other attendees who made a contribution to your Institute experience.

3:30 – 4:00 p.m.

**Wrap-Up and Door Prizes**

**Ballroom**

Don't miss your chance to win a Kindle Fire and other great prizes!

# i2a Poster Session: Pedagogy Café

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## Participants and Presentation Titles

### Drilling Deep: Critical Thinking Infusion into a Dental School Course

- o P. Gay Baughman, D.M.D.,  
General Dentistry and Oral Medicine

### Enhancing Critical Thinking in a First-Year Engineering Course using a Hands-on Study of Vectors

- o Brian Robinson, Ph.D.,  
Engineering Fundamentals

### Infusing and Sustaining Critical Thinking Pedagogy in Biology Laboratory Courses

- o Linda Fuselier, Ph.D.,  
Biology
- o Justin McFadden, Ph.D.,  
Early Childhood Elementary Education
- o Melissa L. Michael, M.A.,  
Early Childhood Elementary Education

### Problems, Messy Problems, Wicked Problems: The Furnace of Community-Based Learning

- o Michael Losavio, J.D.,  
Criminal Justice

### Creating Opportunities for Students to Show Off their Critical Thinking: Book-in-Common Critical Thinking Essay Contest

- o Loni Yost, M.Ed.,  
First Year Initiatives

### Concept in 60: Using Digital Composing to Enhance Critical Thinking and Increase Cultural Awareness

- o Travis Rountree, Ph.D. Candidate,  
English
- o Andrew Holladay, Ph.D. Candidate,  
English

### Critical Thinking Tools for Supporting Recovering Alcoholics and Substance Abusers

- o Michael Blunk, Th.D.,  
Kentucky State Reformatory/Wayside  
Christian Mission

### Critical Thinking in Action: Strengthening Students' Critical Thinking Skills through Practicum Supervision: A Field Instructor Training

- o Lynetta Mathis, MSW, LCSW,  
Kent School of Social Work

### Critical Thinking for Professional Development for Academic Advisors

- o Theresa Hitchcock, M.S.Ed.,  
Undergraduate Advising Practice
- o Charles Delp, M.Ed.,  
Undergraduate Advising Practice

### Theories of Teaching and Learning for Social Justice Education Program Development

- o Kimberly Smith, M.A.,  
Ideas to Action

### Does What We Do Matter? A Workshop on Using Critical Thinking Tools to Explain How Assessment Works

- o Pam Curtis, M.A.,  
Student Involvement
- o Kathy Meyer, M.A.,  
Student Involvement

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## About the Featured Presenters



### **Enoch Hale, Ph.D.**

Dr. Enoch Hale is a recognized authority on critical thinking theory and practice. He has presented over 150 faculty enrichment workshops and regularly consults with various colleges, universities, and government organizations nationally and internationally to translate critical thinking initiatives into concrete assessment and classroom practices. His dissertation stands as one of the most comprehensive analyses of Richard Paul's framework for critical thinking. His work at Virginia Commonwealth University regularly involves helping faculty embed critical thinking theory and practice within their coursework and pedagogy to cultivate deep learning experiences for students in dynamic and inclusive ways. Currently, Dr. Hale researches and publishes on ways to surface insights from the discourse on critical thinking and apply them to faculty development. He teaches an undergraduate course entitled *Inquiry & the Craft of Argument* and a doctoral course entitled *Teaching, Learning & Technology and the Future of Higher Education*.



### **Brian Barnes, Ph.D.**

Dr. Brian Barnes has been teaching critical thinking and logic courses at universities since 1997. His original application of the Paul-Elder critical thinking system was published as a Business Ethics textbook in 2013, titled, *The Central Question: Critical Engagement with Business Ethics*. Barnes has presented dozens of professional development workshops for university administrators and faculty, corporate and government leaders, and secondary school teachers. Barnes holds a B.A. in Philosophy from Hanover College and an M.A. in Philosophy from the University of Louisville, where his work focused on phenomenology and the teaching of logic. His Ph.D. from the University of Louisville focuses on the informal logic tradition in critical thinking and advocates fair-minded critical thinking as a method for developing teaching structures in any discipline. Barnes has earned grants for critical thinking work from the James Randi Education Foundation, the Ideas to Action initiative, and Metro Louisville government. In addition to being a veteran of the US Army and a former NSA cryptologic linguist, Barnes has also managed a natural and organic grocery. He is regularly invited to lead workshops about critical thinking, sustainability activism, and Japanese martial arts.

# University Club Map

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