



# Thinking About Our Thinking:

How the REACH LRC is working to measure and promote critical thinking

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View handout at:

<https://louisville.edu/ideastoaction/resources/presentations/30th-international-conference-on-critical-thinking-concurrent-sessions>



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# Let's Get It Started...

- What are five challenges that you face in your area of work?
- What are some strengths in your area of work?



# The Big Topic: Critical Thinking







## Group Activity: “Circle of Voices”

- Group of 5 people
- Go around the circle
- Respond to the previous speaker’s comments
- Once all group members have spoken, move into open discussion (no rules)



## Question

**HOW DO YOU ENCOURAGE  
CRITICAL THINKING IN YOUR  
PROGRAM OR CLASS?**



# Critical Thinking Project

- Created Rubric for Master Tutors to use:
  - Focus on a central question or topic during the session
  - Measure student critical thinking on a scale from 1 – 4
  - Focused on these elements & standards:
    - **Information**
    - **Question at issue**
    - **Intellectual Perseverance & Autonomy**



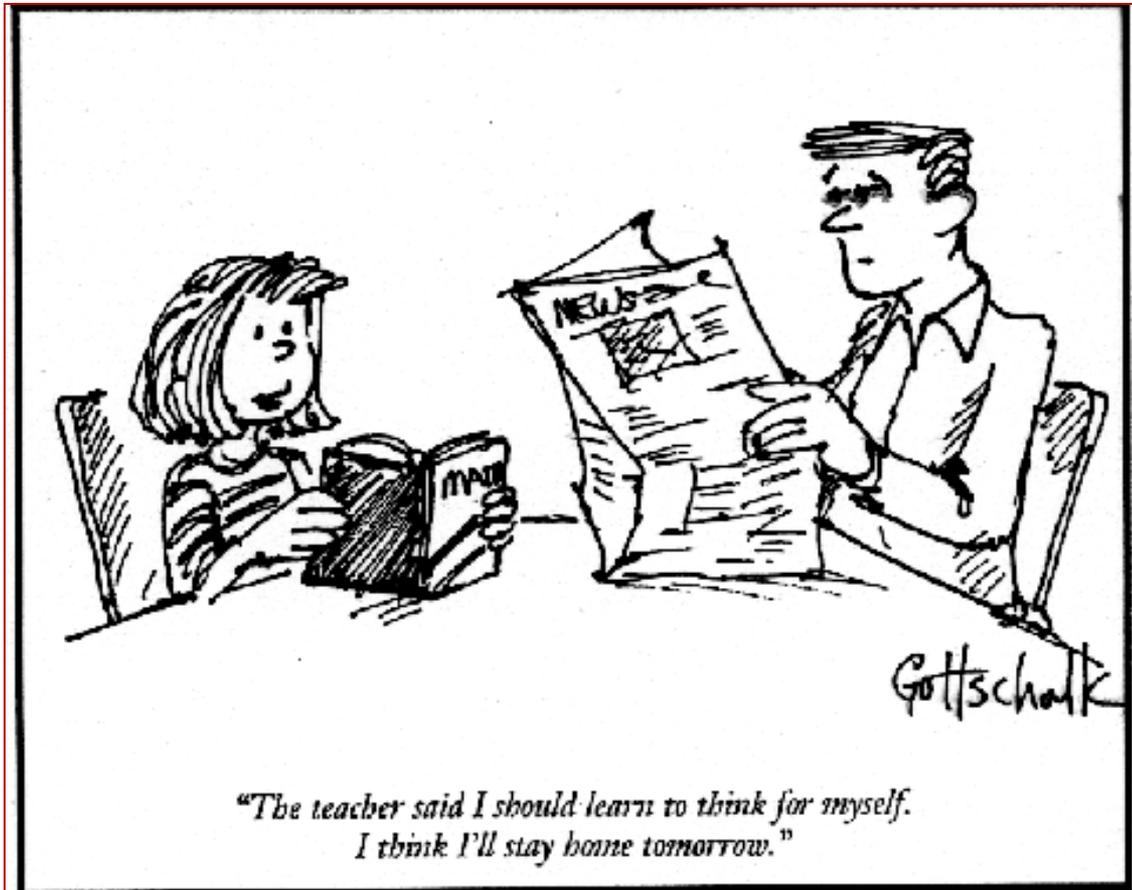
# REACH's Mission

- REACH provides academic support services and retention programs which encourage students to be **independent** and **successful** learners.
- These academic support services and retention programs offer participating students the opportunity to better **prepare** and adapt to college life and to **improve** their academic skills and performance in college courses.



# How It Was Implemented...

- Tutor Training 'Critical Thinking' Session
- Gave Master Tutors blue book
- Rubric Completion
- End of semester survey



*"The teacher said I should learn to think for myself.  
I think I'll stay home tomorrow."*



## What We Found:

Variable	$\beta$	$p$
(Constant)	6.938	.000
Total Hours Tutored	.345	.036

DV=Final Course Grade,  $R^2 = .119$ ,  $n = 37$

**Table 1** suggests that there is a statistically significant correlation between the total hours tutored and the final course grade.

- Each hour tutored leads to a higher course grade.



## What We Found:

Variable	$\beta$	$p$
(Constant)	6.081	.000
Total Rubric Score	.129	.446

DV=Final Course Grade,  $R^2 = .017$ ,  $n=37$

- **Table 2** suggests that there is no relationship between the total rubric score and the final course grade.



## What We Found:

Variable	$\beta$	$p$
(Constant)	6.081	.000
Total Rubric Score	.401	.014

DV=Total Hours Tutored,  $R^2 = .161$ ,  $n=37$

**Table 3** suggests that there is a statistically significant correlation between the total rubric score and the total hours tutored.

## In the Future...

- Preliminary findings-more data will help us get better results.
- Plan to use structural equation modeling (SEM) to identify the connections between these variables:



# Tutors in Action





## Resources

- [www.reach.louisville.edu](http://www.reach.louisville.edu)
- <http://louisville.edu/ideastoaction/aboutlc/clc/lrc>
- <http://louisville.edu/ideastoaction/what>
- [www.criticalthinking.org](http://www.criticalthinking.org)
- [www.stephenbrookfield.com](http://www.stephenbrookfield.com)
- Paul, R. & Elder, L. (2008). *The Guide to Critical Thinking: Concepts and Tools*. Foundation for Critical Thinking Press.

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