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Using the Elements of Thought in a Digital Media
Assignment to foster the development of the Intellectual Traits

Edna Ross, Ph.D.
Associate Professor Psychology
i2a Specialist for Critical Thinking
edna.ross@louisville.edu

Rhonda Orman,
Liberal Arts Major
Torchbearer Adult Learner
Scholarship Recipient

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Session Structure


- Part 1: Explanation of PE critical thinking framework
- Part 2: Explanation and discussion of how a digital media assignment in an honors psychology course maps to specific critical thinking proficiencies
- Part 3: Presentation by student from the class on her perspective on how the assignment impacted her critical thinking skills/traits.
- Part 4: Questions

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Please Note:



The focus of this session is on the **impact** of the media assignment and **not** the assignment itself!

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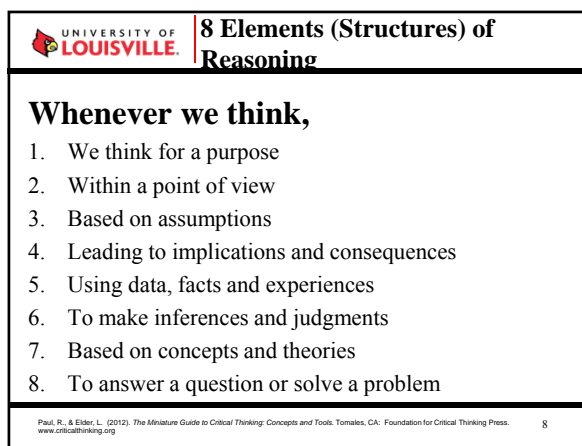
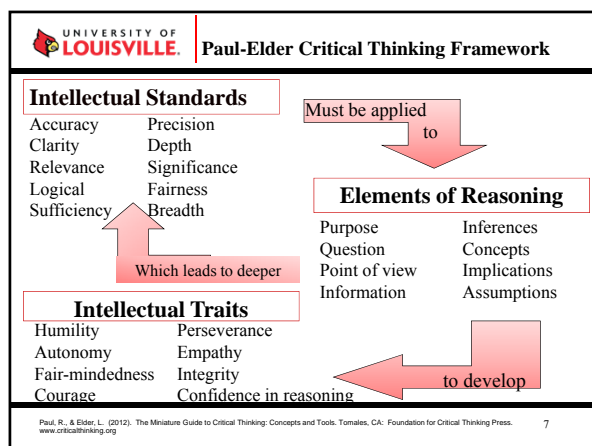
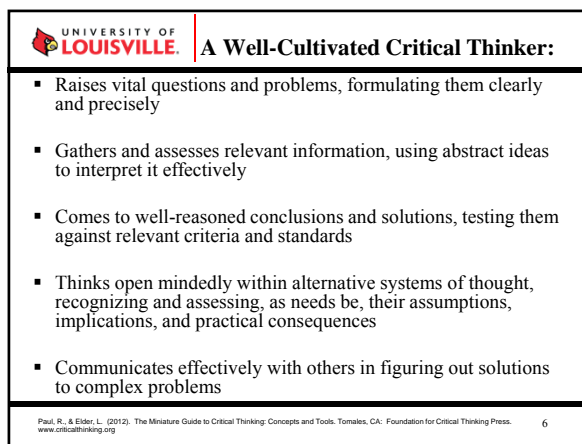
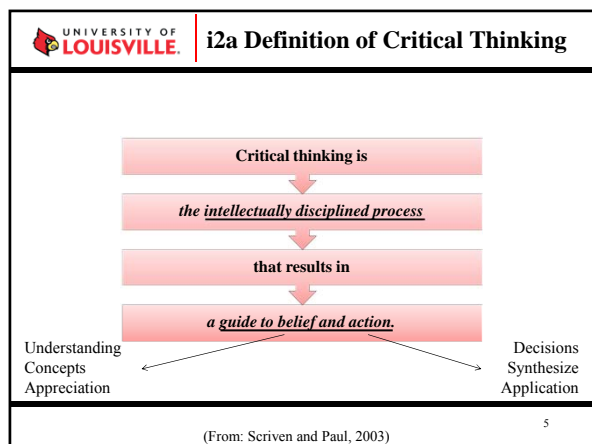
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It's easy to change what people know.


It's much harder to change how people **think**.


--Tine Reimers


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 Universal Intellectual Standards for Thinking
<p>Clarity: Understandable, the meaning can be grasped</p> <p>Accuracy: Free from errors or distortions, true</p> <p>Precision: Exact to the necessary level of detail</p> <p>Relevance: Relating to the matter at hand</p> <p>Depth: Containing complexities and interrelationships</p> <p>Breadth: Involving multiple viewpoints</p> <p>Logic: The parts make sense together, no contradictions</p> <p>Significance: Focusing on the important, not trivial</p> <p>Fairness: Justifiable, not self-serving (or egocentric)</p>
<small>Paul, R., & Elder, L. (2012). The Miniature Guide to Critical Thinking: Concepts and Tools. Tomales, CA: Foundation for Critical Thinking Press. www.criticalthinking.org</small>

 The Essential Intellectual Traits
<ul style="list-style-type: none"> • Intellectual Humility • Intellectual Integrity • Intellectual Courage • Intellectual Perseverance • Intellectual Empathy • Confidence in Reason • Intellectual Autonomy • Fairmindedness
<small>Paul, R., & Elder, L. (2012). The Miniature Guide to Critical Thinking: Concepts and Tools. Tomales, CA: Foundation for Critical Thinking Press. www.criticalthinking.org</small>

 Course Components: Course Description
<ul style="list-style-type: none"> • This course covered psychological phenomena that alter the perception of reality. <ul style="list-style-type: none"> a. Students worked in groups to research a selected phenomenon and created a digital video documentary illustrating and explaining it. b. Students utilized the Paul-Elder critical thinking framework to critically evaluate the scientific merit of their selected phenomenon. c. Students also utilized the Paul-Elder critical thinking framework as the basic organizing structure for their video documentary.
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 Course Components: Course Purpose
<ol style="list-style-type: none"> 1. To provide a systematic framework for the evaluation of psychological phenomena that is consistent with the scientific perspective of psychology 2. To introduce students to a multimedia method for demonstrating mastery of this framework
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 **Course Objectives**

Upon completion of the course, students should be able to articulate the fundamental and powerful concepts associated with the selected psychological phenomenon that alters perceptions of reality and be able to:


- ☐ Identify the basic underlying principle of all the psychological sciences.
- ☐ Accurately explain the basic assumptions of the selected phenomenon.
- ☐ Precisely articulate and illustrate the selected phenomenon in a digital video documentary
- ☐ Demonstrate mastery of digital media skills sufficient to create and produce a digital documentary of their project

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 **Targeted Traits**

- Intellectual Autonomy
- Intellectual Perseverance
- Intellectual Integrity
- Confidence in Reasoning


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- Course assignments were scaffolded throughout the semester.
 - ☐ Each assignment became increasingly more difficult and was based on a previous assignment
 - ☐ Students were allowed to revise/re-do assignments for maximum points
 - ☐ Completion of all assignments resulted in the final product


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INTELLECTUAL TRAITS:
WHAT ARE MY INTELLECTUAL HABITS?



Intellectual Integrity	I hold myself to the same rigorous standards of thinking and behavior to which I hold others.
Intellectual Fair-mindedness	I strive to treat every viewpoint in an unbiased way without reference to my own vested interests.
Intellectual Courage	I dare to question and challenge popular or long-held beliefs in the face of new information or evidence.
Confidence in Reasoning	I rely on the critical thinking process and trust its results.
Intellectual Perseverance	I continue to struggle with confusion, frustration and uncertainty to gain understanding.
Intellectual Humility	I acknowledge my biases and the limits of my knowledge.
Intellectual Autonomy	I independently think through questions and problems.
Intellectual Empathy	I consider others' perspectives in order to accurately reconstruct their viewpoints.

Poster brought to you by Louisville's Education Design and Innovation team. The Material Guide to Critical Thinking Concepts and Skills by Richard Paul and Linda Elder, 2002, Torrance, CA: Foundation for Critical Thinking Press. www.criticalthinking.org

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