

Critical Thinking Significance for School, Work and Life

By Amy Hobbs

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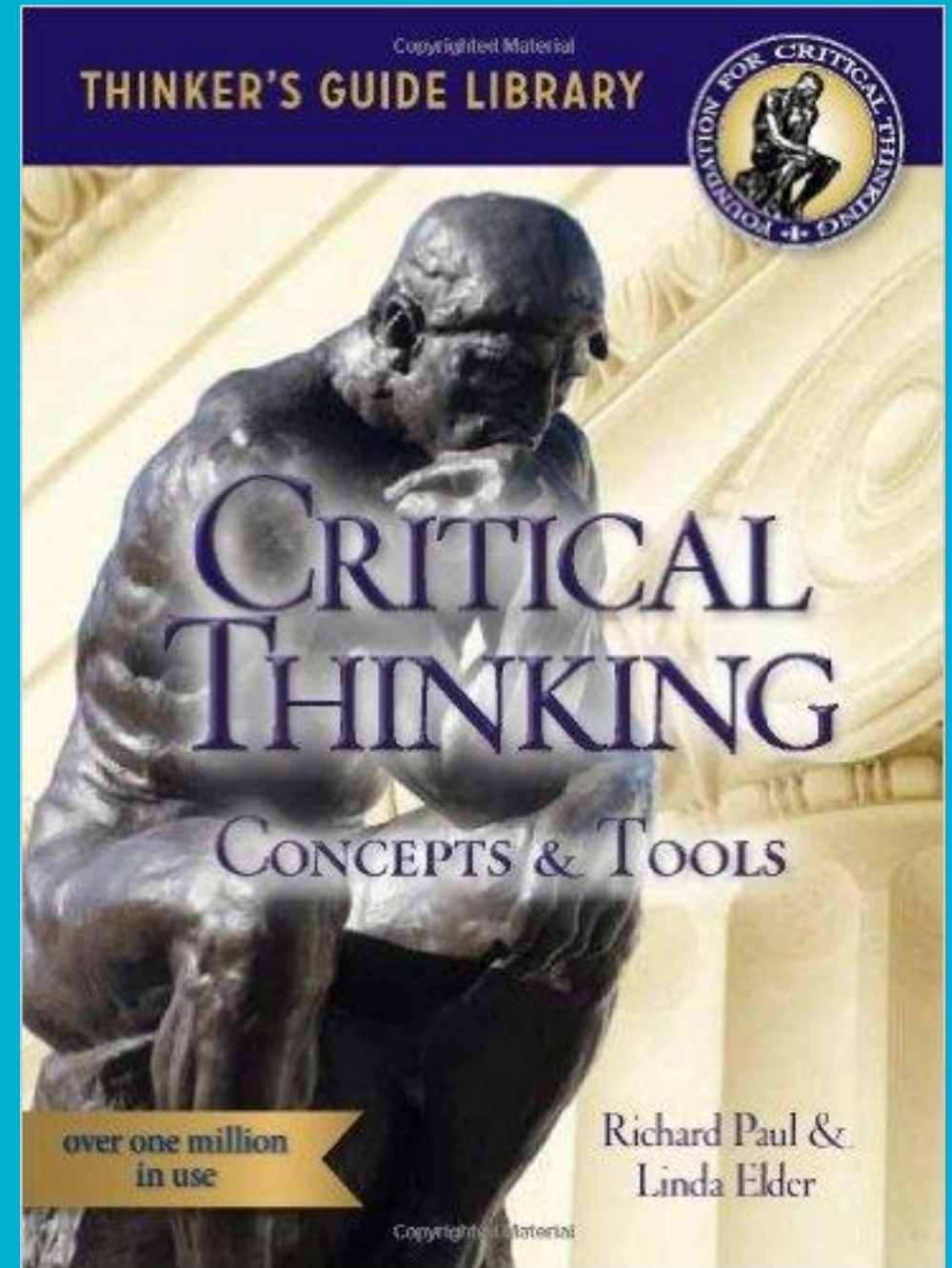
At School...

My first Public Health Course was “Introduction to Public Health” in the Spring, 2015

Dr. Pete Walton, instructor

Elements of Thought

Intellectual Standards as the basis for my thought process



"Contemporary Issues in Public Health"

Dr. David Johnson, instructor

Culminating Undergraduate Experience

Increased focus on centering learning process in critical thinking and expressing oneself clearly, accurately, relevantly, and significantly

Over 4 semesters, each week focusing on a different Healthy People topic

DO NOT write your name on THIS SIDE. Class VI, VI / 1715 DO write your name on THE BACK.

Your 8-character Class Analysis ID: AASN1321 (Please use UPPERCASE letters.)

Class: Introduction

Learning goal: Recall, at the end of a class, a significant point learned in the class. [C1]

Your class analysis on what you consider the most important point you learned in class today:

The most important point from today's class is the increased accountability for members of the team on a weekly basis. This is important because while it is not always easy to be honest, improvement of the individuals and then the team as a whole is contingent on what might be a rude awakening in some cases. This is integral to success in the workforce where your livelihood could hinge on your success as part of a team.

Your evaluation of your own class analysis, above			
Clarity (Check ONE) Think a wine glass.	Accuracy (Check ONE) Think archery.	Relevance (Check ONE) Think attending a ball game.	Significance (Check ONE) Think a vacation taken.
<input checked="" type="checkbox"/> 5 = Polished crystal	<input checked="" type="checkbox"/> 5 = Bull's-eye	<input checked="" type="checkbox"/> 5 = In the clubhouse	<input checked="" type="checkbox"/> 5 = Priceless!
<input type="checkbox"/> 4 = Clear	<input type="checkbox"/> 4 = On-target	<input type="checkbox"/> 4 = Has a box seat	<input type="checkbox"/> 4 = Prized
<input type="checkbox"/> 3 = A bit hazy	<input type="checkbox"/> 3 = Grazed the target	<input type="checkbox"/> 3 = In the ballpark	<input type="checkbox"/> 3 = Worthwhile
<input type="checkbox"/> 2 = Hazy	<input type="checkbox"/> 2 = Not too far off-target	<input type="checkbox"/> 2 = In the vicinity	<input type="checkbox"/> 2 = Mostly OK
<input type="checkbox"/> 1 = Completely cloudy	<input type="checkbox"/> 1 = What target?	<input type="checkbox"/> 1 = Whereabouts unknown	<input type="checkbox"/> 1 = Of little value

(Note: .25 points of extra credit given per category if your evaluation is same as instructors)

INSTRUCTOR evaluation of your class analysis, ONLY			
Clarity (Check ONE) Think wine glass.	Accuracy (Check ONE) Think archery.	Relevance (Check ONE) Think attending ball game.	Significance (Check ONE) Think vacation taken.
<input checked="" type="checkbox"/> 5 = Polished crystal	<input checked="" type="checkbox"/> 5 = Bull's-eye	<input checked="" type="checkbox"/> 5 = In the clubhouse	<input checked="" type="checkbox"/> 5 = Priceless!
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Instructor	Extra Credit	Total	
<u>20</u>	<u>1</u>	<u>21</u>	Final Score

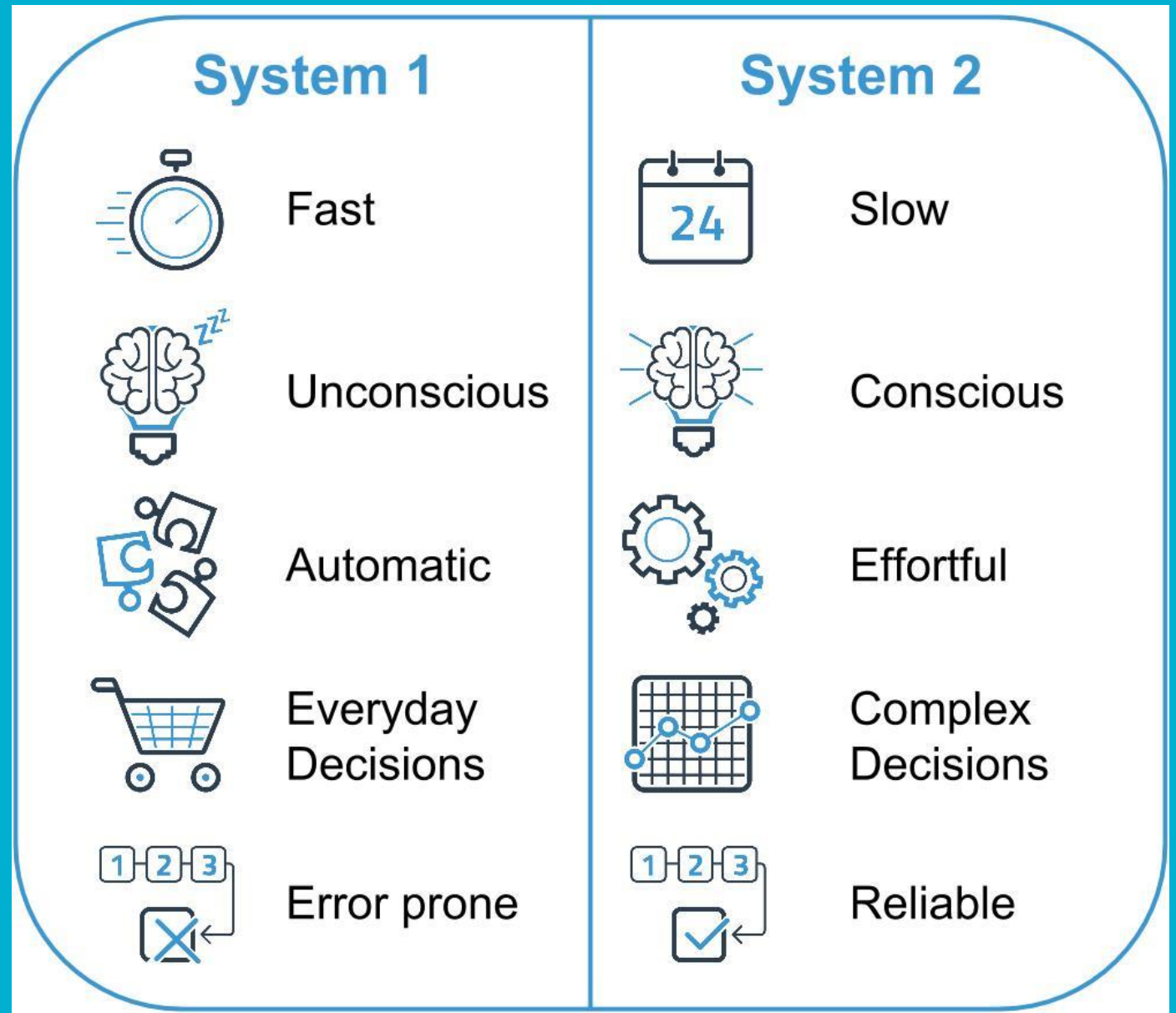
Revised 01/06/15

“People, Policy, and the Environment”

Dr. Scott LaJoie, instructor

What kind of thinker are you?

Strive to use System 2 in critical thinking



At home...

