

**Critical Thinking Mini-Conference Schedule
June 22, 23, 2009**

Day One, June 22

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| 8:30 - 10:00 | introduction to critical thinking | MB 3269 |
| 10:00-12:00 | Morning <ul style="list-style-type: none">○ learning outcomes for critical thinking○ cognitive patterns in student thinking○ cognitive patterns in student writing○ distributions of thinking patterns | MB 2104 |
| 1:00-4:00pm | Afternoon part one <ul style="list-style-type: none">○ teaching/learning activities to target development for each thinking pattern○ ways to simultaneously address students operating at different cognitive levels | MB 2104 |
| 4:00-5:00pm | Afternoon part two <ul style="list-style-type: none">○ Homework: Refine or create at least one learning activity that explicitly focuses on developing students' critical thinking skills | MB 2104 |

Day Two, June 23

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| 8:30-12:00 | Morning <ul style="list-style-type: none">○ Follow-up on homework assignment○ Revisit idea of "scaffolding" development○ Link critical thinking development to assessment○ Discuss use of assignment-specific rubrics | MB 2104 |
| 1:00-4:00pm | Afternoon part one <ul style="list-style-type: none">○ Discuss additional teaching/learning issues and ideas○ Develop a plan of action for the target course | MB 2104 |
| 4:00-5:00pm | Afternoon part two <ul style="list-style-type: none">○ Q&A on what each of us does with our course post-workshop | MB 2104 |
- **Pre-Work:** See second page

Pre-Work for Critical Thinking Mini-Conference

Please complete this document, print it out, and bring it with you.

1. Identify Your Target Course or Support Activity and Student Characteristics by Answering the Following Questions.
 What course will you work on during these two days? What are the general characteristics of students in the course (e.g. what year in college, majors or non-majors, elective or required)?

2. Relate Critical Thinking in Your Course to UTPB's Four Student Learning Outcomes by Completing the Table.
 Complete the following table by describing what students in your course should do to demonstrate each of UTPB's four student learning outcomes for critical thinking. Ideally, what would you like to see your students do?

UTPB Learning Outcomes	What Should Students Do in Your Course?
1) Students will <u>clarify</u> problems, questions and issues, to identify and eliminate confusing, contradictory, vague, or ambiguous information.	
2) Students will <u>collect</u> and organize information; and create frameworks to better comprehend the information gathered.	
3) Students will <u>consider</u> , analyze and evaluate arguments in order to identify and weigh assumptions, biases, emotional language, and common fallacies in reasoning.	
4) Students will demonstrate that they are able to come to a well-reasoned <u>conclusion</u> .	

3. Describe Your Students' Strengths and Weaknesses
 Reflect on your students' performance on assignments/tasks that require critical thinking. What do your students do well? In what areas would you like to see improvement?
4. Bring Course Materials With You
 Bring the following types of course materials with you:
 - Syllabus
 - Textbook or other readings
 - Two or more assignments, exams, or other course tasks that require critical thinking
 - Anything else that relates to critical thinking