

QEP Faculty Champion Reporting Template: Spring Semester 2015

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Directions:

Summarize the critical thinking activities that you engaged in by responding to the following questions. Include important details and attach relevant documents if desired.

How did you teach critical thinking in your courses?

- Critical thinking goals:
 - In looking on page 17 of East Georgia State College's QEP, I tried to include "question" "analyze" and "critique" into the assessment's survey. I wanted for at least 60% of my students to:
 - 1. Question: As defined in the college's QEP, questioning is identifying problems and determining related tasks and issues. Therefore, in the survey, question 9 read "When writing your paper, did you think of a way to find a solution to whatever the social problem was in the movie?"
 - 2. Analyze: As defined in the college's QEP, analysis is investigating data to determine the structure, validity, and relevance of the data. Therefore, in the survey, question 6 read "When writing your paper about this cultural issue, did you look up any information about the cultural issue (for example: looked up information about it on the internet)?"
 - 3. Critique: As defined in the college's QEP, critiquing is defined as evaluating arguments using logic and inference. Therefore, question 2 read "When answering the questions, did you take into consideration all relevant information from the movie, regardless of previous stereotypes or beliefs you may have had?"
 - In looking at "Critical Thinking Defined" which was distributed earlier this semester, I also included questions in the survey that I felt spoke to this definition as well. The following questions were included in order to speak to these aspects of the definition, also in hopes that 60% of students would:
 - 4. "A critical thinker is reflective and does not rush to judgment". Question 10 read "Do you feel like you rushed in order to complete this assignment on time, and weren't able to give it the proper amount of attention it required?"
 - 5. "A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored". Question 12 read "After watching the movie, did it cause you to feel any of the following emotions? None/Sad/Jealous/Scared/Happy/Angry/Other"

- 6. “A critical thinker is able to weigh all available facts and come to a defensible conclusion tempered by reason, the best available knowledge, and any relevant experience”. In addition to questions 2 and 6, question 11 read “Did you have any personal experiences that you thought about in order to relate to any of the people or themes portrayed in the movie?”
- 7. “Finally, a critical thinker must know the limits of knowledge, and must have a certain intellectual humility, must be flexible, must be tolerant and open-minded, and must be willing to admit error”. Question 3 read “If you had any previous stereotypes or beliefs about Hispanic life or culture, did watching the movie change your opinions at all?”

➤ Teaching strategies:

- Since the majority of our class time was taken up with learning the Spanish language and grammar, we did not have time to focus on Hispanic culture or social problems in Hispanic life and society. Therefore, students were required to watch one movie (out of 5 total options) through Netflix. This was to be completed outside of class. Since most students already have a Netflix account, know someone who does, or qualify for a free month trial, I thought that this would be the perfect platform by which to show them Hispanic culture through film. Still, however, if they lacked access to Netflix, I told them that I would be more than happy to meet them outside of class time in order to show them a movie using my own personal Netflix account. After watching the movie, the student was given a choice between two questions to choose from, and asked to write a 2-3 page paper discussing their opinion on the topic at hand. They were asked to not only include their own opinion, but also research different key phrases or topics that were introduced in the documentary, including a citation at the end of their paper.

One of the main reasons that I chose this type of an activity was not only to give students an avenue to learn more about Hispanic culture and societal issues, but since most students will be transferring to Georgia Southern University, I wanted to include our Quality Enhancement Plan (QEP) topic (critical thinking), along with Georgia Southern’s QEP topic which will be updated this summer, “writing across the curriculum”. I feel that our students need more

opportunities to strengthen their writing skills before transferring into a major university, especially one which places such a strong emphasis on writing.

On the last day of class, after the assignment was due, students were given a “Spanish 1001 Critical Thinking Netflix Assignment” survey of 14 questions. On this survey, the directions stated:

“You were given the choice between 5 documentaries available on Netflix which addressed various social problems intermingled with Hispanic cultural norms. Upon watching these movies, you were asked to write a 2 to 3 page paper

discussing specific questions about the movie/theme/your opinion. You may have had to look specific topics or words up in order to have a full understanding of the theme which you were analyzing.

Below, I will ask you specific questions about the assignment which will determine which factors of critical thinking you used while developing your paper. This survey is completely anonymous, and extremely important in assessing how well this activity did/did not work in my classes. Please be honest in your answers. If you did not complete the assignment, then PLEASE DO NOT FILL OUT THIS QUESTIONNAIRE. Turn it in blank.”

Rubrics/other assessment methods:

| Category | Exemplary (4) 4 points | Proficient (3) 3 points | Developing (2) 2 points | Emerging (1) 1 point |
|------------------------|--|---|--|--|
| Explanation of Issues | Topic/problem considered is clearly stated and described in a way that is easy to understand. AND student discusses 2 or more scenes from the movie that supports this topic/problem. | Topic/problem considered is clearly stated, but some important information necessary for clear understanding is left out. OR student discusses only 1 scene from the movie which supports this topic/problem. | Topic/problem considered is not clearly stated, and the description leaves some important information necessary for clear understanding is left out. AND student discusses 1 scene from the movie that supports this topic/problem. | Topic/problem considered is stated without any clarification or description. OR student does not bring any of the scenes from the movie into their paper to support this topic/problem. |
| Student's Position | Student makes their stance on the topic/problem clear, providing facts AND their personal opinion, making their stance on the topic clear with examples to support their position. If applicable, student takes into account other peoples' opinions on the matter. | Student makes their stance on the problem/topic clear, and uses factual data in their paper, but the facts that the student uses does not back up their stance on the matter. OR the student does not incorporate opposite sides of the opinion on the matter into their paper. | Student's stance on the topic/problem is not well stated. OR student does not incorporate factual data to support their opinion on the matter. | Student only discusses facts about the topic/problem instead of their own personal opinion on the topic/problem. |
| Analysis and Synthesis | Student put thought into their paper while writing it, not just going through the list of questions. The paper relies on context of movie, personal knowledge, AND documented references (not using the movie as a reference) to make inferences regarding the problem/issue at hand. Identifies facts and relevant information | Student put thought into their paper while writing it, not just going through the list of questions. Relies on context of movie, and personal knowledge, to discuss the problem/issue at hand. Identifies facts and relevant information correctly. Only thing lacking is that the student does not have documented references. | Relies on context of movie, and personal knowledge, to make inferences regarding the problem/issue at hand. Identifies facts and relevant information with a few errors. OR student did not put thought into their paper while writing it. Only went through list of questions, not creating a cohesive well thought out paper. | Relies on context of movie, or personal knowledge, to make inferences regarding the problem/issue at hand. Discusses effects of the issue loosely, with errors. |

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| | correctly. | | | |
| Mechanics | Paragraphs have very few grammatical errors and sentences are well structured, varied and understandable. There are very few mechanical and spelling errors. AND student includes a works cited page. | Paper is well written. Paragraphs have few grammatical errors and sentences are well structured, varied and understandable. There are a few mechanical and spelling errors. OR student does not include a works cited page. | Paragraphs have some grammatical errors and sentences are structured, varied and understandable. There are some mechanical and spelling errors. | Paragraphs have many grammatical errors and sentences are not well structured. Paper is hard to understand. There are many mechanical and spelling errors. |
| Overall Score | Level 4 15 or more | Level 3 11 or more | Level 2 7 or more | Level 1 0 or more |

What worked best for you in teaching critical thinking?

Previously, I would have students write a paper (as extra credit) describing their opinion of illegal immigration. I would then use class time to show a documentary about children crossing the border illegally into the United States. Afterwards, students were asked to write a second paper (also for extra credit) which stated whether their opinion from their previous paper had changed, and if so, why. I liked being able to use class time to do so, but didn't have a strong rubric, and wanted to give students more of an option as to which movie/social problem/cultural aspects they were to learn about. Therefore, I am glad that I have incorporated this new method into my class which not only teaches students about Hispanic culture and social problems in today's society, but it also forces them to think critically about these events and describe their opinions, backing them up with factual data.

Did you encounter any unanticipated problems in teaching critical thinking?

1. Some students did not have access to Netflix or any other platform by which to watch the documentary/movie that they chose.
2. I was not sure of how I was going to assess what students learned from the assessment, and how to incorporate it into a quantitative analysis report.
 - How you responded to these problems:
 1. For the students who did not have access to Netflix, I offered to meet them outside of class and show them the movie of their choice using my own personal Netflix account.
 2. Dr. Czerny was extremely helpful by giving me ideas of how to assess students, suggesting that I use a survey at the end of the class, once all of the assessments had been turned in and graded.

How did the introduction of critical thinking affect student learning in your courses?

- Qualitative and quantitative assessment results: Exposing students to Hispanic social norms/societal problems through film allows students to think in a more global manner, realizing that they are not the center of the universe. It helps them to realize that there

are many people in different countries who struggle to have the luxuries that we take for granted on a daily basis.

Additionally, here are the results from the survey that students took in Span 1002 T:

- 1. Question: As defined in the college's QEP, questioning is identifying problems and determining related tasks and issues. Therefore, in the survey, question 9 read "When writing your paper, did you think of a way to find a solution to whatever the social problem was in the movie?" 60% of students responded 'yes', and the other 40% of students responded 'somewhat'. 1 student (.6%) responded 'no'.
- 2. Analyze: As defined in the college's QEP, analysis is investigating data to determine the structure, validity, and relevance of the data. Therefore, in the survey, question 6 read "When writing your paper about this cultural issue, did you look up any information about the cultural issue (for example: looked up information about it on the internet)?" 60% of students surveyed responded 'yes', and the other 40% responded 'no'.
- 3. Critique: As defined in the college's QEP, critiquing is defined as evaluating arguments using logic and inference. Therefore, question 2 read "When answering the questions, did you take into consideration all relevant information from the movie, regardless of previous stereotypes or beliefs you may have had?" 93% of students responded 'yes'; 7% responded 'no'.
- In looking at "Critical Thinking Defined" which was distributed last semester, I also included questions in the survey which I felt spoke to this definition as well. The following questions were included in order to speak to these aspects of the definition, also in hopes that 60% of students would:
- 4. "A critical thinker is reflective and does not rush to judgment". Question 10 read "Do you feel like you rushed in order to complete this assignment on time, and weren't able to give it the proper amount of attention it required?" 23% responded 'yes', 23% responded 'somewhat', and 54% responded 'no'.
- 5. "A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored". Question 12 read "After watching the movie, did it cause you to feel any of the following emotions? None/Sad/Jealous/Scared/Happy/Angry/Other_____ " 100% of students responded that they felt sad, 13% reported feeling scared, 27% reported feeling angry, and 2 students felt "other" ("appreciated life" and "very emotional").
- 6. "A critical thinker is able to weigh all available facts and come to a defensible conclusion tempered by reason, the best available knowledge, and any relevant experience". In addition to questions 2 and 6, question 11 read "Did you have any personal experiences that you thought about in order to relate to any of the people or themes portrayed in the movie?" 38% responded 'yes', 25% responded 'somewhat', and 44% responded 'no'.
- 7. "Finally, a critical thinker must know the limits of knowledge, and must have a certain intellectual humility, must be flexible, must be tolerant and open-

mindful, and must be willing to admit error". Question 3 read "If you had any previous stereotypes or beliefs about Hispanic life or culture, did watching the movie change your opinions at all?" 53% responded 'yes', 20% responded 'somewhat, and 27% responded 'no'. Personally, this question was the most important to me because it embodied exactly what I was trying to teach them through this assignment: the complexity of Hispanic life and culture which is multi-faceted and should not be stereotyped.

- How will being a faculty champion for critical thinking impact your approach to teaching? It really helps me to be more mindful of what critical thinking is, and how to incorporate it into my classes. Additionally, it helps me to better analyze student performance and better write the "story" that tells exactly what they learned.

If you worked with a faculty mentor, who did you work with and how did the mentor assist you? Dr. Val Czerny was my faculty mentor. She was extremely helpful by giving me examples of what she has used to measure critical thinking in her classes. She also shared critical thinking resources such as books and websites to use. I asked her to review my assessment and rubric, giving me ideas of what to change. She also was extremely helpful by giving me the idea to give students a multiple choice survey to complete once their assessment was already graded, which would better give qualitative and quantitative results.