



SHOWCASE Critical Thinking

How?

Here are some ideas:

- ♦ **Use Visible Quotations:** Display a critical thinking quotation on your D2L pages, and use it as a focal point throughout the term. Include its use and an image of it in an assessment. (See Val's example below).
- ♦ **Essays:** Submit a student's essay that demonstrates good critical thinking skills for the new publication, *Essays*.
- ♦ **Wiregrass:** Encourage students (as well as yourself) to submit poetry, short stories, artwork, and photographs.
- ♦ **Critical Thinking Conference:** Present a paper and/or encourage your students and colleagues (including both college and high school instructors) to participate in EGSC's spring conference and/or assist with the conference committee.

Thinking Critically | ▾ ▾



"Whether it is in writing or reading, in analysis or evaluation, in the discipline as well as in your life outside school, critical thinking creates value. It takes effort, especially before you get used to it. But it has clear practical benefits that far exceed the effort. It will produce better answers, better grades, in more courses, in more professions, with ultimately less work, than any alternative. More than that, it gives insight that can make your life richer by bringing the elements, the standards, and the disciplines into learning to think things through."

~Gerald M. Nosich, *Learning to Think Things Through*

Questions and Suggestions?

If you have any questions, need guidance, have suggestions, or would like further information, feel free to contact Val, Courtney, or any of the experienced QEP faculty champions listed below:

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QEP Quality Enhancement Plan



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Critical Thinking



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QEP

Critical Thinking

In 2011, EGSC began a five-year Quality Enhancement Plan (QEP) focused on critical thinking as part of our SACSCOC reaccreditation process. The range of courses has broadened each year as new QEP faculty champions introduce critical thinking.

As the College enters the last two years of its QEP, **Introduction to Critical Thinking (CRIT 1101)** is being incorporated into the critical thinking assessment process.

Providing leadership for the QEP going forward are Val Czerny, (QEP Director at EGSC Statesboro) and Courtney Joiner (QEP Director at EGSC Swainsboro). Also new to the QEP leadership team is Breana Simmons, who will be the QEP Assessment Coordinator at EGSC Swainsboro.

In addition to assessing their critical thinking skills in individual courses, students' critical thinking skills are measured again in later courses through a short-answer format instrument, the Critical Thinking Assessment Test (CAT), pioneered by Tennessee Technological University with a grant from the National Science Foundation.

As you develop syllabi for your courses, we encourage you to conduct assessments of the critical thinking students engage in during each semester, and report your assessments at the end of each semester by submitting a report to David Gribbin, our SACSCOC liaison.



Spotlighting the Second SLO

Faculty are encouraged (that is, to be spurred on, to be inspired, to be adventurous!) first to promote critical thinking as a course objective and then to assess the student critical thinking skills demonstrated in their courses—using as their criterion the College's second college-level competency (CLC)/general student education student learning outcome (SLO):

Critical Thinking Competencies: Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.



David Gribbin has designed a template (pictured below) to assist faculty with this particular assessment report, which faculty can modify based on their presentation of ideas.

EGSC Critical Thinking Semester Assessment Report Template

Faculty Name: _____	Assessment Method: _____
Course Number and Title: _____	Benchmark: _____
Semester/Year: _____	Assessment Findings: _____
Course CRN: _____	Changes made or to be made based on assessment findings: _____
Student Learning Outcome	Results or expected results of changes implemented: _____
Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.	
Course Objective	



Tweak Creatively

Assessments do not have to be cumbersome. Think of the small changes you likely make more often than not in your course assignments.

For instance, Bob Marsh uses an extra-credit writing assignment in his math courses. After having received some dry, rather lifeless submissions, Bob tweaked the assignment's directions by describing a role-playing scenario where students first imagine that they have successfully taken a test. Then Bob directs them to imagine that they have a friend in a faraway place who will soon take a similar test, so his students' mission is to write a letter to that friend explaining how to complete a mathematical problem.

The students' submissions now tend to possess a sense of tone and voice, where students are critically considering their audience's reception of their explanations.

So, see how you are already being creative in adapting your assignments, consider how your students are "branching out" in their critical thinking skills, and speculate how you can, actually, have some fun!

Then write up your report—including images, rubrics, or any other tools that you have used and email your report to David at dgribbin@ega.edu.

The report template is available at...

http://www.ega.edu/offices/institutional_research_planning/assessment_resources