Building a Critical Thinking Culture

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Critical thinking is...*

Please mark either T for true or F for false in the blank space next to line to complete the statement: “Critical thinking is...”

— skilled thinking which meets epistemological demands irrespective of the vested interests or ideological commitments of the thinker.

— skilled thinking characterized by empathy into diverse opposing points of view and devotion to truth as against self-interest.

— skilled thinking that is consistent in the application of intellectual standards, holding oneself to the same rigorous standards of evidence and proof to which one holds one’s antagonists.

— skilled thinking that demonstrates the commitment to entertain all viewpoints sympathetically and to assess them with the same intellectual standards, without reference to one’s own feelings or vested interests, or the feelings or vested interests of one’s friends, community or nation.

— the art of thinking about your thinking while you’re thinking so as to make your thinking more clear, precise, accurate, relevant, consistent and fair.

— the art of constructive skepticism.

— the art of identifying and removing bias, prejudice and one-sidedness of thought.

— the art of self-directed, in–depth, rational learning.

— thinking that rationally certifies what we know and makes clear wherein we are ignorant.

— the art of thinking for one’s self with clarify, accuracy, insight, commitment and fairness.

QEP Opportunities and Challenges

Describe the opportunities the QEP will provide for:

Your students:

Your campus:

Your faculty:

Describe or list the challenges you face, or will face, in launching the QEP.

What pieces can you “bite off” now?

What will you need to figure out as you go?
**Building Blocks**

Who are your faculty opinion leaders and innovators? Are they involved yet?

What are some of the “on ramps” that you can build for people (curricular cycles, career stages, disciplinary norms, institutional interests)

What do you anticipate will be the biggest roadblocks to joining the project from the point of view of:

- A faculty member:

- A staff member:

- A chair or program head:

- Student/other:
Operationalizing Ideas

What must departments or programs need to do to make the QEP successful? Drill down: where are the decision points in the process? Who is involved?

Who needs to “be on the bus” for your first year so that the QEP can move forward? Do you need to build a team of change agents, or do you have one already that you can leverage?

What aspects of the QEP can be optional, negotiable for programs?
Changes Ahead

What are the changes that you know need to happen?

What are your biggest fears about the change process ahead for you or your campus?

What are the resources (expertise, money, time) you and your campus have to navigate the change process? What’s missing?

What are you still wondering about concerning the QEP or SACS expectations?
Ideas, Insights and Strategies

Let’s share 10 ideas/insights or strategies that you are taking away from this session!


