



Critical Thinking Expert Training Packet

Expert Name	Campus
Discipline	Date Completed



Timeline and Table of Contents

Defining Critical Thinking.....3

Goal: Complete the 5 main requirements plus any additional tasks.....4

- Task 1: Attend a minimum of one conference (pp. 4-12)
 - Due dates ongoing
- Task 2: Read *Teaching Students How to Learn* and attend summit (pp. 13-18)
 - Due April 22, 2016
- Task 3: Complete 5 hours in an online critical thinking course or webinar (pp. 19-29)
 - Due December 31, 2016
- Task 4: Research and read another book or 4 articles/lesson plans (pp. 30-42)
 - Due December 31, 2016
- Task 5: Provide 5 resources and activities in word or PDF format (pp. 43-48)
 - Due January 31, 2017

Summary.....49

Activity Log.....55



Defining Critical Thinking

As you complete your training as a Critical Thinking (CT) Expert, please keep GMC's definition of critical thinking in mind. As you review and curate material, remember that we are looking for the very best resources with which to train faculty, staff, and students in this definition:

- **Critical Thinking:** an active, self-reflective, and deliberate attempt to utilize cognitive skills to support decision making, problem solving, or mastery of concepts throughout various contexts

“Wait. What?”

What are the distinctive aspects of this definition?

What words or phrases seem most important in this definition?



Attend a minimum of one conference (options listed below)

- USG Critical Thinking Conference – Athens, GA*
- International Conference on Critical Thinking – Berkeley, CA*
- i2a Institute Critical Thinking Conference – Louisville, KY
- Spring Academy on Critical Thinking by The Foundation for Critical Thinking – Houston, TX

Please coordinate with other conference attendees to cover as many conference presentations as possible.

*2016 conference schedules are attached.

5th Annual USG Teaching and Learning Conference Athens Georgia on April 13-14, 2016



**Keynote Speaker: Dr. Alison Morrison-Shetlar , Provost & Vice Chancellor for Academic Affairs,
Western Carolina University**

Keynote Address: “Engagement and Application: Intentional Learning”

Wednesday, April 13, 2016

8:00 AM – 5:00 PM Registration
9:00 AM – 8:00 PM Exhibits/Vendors (Hill Atrium/Pecan Tree Galleria)
9:00 AM – 9:45 AM Concurrent Sessions
9:45 AM – 10:15 AM Morning Break
10:00 AM – 10:45 AM Concurrent Sessions
11:00 AM – 11:45 AM Concurrent Sessions
12:00 PM – 1:00 PM Lunch (Magnolia Ballroom)
1:15 PM – 2:45 PM Interactive Keynote and Workshop Dr. Alison Morrison-Shetlar (Mahler Hall)
2:45 PM – 3:00 PM Afternoon Break
3:00 PM – 3:45 PM Concurrent Sessions
4:00 PM – 4:45 PM Concurrent Sessions
5:00 PM – 6:00 PM Poster Presentations (Hill Atrium/Pecan Tree Galleria)
5:30 PM – 6:30 PM Social Reception (Hill Atrium/Pecan Tree Galleria)

Thursday, April 14, 2016

8:00 AM – 8:45 AM Concurrent Sessions
9:00 AM – 9:45 AM Concurrent Sessions
9:45 AM – 10:15 AM Morning Break
10:00 AM – 10:45 AM Concurrent Sessions
11:00 AM – 11:45 AM Concurrent Sessions
12:00 PM Closing Luncheon with Keynote Speaker

Conference Strands

1 Developing Students’ Critical Thinking Skills
2 Distance Learning/Blended Learning
3 Open Educational Resources
4 Collaborative Models
5 Connected & Mobile Learning
6 Complete College Georgia Efforts

Foundation for Critical Thinking 36th International Conference

Critical Thinking and Educational Reform

Sonoma State University July 26-29, 2016



*Fostering Robust Critical Thinking Across the Disciplines –
In Every Classroom, Every Day, Across the World*

PRECONFERENCE SESSIONS ALSO AVAILABLE

DAY ONE FOCAL SESSIONS

Tuesday (July 26)

- Critical Thinking as Essential to the Development of Intellectual Skills in Higher Education... Gerald Nosich
- Critical Thinking as Essential to the Acquisition of Knowledge in K-12 Education... Linda Elder
- Advanced Session: The Important Ideas of Tom Paine, His Revolutionary World View, and Why He Was Ultimately Vilified... Brian Barnes

DAY TWO FOCAL SESSIONS

Wednesday afternoon (July 27)

- Why Intellectual Virtues are Essential to a Robust Conception of Critical Thinking... Gerald Nosich
- Critical Reading as Primary Vehicle for Cultivating the Intellect... Carmen Polka
- Why We Need Concern Ourselves With Human Pathologies in Cultivating the Disciplined Mind... Linda Elder

DAY THREE - Morning

Thursday (July 28)

Concurrent sessions - To be announced a few weeks prior to the conference.

***Concurrent sessions are one hour in length.

DAY THREE - Afternoon

Thursday (July 28)

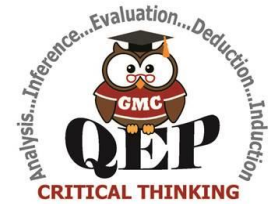
- Teaching Students to Formulate and Reason Through Essential Questions in Teaching and Learning... Gerald Nosich
- Teaching Students to Study and Learn Using the Principles of Critical Thinking... Carmen Polka
- Teaching Students to Internalize and Think Within the Ideas of the Deepest Thinkers: Reaching Back Through History to Classic Works... Linda Elder

DAY FOUR

Friday morning (July 29)

- For Administrators: Placing Critical Thinking at the Heart of the Institution's Mission... Brian Barnes
- Teaching Students to Think Conceptually, and to Take Command of the Concepts that Guide Their Lives... Linda Elder
- Socratic Dialogue as Primary Tool for Cultivating Critical Thinking in Instruction... Gerald Nosich

Conference Notes



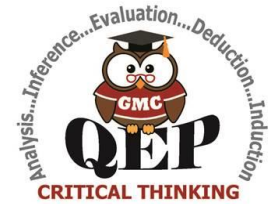
Session Title:

Presenter(s):

Breakout / Keynote (circle one)

Notes

Conference Notes



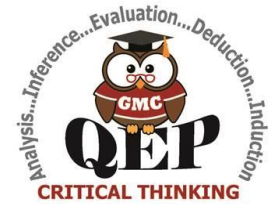
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Breakout / Keynote (circle one)

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Conference Notes



Session Title:

Presenter(s):

Breakout / Keynote (circle one)

Notes

Conference Notes



Session Title:

Presenter(s):

Breakout / Keynote (circle one)

Notes

Conference Summary



Major Points

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Applications

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Ideas for Teaching this to other Profs

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Further Resources I'd like to explore

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Duplicate this sheet as required.

Conference Resources



Resources FOR STUDENTS (articles, websites, videos, etc.)
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Ideas for homework assignments (include discipline)
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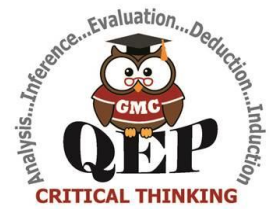
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Read Teach Students How to Learn:
Strategies You Can Incorporate Into Any
Course to Improve Student
Metacognition, Study Skills, and
Motivation *by* [Saundra Yancy McGuire](#)



Expected completion date: March 31, 2016

Book Notes, cont.



Title: *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*

Author: Sandra McGuire

Major Points

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Applications

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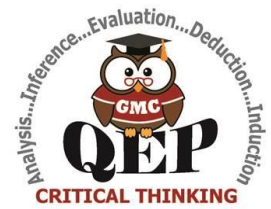
Ideas for Teaching this to other Profs

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Further Resources I'd like to explore

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Book Resources



Title: *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*

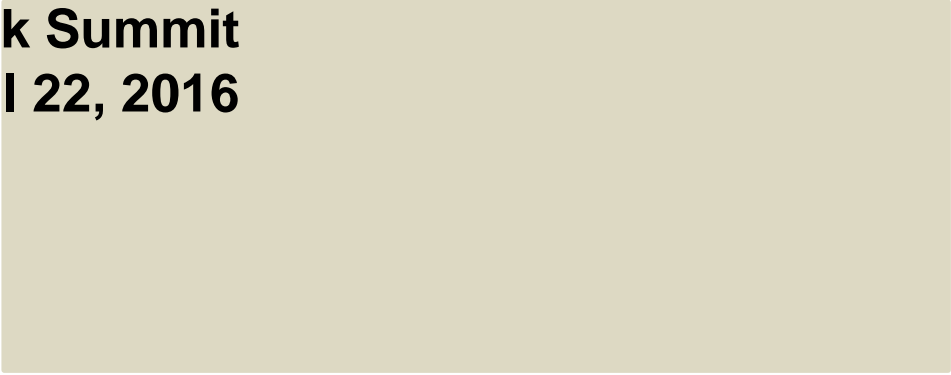
Author: Sandra McGuire

Resources FOR STUDENTS (quotes, chapters, articles, websites, videos, etc.)
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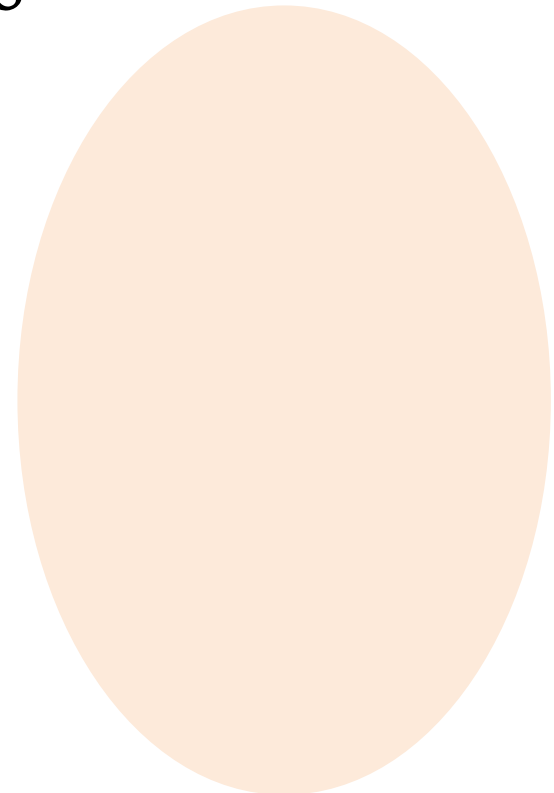
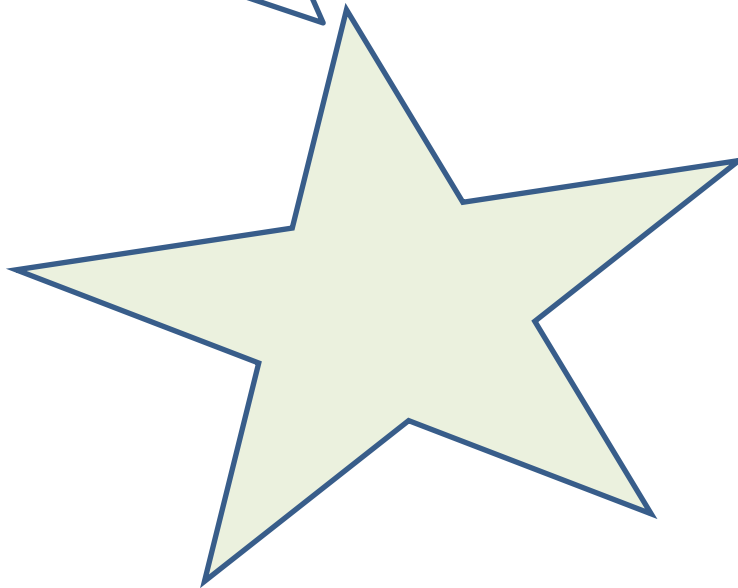
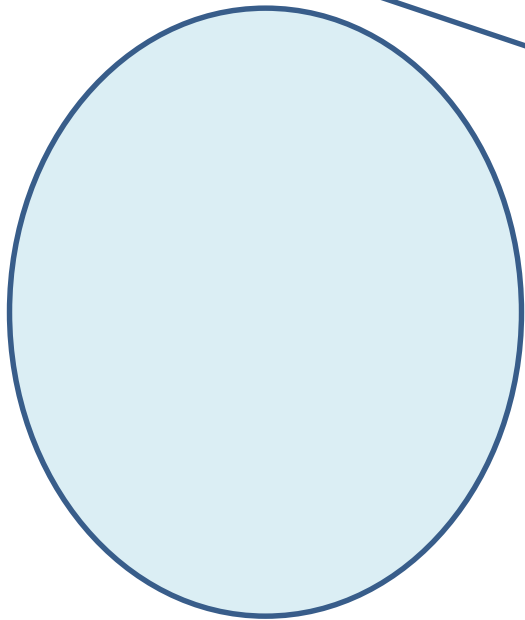
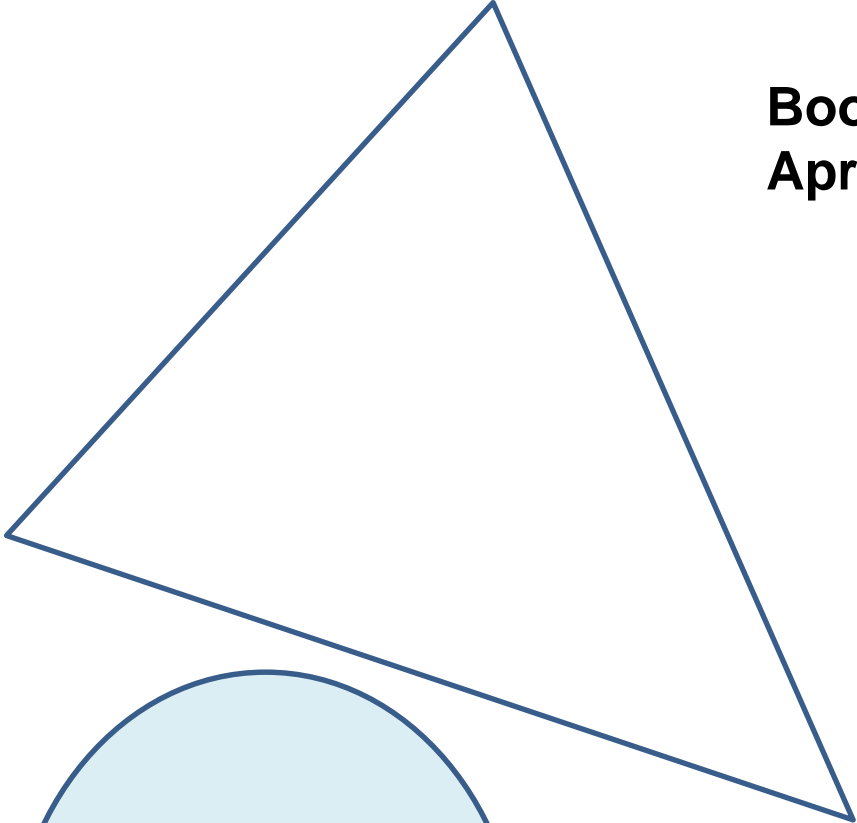
Ideas for homework assignments (include discipline)
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Duplicate this sheet as required.

**Book Summit
April 22, 2016**



**BRAINSTORMING
With
PEERS**





Complete five hours in an online critical thinking course or webinar (some options below)

- gmcga.libguides.com/qep (resources collected by and for GMC QEP committee; please choose at least one resource from this page to help us vet the resources we are providing)
- podcasts.ox.ac.uk/series/critical-reasoning-beginners (various courses, about one hour each)
- www.khanacademy.org/partner-content/wi-phi/critical-thinking (various lessons, most under one hour)
- www.insidehighered.com/audio/2014/09/04/quest-critical-thinking (one hour webinar)
- criticalthinkeracademy.com/ (online courses, registration needed)
- www.youtube.com/user/PhilosophyFreak (YouTube channel of CT expert)

Expected completion date: December 31, 2016

Webinar Notes



Date: _____

Time: _____

URL: _____

Presenter _____

Topic _____

Notes

Ideas for Teaching this to other Profs

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Applications

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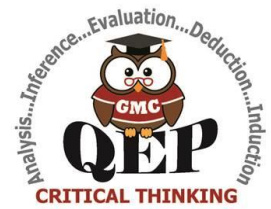
Major Points

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Further Resources I'd like to explore

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Webinar Resources



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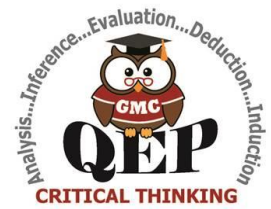
Presenter _____

Topic _____

Resources FOR STUDENTS (quotes, chapters, articles, websites, videos, etc.)
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Webinar Notes



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Presenter _____

Topic _____

Notes

Notes

Major Points

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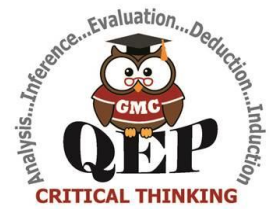
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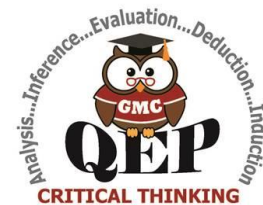
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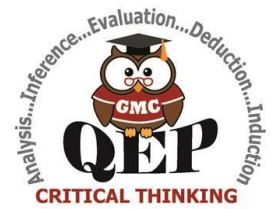
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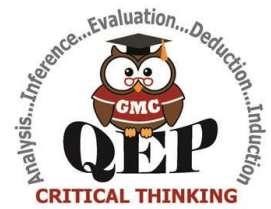
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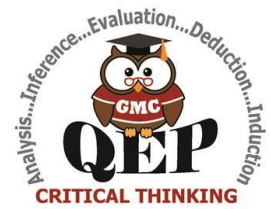
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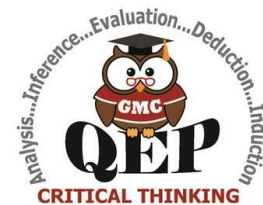
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Webinar Notes



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URL: _____

Presenter _____

Topic _____

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Ideas for Teaching this to other Profs

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Applications

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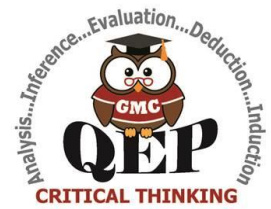
Major Points

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Webinar Resources



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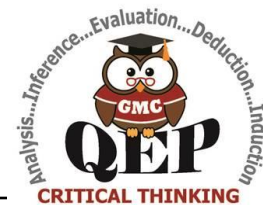


Research and read another book or four articles/lesson plans (some options below)

- gmcga.libguides.com/qep (resources collected by and for GMC QEP committee; please choose at least one resource from this page to help us vet the resources we are providing)
- <http://qudoublehelixjournal.org/index.php/dh> (journal of critical thinking/pedagogy)
- <http://criticalthinking.net/howteach.html> (articles and other resources)
- <http://www.ncte.org/search?q=critical+thinking> (articles and other resources)
- http://www.openculture.com/2013/05/philosopher_daniel_dennett_presents_seven_tools_for_critical_thinking.html (article)

Expected completion date: December 31, 2016

Book / Article / Lesson Plan Notes



Title:

Author:

Book / Article / Lesson Plan (circle one) # pgs _____

Notes

Book / Article / Lesson Plan Notes, cont.



Title:

Author:

Book / Article / Lesson Plan (circle one) # pgs _____

Major Points

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Book / Article / Lesson Plan Resources



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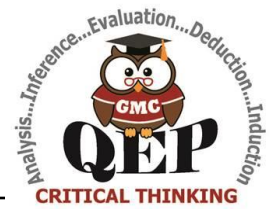
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Book / Article / Lesson Plan (circle one) # pgs _____

Resources FOR STUDENTS (quotes, chapters, articles, websites, videos, etc.)
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Ideas for homework assignments (include discipline)
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Book / Article / Lesson Plan Notes



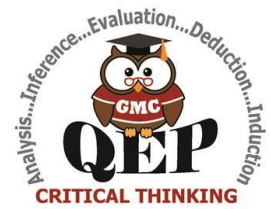
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Book / Article / Lesson Plan (circle one) # pgs _____

Notes

Book / Article / Lesson Plan Notes, cont.



Title:

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Book / Article / Lesson Plan (circle one) # pgs _____

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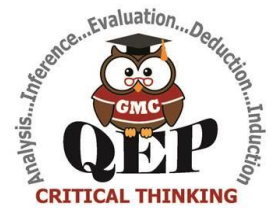
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Book / Article / Lesson Plan Resources



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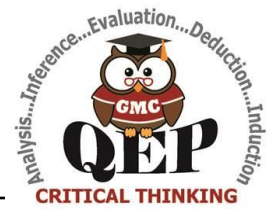
Book / Article / Lesson Plan (circle one) # pgs _____

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Ideas for homework assignments (include discipline)
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Book / Article / Lesson Plan Notes



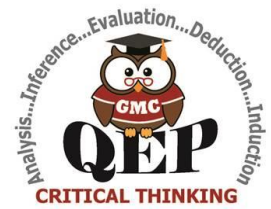
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Book / Article / Lesson Plan (circle one) # pgs _____

Notes

Book / Article / Lesson Plan Notes, cont.



Title:

Author:

Book / Article / Lesson Plan (circle one) # pgs _____

Major Points

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Applications

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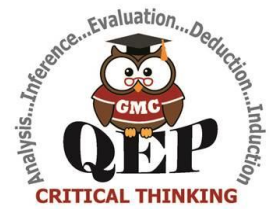
Ideas for Teaching this to other Profs

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Further Resources I'd like to explore

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Book / Article / Lesson Plan Resources



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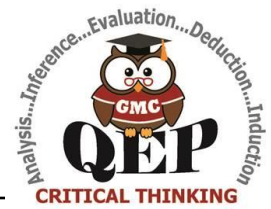
Book / Article / Lesson Plan (circle one) # pgs _____

Resources FOR STUDENTS (quotes, chapters, articles, websites, videos, etc.)
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Ideas for homework assignments (include discipline)
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Book / Article / Lesson Plan Notes



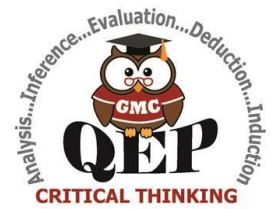
Title:

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Book / Article / Lesson Plan (circle one) # pgs _____

Notes

Book / Article / Lesson Plan Notes, cont.



Title:

Author:

Book / Article / Lesson Plan (circle one) # pgs _____

Major Points

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Applications

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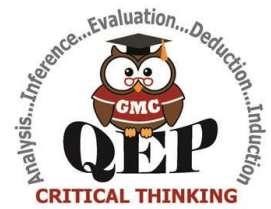
Ideas for Teaching this to other Profs

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Further Resources I'd like to explore

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Book / Article / Lesson Plan Resources



Title:

Author:

Book / Article / Lesson Plan (circle one) # pgs _____

Resources FOR STUDENTS (quotes, chapters, articles, websites, videos, etc.)
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Ideas for homework assignments (include discipline)
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Duplicate this sheet as required.



Provide 5 classroom resources or activities in Word or PDF format.

- 1 Critical Thinking homework or project assignment that covers the 5 reasoning skills (Analysis, Inference, Evaluation, Deduction, Induction)
- 2 Critical Thinking activities for the classroom
- 2 of your favorite articles or resources on critical thinking (from the resources you explored through this process – this is not meant to be extra work)

Expected completion date: January 31, 2017

Email Word or PDF document to Jillian Koopman
(jkoopman@gmc.cc.ga.us)

5 Reasoning Skills Assignment

CT Area Reinforced: 5 Reasoning Skills



<p>Assignment Title:</p>	<p>For (mark one) PER 101 PER201 ART 194/MUS 194/THE 194</p> <p>BIO 103 BIO 123 CHE 101 CIS 120 COM 201 CRJ 100</p> <p>ENG 102 HIS 122 MAT 109 MAT 112 PLS 101</p>	
<p>Assignment Details / Outline</p>	<p>How will the assignment be assessed/graded?</p>	
	<p>How will instructors be trained?</p>	

Critical Thinking Classroom Activity

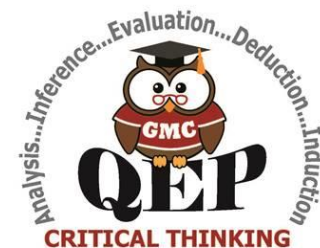
CT Area Reinforced (choose one): Metacognition / Inference / Induction
Deduction / Evaluation / Analysis



Activity Title:	For (circle one) PER 101 PER201 ART 194/MUS 194/THE 194 BIO 103 BIO 123 CHE 101 CIS 120 COM 201 CRJ 100 ENG 102 HIS 122 MAT 109 MAT 112 PLS 101	
Activity Details / Outline (Lesson Plan)	How will the activity be assessed/graded?	
	How will instructors be trained?	

Critical Thinking Classroom Activity

CT Area Reinforced (choose one): Metacognition / Inference / Induction
Deduction / Evaluation / Analysis



Activity Title:	For (mark one) PER 101 PER201 ART 194/MUS 194/THE 194 BIO 103 BIO 123 CHE 101 CIS 120 COM 201 CRJ 100 ENG 102 HIS 122 MAT 109 MAT 112 PLS 101	
Activity Details / Outline (Lesson Plan)	How will the activity be assessed/graded?	
	How will instructors be trained?	

My favorite CT Resources (#1)

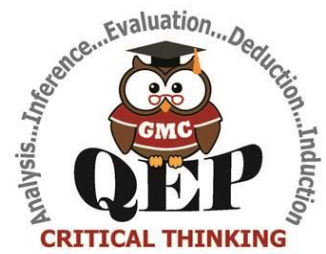


Name and Type of Resource

- Why I love it...
- Who can benefit from use of this resource...
- How I envision the resource being used...
- How I (personally) intend to share this resource with others...
- CT Area Reinforced (choose one):
Metacognition / Inference / Induction / Deduction /
Evaluation / Analysis

Additional Details/Information:

My favorite CT Resources (#2)



Name and Type of Resource

- Why I love it...
- Who can benefit from use of this resource...
- How I envision the resource being used...
- How I (personally) intend to share this resource with others...
- CT Area Reinforced (choose one):
Metacognition / Inference / Induction / Deduction /
Evaluation / Analysis

Additional Details/Information:

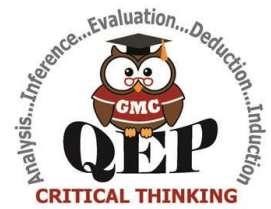
Summary

The Best of the Best



SUMMARY

The Best of the Best

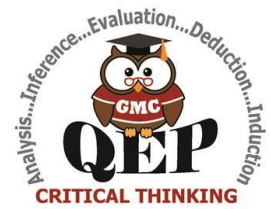


Resources (for faculty)
1
2
3
4
5
6
7
8
9
10

Articles FOR STUDENTS
1
2
3
4
5
6
7
8
9
10

SUMMARY

The Best of the Best



Classroom Activities (include discipline)
1
2
3
4
5

Homework Ideas (include discipline)
1
2
3
4
5
6
7

SUMMARY

The Best of the Best



Ideas for Training Faculty and Staff
1
2
3
4
5
6
7

Additional Tasks Completed

Include any additional tasks or professional development you have completed.
1
2
3
4
5
6
7

Are there any resources, tasks, or information you would like to share that are not included elsewhere?

A large, empty rectangular box with a light gray background and a dark blue border. The box is designed for sharing resources, tasks, or information. The top-right corner of the box is cut off at a 45-degree angle.

Activity Log for Training Tasks



Five Main Requirements Log

- ❑ Task 1: Attend a minimum of one conference

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	

Five Main Requirements Log

- ❑ Task 2: Read Sandra McGuire's book, *Teaching Students How to Learn*, by **end March 2016**.

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	

Five Main Requirements Log

- ❑ Task 3: Complete five hours in an online Critical Thinking Course or webinar by **end December 2016**.

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	

Five Main Requirements Log

- ❑ Task 4: Research and read another book or four articles/lesson plans by **end December 2016**.

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	

Five Main Requirements Log

- ❑ Task 5: Provide 5 resources or activities in word or PDF format. Complete by **end January 2017**.

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	

Other Professional Development Log

Name of Task/Professional Development:

Date and Location Completed:	Time Spent to Complete:
Was the task beneficial?	Would you recommend this to others?
How will you use this task in faculty training?	How will this task be included in the PER 201 course?
What did you gain from completing this task?	