SYMPOSIUM ON TEACHING CRITICAL THINKING

All faculty and instructional academic staff are invited to attend the campus-wide "Symposium on Teaching Critical Thinking" to be held Tuesday, January 16, 1990. The symposium will consist of presentations by UW-La Crosse faculty and staff on classroom practices and techniques for improving students' learning and critical thinking skills. There will be two rounds of presentations, at 8:30 and 10:30, respectively. All sessions will be held in North Hall.

The symposium is sponsored by the Center for Effective Teaching and Learning and is another event in a year-long effort to promote faculty discussion and reflection on the topic of enhancing students' learning and critical thinking skills. The symposium gives us a chance to meet as a faculty to talk about teaching and also to take advantage of the expertise of our own faculty who have volunteered to give presentations and lead discussions.

In addition to the presentations, all participants are invited to continue their discussions over lunch at noon in Whitney Center Dining Room number 2. Lunch is made possible through a generous donation by Mr. Jess Ondell, a University alumnus and board member of the University Foundation.

We hope that you will be able to take advantage of this opportunity to meet with colleagues and share ideas about classroom practices and problems involved in teaching to improve students' critical thinking skills.
SYMPOSIUM ON TEACHING CRITICAL THINKING
Tuesday, January 16, 1990

Round 1: Presentations begin at 8:30 a.m. Sessions are in North Hall.

"Prereading Strategies: Spreading the Light on Textbook Assignments" - This session focuses on prereading strategies that enhance comprehension, encourage critical thinking and build students' confidence as they approach new material.
   Presenter: Carol Kirk, Teacher Education-Reading Program

"Questioning Practices that Encourage Students' Active Participation in College Level Instruction" - This session reviews types of questions with special attention on developing "explanation" questions to encourage discussion and higher level thinking. Participants are asked to bring examples of several questions they would like to discuss and refine for use in their courses.
   Presenter: Lucy Slinger, Teacher Education

"Refining the Reaction Paper: Cognitive and Metacognitive Skill Building" - Brief reaction papers (1-2 pages) are common assignments in many courses. By providing more structure to this type of assignment, over the course of a semester, the reaction paper can be a way for students to improve their higher level thinking skills (H.O.T. skills), and to become more adept at identifying the thinking skill(s) they are using. This session involves a discussion of how to promote H.O.T. skills through reaction papers to textbook chapters, and includes the results of using the procedure in the classroom.
   Presenter: Pam Maykut, Psychology, Viterbo College and Adjunct in Psychology at UW-L

"Library Instruction and Library Assignments in Support of the Development of Critical Thinking Skills" - This session reviews different ways of using the library and designing library assignments to promote the development of critical thinking skills.
   Presenter: Randy Hoelzen, Library

"Assessing and Evaluating Students' Complex Thinking Skills" - This session examines several methods for evaluating students' thinking skills, ranging from multiple choice formats to techniques that involve highly focused writing. The discussion also addresses the issue of how to use assessment procedures to improve instruction.
   Presenter: Bill Carbin, Psychology

"Using Writing to Enhance Thinking" - This is the orientation session for the Writing Emphasis Program. It focuses on the theory and practice of using writing as a tool to improve students' learning and thinking skills.
   Presenters: Terry Beck and Sonja Schrag, English

"Collaborative Coaching Program" - This is an information session about the Collaborative Coaching Program at UW-La Crosse. Individuals who want to know more about participating in the program are urged to attend.
   Presenters: Hal Hiebert and Charlotte Erickson, Special Education

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Round 2: Presentations begin at 10:30 a.m. in North Hall

"Putting Perry in Perspective" - This presentation focuses on the developmental theory of William Perry and its implications for understanding and promoting students' critical thinking skills.  
Presenter: Eric Kraemer, Philosophy  
124 NH

"Communication in the Classroom and Teaching Critical Thinking Skills" - This session addresses three issues about communication in the classroom. First, effective communication between students and teachers is essential to the development of critical thinking skills. In addition, models of communication processes reveal that communication between teachers and students is extremely complex. Third, there are various methods for improving communication between teachers and students.  
Presenter: Laura Nelson, Speech Communication/Theatre Arts  
114 NH

"Teaching Critical Thinking Through Argumentative Writing" - This workshop presents a series of writing-thinking exercises that culminate in an argumentative essay. Participants will practice some of the exercises to get a feel for the student's experience.  
Presenter: Patricia Radecki, English  
125 NH

"Using Small Groups to Facilitate Thinking and Learning" - This session involves a discussion by several faculty who have used small groups in classes to promote learning, thinking and problem solving. Limited to a maximum of 35 participants.  
Presenters: Bob Bendiksen, Sociology  
Charlotte Erickson and Hal Hiebert, Special Education  
Linda Maik, English  
Dean Stroud, Foreign Languages  
113 NH

"Toward More Effective Listening" - This is an informal workshop on improving students' listening skills, and includes a demonstration of audio-stimulus exercises that instructors could incorporate into their classes. The session will include definitions of listening, faulty listening habits, aids to better listening, and audience participation in audio-stimulus activities.  
Presenter: Tom Wirkus, Speech Communication/Theatre Arts  
123 NH

"Using Writing to Enhance Thinking" - Repeat of the 8:30 session. This is the orientation session for the Writing Emphasis Program. It focuses on the theory and practice of using writing as a tool to improve students' learning and thinking skills.  
Presenters: Terry Beck and Sonja Schrag, English  
111 NH

"Library Instruction and Library Assignments in Support of the Development of Critical Thinking Skills" - Repeat of the 8:30 session. This session reviews different ways of using the library and designing library assignments to promote the development of critical thinking skills.  
Presenter: Randy Hoelzen, Library  
106 NH

"Assessing and Evaluating Students' Complex Thinking Skills" - Repeat of the 8:30 session. This session examines several methods for evaluating students' thinking skills, ranging from multiple choice formats to techniques that involve highly focused writing. The discussion also addresses the issue of how to use assessment procedures to improve instruction.  
Presenter: Bill Cerbin, Psychology  
118 NH

All participants are welcomed to continue their discussions over lunch which will be provided in Whitney Center, Dining Room 2 at noon.