Critical Thinking in First Year Seminars

Preliminary Results Critical Thinking 2010

<table>
<thead>
<tr>
<th>Median Rating</th>
<th>Rubric Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Question/Claim</td>
</tr>
<tr>
<td>Less than satisfactory</td>
<td>35.90%</td>
</tr>
<tr>
<td>Satisfactory or better</td>
<td>64.10%</td>
</tr>
</tbody>
</table>

Sharing of Faculty Discussion Themes

- Need to put students in position to do well
- Development influences what students can do at different times of the semester
- Students need support to engage in higher level thinking
- Assignment design is important
- Students struggle with assumptions/alternatives
- Ideas for promoting this skill
  - Pre-assignment to encourage thinking of alternatives
  - Activities that model this thinking
  - Assignment design strategies (format, language, audience)
- Attention to the rubric can help with writing or revising assignments
- Rubric has value for holistic review of student work