EKU will graduate informed, critical and creative thinkers who can communicate effectively.

Scenario

- Group activity
  (2-4 participants, approx. 10 minutes)

- Think critically about the following scenario:

  Notice that water supply in the area has been contaminated.


Scenario -- Revisited

Seeking Better Ways of Doing Things

Group Activity (2-4 participants; approx. 10 minutes)

Critical and creative thinking are dynamic and deliberate processes where learners are active participants in intellectual activities in which they explore, evaluate, expand and express in relation to problems, scenarios, and arguments in order to reach sound and innovative solutions, decisions, and positions.

Critical Thinkers......

- Formulate the problem clearly
- Work on significant problems or issues
- Examine their assumptions
- Use concepts and logic while solving problems
- Gather relevant information
- Consider multiple viewpoints and possible implications
- Reach reasonable solutions and conclusions

... Seek better ways of doing things and rely on intellectual standards (such as clarity, accuracy) for guiding their thinking

Source: http://people.eku.edu/chandrav/QEP/CriticalThinkingScenario-structured.pdf

EKU's Definition of Critical Thinking
Interweaving Critical-Creative Thinking

Explore, Evaluate, Expand, Express while Thinking Critically/Creatively

- **Explore** and use relevant information in order to gain knowledge and solve problems
- **Evaluate** information and ideas using appropriate methods
- **Expand** and generate their own ideas and express them effectively
- **Express** a point of view and develop it with awareness of alternatives

Critical Thinking in the Thinking Skills Pyramid

Based on Benjamin Bloom's 1956 classification of intellectual behavior (further updated in the 1990s)

Evaluation → Synthesis → Analysis → Application → Comprehension → Knowledge

Model of Critical Thinking Emphasized at EKU

- Higher-order thinking used in all disciplines of study
- Paul-Elder model of Critical Thinking has Three components:
  - Intellectual Standards
  - Elements of Thought
  - Intellectual Traits

The Intellectual Standards can be applied to the Elements of Thought as we learn to develop better Intellectual Traits in an effort to be better Critical and Creative Thinkers!

Elements of Thought

1. Purpose of the Thinking
2. Point of View
3. Assumptions
4. Implications and Consequences
5. Data, facts, and Experiences
6. Inferences and Judgments
7. Theories and Concepts
8. Answer a Question or Solve a Problem

Apply the Elements of Thought while analyzing reading and writing assignments, lab activities, or projects

Elements of Thought & Problem Solving

Intellectual Standards

1. Clarity
2. Accuracy
3. Precision
4. Relevance
5. Depth
6. Breadth
7. Logic
8. Significance
9. Fairness

Clarity: Do you follow the basic definition? Do you draw a valid conclusion? How much analysis or evidence? Does your analysis take the given information? What other factors are significant? How much is more accurate? What is the best way to express your thoughts? What evidence do you provide? How clear is your writing?

Accuracy: How many assumptions or statements do you agree with? How many assumptions or statements do you disagree with? How many assumptions or statements do you have? How many assumptions or statements do you need to make? How many assumptions or statements do you need to make to be accurate? How many assumptions or statements do you need to make to be precise? How many assumptions or statements do you need to make to be precise? How many assumptions or statements do you need to make to be relevant? How many assumptions or statements do you need to make to be relevant? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid? How many assumptions or statements do you need to make to be valid?
Critical Thinking & Standards

Positive Traits

- Fair-Mindedness
- Intellectual Empathy
- Intellectual Perseverance
- Confidence in Reason
- Intellectual Independence
- Intellectual Courage
- Intellectual Humility
- Intellectual Integrity

Negative Traits

- As the branch is bent, the tree will grow?


https://sites.google.com/site/qepcafe

Website offering free, self-paced training devoted to improving critical thinking

Content is designed for anyone who needs to:
- understand issues at a deep level
- solve problems effectively
- create a environment for this kind of learning

Option of receiving a Certificate of Course Audit or of Course Completion

qepCafe’s Sample Critical Thinking Techniques and Activities

- Explore – Compass Points
  https://sites.google.com/site/qepcafe/modules/explore/compass-points
- Evaluate – Tug-of-War
  https://sites.google.com/site/qepcafe/modules/evaluate/tug-of-war
- Expand – Reverse Brainstorming
  https://sites.google.com/site/qepcafe/modules/expand/reverse-brainstorming
- Express – SEE-I
  http://sites.google.com/site/qepcafe/modules/express/state-elaborate-exemplify-illustrate-see

Compass Points

Use the Compass Points technique to Explore topic further:
“Notice that water supply in the area has been contaminated.”
Use the Tug-of-War technique to Evaluate possible responses for: “Notice that water supply in the area has been contaminated.”

Use the Compass Points technique to Expand list of responses for: “Notice that water supply in the area has been contaminated.”

Use the Compass Points technique to Express some aspect of: “Notice that water supply in the area has been contaminated.”

Contact for Additional Information

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