

**Fall 2016**  
**Mentoring Minds: Strategies to Help Students Think Critically**  
**November 4, 2016**  
**10:00-1:00**  
**A300**

- Welcome
  - Faiza Khoja, Associate Vice President of Academic Affairs
- Introduction of the Gen Ed Committee
  - Karen Kaser, Chair, General Education Committee
- Introduction of the A+CE Implementation Committee and QEP Update
  - Poonam Gulati, QEP Director & Interim Director, Center for Community Engagement and Service Learning
- Speaker-Introduction – Poonam Gulati
- Helping students **CARE**: The roles of **C**ulture, **A**uthority, **R**eason and **E**xperience in developing student critical thinking.
  - Dr. Michael Connell, Professor, Urban Education

Lunch Break (15 minutes)

Breakout Session	
Faculty: A300	Student Affair: A632
<ul style="list-style-type: none"> <li>• <u>Panel</u> <ul style="list-style-type: none"> <li>○ <b>Facilitator: Krysti Turnquest</b></li> <li>○ <b>Dagmar Scharold</b>: Creating Effective Assignment Prompts</li> <li>○ <b>John Kelly</b>: Transparency: What is it and Why it's Important in Teaching Critical Thinking</li> <li>○ <b>Meghan Minard</b>: Rubrics as an Instructional Strategy</li> </ul> </li> <li>Discussion</li> <li>• <u>Working groups</u> <ul style="list-style-type: none"> <li>○ In small groups, develop a strategy to use rubrics to:               <ul style="list-style-type: none"> <li>○ Guide deliberate instruction on critical thinking</li> <li>○ Help students use rubrics to:                   <ul style="list-style-type: none"> <li>○ Better understand the attributes of strong critical thinking; and</li> <li>○ Self-evaluate their work and guide efforts to improve their academic performance.</li> </ul> </li> </ul> </li> </ul> </li> <li>• Working Groups Report Out: 15 min</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Working Group</u>:           <ul style="list-style-type: none"> <li>○ <b>Facilitator: Lea Campbell</b></li> <li>○ In small groups,               <ul style="list-style-type: none"> <li>○ Define Critical Thinking in the Context of Student Affairs</li> <li>○ Create Learning Outcomes</li> <li>○ Use Learning Outcomes and Rubrics to Define Activities and Assessment</li> </ul> </li> </ul> </li> </ul>

- Closing Remarks: Faiza Khoja

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*Supporting Resource:*

- **Transparency and Problem Solving: The UHD Experience**  
**YuanYuan Kang, John Kelly, Creshema Murray, and Adriana Visbal; all of University of Houston–Downtown**  
<https://www.aacu.org/peerreview/2016/winter-spring/Kang>
- W. Dykes Library Research Guide on Critical Thinking <http://library.uhd.edu/criticalthinking>
- UHD Core Assessment Rubrics: <https://www.uhd.edu/about/ie/Pages/core-assessment.aspx>