Certified Scholars Training Evaluation
Facilitated by Enoch S. Hale, Ph.D.
August 21, 2015

Introduction

The following information is the compiled responses from a predominantly open-ended evaluation survey of the training workshop conducted by Dr. Enoch Hale of Virginia Commonwealth University. The workshop participants were 15 full-time Broward College faculty who are serving as Certified Scholars during the 2015-2016 academic year. The Office of the QEP determined the survey questions with a focus on continuous improvement and by consulting Dr. Hale on the type of feedback that would be beneficial to him.

The survey results will be shared with Certified Scholars and used for future workshop planning.

To what degree did the presentation:

Average Rating: On a scale of 1 (None) – 5 – (A Great Deal)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Provide valuable teaching and learning strategies related to critical thinking</td>
<td>4.53</td>
</tr>
<tr>
<td>Prepare me to introduce Emerging Scholars to new ideas and concepts</td>
<td>4.00</td>
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<tr>
<td>Help me understand the integration between critical thinking and my courses</td>
<td>4.13</td>
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<tr>
<td>Meet my expectations</td>
<td>4.27</td>
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Rate the quality of the training session.

On a scale of 1 (Very Poor) – 5 – (Very Good)

<table>
<thead>
<tr>
<th>Quality Rating</th>
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<tbody>
<tr>
<td>Very Good</td>
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<tr>
<td>Good</td>
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<tr>
<td>Fair</td>
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<tr>
<td>Poor</td>
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<tr>
<td>Very Poor</td>
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What were the strengths of the training session?

- Implementation strategies

- The presenter was well versed in the area as well as open to ideas and discussion; also received very helpful hints on how I can be a better educator, and a more learner-centered educator

- Fresh approach to Critical Thinking and incorporating classroom strategies.

- The facilitator provided several examples of effective strategies for promoting critical thinking.

- Reflection and collaboration with other certified scholars.

- Interactions with the facilitator in small groups

- Enoch Hale emphasized the use of the Paul-Elder Model as a foundation to help students clarify their thinking in different contexts and through the use of multiple active learning strategies.

- Interdisciplinary applications included science, math, geography, liberal arts courses, and more!

- Relevancy of the pedagogy to Broward's QEP focus and contextualization

- Repertoire included Dr. Hale’s creative, original "micro-assessments" and learning exercises, as well as applications of well-known experts, such as Angelo et al.

- Interactive lessons -- “Think, Pair, Share” and other small group sharing of perspectives

- The training was dynamic and interesting.

- The training session was well organized, had a core theme, and was engaging.

- It was engaging, provided excellent examples, was thought-provoking, and shared valuable resources.

- It was well-balanced with activities, reflection, and explanation.

- The format of the exercises was at the same time informative and an example of how to apply the strategy at hand. For example, rather than telling us about a strategy, the presenter had us dive into the strategy and structured the activities such that we were taken through the learning process and experienced "ah-ha" moments that solidified learning.

- Enoch provided a good setting to start thinking about incorporating strategies into courses.

- Clarifying the process, and the inherent difficulty, of engaging in and implementing critical thinking in the classroom was the key strength of the session.

- Enoch was very clear with methods and suggestions for using the Paul-Elder model of critical thinking. His main strength was making the model practical for classroom use.

- Dr. Hale provided a different voice concerning critical thinking.
• Stated that his purpose as facilitator was to draw on our (participants') expertise

• Pacing – mixed micro-lectures and provocative videos with problem-solving and CT learning activities Interactive style

• Invited Q&A / collaborative responses via think/pair/share & think/pair/share/square

• Focused on student-centered CT activities (Ex: Letter to an expert to solve a problem; scenario using student language; Venn diagram to make connections transparent).

• Sat in on some of the collaborative group sharing to listen to & interact with participants Encouraged creative and active learning as a part of effective CT pedagogy interesting examples/materials used; personable presenter; useful links provided.

What were the limitations of the training session?

• Need more than two 10 minute breaks. Understand trying to accomplish much. Sitting that long tough on body. Thought too rude to stand which he was speaking.

• I would have liked to see more model assignments

• Time to develop actual strategies relevant to our individual courses.

• Time constraints limited the scope for discussions and feedback among members of different groups.

• Small tables in the room limited the number of members in each group.

• The arrangement of tables in the room limited the extent of interaction across groups.

• Time is not long

• None, really. Perhaps in a different room format, participants may have "mixed it up" among participants. With the table-seating at this event, faculty paired and/or engaged with same faculty and/or small group members.

• Not everyone had a chance to participate. The speaker moved too fast at times.

• The session was very long and breaks too short. I would suggest having less but longer breaks.

• The room's setting was not conducive for a training session of this sort; setup was very challenging to both the participants and the presenter.

• The presenter had to leave at the end of the session. It would have been nice to sit down over a snack to reflect on the whole experience with the presenter and to raise questions in a less formal context at the end of the day.

• The presentation seemed a little disjointed; was more abstract/theoretical in nature than actually providing practical strategies as the title proposed.
• Not enough time to further explore the intersection between pedagogy/content/technology and other concepts discussed.

• No limitations identified.

• Whatever limitations there may have been did not become part of my thoughts about the session.

• Room arrangement was awkward for ease of interaction.

• Uncomfortable seating; somewhat repetitive regarding validity/usefulness of Critical Thinking approach (we were already "on board" but much time was spent emphasizing importance of CT rather than moving forward with new material)

Describe one or two things you learned during the training session.

• Analyze Explore Dig Elaborate Example

• It’s okay to lecture in short "sprints" and leave the floor open for them to ask questions; when I'm preparing my remarks, I should remind myself of "what insight" I want the students to walk away with by the end of the class meeting

• Focusing on one or two elements (intellectual standards, elements of thought, etc.) in a class can be sufficient.

• Students are responsible for their own learning and we (as instructors) can hold them accountable for all content in the syllabus even if we don't cover every single item in class.

• The importance of allowing students to think systematically about simple events or processes in order to develop their critical thinking.

• The value of using misconceptions for enhancing critical thinking.

• Question Cards

• The benefits of the use of intellectual or explicit language

• Before ’n after CT Assignment makeovers.

• Tweaking/re-shaping existing assignments using student-friendly scenarios.

• Visual arguments and compelling, non-textual images, and humorous short videos.

• A mind game with patterns.

• Appropriate questioning technique and the importance of this technique

• Identifying what is real work from Chindogu

• How best to engage the listener

• The concept of "material vs. content"
• The desire to find out more about how we learn

• I learned how to use a relatively brief in-class reflection (or analysis of a film clip or text excerpt) to engage students while at the same time teaching them the power of "organizing questions" (that provide meaning and purpose) and critical thinking sensitivities (such as being attuned to an underlying structure, and actively seeking to understand different points of view). I also learned that I like the idea of asking students to look at, analyze, or evaluate something through a particular "lens." This is an easy way to get students to recognize the limits of their current perspective while enhancing their ability to see from different points of view (which is especially helpful if they can learn to look from a critical thinking point of view). I've already begun integrating this into my classes.

• To think about purpose when creating learning activities and assessments.

• I was able to synthesize the concept of critical thinking as an intellectual language - with a unifying structure comprising the elements of thought, intellectual standards, and intellectual traits. I learned that, although the "quality of our reasoning is often flawed, inaccurate, unfounded, and biased" we unconsciously "rationalize our behavior and stick to our beliefs despite overwhelming evidence to the contrary". This explains why 1 in 4 Americans STILL believe that President Obama was born in a foreign country.

• He validated thoughts that it is nearly impossible to use the entire wheel at one time in a class; break it up.

• I will give further thought to how I conduct my first day of class so that I am clearer about the reasons why students might take my course.

• CT training should explain, as Dr. Hale did, how CT in the classroom relates to creative thinking and active learning

• To use more brief provocative videos to spark CT in my own teaching.

• The utility and strength of sharing personal stories; useful design of CT assignment questions; provided good additional resources; also learned creative use of video clips as CT tools

Describe one change you will make or will consider making in your instructional approach or instructional material because of this training session? If this question is “not applicable,” provide some reasoning.

• Group task - answer a question limited to 5x8 inch card must be clear, not use any special terms unless you can clearly explain what they mean

• Adding the Paul-Elder elements of thought to the writing assignments more explicitly

• I will try to focus on and do more critical thinking activities in class, holding students responsible for material even if not covered directly in class (so as to develop students' critical thinking skills).

• I will utilize misconceptions for enhancing critical thinking skills.

• To continue to develop activities that are not developing 'basic awareness' only, but developing 'insight'. To use strategies that allows the student to identify ways to work with a particular 'insight'.
• Make sure that my questions in assignments like 'Think-Pair-Share' have very explicit or inte
language. Vague questions will not help students develop 'depth' in their thinking.

• Dr. Hale spoke of CT within the context of developing students' intellectual development (ID)
for academic success, for LIFE, and for career preparation. In my discipline (English), it is
imperative that students grasp broad concepts, such as metaphorical thinking, through close
reading of literary texts.

• My 'epiphany' during Dr. Hale's presentation, was that Intellectual Development (I.D) might be
linked with poems ABOUT "I.D."; that is, Identity-themed poems. So, my application-kernel is
"I.D.=I.D" through a mini-poetry module that explores complex dimensions of Identity that
through students' close/critical reading and reflection can develop students' other I.D.,
Intellectual Development.

• Cut out busy work.

• One change includes refining the pedagogical technique of questioning. Engaging the
students by means through the use of leading questions is an appealing prospect.

• I am now discussing "lenses" as a way to enter into another person/thinker's point of view for
the purpose of questions, analysis, or evaluation. I am refining several lessons to include
strategies explored in the session. I will also use the active listening strategy that we practiced
in my classes (at designated time). I will also generate and/or organize my own set of teaching
resources so I can access them readily.

• I think I will be more mindful about the overall purpose that each activity/assessment has while
I am creating a bit more than I do currently.

• As a consequence of this training, I will be mindful of the way I present material/content to my
students and the way in which I facilitate classroom discussion. It became apparent to me that
critical thinking is hard work and therefore we must "consciously and systematically use
consistent criteria to cultivate excellence in thinking / reasoning.

• Using a part of the wheel and not the entire thing.

• I will give more thought to how I grade my students' work.

• Not so much a change but I reinforced my commitment to help students in their CT by making
CT processes transparent.

• More creative use of video clips for CT purposes

Describe one or two improvements that could be made if the session was offered again.
(Optional)

• Build in 2 more breaks or encourage standing during presentation if tired of sitting.

• Add a bit more structure, including agenda and goals, along with activities that allow us to
create/incorporate specific CT activities in our classes.

• The facilitator can be asked to streamline the presentation and make it more directly
applicable to the participants needs.
• The arrangement of tables in the room can be more appropriate for fostering collaboration among larger groups of participants.

• Now that the theory 'Paul and Elder' has been established, the more strategies, or forms of applying the concepts to 'specific' disciplines would be very appealing to individual departments/faculty members.

• With its strong classroom engagement of CT principles, this workshop could easily be adapted as a Teaching/Learning Center offering to BC faculty-at-large as a classroom engagement application of our Critical Thinking focus.

• Another option is the "train-the-trainer" format; i.e., if Dr. Hale returned to BC with the specific aim of grooming BC scholar-trainers, his feedback/critique of participant-presentations of CT concepts, principles, etc. in micro-applications would deepen pedagogy within scholars' disciplines.

• Note: With more TIME to absorb/apply the workshop gleanings, I'd check "Great Deal" for each item below, including the item "Preparing me to introduce Emerging Scholars to new ideas/concepts.

• Use a round table arrangement or semicircle in order to maximize participation

• Use "theatre" class room arrangement.

• Have less but longer breaks.

• Add an hour with snacks at the end for informal discussion with the presenter.

• Spread it over 2 or more days to facilitate more group work and exploration of strategies to zero in on the critical area of the intersection between content, pedagogy, and technology.

• Offered to a broader faculty contingent, perhaps through TLT.

• More centralized location.

• Reduce amount of time spent "selling" CT as a process (as noted above, we were already excited about the process itself) in favor of deeper exploration of techniques and Ideas

• Better physical location (seats were very uncomfortable--numb legs! and layout of seats in straight line facing presenter not conducive to interaction as large group)

Other Comments (Optional):

• Thank you.

• I heartily support Dr. Hale's return to BC as a T/LC presenter with a train-the-trainer outcome. Our T/LC workshops must include such vital work that bears such a direct, pertinent application of the QEP to the classroom.

• This session was appropriate for seasoned QEP folks and those who are new to the process
• The presenter's style and strategies could be applied by any instructor, and for those with some critical thinking background, they will likely see how those activities will help enhance critical thinking in the classroom and the goals of the QEP.

• I'm still thinking about the session, I took several pages of notes, and I will use many of the strategies and resources we explored in my own classes. I will also share them with other instructors.

• Great presentation.

• I recommend that Dr. Hale return to BC for maybe two days at different campuses to help expose as many faculty as possible to this pedagogy.

• The material was good and the presenter was interesting; the shortcoming was simply that some of us already had a good bit of this material in our "wheelhouse" already.