Learning Experience for Introduction to Philosophy

PHI2010
Contributed by Professor Joshua Kimber

Background & Assignment Explanation
Spring 2016 Critical Thinking Theme: Focus On Questions
In response to data I gathered by running assessments on student samples in previous semesters, I have chosen to place extra emphasis on questions (as in the CT SLO “Explain questions, problems, and/or issues.”)

The following two assignments illustrate that focus.

• Question-tracking On-going Assignment (with several steps)

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Students address each of the QEP Critical Thinking SLOs indirectly in their responses by focusing on the SLO that addresses the importance of questions. They also incorporate terms and concepts from the Paul-Elder (P/E) Model when they analyze and evaluate their own questions.

Explanation:
Students will use the following sheet to track raw questions that they generate (when prompted in class or on their own). They will continue to track their questions throughout the semester.

When students return to questions that they formulated earlier, they will use different colored ink to enhance the questions. They will then explain the enhancement. Students will also be directed to the P/E Model (once they have accumulated several questions), and they will use the concepts and language of the Elements of Thought and the Intellectual Standards to enhance their questions. They will explain these enhancements as well.

Additional activities:
Think-pair-share Activity: In class, students will select a question and enhancement to share with a classmate. The classmate will analyze and evaluate their question and offer suggestions (using the P/E Model) to enhance the question even more.

Assignment / Assessment Responses: Students will be asked to select and share some of their questions on class homework assignments and/or in-class assessments. They will explain what makes some questions better than others, and they will use CT language in their explanation.
QUESTIONS
Identify, Evaluate, & Apply Questions

Critical Thinking Self-Reflection: Keep this in your notebook and add to it throughout the term.

Name:

1. Date: Prompt:
   Clearly state/explain a question, problem, or issue in response to a prompt provided in class or an experience outside of class.

2. Date: Prompt:
   Clearly state/explain a question, problem, or issue in response to a prompt provided in class or an experience outside of class.

3. Date: Prompt:
   Clearly state/explain a question, problem, or issue in response to a prompt provided in class or an experience outside of class.

4. Date: Prompt:
   Clearly state/explain a question, problem, or issue in response to a prompt provided in class or an experience outside of class.

(Professor Explanation: Students will actually record many more questions. Their initial sheet includes space for 12 questions, and they will receive additional sheets when they fill that one.)