

# The Year of

Wednesday, October 25, 2017



8:30 – Registration and Informal gathering (*coffee in Bluemont Room*)

9:00 – **Defining Critical Thinking as a Guide to Assessment in Higher Education** –  
Patricia Ackerman

Dr. Ackerman will introduce a range of scholarly definitions for critical thinking, which reinforce the need for ongoing institutional discourse about developing explicit disciplinary instruction in critical thinking.

9:30 – Citation Award Presentation: **Excellence in Student Learning Assessment for Critical Thinking** – Athletic Training: Shawna Jordon

10:00 – *Overview of following sessions and move to K-State Ballroom*

**Effective Assessments for Critical Thinking Sessions** (*participants will be divided among four topic and cycle between each every 20 minutes*)

- Session a) Lauren Ritterbush - Anthropology  
Developing practical thinking skills that apply to professional and life-long learning. Provides course summary, instructional activities used, and assessments administered.
- Session b) J.J. Brotton – Marketing  
Critical thinking in Marketing contexts.
- Session c) Bonnie Rush – College of Veterinary Medicine  
Critical thinking in a professional field can be defined and assessed. This session provides examples of effective instruction and assessment practices through multiple-choice questioning.
- Session d) Phillip Payne – College of Education/College of Arts and Science  
Defining outcomes for critical thinking and designing course-based experiences through which student demonstrate qualities of critical thinking.

11:30 – *Return to the Bluemont Room for Closing*

11:35 – Critical Thinking expectations at Kansas State University

- Administrative expectations – Bronwyn Fees  
University perspective on the importance for programs and their faculty to thoughtfully make determinations as to what critical thinking looks like in their students' learning, intentionally focused instruction throughout curriculum, and assessments that identify the extent to which students demonstrate the type of critical thinking associated with success in each discipline.
- Instructional expectations – Jana Fallin  
Student learning expectations and how instructional design can intentionally contribute to the development of critical thinking for your students appropriate for disciplinary expectations.
- How all this fits together – Fred Burrack  
Outcomes, instruction, assessment, and student learning: how it all comes together.