Overcoming Barriers to Critical Thinking Assessments Through Cross-Discipline Collaboration

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Texas Woman’s University
TxAHEA Conference - October 5, 2018
[T]eachers who are tempted to [integrate writing and critical thinking activities into their courses] may be held back by negative beliefs or misconceptions about what happens when a teacher begins developing a pedagogy using writing and critical thinking.

By the end of the session, participants will be able to...

1. Identify perceived barriers to assigning writing in courses across curricula.

1. Create & assess strategies for incorporating more writing in classes across the curriculum
Activity 1: Small Group Discussion

PROMPT: What are the primary difficulties facing faculty members in your field who would like to assign students more writing?
Activity 2: **Think – Pair – Share**

**Strategies for Incorporating More Writing**

**THINK:** Drawing on the handout for inspiration, brainstorm some ideas for written activities or assignments that might work well in a course that you teach. Consider the barriers in Activity 1, how might this activity overcome those barriers?
Activity 2: Think – Pair – Share

Strategies for Incorporating More Writing

PAIR: Present your best idea to a partner at your table, and listen to his or her idea in return. What are the strengths or advantages to those ideas? What might be some of the challenges?
Activity 2: Think – Pair – Share

**SHARE:** Share your ideas with the table as a whole. What are the merits of the ideas being presented? Do any of them inspire you, individually, to work with similar techniques or to revise the approach you were already thinking about?

Be prepared to share from your table with the larger group one cross-disciplinary “aha” moment.
Take-Home for Today:

1. Have you identified a perceived barrier to assigning writing in a course you teach?
2. Do you have some new ideas for written assignments and strategies for incorporating and evaluating writing in your courses?