

CRITICAL THINKING IN LANGUAGE LEARNING AND TEACHING (CT)

UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE

Course Overview

This course deepens participants' understanding of the theory and applied use of Critical Thinking principles and practices in the EFL classroom, as well as their ability to learn actively and autonomously, by engaging in the following types of activities.

- Read and discuss professional information and articles to gain a deeper understanding of critical thinking and its development in language pedagogy.
- Identify the suitability of course readings to course assignments and apply content as appropriate.
- Interact with colleagues regionally and internationally who share similar pedagogical interests. Participants regularly evaluate each other's contributions, question, and build on each other's ideas.
- Work on diverse tasks and exercises, and create classroom projects that demonstrate an understanding of course topics.
- Adapt and enhance culturally and age appropriate curriculum materials to include critical thinking development and practice for a local context.
- Critically reflect on others' and one's own work as well as one's own critical thinking.

Learning Objectives

By the end of this course, participants should be able to:

1. Understand and explain critical thinking concepts and patterns.
2. Identify relevant resources to develop and use critical thinking.
3. Identify and analyze teaching techniques and materials to incorporate critical thinking in teaching and learning.
4. Apply critical thinking to classroom teaching and materials development: redesign and implement instruction and assessment that require critical thinking.

Course Scope and Sequence

Week 1: Orientation, Getting to know the UO Blackboard system. Introductory discussion & task: Concept of Critical Thinking. Submission of existing lesson plan.

Week 2: Frameworks for critical thinking, including affective dimension. Small group work.

Week 3: Critical questioning. Small groups: Applying critical thinking frameworks through (a case study) analysis.

Week 4: Lesson plans and instructional strategies. Critical thinking (CT) objectives. Critiquing existing lesson plan with regard to critical thinking.



Week 5: Redesigning instruction to include CT. Course Project, Part 1A: Incorporating CT into a Lesson Plan.

Week 6: Peer-assessment. Course Project, Part 1B: Revising a Lesson Plan.

Week 7: Assessment (formative, summative). Course Project, Part 2A: Designing CT Assessment.

Week 8: Technology & Critical Thinking. Course Project, Part 2B: Revising CT Assessment.

Week 9: Constraints on Teaching Critical Thinking. Course Project, Part 3: Creating an Action Plan; self-assessment and reflection. Course wrap-up.

Course Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Course participants will be required to:

1. Read assigned texts and submit at least two posts a week that demonstrate understanding of key concepts. A discussion topic will be available each week on a pedagogical issue, and/or practical teaching tips and techniques (30% of the total score).
2. Complete a series of weekly tasks. The work will be cumulative in the sense that it is all part of a term-long process, building the final project (30% of the total score).
3. Create/ complete a final project that consists of a lesson plan, a unit plan, and an action plan (40% of the total score).
4. Give constructive peer feedback on all tasks throughout the course.

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Cornell University Center for Teaching Excellence (2014). Using Effective Questions. Retrieved from <http://www.cte.cornell.edu/teaching-ideas/engaging-students/using-effective-questions.html>
- Forehand, M. (2014). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved from http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy
- Frey, N., Fisher D. (2010). Modeling expert thinking. *Principal Leadership*, 11(3), 58-59.
- Scriven, P., Paul, R., Elder, L., & Glaser, E. (2013). *Defining critical thinking*. Retrieved from <http://www.criticalthinking.org/pages/defining-critical-thinking/766>
- Tully, M. T. (2009). Mind mirror projects: A tool for integrating critical thinking into the English language classroom. *English Teaching Forum*, 47(1). Retrieved from http://americanenglish.state.gov/files/ae/resource_files/09-47-1-c.pdf
- Ustunluoglu, E. (2004). Language teaching through critical thinking and self-awareness. *English Teaching Forum*, 42(3). Retrieved from http://americanenglish.state.gov/files/ae/resource_files/04-42-3-b.pdf