Supporting critical thinking as a Core Disciplinary Criterion

Steve Draper, July 2010

[This handout, and the talk slides, are available from: http://www.psy.gla.ac.uk/~steve/talks/PLAT10.html]

References

Aropä: (Software to manage Reciproal Peer Critiquing)   http://www.cs.auckland.ac.nz/~j-hamer/

Elbow, Peter. wikePedia entry on him   http://works.bepress.com/peter_elbow/ Partial bibliography: http://wrt-howard.syr.edu/Bibs/Elbow.htm http://www.amherstwriters.com/ElbwIntr.html

Hamer, J., Kell, C., and Spence, F. (2007) "Peer assessment using aropä" In Proceedings of the Ninth Australasian Conference on Computing Education - Volume 66 (Ballarat, Victoria, Australia, January 30 - February 02, 2007). S. Mann and Simon, Eds. ACM International Conference Proceeding Series, vol. 239. Australian Computer Society, Darlinghurst, Australia, pp.43-54. http://www.cs.auckland.ac.nz/~j-hamer/peer-assessment-using-Aropa.pdf

Kuhn, D. (1991). *The Skills of Argument*. Cambridge University Press.

Morrow,M.I. (2006) "An Application of Peer Feedback to Undergraduates' Writing of Critical Literature Reviews" *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* vol.1 no.2 pp.61-72

Norton, L., Dickins, T.E. and McLaughlin Cook, A.N. (1996) 'Rules of the game in essay writing.' *Psychology Teaching Review*, 5 (1), 1-14.

NSS (National Student Survey) http://www.hefce.ac.uk/learning/nss/data/2009/

Price,M., O'Donovan,B. & Rust,C. (2007) "Putting a social-constructivist assessment process model into practice: building the feedback loop into the assessment process through peer review" *Innovations in Education and Teaching International* Vol. 44, No. 2, May 2007, pp. 143–152

RPC (Reciprocal Peer Critiquing): see: http://www.psy.gla.ac.uk/~steve/localed/#mcr

Sadler, D.R. (1989) Formative assessment and the design of instructional systems *Instructional Science* 18(2), 119-144.

Anomalous NSS result: 22 questions in order of rank gained by one dept relative to other depts

Rank on that qu.	Qu. nmb.	Qu. Text
1	14	Any changes in the course or teaching have been communicated effectively.
2	15	The course is well organised and is running smoothly.
5	**22**	**Overall, I am satisfied with the quality of the course.**
8	6	Assessment arrangements and marking have been fair.
8	11	I have been able to contact staff when I needed to.
8	16	The library resources and services are good enough for my needs.
11	13	The timetable works efficiently as far as my activities are concerned.
16	1	Staff are good at explaining things.
16	4	The course is intellectually stimulating.
21	10	I have received sufficient advice and support with my studies.
22	2	Staff have made the subject interesting.
22	18	I have been able to access specialised equipment, facilities or rooms when I needed to.
25	3	Staff are enthusiastic about what they are teaching.
31	12	Good advice was available when I needed to make study choices.
35	5	The criteria used in marking have been clear in advance.
40	17	I have been able to access general IT resources when I needed to.
46	21	As a result of the course, I feel confident in tackling unfamiliar problems.
48	20	My communication skills have improved.
51	19	The course has helped me present myself with confidence.
54	7	Feedback on my work has been prompt.
79	9	Feedback on my work has helped me clarify things I did not understand.
101	8	I have received detailed comments on my work.