

Workshop Reflective Practice; Critical Thinking

by *Gerrit Muller* Buskerud University College

e-mail: `gerrit.muller@embeddedsystems.nl`

`www.gaudisite.nl`

Abstract

Critical Thinking is one of the core skills for Reflection. In this workshop we first make students aware of their degree of Critical Thinking. Next we provide some means to improve these skills.

Distribution

This article or presentation is written as part of the Gaudí project. The Gaudí project philosophy is to improve by obtaining frequent feedback. Frequent feedback is pursued by an open creation process. This document is published as intermediate or nearly mature version to get feedback. Further distribution is allowed as long as the document remains complete and unchanged.

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logo
TBD

Colophon

Merete Faanes from Buskerud University College created the educational flow *Reflective Practice* .
Reflective Practice is a thread throughout the entire master Systems Engineering to stimulate students to relate *Education* and *Practice* .

These workshops are the result of the cooperation of Merete Faanes and Gerrit Muller

Read "Multicultural Critical Theory. At B-School?" by Lane Wallace at

<http://www.nytimes.com/2010/01/10/business/10mba.html>

Come up with an example in your job where critical thinking would help.

Agenda

9:00 welcome, last workshop, introduction this workshop

9:10 block 1: Evaluate your most recent course

10:20 block 2: Means for Critical Thinking

11:30 block 3: Perspective

12:40 plenary discussion

12:50 pre-assignment next workshop, close

Block 1: Evaluate your Course

+ Evaluate your most recent course

What is good

What is not good

> be specific

> give examples

Results on flipover

Market Place

- + 1 student, the host, stays with your flipover
- + The other students visit the other groups.
- + Read and discuss the results of the group you visit with the host
- > Provide feedback: Positive (I like) and Negative (I am concerned);
- > minimal 4 feedback notes per person
- + After some take over the host role and visit next groups
- > Be **curious**, how do others think?

Block 2: Critical Thinking Means

- + What are your criteria to evaluate courses?
- + Who are stakeholders of this course, what are their concerns?
- + What is the scale of reference for evaluation?
 - e.g. against what do you compare, how to calibrate?

be specific and concrete, provide examples

Results on flipover

Block 3: Perspective

- + Transform your critics into improvement proposals
 - > be specific and concrete
- + Who is responsible for the proposed improvements?
- + How can you contribute?

Results on flipover

Pre-assignment next Workshop

Make an overview of the domain knowledge that you have acquired until now.

Provide a few specific examples of such domain knowledge.

Make a list of domain knowledge that you like to acquire.