

Allied Health Division

Roster & Meeting Notes about QEP

Date: September 15, 2005—11:00-1200 p.m.
Location: Academic Building, Conference Room
Present: Tonia Gibson, Angie Moser, Paula Lange, Patricia Young, Shaun Goshen, Connie Hufnagel, Michael Melton, Jeff Bidwell, Helen Grothem, Tina Siddon, Greg Jewell, Beth West, David Schuermer.

1. Schuermer, Jewell and West opened meeting by reviewing status of QEP work and the newly revised Gen Ed competencies: communicate effectively, think critically, learn independently, examine relationships in diverse and complex environments
2. Siddon noted that the Respiratory Care curriculum is 95% critical thinking (CT)—she would favor addressing this competency—it’s important to move away from rote memorization
3. Young noted that her courses use “scenario-based” CT strategies where she encourages that students take knowledge, apply it, evaluate it and try it again—CT is important to her
4. Moser feels the need is there and she’d like to see students with better CT skills before they get to her—she noted that there is a difference between a “trained” and “educated student, and most of her students want to be trained, not educated—they aren’t interested in questioning—CT can help move them in the direction of “educated”
5. West noted that we need to consider strategies where we teach less and they learn more—this requires developing active learning strategies—she is already experimenting with some of these
6. Students come to us looking for black and white answers—they don’t want to be uncomfortable
7. Students often struggle with concepts and abstract thinking—Jewell noted that CT can help us address this by getting them to “think about their own thinking (metacognition)” —he also noted that CT is embedded in the other three competencies
8. Starting CT in Gen Ed courses can help attrition rates because students get frustrated when confronted with active learning strategies in tech courses
9. Young noted that students have a hard time with a concept “self,” i.e. they have a hard time knowing who they are, what they are capable of, and where they are
10. By sharing ideas among faculty about CT, faculty can share their expectations for students—sometimes faculty expectations are out of line
11. Grothem noted that if we improve CT, other Gen Ed competencies are likely to improve
12. It would be good to tie expectations into high school curriculum
13. All present agreed that it would be a good idea to examine the teaching of CT as topic for the QEP