



AEC 5416 – Critical and Creative Thinking in Problem Solving and Decision Making Agricultural Education and Communication

Instructor:

Dr. Nicole Stedman
220 Rolfs Hall
nstedman@ufl.edu
352-273-2585

Office Hours:

By appointment

Course Time:

Tuesdays, 3-6PM via Zoom, Meeting ID: 916 4453 8933
Passcode: 358389

Course Description:

Creating a foundation for effective leadership practice through the analysis and development of critical and creative thinking skills and dispositions as applied to dynamic organizational and community contexts. Contexts include agriculture, life sciences, natural resources, and related settings.

Course Objectives:

1. Identify central tenants of critical and creative thinking processes.
2. Analyze elements of critical and creative thinking in a broad set of contexts.
3. Synthesize elements of critical and creative thinking into a philosophy of practice.
4. Apply critical and creative thinking skills to address problem solving and decision making.

Required Course Textbooks:

DeBono, E. (1985). *Six thinking hats*. Back Bay Books.

Haber, J. (2020). *Critical thinking*. The MIT Press.

Kahneman, D. (2011). *Thinking fast and slow*. Farrar, Straus, and Giroux.

Prosperi, L. J. (2018). *The Imagineering process: Using the Disney theme park design process to bring your creative ideas to life*. Theme Park Press.

Required Reading (provided on Canvas):

Cropley, A. J. (2000). Defining and measuring creativity: Are creativity tests worth using? *Roeper Review* 23(2), p. 72.

DeBono, E. (1995). Serious creativity. *The Journal for Quality and Participation* 18(5), p. 12-18

Elder, L. and Paul, R. (1998). Critical thinking: Developing intellectual traits. *Journal of Educational Development* 21(3), p. 34-26.

Facione, P. A., Giancarlo, G. A., Facione, N. C., and Gainen, J. (1995). The disposition toward critical thinking. *Journal of General Education*, 44(1), p.1-25.

Gardner, H. (1994). Intelligences in theory and practice: A response to Elliot W. Eisner, Robert J. Sternberg, and Henry M. Levin. *Teachers College Record* 95(4), p. 576-583.

Nijs, D. E. L. W. (2015). The complexity-inspired design approach of Imagineering. *World Futures: The Journal of New Paradigm Research* 71(1-2), p. 8-25.

Nilsook, P., Utakrit, N., and Clayden, J. (2014). Imagineering in education: A framework to enhance students' learning performance and creativity in thinking. *Education Technology* 54(1), p. 14-20.

Paul, R. and Elder, L. (2020). International critical thinking manifesto. Retrieved from <https://www.criticalthinking.org/pages/international-critical-thinking-manifesto/1372>

Stedman, N. and Andenoro, A. C. (2015). Emotionally engaged leadership: Shifting paradigms and creating adaptive solutions for 2050. In M. Sowcik (Ed.), *Leadership 2050: Critical challenges, key contexts, and emerging trends* (p145-157). Emerald Printing.

Sternberg, R. J., O'Hara, L. A., and Lubart, T. I. (1997). Creativity as an investment. *California Management Review* 4(1), p. 8-21

Course Expectations:

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Due to the hybrid nature of this course, content will be delivered both synchronously and asynchronously. Lecture and content delivery will be available each week for you to complete asynchronously. Students will also be encouraged to engage in synchronous discussions scheduled during the regular course time. While attendance will not be required, extended unexcused absences should be shared with me in advance.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments, unless you are actually tweeting.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."

- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy:

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your

voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Grade Breakdown:

Please note grades are based on points not percentages. This scale is designated based upon the standard values in Sakai. For more clarification on the calculations of grades, please use the following link: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

A: 465 - 500 pts	B-: 400 - 414 pts	C+: 385 - 399 pts	D+: 335 - 349 pts	E: 299 and Below
A-: 450 - 464 pts	B+: 435 - 449 pts	C: 365 - 384 pts	D: 315 - 334 pts	
	B: 415 - 434 pts	C-: 350 - 364 pts	D-: 300 - 314 pts	

Assignment Summary:

Assignment	Due Date	Points Available	Points Earned
Getting Critical	2/2	50	
KAI Reflection	2/16	50	
My Creativity	3/2	100	
Journal Article Critical Reviews (5)	Varies	100	
A Children's Story	3/30	100	
Teaching Creativity	4/20	100	
	Total	500	

Assignment Descriptions:

Getting Critical (50)

This assignment is designed to assess your comfort with providing critical feedback. You will select an element (movie, article, advertisement, book, etc.) to review – from a critical point. You will put to use your critical thinking skills to provide a full review and provide that critical feedback about the piece. Paper should be 3 (single-spaced) pages.

KAI Reflection (50)

You will be taking the KAI as part of this course, with that in mind, you will complete a reflection sharing your thoughts about your score, what that means to you, and how you can effectively use this information in your work. Paper should be 3 (single-spaced) pages.

My Creativity (100)

Everyone is creative in different ways. This assignment is intended to help you navigate your own perspectives about creativity. Using components of the course, readings, etc., you will describe how you define and see your own creativity! Paper should be 5 (single-spaced) pages.

Journal Article Critical Critiques (5x20)

For five of articles discussed this semester you are to provide a critique of the piece. The Critique should include the demonstrated use of critical thinking tools and a Reflective statement (what did you learn, how did you feel about it/what did you think of the piece, and how can you use it). 1 page single-spaced or 2 double-spaced pages. These are due on the weeks that the articles are discussed in class.

A Children's Story (100)

Concepts of class will be used to create a story – a children's story! You are to identify a topic within your field of study, but break it down into reasonable chunks for a child. The book should include illustrations and may be completed digitally.

Teaching Creativity (100)

You will be placed into groups of 2 to lead a discussion on one of the course topics. Lessons should incorporate content, discussion, and activity – and yes creativity counts! This should be 30 minutes of instructional time.

Course Schedule:

Date	Topic	Reading	Assignment
1/12	Introduction and Course Expectations	Course Syllabus	
1/19	Intellectual Traits	Elder & Paul, 1998 Gardner, 1989*	
1/26	How we think – Facts and Figures	DeBono, White Hat	
2/2	Emotions and Feelings	DeBono, Red Hat Stedman & Andenoro, 2015	Getting Critical
2/9	Caution and Speculation	DeBono, Black and Yellow Hats Paul & Elder, 2020*	
2/16	Genealogy of Critical Thinking	Haber, Part 1	KAI Reflection
2/23	Components of Critical Thinking	Haber, Part 2 Facione, et al 1995*	
3/2	Creative Thinking	DeBono, Green Hat DeBono, 1995	My Creativity
3/9	Creativity and Designing	DeBono, Blue Hat	
3/16	How we Create	Prosperi, Part 1 Nijs, 2015*	
3/23	Breather Day – Project Workday		
3/30	Blue Skies Ahead	Prosperi, Part 2 Nilsook, 2014*	A Children's Story
4/6	Assessment and Measurement	Cropley, 2000	
4/13	Putting the Pieces Together		
4/20	Class Culmination		

*Journal article critical reviews