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Higher Order Thinking (HOT) Faculty Survey (V1)

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Higher Order Thinking (HOT) Faculty Survey (Version 1, revised, 6/15/10)

Name: _____ School: _____

The purpose of this survey is to evaluate faculty knowledge and skill in using instructional strategies, assessment techniques and instructional technologies that cultivate students' higher order thinking skills. Dissemination and collection will occur annually for all faculty. Results will be included in the SACS-COC QEP 5-year report and as part of the UNTHSC Assessment report.

1. Throughout the year, indicate the percentage of time spent (totaling 100%) in each area that you teach/mentor:
 - a. Classroom (*blank text box*)
 - b. Clinical (*blank text box*)
 - c. Online (*blank text box*)
 - d. Research (*blank text box*)

Glossary of Instructional Strategies

Please consider the following glossary terms when responding the questions regarding instructional strategies.

Case-based scenarios:

Instructional design model where students consider realistic scenarios from a perspective which requires analysis.

Concept mapping:

Graphical tools for organizing and representing knowledge typically illustrated using diagrams to show the relationships among concepts.

Cooperative learning groups:

Groups of students working together in groups with their peers to accomplish a common goal.

Debates:

A formal discussion about the pros and cons of an issue.

Demonstration:

Visual displays/presentations of something.

Discussion:

Consideration of a subject by a group through conversation.

Journal writing:

The process of using structured exercises for students to write educational experiences.

Lecture:

An exposition of a given subject delivered before an audience/class for the purpose of instruction.

Meta-cognition:

Teaching students how to plan, monitor, and repair their own comprehension.

Problem-based learning:

An instructional strategy in which students collaboratively solve problems and reflect on their experiences.

Reflection:

Teaching students to reflect critically on one's experience, integrate knowledge gained from experience with knowledge possessed, and take action on insights.

Scaffolding:

Teaching students by defining parameters, rules, or suggestions for given learning situations.

Simulations:

Artificial replication of components of a real-world situation to achieve specific goals.

2. Overall, do you currently use the following **instructional strategies**?

Topic	<i>Always</i> 76-100%	<i>Often</i> 51-75%	<i>Sometimes</i> 26-50%	<i>Seldom</i> 1-25%	<i>Never</i> 0%
Case-based scenarios					
Concept mapping					
Cooperative learning groups					
Debates					
Demonstration					
Discussion					
Journal writing					
Lecture					
Meta-cognition					
Problem-based learning					
Reflection					
Simulations					
Scaffolding					
Other –please specify:					

Glossary of Instructional Technologies

Please consider the following glossary terms when responding the questions regarding instructional technologies.

AMX: Automated touch screens, control panel for computers

Blog: A website that allows users to reflect, share opinions, and discuss various topics in the form of an online journal, and permits readers to comment on posts.

Demonstration videos: Videos presenting visual displays of something.

Document camera: A desktop visual presenter that is a special video camera designed to display documents and 3-D objects on a television, projector, or monitor.

iClicker polling: Handheld response systems that enable students to use a remote control or "clicker" to answer questions posed by their professors. They can also be used by an instructor to obtain real-time feedback on student comprehension.

Interactive whiteboard: A whiteboard that provides touch control of computer applications and annotation over standard Microsoft Windows applications.

Knowledgebases: An archival, online system that uses knowledge captured from experts for reader understanding on solicited topics.

Overhead projector: A display device that projects images from transparencies onto a screen.

Podcasts: Music or talk programs made available in digital format for automatic download over the Internet to a personal digital device.

PowerPoint: A presentation software that allows the user to create slides, handouts, notes, and outlines.

Simulations: Technology-driven, artificial replication of components of a real-world situation to achieve specific goals.

Symposium Digital Ink: A software and digital pen that allows the user to highlight concepts and take notes using digital ink so that the audience sees the writing projected onto a large screen.

TELEX Listening System: An amplification system employing a teacher-worn microphone.

Wikis: Websites that allow the creation and editing of a number of interlinked web pages via a web browser.

3. Overall, do you currently use the following **instructional technologies**?

Topic	<i>Always</i> 76-100%	<i>Often</i> 51-75%	<i>Sometimes</i> 26-50%	<i>Seldom</i> 1-25%	<i>Never</i> 0%	<i>Not Available</i>
AMX						
Blog						
Demonstration Videos						
Document Camera						
iClicker Polling						
Interactive whiteboard						
Knowledgebases						
Podcasts						
PowerPoint						
Simulations						
Symposium Digital Ink						
TELEX Listening System						
Wikis						
Other –please specify:						

Glossary of Assessment Techniques

Please consider the following glossary terms when responding the questions regarding assessment techniques.

Demonstration: *Student-created visual displays of a concept, skill, or process.*

Examination: *A set of questions or exercises evaluating students' skill or knowledge.*

Feedback: *The return of information about the result of a process or activity; an evaluative response.*

Journal: *The process of using structured exercises for students to write about experiences where they can monitor their own performance and evaluate their progress and accomplishments.*

Knowledge survey: *A series of questions that cover the full content of a course used for baseline or formative data collection.*

Portfolio: *A culmination of representative samples of each student's work.*

Presentation: *The act formally presenting something to make publicly available; presenting news or other information by speaking or printing it.*

Projects: *Formal assignments given to an individual student or a group of students on a topic related to the curriculum. It may involve both in-class and out-of-class research and development.*

Review sessions: *Sessions where concepts are discussed for further clarification and/or understanding.*

Rubrics: *Devices used for organizing and interpreting data gathered from observations/products of student performance.*

4. Overall, do you currently use the following **assessment techniques**?

Topic	<i>Always</i> 76-100%	<i>Often</i> 51-75%	<i>Sometimes</i> 26-50%	<i>Seldom</i> 1-25%	<i>Never</i> 0%
Demonstration					
Examination					
Feedback					
Journal					
Knowledge Survey					
Portfolio					
Presentation					
Project					
Review Session					
Rubric					
Other – please specify:					

Please rate how strongly you agree or disagree with each of the following statements. Use the following definition of Higher Order Thinking to best respond to the questions below.

Higher order thinking is the intellectually disciplined process that occurs when a person takes new information and information stored in memory; interrelates or rearranges and extends this information to achieve a purpose or find possible answers in non-routine situations.

5. I am knowledgeable about:

Topic	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Assessment tools that measure aspects of higher order thinking.					
Bloom's taxonomy.					
Higher Order (critical thinking) Skills					

Instructional strategies that support higher order thinking.					
Instructional technologies that supplement higher order thinking.					
Integrating instructional technologies with instructional strategies that support higher order thinking.					

6. I am confident in my ability to:

Topic	<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. Use instructional strategies that support higher order thinking.					
b. Use assessment tools that measure aspects of higher order thinking.					
c. Use instructional technologies that supplement higher order thinking.					
d. Integrate instructional technologies with instructional strategies that support higher order thinking.					