

# Kritik Webinar Series Vol. 6

Develop Students' Higher-Order Thinking Remotely

# AGENDA

**Introduction to Kritik**

**Bloom's Revised Taxonomy & Higher-Order Thinking**

**Kritik Corner → Discussion with Dr. Lucia**

**Higher-Order Thinking in Remote Classrooms**

**Next Steps**

# INTRODUCTION - KRITIK

Kritik's unique **peer-to-peer learning and evaluation platform** enables learners to acquire knowledge more efficiently through fun and engaging challenges which **activate ongoing higher-order and critical thinking skills.**



## Key Differentiators



Based on Bloom's taxonomy to help students to attain a higher level of knowledge



Built on strong technology and a unique algorithm to determine evaluator skills



Peer-to-peer evaluation tool that incentivizes quality feedback



15+ years of combined experience in the ed-tech space, with previous track record of success



Premium customer service and live chat for all customers with industry leading response times

# Bloom's Revised Taxonomy (2001)

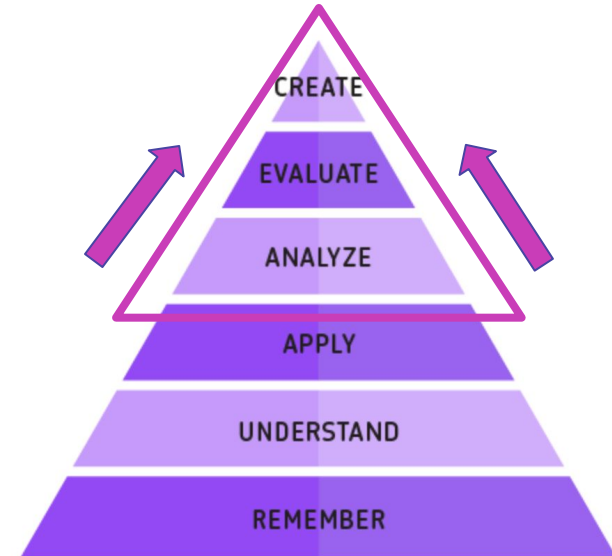
Bloom's Revised Taxonomy is a hierarchical model of cognitive skills required to improve critical thinking published by a group of cognitive psychologists based on Benjamin Bloom's 1956 findings

## Higher-order Thinking

**Analyze** → consists of breaking down ideas, drawing connections and finding evidence

**Evaluate** → is rejecting or defending a stand or decision

**Create** → when one is able to produce a new idea



# Kritik Corner: Enabling Higher-Activities at NCSU



## **Dr. Lucian A. Lucia**

### **Associate Professor**

Department of Forest Biomaterials & Chemistry  
North Carolina State University

His laboratory, The Laboratory of Soft Materials & Green Chemistry, probes fundamental materials science topics focused on the green chemistry of renewable polymers. He received his Ph.D. in organic chemistry from the University of Florida for modeling photoinduced charge separation states of novel Rhenium (I)-based organometallic ensembles as a first order approximation of photosynthesis.

# Higher-Order Thinking in Remote Classrooms

Create a question

Reflection Activities

Group Projects

Create a video / podcast

Create an infographic



# Create a Question

Students formulate a higher-order thinking question that is focused on course material. This question aims at assessing the complexity, depth, reach, and importance of the problem.

## What is a good question?

- Open-ended
- Start with “Why” and “How”
- Encourage curiosity

## Create a question with Kritik

- Kritik’s “Create a Question” activity
- Pre-existing rubrics focused on context, complexity, scope, relevance, creativity



# Reflection Activities

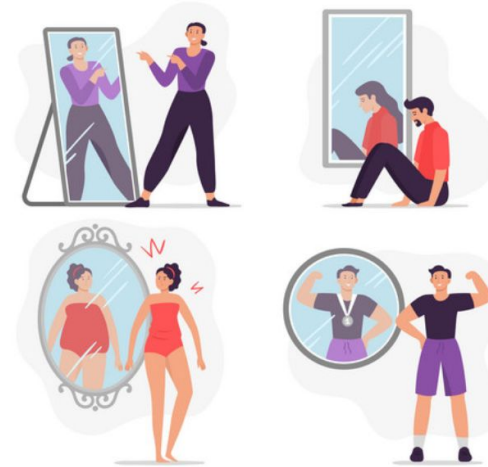
Reflection activities provide students with opportunities to track their learning and demonstrate their progress throughout the semester.

## Examples:

- Journals → Semester Reflection (half-way and end)
- What, So What, Now What
- Case study analysis

## Reflection with Kritik

- Peer evaluations are completely anonymous
- Promotes honesty, openness, and meaningful discussion





# Group Projects

Small group activities allow students to communicate, problem solve, hear different perspectives, and collaborate to analyze and synthesize course content. By assigning small group activities, instructors can engage students in multiple levels of critical thinking.

## Group work with Kritik

- Kritik's group work feature to allow students' working in groups to anonymously evaluate each others performance, or provide feedback as a group towards another group(s).



# Create a Video or Podcast

Creating digital stories allows students to evaluate, reflect on, or analyze course content (Robin, 2006, Digital storytelling: A powerful technology tool for the 21st century classroom).

## Benefits

- Combines critical thinking with public speaking
- Learn large volumes of material, script it into a format that suits them, and then record a finished product

## Communication with Kritik

- Students can upload many file types such as: images, videos, audio, zip, ppt
- Students can easily provide comments on peers' creative communications



# Create an infographic

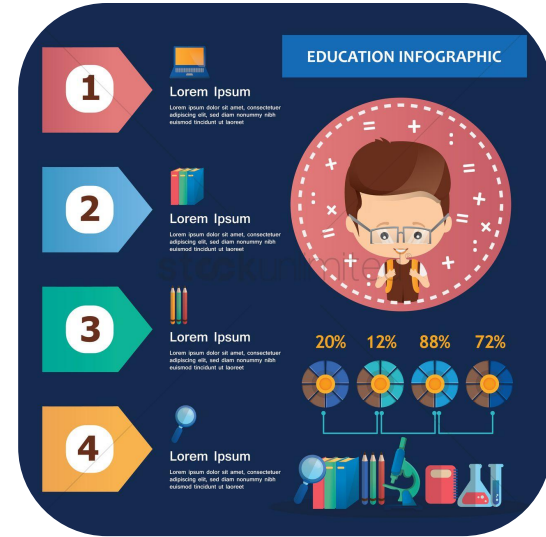
Have students create and upload an infographic on a particular concept or topic

## But why?

- Infographics = graphical representations designed to show complex information quickly and clearly

## Infographic with Kritik

- Students are asked to upload an image and/or infographic document through a Kritik activity
- Specially designed rubrics for infographics
- Students provide feedback on peers' infographics



## Next Steps..

To learn more about [Kritik's Remote Higher-Order Thinking Activities](#):

Visit our [website](#) and request a demo

Check out what [educators](#) are saying about Kritik

Check out [recordings/slide decks](#) from past webinars