The Markwood is planning to offer free viewing of the webinar described below.

**Mark your calendar**

This audio event originally broadcast on November 27, 2012, will include a PowerPoint presentation and discussion, to be held TWICE on Thursday, February 21, 2013:

1st: from 12:00 until 1:30 p.m.
2nd: from 2:00 until 3:30 p.m.
in Swenson CETL Seminar Room 2074

Register by Tuesday, February 19, by emailing cetl@uwsuper.edu for copies of resource materials during attendance.

**Overview**

Each day, Google users perform more than 2.9 billion searches. Wikipedia claims over 10 million articles in 253 languages. Today’s students have greater access to information than ever before. As Keeling (2004) articulated in Learning Reconsidered: A Campus-Wide Focus on the Student Experience, “...knowledge is no longer a scarce – or stable – commodity. (It) is changing so rapidly that specific information may become obsolete before a student graduates and has the opportunity to apply it.”

And while this vast quantity of often conflicting information should make students less confident in what they know and believe, it seems often to have the opposite effect. For many college students, highly dubious information passes as truth based only on the credibility of the Internet or some other source they believe to be authoritative. Most students lack the skills to evaluate the claims of these sources.

Despite decades of research, few teachers or practitioners can claim mastery in eliciting critical thinking or reflective judgment in others. This session will provide practical, hands-on activities to help participants gain the skills they need to enhance their own critical thinking and reflective judgment in order to improve these skills in their students in a variety of contexts.

**Objectives**

Participants will be able to:

- Appreciate the value of reflective judgment as a learning outcome
- Understand the role of educators in helping students to develop reflective judgment
- Express improved confidence in their own critical thinking and reflective judgment
- Articulate strategies for creating/adapting programs which promote reflective judgment
- Identify methods of measuring/assessing reflective judgment

**Who should attend?:**

All Educators: Student Affairs Practitioners / Educators; Faculty with an interest in critical thinking; Experiential Educators; Academic Deans / Department Chairs; Dean of Students / VPs of Student Affairs; Student Support Staff and Co-Curricular Educators.