

JALT CT SIG

Critical Thinking in the Classroom
Summer Conference

August 3rd, 2024

Meiji University, Izumi Campus



Conference Program

www.jaltcriticalthinking.org

www.jalt.org

Hello Critical Thinkers!

Welcome to the first ever face-to-face JALT Critical Thinking SIG Critical Thinking in the Classroom Summer Conference! We are very excited to share ideas and methodology from all over the world at our event this year. We have a great selection of presenters for you to learn from as well as two esteemed keynote speakers, Dr. Andy Book and Dr. Gregory Hadley. We look forward to hosting you at Meiji University's Izumi Campus!



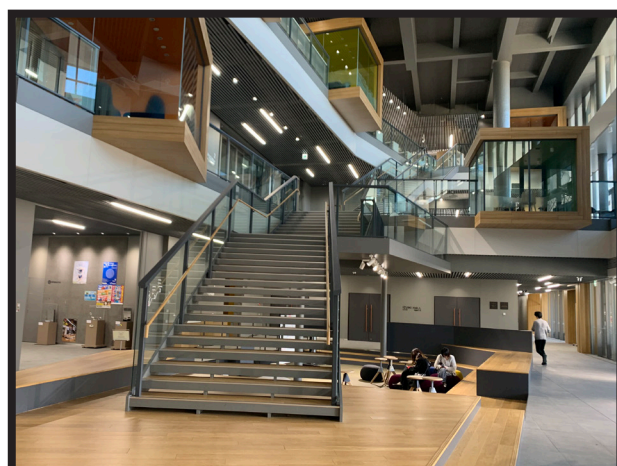
Meiji University's Izumi Campus (Tokyo) is located two minutes from the Meidai-mae station on the Inokashira and Keio lines. This venue allows us to hold a small event in the bustling metropolis that is, Tokyo. Only a few stops from both Shinjuku and Shibuya, the Izumi campus boasts a brand new learning environment in the Learning Square building where we will be holding our event!

We look forward to having you join us on August 3rd. James D. Dunn - CT SIG President

The Meiji University Learning Square building is a brand new learning space for both lectures and student activities. Since this is a new space, we ask that you follow these simple rules to help keep the area clean and available for everyone.

Venue rules:

- No open drink containers in the rooms
- No food in the classrooms (use common area)
- Please dispose of all your trash before leaving
- Please return your conference badge holder



Schedule and Table Of Content

Conference Information and Keynote Presenters 01

Here you can find a welcome message from the conference chair, Todd Hooper, information about the speakers, and an overview of the conference schedule. For more details see the presentation pages.

Conference Block 1 (10:00 - 10:45) LS206 to LS203 03

Presentation titles and abstracts for presentations in Block 1

Conference Block 2 (11:00 - 11:45) LS206 to LS203 05

Presentation titles and abstracts for presentations in Block 2

Featured Presenter - Kinseido (11:00 - 11:45) LS202A/B 07

Join Charles Browne and Brent Culligan in Kinseido's room (202B) to learn about *In Focus*, a text-book being released by Kinseido this year.

Lunch Break (12:00-13:00)

While Meiji University does have a convenience store on campus (located directly across the square in front of the venue building), there are restaurants and cafes near the Meidai-Mae station.

Keynote Presentation (13:00 - 13:45) LS202A/B 08

Join Andy and Gregory to learn about developing a critical thinking mindset, critical thinking activities for the classroom, and a novel way of designing critical thinking curriculum.

Conference Block 3 (14:00 - 14:45) LS206 to LS203 09

Presentation titles and abstracts for presentations in Block 3

Special Talk - Ludic Lang. Pedagogy (14:00 - 14:45) LS202A/B 12

The Ludic Language Pedagogy group will have a special group discussion with panel members who are well acquainted with game-based learning. Come find out more about this exciting pedagogy!

Conference Block 4 (15:00 - 15:45) LS206 to LS203 13

Presentation titles and abstracts for presentations in Block 4

New Time!

Featured Presenter - Kinseido (15:00 - 15:45) LS202A/B 11

Andy Boon talks even more about critical thinking activity design and teases an upcoming text-book that is focused on critical thinking and English language education.

Call for Papers and Conference Organizer Information 15

Want to publish on your presentation today? We are planning to publish conference proceedings in a special issue of *Critical Thinking and Language Learning*, the JALT Critical Thinking SIG journal.

About the Conference

Doors will open at 9:30am on the second floor of the Meiji University Izumi Campus's new Learning Square building. (See our website for directions: www.jaltcriticalthinking.org/events/) We hope this conference is a useful tool for educators to further integrate critical thinking into both their classroom practices and professional development.

Partners

We are proud to be working with:

The JALT Tokyo Chapter

and

The Ludic Language Pedagogy Group

Sponsors

We couldn't put on this event without:

the Kinseido Publishing Company

Kinseido will have a special announcement at our event! Don't miss it!



JALT



JALT Tokyo Chapter



Ludic Language Pedagogy



Kinseido Publishing

On behalf of the JALT Critical Thinking SIG, it is my pleasure to welcome you to Critical Thinking in the Classroom 2024. Last year, the Critical Thinking in the Classroom conference was held for the first time online and featured six presentations. In this second year, it is being held in-person with twenty presentations. This growth has exceeded our expectations. I'd like to thank the JALT Tokyo Chapter and Ludic Language Pedagogy for providing volunteers for the conference. We wouldn't be able to run the conference without their support. Additionally, I'd like to thank the JALT Tokyo Chapter for promoting the event in the local community and for helping strengthen the bond between JALT SIGs and Chapters. Also, I'd like to thank Ludic Language Pedagogy for bringing a perspective that is new to the conference: the connection between critical thinking and game-based learning. This is a field that is rich for exploration and research.

It is my hope that Critical Thinking in the Classroom 2024 will provide you with insights and practical ideas for introducing and promoting critical thinking in your own educational institutions. So, ask questions, discuss your idea, be inspired to start a new research project or try something new in your classroom. We look forward to hearing about those at Critical Thinking in the Classroom next year. Enjoy the conference!

Todd Hooper - Conference Chair



Our Keynote Speakers

The JALT Critical Thinking SIG is proud to host the two authors of an incredible resource focused on critical thinking activities for the classroom. Andy Boon and Gregory Hadley will be sharing their knowledge from years of integrating critical thinking into their classrooms. Come for the information, stay for the practical activities!



Gregory Hadley
Niigata University

Gregory Hadley is a Professor of Cultural Studies and Applied Linguistics at Niigata University, Japan. He received his PhD in Applied Linguistics from the University of Birmingham, UK, with a focus in the Sociology of English Language Teaching. A Visiting Fellow at the University of Oxford, UK, he is the author of *English for Academic Purposes in Neoliberal Universities: A Critical Grounded Theory* (2015) and *Grounded Theory for Applied Linguistics: A Practical Guide* (2017).



Andrew Boon
Toyo Gakuen University

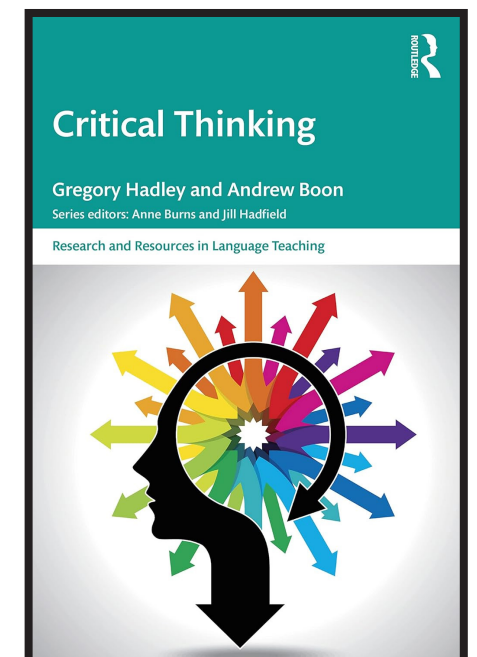
Andrew Boon is a Professor in the Global Communications Department of Toyo Gakuen University, Japan. He holds a PhD in Applied Linguistics from Aston University, UK, and has published numerous articles on methodology, motivation, and teacher development. He is also author and co-author of several writing, listening and speaking, and news media ELT textbooks and scores of graded readers for English language learners.

Below is an excerpt from Adam Pritchard in the 2023 *Critical Thinking and Language Learning* journal:

"A challenge faced by many educators in the ESL context is how to integrate critical thinking into their lessons. *Critical Thinking* by Hadley and Boon, seeks to solve this issue. By drawing on their extensive experience within the Japanese university context, the authors offer an approach which bridges the gap between theory and practice and provides a practical framework to develop students' critical thinking skills.

The book is explicitly aimed at teachers, researchers and curriculum developers. The authors do assume at least some prior knowledge of critical thinking and the ESL context from the reader. There is quite a high level of flexibility, though, as frameworks and activities contained in the book are designed for use with learners of various cultures and language abilities. As such, *Critical Thinking* is a useful resource for any educator interested in the theoretical or practical implications of this field."

(To read the rest of this review, go to www.jaltcriticalthinking.org for more!)



Presentations

(10:00 - 10:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 206

Perspectives on Critical Thinking in English-Medium Instruction Courses at Japanese Universities

Dennis Koyama
Sophia University

I will present the results of 18 semi-structured interviews about critical thinking (CT) in English-Medium Instruction (EMI) courses at Japanese universities. The interviews elicited the instructors' views on the nature of CT, such as whether CT is a general skill universally applicable or a domain-specific ability tied to disciplines like engineering or nursing. The interviews also discuss the cultural dimension of CT, with some instructors considering it a culturally laden construct and others indicating that culture has little to do with CT. The participants also shared their insights on other relevant and contentious topics, such as the possible impact of educational levels on CT, the potential influence of class size on CT teaching and learning, and challenges faced teaching and assessing CT within their specific university contexts (e.g., institutional, classroom, and curricular challenges). For example, institutionally, the interviewees universally noted that faculty development programs focusing on CT were not offered at their institutions, and explicit definitions of CT were not provided by the universities, forcing instructors to determine individually what CT is and how to assess it. These nuanced insights contribute to a deeper understanding of the multifaceted nature of CT in EMI courses in Japanese higher education.

Is It Real? Examining Tech Addiction Claims on YouTube

Russell Minshull
Rikkyo University

With YouTube firmly established as a dominant source of information for the general public, and with the proliferation of misinformation on the platform, it is important that we learn how to evaluate the content we view. This session showcases a classroom activity implemented in a Spring 2024 CLIL: Health and Wellness university course, which was used to sharpen students' critical viewing skills. Participants will engage in a simulated student experience, evaluating contrasting YouTube videos on the topic of tech addiction, first through discussion of the videos and then through closer analysis of the transcripts. After this, the presenter will unpack the impact it had in the class.

Room LS 205

Presentations

(10:00 - 10:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 204

Enhancing L2 Academic Writing Through Post-Writing Reflective Checklists with Generation Tasks

John Duplice
Meiji University

This presentation describes a study that investigates the impact of integrating Generation tasks into post-writing checklists for English Language Learners at Japanese universities. Key questions addressed are: 1. Does Generation enhance L2 academic writing? 2. How effective are post-writing Generation checklist tasks among different aspects of L2 academic writing? 3. Is there a carryover effect from prior Generation use? Two groups participated: one using traditional post-writing checklists (control) and the other adding written justifications and reflections (Generation). Results looked at three areas separately with linear mixed effects models to consider the differences between conditions and each of the essay tasks. The findings show Generation can improve overall writing quality. Critical thinking during early tasks was found to enhance content writing between most, but not all, essay tasks. This indicated that a solidifying understanding of the use of the Generation tasks' structured learning processes and metacognitive control contributed to improved writing.

Engaging Critical Thinking through Narrative Game Design

Garrett Speller
Ryuukoku University

As the use of games becomes increasingly prevalent in language classrooms, the promise of engaging learners through gamification often falls short. Traditional gamification tends to focus on rewards and punishments for task completion rather than enhancing the intrinsic interest of the tasks themselves. This presentation explores how narrative game design can better engage critical thinking and sustain student interest through a six-week digital game-based language learning experience: "Adventures in Anglonia." Designed to engage students via the tenets of self-determination theory, "Adventures in Anglonia" integrates effective game design mechanics with pedagogically valuable language materials, such as TOEIC vocabulary. One main element of the game was its narrative-centric design, with the aim of giving students opportunities to engage with the narrative through decisions they could make throughout the game. The design process intended for students to think critically about the context in which they would make decisions. Results showed that students were engaged by these decisions, but the critical thinking around the choices may have been lacking due to misunderstandings of the game's narrative, cognitive load, or a mixture of the two. Implications suggest more concise and understandable narrative design to evoke deeper critical thought through the implementation of narrative design in games.

Room LS 203

Presentations

(11:00 - 11:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 206

Thinking Critically about Career Advancement in Language Education

James D. Dunn
Meiji University

One aspect of critical thinking that the JALT Critical Thinking SIG offers to educators is the chance to learn about critical thinking methodologies we can apply in our classrooms. That, however, is not the only goal of this group. When it comes to the basics of employment in a university in Japan, a few good strategies and a little critical thinking can make a large difference in one's opportunities. This presentation will give a reflective and critical account of career advancement in Japan's university systems and the paths that are available to us for both job and financial security in our employment. During this presentation a critical eye will be put on the differences in expectations between teaching positions in various fields in Japanese universities, the mindset and actions one can take to build a resume that stands out, and insight from working closely with administrative sections of multiple universities. It is the hope of this presentation to help educators put themselves in a position of maximizing opportunities for tenure or any other career advancement they might be working toward.

Room LS 205

How Epistemic Cognition Mediates Critical Thinking: Theories and Considerations for Pedagogy

Jim Smiley
Iwate University

Hofer (2016) argues that epistemic cognition as "an essential element of critical thinking", and Moon (2007) demonstrates that the ability to use critical thinking is predicated on multiplicitic, or higher, states of epistemic cognition. Dualistic thinkers, that is, those who see knowledge claims in simplistic terms of right or wrong views, cannot engage in the nuanced requirements of critical thinking. Dunn (2014) notes that Japanese university students do not engage critically with knowledge, suggesting the possibility of dualistic modes of thinking being the norm in the Japanese context. If this is the case, this may suggest reasons why critical thinking pedagogy in the Japanese context is problematic. The presenter will outline epistemic cognition and, utilising Schommer's (1990) model, describe the theoretical issues related to epistemic cognitive mediators that influence critical thinking. The presenter will also offer suggestions for developing critical thinking pedagogy at specific developmental stages, with particular focus on the Japanese cultural context.

Presentations

(11:00 - 11:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 204

Using Essay Outlines to Improve Logical Thinking

Lorna Sachie Asami
Gakushuin University

Students that are raised in the Japanese educational system are not accustomed to writing a thesis statement or organizing logical supportive statements in the classic five-paragraph academic essay. Using a color-coded outline with a few written reminders, this university instructor has been able to move intermediate and high intermediate students through the process with satisfactory results. This presentation will center on sharing this outline with explanations and examples from this instructor's classroom.

Room LS 203

Developing Critical Thinking Through Peace Education Practices

Ian Robert Gibson
Kyoto University of Foreign Studies

Peace education is inquiry-led, preferring, like the ancient Greek philosopher Socrates, to ask questions rather than stating opinions. Using methodology such as critical inquiry, critical examination, and reflection, peace education is a process that enables us to examine the human condition and ask: what can we learn from this? Peace education owes much of its formulations to the ground breaking work of peace educators such as Cora Weiss, Elise Boulding and Betty Reardon. Reardon for one, in her classes at Teachers College, Columbia University, promoted Freirian dialogic methodology, that is setting questions of inquiry and promoting 'Learning from the Learner' in order to facilitate critical thinking. In this way students can critically explore issues such as investigations into violence and non-violence, UNESCO's Culture of Peace, security and human security, nationalism, human rights and gender perspectives. Because peace education is very much inclusive in practice and the themes often controversial, a certain amount of advocacy comes into play and the facilitator must be extremely careful, particularly in the early stages of instruction, that certain criteria and methodology are understood in order for critical thinking and discussion to ensure. This presentation will illustrate peace education practices and how these practices exemplify critical thinking.

Featured Presentation (11:00)

We are happy to have Kinseido bring Charles Browne and Brent Culligan join us to talk about the upcoming release of *In Focus* by Kinseido. Please join them from 11:00 in LS 202A.

Room LS 202A/B

Activities & Ideas for Critical Thinking Skills Development

Charles Browne
Meiji Gakuin University

Brent Culligan
Aoyama Gakuin University

This presentation introduces practical activities and ideas for developing critical thinking skills, based on the *In Focus* series. Participants will discover useful techniques to foster analytical, evaluative, and creative thinking in students. Emphasis will be placed on engaging exercises that encourage questioning, problem-solving, and decision-making. Attendees will leave with a range of strategies to help effectively integrate critical thinking skills into their teaching practice in ways that enhance student learning, which is the main aim of Kinseido's *In Focus* series.



Keynote Presentation (13:00)

Join us from 13:00 in LS 202B for our Keynote presenters, Andy Boon and Gregory Hadley. They will be introducing critical thinking activities for the English learning classroom.

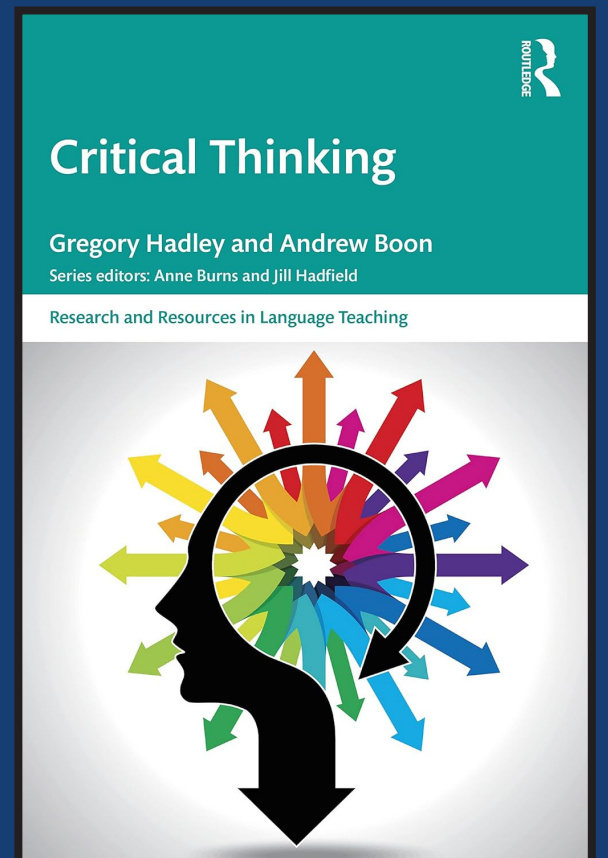
Room LS 202A/B - From 13:00

The Ins and Outs of Critical Thinking: Developing Dispositions for Second Language Learners

Gregory Hadley
Niigata University

Andrew Boon
Toyo Gakuen University

In today's digital era, the flood of misleading arguments, pervasive "fake news," and the ubiquity of unreliable sources have rendered critical thinking skills indispensable. This is not only crucial within the scope of one's native language but equally important in the realm of language learning. *Critical Thinking* by Hadley & Boon (2023) is a comprehensive guide that aids teachers in fostering critical thinking skills amongst their students. During their presentation, Hadley & Boon will begin by defining what critical thinking is and discussing its significance in the educational landscape. They will then describe a structured, cyclical process that educators can utilize when introducing critical thinking in their classrooms. This process involves an iterative method of engaging students with critical thinking tasks, reflecting on these experiences, and applying the insights gained to new information. The presenters will demonstrate a variety of classroom activities designed to enhance students' critical thinking skills. These activities are not only practical but also adaptable, allowing teachers to integrate them seamlessly into different linguistic and cultural contexts. In addition, the presentation will explore effective strategies for embedding critical thinking into the broader language curriculum. This can help critical thinking to become a core component of educational practices rather than a peripheral addition. This presentation will support language teachers in generating ideas to foster a critical mindset in their students and help prepare them for an increasingly complex, information-saturated world.



Presentations

(14:00 - 14:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 206

Transformative Potentials: Political Roleplay Debates to Foster Critical Thinking and Student Autonomy

Hanako Okada
Sophia University

By simulating real-world scenarios, roleplay debates immerse students in complex problem-solving and decision-making processes, encouraging autonomy, collaboration, empathy, active engagement, and diverse perspectives while learning the context of the debate setting. The interactive nature of roleplay debates makes learning more memorable and enjoyable, motivating students to practice and improve their public speaking and persuasive skills. In this presentation, I will showcase a political roleplay debate activity for advanced language learners. This flexible activity can be applied to various disciplines in higher education, with its timeframe ranging from several weeks to an entire semester. First, I will provide the overview and the purpose of roleplay debates in education. Second, I will provide two specific examples of political roleplay debate: Ancient Greece and modern-day Japan, addressing how instructors can set up the activity and what students need to do to prepare for it. Fourth and finally, drawing from my experiences employing political roleplays in public speaking classes, I highlight learning outcomes and student voices about them.

Encouraging Critical Thinking: Critical Language Pedagogy in EFL Classrooms in Japanese Universities

Lachlan Jackson
Ritsumeikan University

Belinda Kennett
The University of Queensland

Critical Language Pedagogy (CLP) offers an alternative approach to teaching second and foreign languages. In the CLP-oriented classroom, students are encouraged to critique dominant discourses, expose themselves to alternative points of view, and examine the logic and reasoning underpinning their own beliefs. Furthermore, CLP has the potential in university English as a Foreign Language (EFL) classrooms to improve motivation, develop communication skills and increase social awareness and engagement in areas of relevance to students' lives. Recently published reports of classroom practices and teacher identity in Japan, authored by teachers of English, indicate a growing interest in CLP. This paper reports on work-in-progress on a qualitative study of the beliefs, experiences, practices and working contexts of 20 critical language teachers of EFL in the universities in Japan. Semi-structured interviews show how teachers' unique personal and professional experiences and their institutional circumstances have shaped their ideas and practices. Through this research, we aim to make a significant contribution to the understanding of CLP in Japanese higher education which will have implications for further research. We also believe that the results will inform and guide teachers with an interest in CLP on their individual and collective pathways to implementing CLP-compatible practices in their teaching.

Room LS 205

Presentations

(14:00 - 14:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 204

Improving Writing: The Role of ChatGPT and Peer Noticing

Mart Christine Johnston
Takushoku University

Since the emergence of ChatGPT, educators have become aware of the potential for students to generate essays using this program (Jimenez, 2023). In response, I have implemented pen-and-paper writing tests in my Japanese university classes to address this issue, reserving ChatGPT solely as a post-writing tool. While Schmidt-Fajlik (2023) gathered feedback from Japanese students on using ChatGPT as a grammar checker, this study evaluates its impact on English writing improvement. This presentation explores integrating ChatGPT and peer noticing to enhance students' writing skills. Participants initially wrote four essays, with errors noted for observation. They then received a ChatGPT prompt to identify and correct errors, recorded their responses, and engaged in discussions with peers who shared similar error patterns. Moreover, each student shared a lesson learned from ChatGPT with the class to promote English speaking opportunities. This combined approach's effectiveness in improving students' writing skills by semester's end is the focus of this study.

Applying Critical Thinking: Teaching Rhetorical Devices in an Undergraduate EFL Debate Course

Conan Chi
Bunkyo University

Rhetoric itself is a niche topic in ELT research. Indeed, endeavors to explore the lexical richness of ESL/EFL writers do exist (Chen 2020), and the relationship between rhetorical styles and cultural backgrounds is another popular point of interest (Fagan and Cheong 1987). Exploration on rhetorical devices, on the other hand, is often limited to identifying patterns in academic writing rather than pedagogical application (Mohammed 2022). But perhaps there is a role for rhetoric in ELT after all. Farnsworth (2011) gives a prominent effect of rhetorical figures: to arrange words or ideas in a more emphatic, memorable, or otherwise effective way. This presentation will reflect on a 15-week long, 30 Kohma debate course taught to a group of 17 undergraduate students in Japan. It will focus on the role of rhetorical figures in developing communication and critical thinking skills. Specifically, it will discuss the intended objectives and approaches to implement rhetorical figures in a debate course, detail the obstacles from the perspectives of the instructor and students, identify logical patterns in rhetoric figures, and report on the effects of teaching rhetorical figures to EFL students in Japan. Lesson plans, course materials, and assignments will also be introduced.

Room LS 203

Presentations

(14:00 - 14:45)

The Ludic Language Pedagogy group will be joining us with a group talk on game-based learning opportunities for our students. Join them and learn about what this group is doing!

Room LS 202A/B

Connecting Play and Critical Thinking: A Ludic Approach

James York
Meiji University

Garrett Speller
Ryuukoku University

Timothy Gutierrez
Nihon University

Paul Horness
Soka University



This talk explores the intersection of play and critical thinking, proposing that critical thinking can be viewed as a form of playful exploration. We'll discuss how ludic objects (games and play) inspire critical thinking and how pedagogical use of play can enhance cognitive skills. Both play and critical thinking involve active, imaginative engagement with ideas, where participants challenge constraints and question established notions. Drawing insights from the ludic language pedagogy community, we demonstrate how playful approaches can foster deeper intellectual inquiry.

The presentation highlights practical examples of games and activities that promote critical thinking, such as puzzles, strategy games, and hidden role games. Additionally, we'll explore how post-play reflections, critical thinking worksheets, and stimulated recall can further develop these skills.

Featured Presentation

(15:00)
New Time!

We are happy to have Kinseido bring Andrew Boon back to talk about the upcoming release of *Reason & Respond* by Kinseido. Please join them from 14:00 in LS 202A/B.

Room LS 202A/B

Reason & Respond: Strategies for Critical Thinking

Andrew Boon
Toyo Gakuen University

This presentation offers a first look of *Reason & Respond*, a critical thinking coursebook for A2-B1 level students, set for release in 2025. Building on Hadley & Boon's (2023) cyclical approach to teaching critical thinking, the aim of the coursebook is to guide students in developing a critical thinking disposition. It focuses on differentiating facts from opinions, recognizing biases and assumptions, listening attentively to others, and evaluating arguments. The author will provide an overview of the first unit, where students learn to identify and support facts.



Presentations

(15:00 - 15:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 206

Online Text Reconstruction Exercises for Better Metadiscourse Markers Use

David A. Gann
Tokyo University of Science

This presentation will examine pedagogical merits of online text reconstruction exercises (OTREs) and examines their efficacy in teaching argumentative writing (AW) and students' experience of learning through them. It looks at a specific type of OTRE called WebSequiturs and that application's unique pedagogical affordances. Quantitative data shows that following OTRE sessions, frequency of the use of selected MDMs in participants' writing increased. Qualitative data showed that during the OTRE sessions, participants sometimes reached metalinguistic levels of awareness, as evidenced by their utterances. During semi-structured interviews, participants responded, evincing the view that OTREs had played an important role in their developing use of MDMs in their AW. The findings of this study suggest that OTREs are helpful in influencing English learners to become autonomous users of selected MDMs and that they can also guide learners to use MDMs appropriately. These results suggest that universities could benefit from implementing the use of similar OTREs in order to maximise teachers' effectiveness in teaching AW.

Pedagogical and Instructional Design Strategies to Promote Critical Thinking Skills in Hybrid Classes in Higher Education: Perspectives

Fatiha Bazouche
Ohio University

In the rapidly evolving landscape of higher education, integrating Critical Thinking Skills (CTS) into teacher preparation programs has become increasingly important. Teaching CTS poses a challenge for instructors, necessitating effective strategies to promote its development. While CTS are crucial in the modern educational system, several studies have noted a lack of comprehensive investigation into strategies for cultivating CTS among pre-service teachers in hybrid learning (HL) environments. To bridge this gap, this study explored the perspectives of instructors and pre-service teachers regarding pedagogical and instructional design strategies for fostering CTS in hybrid classes. Employing a multiple case study design, we conducted workshops and interviews before, during, and after the workshops, along with document analysis, to glean insights from the experiences, strategies, and perceptions of course instructors at Ohio University. Our findings suggest that adapting course materials, facilitating inclusive discussions, integrating technology into teaching, and acknowledging cultural influences can positively impact inclusivity and student success in hybrid teacher education programs. Strategies such as professional development and collaboration contribute to diversity and equity, with hybrid learning offering opportunities for exposure to diverse perspectives and resources for CTS development.

Room LS 205

Presentations

(15:00 - 15:45)

Please find the presentation abstracts below. Please make sure to check the updated schedule for last minute presentation cancellations or other changes.

Room LS 204

Developing a Critical Thinking Curriculum: Lessons Learned

John McCarthy
Showa Women's University

In 2022, partly in order to prepare students for study abroad at English-language universities, the presenter developed a Critical Thinking course for second-year English majors, focusing on argument, counterargument, logical fallacies, and bias in sources. The presentation will outline the course curriculum, explain its rationale, and give the presenter's perspective on how well the course met its goals. The presenter will also describe changes made in order to improve the effectiveness of the course, including the introduction of brainteasers and collaborative writing activities, as well as an increased emphasis on standardization among sections of the course. In addition, the presenter will report on feedback received through interviews of returnees from English-language universities and the influence that feedback had on curricular revisions.

Using Puzzles in the ESL Classroom for Better Vocabulary Retention

John David Garrett
Foreign Services Training Institute, Ministry of Foreign Affairs, Japan

The presentation looks at the presenter's experiences using crosswords, dropdowns, and word searches in an effort to help students better remember difficult low-frequency vocabulary that are tested in TOEFL and GRE. It also looks at the use of A.I. in combining puzzles with a ChatGPT-generated story to reinforce learning. An overview of existing puzzles is given with an explanation of why the presenter chose the combination used. The presentation then addresses when students might best collaborate to solve the puzzles. Finally, feedback from students is discussed.

Room LS 203

Call for Papers

(CTC 2024)

To help you get your information out to a larger educational audience, we would like to make a special issue of the the JALT Critical Thinking SIG journal Critical Thinking and Language Learning that will include short papers from our presenters. Please read below.

Call for Papers

CTC2024 - Conference Proceedings

Submission Guidelines

Submission Deadline: September 1st
Paper Maximum Length: 2,000 words (not including references)
Submit to: ct@jalt.org
Planned Publication Date: November 2024

Send us your manuscript on your presentation for peer-review.

CTC2024 - Conference Organizers

Conference Chair: Todd Hooper
Conference Site Chair: James D. Dunn
Conference Treasurer: Hiroshi Nakagawa
Attendance Chair: Wayne Devitte
PR Chair: Adam Pritchard
Conference Program: James D. Dunn

CTC2024 - Conference Volunteers

<u>JALT Tokyo Chapter</u>	<u>Ludic Language Pedagogy</u>
Heather Woodward	James York
Lorna Sachie Asami	Tim Gutierrez
Keiko Fujino	Garrett Speller
	Paul Horness

Thank you for joining us!



www.jaltcriticalthinking.org

We hope you had an enjoyable and informative time at the CTC 2024 summer event. It is our mission at the JALT CT SIG to help educate teachers on how to effectively integrate critical thinking into their classrooms and lives.

If we have done that for you today, why not help us help others? We are always looking for volunteers to help us put on more events like this and for officers to help run the SIG and help even more people all over the world.

So, if you would like to learn more about volunteering with our group, please email James Dunn at:

coordinator@jaltcriticalthinking.org