Mar 25th, 5:00 PM - 6:00 PM

Speed Dating in History: Fostering Critical Thinking

Patricia L. Rieman
Carthage College, prieman@carthage.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/106

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
# Speed-Dating Across the Curriculum: Fostering Critical Thinking

**Patricia L. Rieman, Ed.D.  Associate Professor of Education  Carthage College**

---

## Research Questions

1. How does role-playing during speed-dating affect student learning?
2. How does participating in a speed-dating activity affect student engagement?

---

## Project Overview

When students role-play, their learning is personalized (Joyce & Calhoun, 2014) and the effects of Vygotsky’s social learning are enhanced. Add the challenge of finding compatible partners in history, and students are fully engaged as they infer the connections between themselves and their “dates”. Mix in the final element of limiting the opportunity to interact with potentially compatible partners, and students must quickly determine importance, synthesize, and then verbalize the details of their personas. Additionally, students must analyze their partner’s message to identify connections to their own, infer hidden identities, and describe their cognitive processes. In each encounter, they engage in metacognition as they revise their brief introduction to make it as comprehensive as possible. In this example of using speed-dating to teach history, all of these actions come together to create a unique and memorable learning experience. This SoTL project in progress is influenced by the work of Christensen (2000), and is currently in the piloting stage being implemented with junior and senior level content area majors who are minoring in secondary education.

---

## Common Core State Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>Identify the purpose and audience.</td>
</tr>
<tr>
<td>11-12</td>
<td>Analyze the development, substance, and style of a text as it relates to the function it serves.</td>
</tr>
<tr>
<td>11-12</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words.</td>
</tr>
<tr>
<td>11-12</td>
<td>Provide an analysis of the text, drawing from multiple or contrasting sources.</td>
</tr>
</tbody>
</table>

---

## The Earlier Versions

### EDU 5110: Speed-Dating Literature Reviews
- Pre-Test
- Post-Test
- 2nd Pre-Test
- Student Self-Report

### EDU 3520 to role play favorite books
- Pre-test, post-test, 2nd post-test to measure growth and retention

---

## Conceptual Framework

- **Anthropology**
- **Social Learning**
- **Role-Playing**
- **Student Engagement**
- **What “Decoded” Did**

---

## References & Recommended Readings

- Suggested Resources and References (more available via hard copy or email)
  - [http://www.developingteachers.com/tips/pasttips80.htm](http://www.developingteachers.com/tips/pasttips80.htm) (for developing language teachers)
  - [http://riyl.wikispaces.com/Book+Activities](http://riyl.wikispaces.com/Book+Activities) (From a Read If You Like blog.)
  - [http://history.howstuffworks.com/historical-figures/historical-couple-pictures.html#page=13](http://history.howstuffworks.com/historical-figures/historical-couple-pictures.html#page=13)

---

## Student Learning Outcomes

- **SWBAT determine and restate most important information in text in order to introduce his/her persona.**
- **SWBAT describe process of recognizing partner’s persona.**
- **SWBAT analyze partner’s message to identify connections to his/her own message.**
- **SWBAT infer the hidden identity of partner’s persona.**

---

Thank you for stopping by! ☺ prieman@carthage.edu