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Speed Dating in History: Fostering Critical Thinking

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Speed-Dating Across the Curriculum: Fostering Critical Thinking

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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.

Student Learning Outcomes

Students Will Be Able To (SWBAT):

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.

Data Collection

- Pre-Test
- Post-Test
- 2nd Post-Test
- Student Self-Report

Common Core State Standards

Speaking & Listening 1: Present information, findings, and supporting evidence such as listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Speaking & Listening 2: Present information, findings, and supporting evidence such as listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Speaking & Listening 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and purpose of oral and written texts

Literature Reviews

The Earlier Versions

EDU 3520: Speed-Dating Literature Reviews
EDU 3520 to discuss favorite books
EDU 4130 to discuss favorite books
EDU 3520: Speed-Dating in History to find your famous historical partner
Pre-test, post-test, 2nd post-test to measure growth and retention

Conceptual Framework

References & Recommended Readings

- Suggested Resources and References (more available via hard copy or email)
- http://www.developingteachers.com/tips/posttips80.htm (for developing language teachers)
- http://riyl.wikispaces.com/Book+Activities (From a Read if You Like blog.)
- http://history.howstuffworks.com/historical-figures/historical-couple-pictures.htm#page=13

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