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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

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.

Common Core State Standards

- Reading 1: Read closely to determine what the text says explicitly as well as inferences drawn from the text.
- Reading 11: Informal Text – Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Writing 11: Informal Text – Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Language 11: Informal Text – Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Speaking & Listening 11: Present information, findings, and supporting evidence as listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.

The Earlier Versions

EDU 3520: Speed-Dating Literature Reviews
Pre-Test, post-test, 1st post-test to measure growth and retention
EDU 3520: Speed-Dating in History to find your famous historical partner
Pre-Test, post-test, 2nd post-test to measure growth and retention
EDU 3520: Speed-Dating in Science and Technical Subjects
Pre-Test, post-test, 1st post-test to measure growth and retention
EDU 3520: Speed-Dating in Social Studies
Pre-Test, post-test, 2nd post-test to measure growth and retention

Data Collection

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

Conceptual Framework

- Anthropology
- Social Learning

References & Recommended Readings

- Suggested Resources and References (more available via hard copy or email)
- http://www.developingteacherson.Com/tips/posttstps80.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

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