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

Speed Dating in History: Fostering Critical Thinking

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Speed-Dating Across the Curriculum: Fostering Critical Thinking

(These are dates…)

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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.

Common Core State Standards

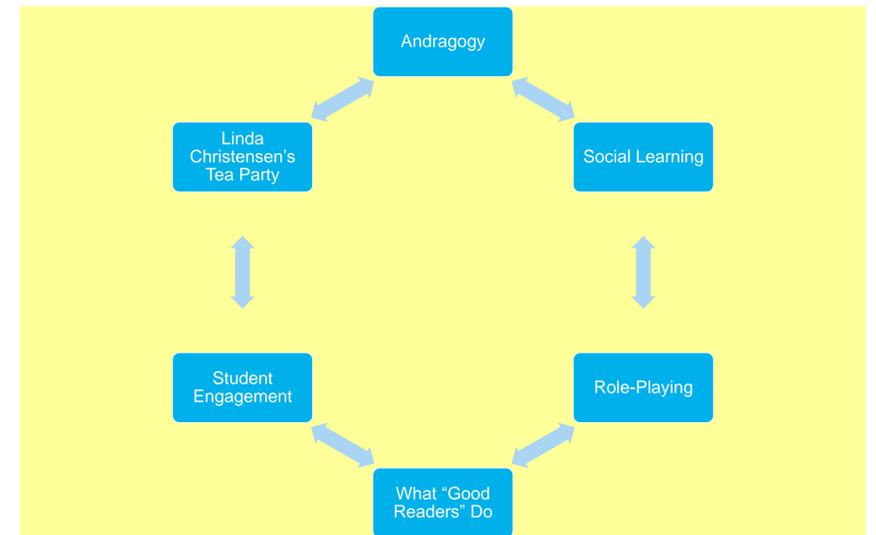| Reading 1: Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Speaking & Listening 4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience
Grades 9-10: Informational Text—Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grades 9-10: English Language Arts and Social Studies, Science, and Technical Subjects—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grades 11-12: Informational Text-- Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Grades 11-12: English Language Arts and Social Studies, Science, and Technical Subjects— Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that 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 a range of formal and informal tasks.
Grades 11-12: History/Social Studies—Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	

The Earlier Versions

First Try	Second Try: EDU 5110: Speed-Dating Literature Reviews	Third Try: EDU 4130, Speed-Dating to discuss favorite books	Most Recently: EDU 3520, Speed-Dating in History to find your famous historical partner	Still to Come
EDU 5110: Speed-Dating Literature Reviews	EDU 3520 to discuss field experiences	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

Data Collection

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

Conceptual Framework

Andragogy — Social Learning — Role-Playing — What "Good Readers" Do — Student Engagement — Linda Christensen's Tea Party

References & Recommended Readings

• **Suggested Resources and References (more available via hard copy or email)**

• Burke, Jim (2013). *The complete Common Core State Standards: Decoded.* Thousand Oaks, CA: Corwin.

• Christensen, Linda (2000). *Reading, writing, and rising up: Teaching about social justice and the power of the written word.* Milwaukee: Rethinking Schools. ("The Tea Party" begins on p.108.)

• How Stuff Works: Famous Historical Couples. http://history.howstuffworks.com/historical-figures/historical-couple-pictures.htm#page=13 retrieved 10-24-13.

• http://www.palisadessd.org/cms/lib03/PA01000106/Centricity/Domain/146/Book_Speed_Dating_web_lesson.pdf (books in speed dating)

• http://www.developingteachers.com/tips/pasttips80.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

• Knowles, Malcolm (1984). Andragogy in Action: Applying Modern Principles of Adult Learning. San Francisco: Jossey Bass.

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