

UNLV Best Teaching Practices Expo

Thursday, January 19, 2017

Student Union Ballroom A

12:00 - 1:30 pm

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The teaching practice and the need it addresses:

Truthiness or Evidence-Based Reasoning:

Critical thinking about emotionally relevant topics: a student evidence-based reasoning project: debate, evidence-rating, writing.

Evidence this practice benefits UNLV students:

This practice benefited UNLV students in multiple ways. We addressed several of the undergraduate learning outcomes. First, it directly targeted the UULO of Inquiry and Critical Thinking, but it also included the Communication UULO, both written and oral. And because the topic we researched was a voting issue we were also able to think about and discuss concerns related to Citizenship and Ethics. Students were given the opportunity to research a topic, and work both independently and in groups. Additionally, it was an ideal opportunity to discuss the rules of debate and how educated people comport themselves during factious discussions.

Resources and where to find them:

Articles

Burke, B. L., Sears, S. R., Kraus, S., & Roberts-Cady, S. (2014). Critical Analysis: A comparison of critical thinking changes in psychology and philosophy classes. *Teaching Of Psychology, 41*(1), 28-36.
doi:10.1177/0098628313514175

Krause, S., Sears, S. R., & Burke, B.L., (2013). Is truthiness enough? Classroom activities for encouraging evidence-based critical thinking, *Journal of Effective Teaching, 13* (2) 83-93. Retrieved from <http://www.uncw.edu/jet/>

Videos

CBS (2007). Eye To Eye: Autism (CBS News). [Video File]. Retrieved from <https://www.youtube.com/watch?v=rOGOkS0uXWE>

Etlinger, S, (2014). Susan Etlinger: What do we do with all this big data? [Video file]. Retrieved from http://www.ted.com/talks/susan_etlinger_what_do_we_do_with_all_this_big_data/

Phillips, S. (Director). (2005). The word - truthiness [television broadcast]. New York City, NY; Comedy Central.

How other UNLV teachers might adopt this practice

It is possible to tailor this exercise to numerous disciplines and other introductory level courses (FYE or 101 level courses). To maximize student involvement, the final topic should be of pressing interest and I chose legalizing marijuana (which was timely and very relevant to my students), but any hot-button topic may be selected. Furthermore, Kraus, et al. (2013) offer nine modules for instructors to choose from, facilitating classroom adoption.