

1

Against critical thinking pedagogy [Texto impreso] / David Hayes

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 328 : 18 refs.

Critical thinking pedagogy is misguided. Ostensibly a cure for narrowness of thought, by using the emotions appropriate to conflict, it names only one mode of relation to material among many others. Ostensibly a cure for fallacies, critical thinking tends to dishonesty in practice because it habitually leaps to premature ideas of what the object or student is asserting. Most importantly, critical thinking pedagogy assumes that students start out with thick beliefs and should become thinner. But in an age of default skepticism such as ours, it reinforces the vague belief that no beliefs are true and presses students toward an even thinner condition. What is needed instead is a pedagogy that thinks toward belief. This pedagogy would be marked by: (1) interpretive charity; (2) tolerance for a specific kind of exploratory bullshit; (3) the exercise of the imagination.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 318-328

1. Belief 2. Charity 3. Conflict 4. Critical 5. Education 6. Imagination 7. Liberal 8. Pedagogy 9. Skepticism

2

Evaluating interdisciplinary collaborative learning and assessment in the creative arts and humanities [Texto impreso] / Melissa Miles, Sarah Rainbird

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 422-424 : 36 refs.

This article responds to the rising emphasis placed on interdisciplinary collaborative learning and its implications for assessment in higher education. It presents findings from a research project that examined the effectiveness of an interdisciplinary collaborative student symposium as an assessment task in an art school/humanities environment. After addressing key ideas relating to interdisciplinarity, collaboration and assessment, the authors evaluate a practical model for facilitating interdisciplinary collaborative learning. Drawing on student surveys and assessment outcomes, the findings highlight the extent to which collaborative teaching and learning, coupled with social software tools and associated modes of communication, foster innovative, high quality interdisciplinary work, and offer an adaptable assessment framework for broader application in higher education settings.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 409-425

1. Assessment 2. Collaboration 3. Creative arts 4. Humanities 5. Interdisciplinary

3

From Plato to Erikson [Texto impreso] : how the war on 'bad play' has impoverished higher education / Mark C. Carnes

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 395-396 : 37 refs.

For centuries, the titans of educational reform -Plato, Rousseau, Dewey, Piaget, Erikson, Csikszentmihalyi and others- have championed the educational benefits of play. Yet many professors and administrators are bogged by the idea of playing academic games in college. They instantly dismiss faculty initiatives like 'Reacting to the Past', where students play complex role-playing games set in the past, their roles informed by classic texts. This article maintains that skepticism towards such forms of play derives from the ideas of the chief proponents of educational play: their endorsement of play has also included a powerful denunciation of competitive role-playing games. This centuries-old philosophical predisposition against such modes of play has impeded pedagogical innovation at the college level. That such games can revitalize higher education is demonstrated by the extraordinary response at the over 350 colleges and universities where faculty have adopted 'Reacting' during the past decade.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 383-397
1. Csikszentmihalyi 2. Dewey 3. Erikson 4. Flow 5. Freud 6. Hall 7. Online learning 8. Piaget 9. Plato 10. Play 11. Reacting to the Past 12. Role-immersion games 13. Role-playing games 14. Rousseau

4
Functional foreign language literacy for higher education and research [Texto impreso] : the case of French in Nigerian universities / Alozie R. Uhuegbu, Mike TU. Edung

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 407-408 : 7 refs.

African nations have always considered the knowledge of each other's official language, principally English and French, as a means for their scientists to exchange their research work and findings with their counterparts across the linguistic barriers on the continent and in the world, and thereby hasten the pace of national development. Nigerian universities thus began in the early 1970s to teach French as a foreign language to students majoring in other disciplines. This paper conceptualizes this teaching in terms of the objective of giving the students a functional literacy in the foreign language, and examines it in terms of this objective and of how much it has been attained. It goes on to propose French for specific purposes as the strategy for attaining functional literacy in foreign languages by Nigerian scientists and experts in the various fields for the purpose of exchanging research information and enhancing their research.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 398-408

1. Exchange 2. Foreign languages 3. Erikson 4. French for specific purposes 5. Functional literacy 6. Nigeria 7. Nigerian universities 8. Research 9. Students of other disciplines

5
Stories on the Skin [Texto impreso] : Tattoo Culture at a South Florida university / Melissa Miles, Sarah Rainbird

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 444-445 : 36 refs.

This paper describes a multidisciplinary creative and research project at a South Florida public university. "Stories on the Skin: Tattoo Culture at FAU" has explored and presented tattoos as a shared cultural experience, rather than as a symptom, or a fad. Considering relevant scholarship in various disciplines, tattoo emerges as a repository of memories and a site of affirmations, but also a significant form of creative self-expression beyond temporary fashion. Proposing a positive value to connecting mind and body, story and skin, the project offers a model for other universities to engage a diverse student body in the complexities of living an embodied self in a virtual world. It also offers a way to open the minds of those who would discriminate. It is not about promoting, but about understanding, this moment of ink, deploying the arts and humanities for the sake of self-knowledge and tolerance.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 426-446

1. Art 2. Body 3. Culture 4. Embodiment 5. Humanities 6. Tattoo 7. Tattoos

6
Wargaming in higher education [Texto impreso] : contributions and challenges / Philip Sabin

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 346-348 : 51 refs.

Wargames, especially on historical conflicts, do not currently play much part in the booming academic use of simulation and gaming techniques. This is despite the fact that they offer rich vehicles for active learning and interactive exploration of conflict dynamics. Constraints of time, expertise and resources do make it challenging to employ wargames in academia, but a greater problem is the stigma which wargaming attracts due to its

association with childish enthusiasts and its perceived deficiencies as a modelling technique. This article builds on my many years of teaching and research experience with wargames to show how playing and designing them can benefit students and scholars alike.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 329-348

1. Active 2. Learning 3. Conflict 4. Games 5. History 6. Simulation 7. War 8. Wargaming I. Título

7

World of Warcraft [Texto impreso] : foreign language grammar and composition taught as a term-long role-playing game / THM Gellar-Goad

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 380-382 : 24 refs.

This article outlines an innovative approach to the instruction of foreign languages: a term-long role-playing game in the style of tabletop role-playing games such as Dungeons & Dragons. Students adopt personas, avatars, or "player characters" and take them through adventures, exploration, puzzles, and fights with monsters, all of which are tied to specific language-acquisition exercises and practice. I detail at length my specific implementation in an advanced undergraduate Latin prose composition course at Wake Forest University and its overall successful results. I also offer advice, cautions, and additional resources for both small-scale and large-scale implementations of the role-playing game pedagogical methodology.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 368-382

1. Foreign languages 2. Game-based learning 3. Gamification 4. Grammar instruction 5. Latin 6. Pedagogy 7. Prose composition 8. Role-playing games I. Título

8

The World Wars through tabletop wargaming [Texto impreso] : an innovative approach to university history teaching / Daniel Reynaud, Maria Northcote

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 365-367 : 32 refs.

This article explores the experiences of a lecturer and students in a class on the World Wars, where wargaming is used alongside traditional lecturing as a learning experience. It outlines the processes used and then evaluates the various kinds of learning, historical and other, that occur. Drawing on literature associated with history education approaches, authentic learning, reflective practice, slow pedagogy and productive failure, the study's methods track the students' learning experiences across a semester in which they engage in a mixture of traditional learning experiences and authentic wargaming sessions. The paper concludes with the strengths and weaknesses of wargaming as a form of history pedagogy.

Arts and Humanities in Higher Education. -- 2015, v.14 (October), n. 4, p. 349-367

1. Higher education 2. History education 3. Productive failure 4. Slow pedagogy 5. Wargaming I. Título