Getting Students to Think Critically through Undergraduate Research

The Human Religious Experience (RELI 100)

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Faculty Lunch & Learn

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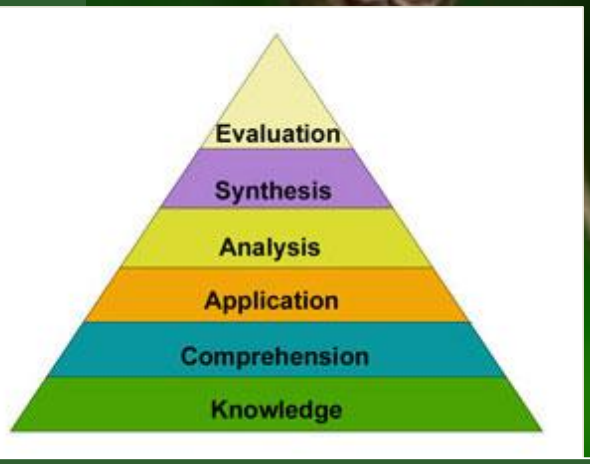
Research

"The systematic investigation into and study of **materials and sources** in order to establish facts and reach new conclusions." [1]

Course Design: Situated Learning

The nest, the frame, the "situation"

Assignments: Critical Thinking



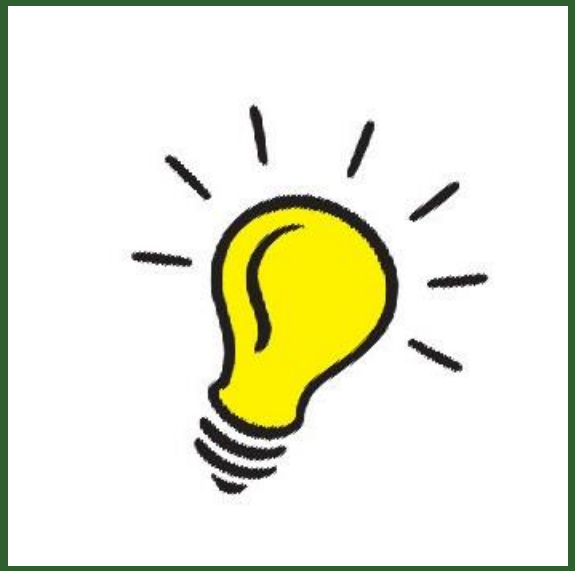
Bloom's Taxonomy http://www.assessment.uconn.edu/primer/taxonomies1.html

Contextualize

Make it yours

Co-Construct/Collaborate

"Communities of practice" facilitate learning [2]



1. Synthesize Sources
2. Apply Critical Thinking
3. Contextualize
4. Co-Construct/Collaborate

Blogs: Reflection

- Myth, Symbol, Modernity
- Interpreting Scripture: Literally, Morally, Allegorically
- Symbols and Rituals of Succoth
- Christian Sacrament and Jewish Life-Passage Ritual
- Sermon Analysis
- Qur'an and Hajj
- Dalai Lama and Lotus Sutra

Myth, Symbol, Modernity

Sources:
Mini-lecture: Symbol
Mini-lecture: Impact of Modernity
Textbook: *World Religions Today*

Critical Thinking: Research ads. Identify one with a religious symbol used to sell a product. Analyze in light of the discussion of symbol in the sources.

Contextualize: Reflect on the use of religious symbols in advertising.

Co-Construct: Comment on other posts.

We'll save you.

Discussion Groups: Construct Knowledge

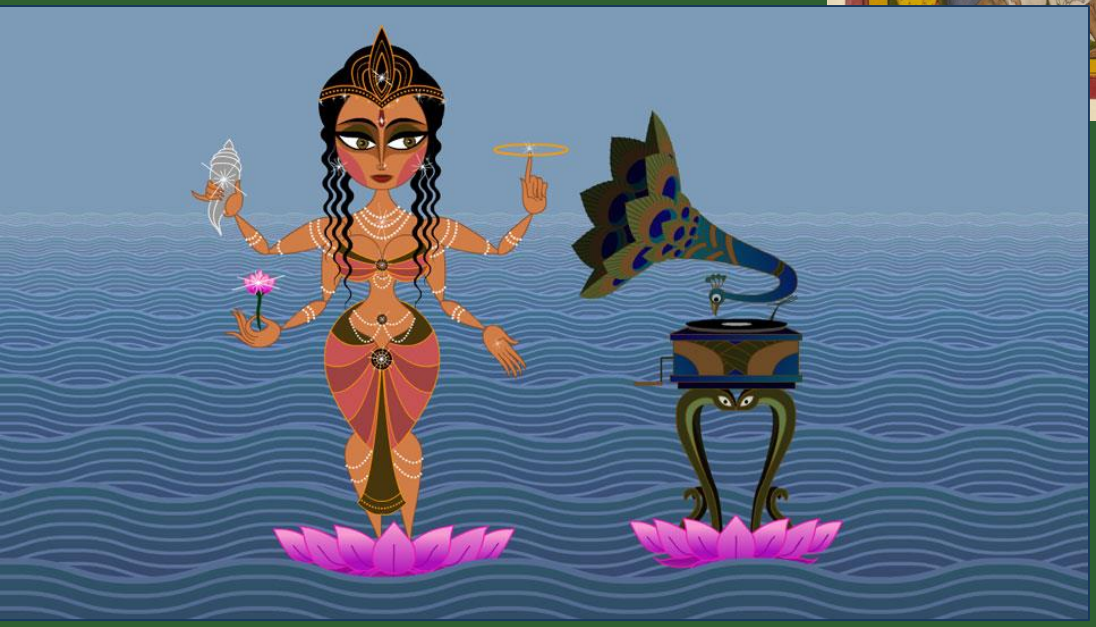
- Writing and Citing
- The Global Religious Landscape
- Jewish Identity
- Constructing Knowledge about Sunni and Shia Islam
- Cleansing Rituals
- The Ramayana
- Four Noble Truths and the Eightfold Path
- Harmony and Liberation
- Confucianism and Daoism

The Four Noble Truths and the Eightfold Path

https://vimeo.com/channels/religion100/110465597

The Ramayana

<u>Sources:</u>
Mini-lecture: The Ramayana
Film: *Sita Sings the Blues*
Book: *World Religions Today*



Evaluating a modern version of an ancient epic.

Final Essay: Articulate Your Worldview

Ultimate goal: “growth and transformation of identity” [3]

Student Response

"I absolutely had a lovely experience taking this course. I learned a lot in a very organized, interesting, and engaging manner. The instructor provided fun videos, interesting lectures, and collaborative assignments that made it seem as though I was taking the course in person."

Endnotes

[1] Google Search. Available at https://www.google.com/#q=research

[2] Smith, M. K. (2003). "Communities of Practice." The Encyclopedia of Informal Education. Available at www.infed.org/biblio/communities_of_practice.htm.

[3] Yang, Yu-Feng (Diana). (2005). "Situated Learning as a Framework for CALL Research." In *CALL Research Perspectives,* Joy L. Egbert and Gina Mikel Petrie. Mahwah, NJ: Lawrence Erlbaum Associates.