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Reality in the Classroom: Teaching Critical Thinking with Scenarios

Timothy T. Self

University of Nevada, Las Vegas, timothy.self@unlv.edu

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Reality in the Classroom: Teaching Critical Thinking with Scenarios

The practice and the need it addresses	Evidence this practice benefits UNLV Students	Resources and where to find them	How other UNLV teachers might adopt this practice
<div><h3>The Need</h3><ul style="list-style-type: none">One of the challenges for hospitality educators is to develop critical thinking skills in the future leaders of the industry. It is often thought that students will develop this skill as a by product of course work, but research indicates that it must be explicitly taught.<h3>Teaching Critical Thinking</h3><ul style="list-style-type: none">This model is based upon Kolb’s learning cycle (Kolb, 1984).This model is composed of a ten step process where students first examine a problem, arrive at a practical solution in a timely manner, consider any repercussions that could result after a decision is made, and then take steps to implement the decision.<div><div><div>Understand boundaries and constraints</div><div>Problem presented</div><div>Separate problem from symptoms</div><div>Identify issues</div></div><div><div>Defend solution</div><div>Choose best solution</div><div>Understand consequences of solutions</div><div>Develop alternative solutions</div></div><div><div>Action plan</div><div>Defend actions</div></div></div></div>	<div><h3>Delivering Scenario Based Learning</h3><p>Factors present in effective scenarios:</p><ol style="list-style-type: none">Actually occurred in hotel, restaurant or other hospitality environmentLevel of management identifiedRequires management actionHas multiple possibilities for management-does not have one clear solutionHas known actual solution with retrospective pros and cons of solution<ul style="list-style-type: none">Students exposed to authentic or situational problems and dialogue strategies had improved critical thinking skills (Abrami et al., 2015).Role playing allows students to immerse themselves in a problem by assuming the role of a character in a real situation (Ruhanen, 2005).Research has shown that when students assume different roles, over multiple role playing scenarios, students gained confidence in working in various situations (Ertmer et al., 2010).</div>	<div><h3>Resources</h3><p>There are a number of articles that explore scenario based learning.</p><ul style="list-style-type: none">Timothy T. Self & John T. Self (2017) Reality in the Classroom: Teaching Critical Thinking with Scenarios, <i>Journal of Hospitality & Tourism Education</i>, 29:4, 187-193Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. a., & Persson, T. (2015). Strategies for Teaching Students to Think Critically: A Meta-Analysis. <i>Review of Educational Research</i>, 85(2), 275–314.Ertmer, P., Strobel, J., Cheng, X., Chen, X., Kim, H., Olesova, L., Tomory, A. (2010). Expressions of critical thinking in role-playing simulations: Comparisons across roles. <i>Journal of Computing in Higher Education</i>, 22(2), 73–94.Farmer, K., Meisel, S. I., Seltzer, J., & Kane, K. (2012). The Mock Trial: A Dynamic Exercise for Thinking Critically About Management Theories, Topics, and Practices. <i>Journal of Management Education</i></div>	<div><h3>Integration Of Scenarios Into The Classroom</h3><ul style="list-style-type: none">The instructor provides the background and the context of the situation to fully draw out the students to explore different approaches and the subsequent outcomes of each approach.Students are interested in learning about and being challenged by “real world” situations, which scenarios excel in accomplishing by encouraging and motivating students<p>Tips to be successful with scenarios:</p><ol style="list-style-type: none">Engage current industry leaders regarding management dilemmas they have recently faced. This helps to stay current.Develop in class exercises to allow students, in groups or independently, explore ways to address the problem.Encourage students to think a few steps ahead given their decision.Allow time in class for students to explain and defend their chosen plan of action. This creates a space for classroom discussion.</div>