Constructive Academic Controversy: The Art of Arguing to Enhance Learning\*

Workshop for the Universiti Teknologi Malaysia

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This workshop provides an opportunity for participants to learn about a cooperative learning strategy through actively engaging in that strategy. Participants will experience Constructive Academic Controversy from the learner perspective and will have an opportunity to reflect on this experience. The combination of experience and reflection will help participants identify how Constructive Academic Controversy (and related pedagogies) could be used in their own classrooms to enhance students’ learning, critical thinking, and learning experiences. Further, through the shared experience of practicing Constructive Academic Controversy in a special session, participants will identify a group of peers from whom they can seek guidance in the future.

This session will provide participants with a cooperative learning environment where they will:

* Become familiar with the origins and benefits of Constructive Academic Controversy as a cooperative learning strategy as well as the empirical and theoretical support
* Actively participate in a Constructive Academic Controversy activity
* Develop a community of colleagues to support the development and practice of Academic Constructive Controversy.

At the completion of this workshop, it is anticipated that participants will be able to:

* Articulate the benefits of and identify potential opportunities for conducting Constructive Academic Controversy in their own classrooms
* Describe conditions and guidelines for skillful arguing and convey them to their students
* Articulate their own definition of “engineering outcomes” by distinguishing their definition from other possible definitions

\*Workshop based on a Special Session co-designed and co-facilitated by Professor Holly Matusovich (Virginia Tech) for the 2009 ASEE/IEEE Frontiers in Education Conference.