

Accentuating Student Performance in a Hydrology Class

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November 26, 2022

Abstract

Accentuating Student Performance in a Hydrology Class The author has successfully used student centered performance pedagogy to enhance student learning in a Fluid Mechanics and Hydrology Class. In this particular research activity, he has used Socratic Inquisition Techniques to enhance student learning. He presents detailed analysis of the data he has collected to examine and determine how student performance can be accentuated and improved. Socratic Inquisition is based on Critical thinking and Critical thinking is the objective analysis of facts to form a judgment. The subject is complex, and several different definitions exist. However, one can generally view it as “unbiased analysis or expressive evaluation of factual evidence.” Scholars agree that Critical thinking must be self-directed, self-disciplined, self-monitored, and self-corrective procedure. This helps the students to become independent learners and be enthusiastic to expand their knowledge base. Fluid Mechanics and Hydrology is a junior level course that is based on providing a mathematical base for building the needed knowledge for a variety of subsequent engineering courses. The main objective has been to instill effective communication skills among students and to enhance problem-solving abilities. The author is satisfied with the results gathered, however he sees lots of areas for improvement of student learning. Based on the research data collected, the author has concluded that the method of Critical Thinking actually motivates the students to take ownership of learning. This is definitely a useful path for Accentuating Student Performance in a Fluid Mechanics and Hydrology Class. References 1. Gardner, Howard (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic. 2. Keefe, J. W. (1991). *Learning style: Cognitive and thinking skills*. Reston, VA: National Association of Secondary School Principals. 3. Lage, M. J., Platt, G. J. & Treglia, M. (2000). *Inverting the classroom: A gateway to creating an inclusive learning environment*. *Journal of Economic Education*.

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References

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