

Psychodidactic Strategies to Facilitate Flow of Logical Thinking in Preparation of Academic Documents

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Abstract : The preparation of academic documents such as thesis, articles and research projects is one of the requirements of the higher educational level. These documents demand the implementation of logical argumentative thinking which is experienced and executed with difficulty. To mitigate the effect of these difficulties this study designed a thesis seminar, with which the authors have seven years of experience. It is taught in a graduate program in Psychology at the National Autonomous University of Mexico. In this study the authors use the Toulmin model as a mental heuristic and for the application of a set of psychodidactic strategies that facilitate the elaboration of the plot and culmination of the thesis. The efficiency in obtaining the degree in the groups exposed to the seminar has increased by 94% compared to the 10% that existed in the generations that were not exposed to the seminar. In this article the authors will emphasize the psychodidactic strategies used. The Toulmin model alone does not guarantee the success achieved. A set of actions of a psychological nature (almost psychotherapeutic) and didactics of the teacher also seem to contribute. These are actions that derive from an understanding of the psychological, epistemological and ontogenetic obstacles and the most frequent errors in which thought tends to fall when it is demanded a logical course. The authors have grouped the strategies into three groups: 1) strategies to facilitate logical thinking, 2) strategies to strengthen the scientific self and 3) strategies to facilitate the act of writing the text. In this work the authors delve into each of them.

Keywords : psychodidactic strategies, logical thinking, academic documents, Toulmin model

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