

Decision-Making, Student Empathy, and Cold War Historical Events: A Case Study of Abstract Thinking through Content-Centered Learning

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Abstract : The conceptualized theory of decision making on historical events often does not conform to uniform beliefs among students. When presented the opportunity, many students have differing opinions and rationales associated with historical events and outcomes. The intent of this paper was to provide students with the economic, social and political dilemmas associated with the autonomy of East Berlin. Students ranked seven possible actions from the most to least acceptable. In addition, students were required to provide both positive and negative factors for each decision and relative ranking. Results from this activity suggested that while most students chose a financial action towards West Berlin, some students had trouble justifying their actions.

Keywords : content-centered learning, cold war, Berlin, decision-making

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