

Thinking Fast and Slow by Daniel Kahneman
ETSU Faculty Book Club Discussion Questions

Begin by giving each participant 2 index cards:

1. Write implications for teaching from the book
2. Write other reactions you had to the book

Other Questions:

- Kahneman describes System 1 as “the hero of the book.” Do you think system 1 is heroic?
- What does System 1 and System 2 thinking tell us about multitasking?
- What does the discussion of cognitive load mean for our teaching?
- I often give first-year students this advice, “Nail the first test; crush the first assignment.” According to Kahneman, is this good advice?
- What is ego depletion? p 41-43 What does it mean for teaching and for learning?
- Can we use the priming effect to help students learn?
- How can the halo effect influence grading? How can we take steps to avoid it?
- What is the best time of day to grade papers?
- How can framing effects influence our teaching?
- Did reading thinking fast and slow make you distrust yourself? Distrust education in general?
- What does the availability bias mean for group work? P. 131
- What does the “easier question” heuristic mean for assessment? The questions we want to answer is “what are students learning?” but often the question we answer is “what can we measure?”
- Is higher education about training system 2?
- Kahneman suggests that we could all use help making better choices. How can we design classes that nudge students toward greater engagement and learning?
- Should students start a course with 100% and have to work to keep it, or zero points and have to work to gain it?
- According to Kahneman, how do experts differ from average people? Why might expertise be necessary but not sufficient to effective teaching?