

# Varieties of Teaching

## COURSE GUIDE

HIS 714

Fall 2009

Prof. L. Tolbert

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Hours: by appointment

## Course Objectives

How do people learn history? Is there something distinctive about learning history compared to learning other subjects in the college curriculum? This course will introduce you to the growing scholarship of teaching and learning that pays particular attention to the role of history in the undergraduate curriculum.

Theoretical Objectives:

- Explain the role of history in undergraduate education for the 21<sup>st</sup> century.
- Use research and theory to evaluate how people learn history.

Practical Objectives:

- Design an inquiry-based undergraduate history course focused on student learning.
- Produce a course design portfolio that documents how you conceptualize and operationalize student learning in one course.

## Evaluation

This course is graded on an S-U basis.

Collaboration and peer review will be vital to the success of your learning in this course and to the quality of your course design portfolio. Completing assignments on time and collegial engagement with your peers are essential for a Satisfactory evaluation in the course.

### Course Design Portfolio

The final product for the course is a course design portfolio. We will develop different components of the portfolio as the semester unfolds. See Richlin, pp. 101-103 and Nilson pp. 227-228 for an overview of the elements of a course design portfolio. The content of the course is entirely up to you. It might be a US history survey, a world history survey, a research methods course, or a topics course. You will identify the level of the course but it must be designed for undergraduates. You will need to research appropriate text or reading choices for the course you are designing. The final course design portfolio must include:

- Syllabus
- Course Design Blueprint
- Specific Learning Experiences
- Test Blueprints

- Assignments and Rubrics (including at least one information literacy assignment)
- Classroom Assessment Techniques
- Explanation of Design Choices covering all elements of syllabus and attachments. Your explanation should be research-based and include footnotes citing relevant scholarship.

### **Assignments and Due Dates:**

8/31 Write one single-spaced page in response to the question: What does Derek Bok's critique have to do with the undergraduate history major? Email your response to [lctolber@uncg.edu](mailto:lctolber@uncg.edu) by 9:00 a.m. on 8/31.

9/14 List five (5) reasons why history is an important discipline for undergraduate education in the 21<sup>st</sup> century. Post your list to Bb. by 9 a.m. on 9/14. Review all lists before class.

9/21 Evaluate the UNCG History Department learning goals for undergraduate majors and the UNCG General Education Mission and Goals. To what extent do they address the essential learning outcomes identified in LEAP? To what extent do they address the global readiness and soft skills issues identified in UNC Tomorrow? What would John Tagg, Robert Barr, and Derek Bok say about them? How would you improve them? Post your analysis and recommendations for revision of the goals to Bb by 9:00 a.m. on 9/21. Read all recommendations before class.

9/28 Discuss three to five findings from Wineburg's research that identify distinctive challenges for learning history. How will the issues you identified influence your course design? Post your responses to Bb by 9:00a.m. on 9/28. Review all postings before class.

10/5 Write the learning goals for your course. What should your students know and be able to do by the end of the semester? Post your learning goals to Bb by 9:00 a.m. on 10/5. Read all learning goals posted and be prepared to offer recommendations for improvement.

10/19 Create an Outline for your course with a rationale for how the outline addresses student learning goals for the course. What are the big historical questions your course will address? Post to Bb by 9:00 a.m. on 10/19 and review all postings before class.

10/26 Select one of the lessons from your course outline and create an instructional script to facilitate student learning. (See Richlin, p. 40, for an example of an instructional script.). Post to Bb by 9:00 a.m. on 10/26 and review all postings before class.

11/2 Design a learning experience that will enhance the information literacy skills of students in your course. Post your assignment to Bb by 9:00a.m. on 11/2. Review all posted assignments before class.

11/9 Create a Cognitive Design Blueprint that identifies learning experiences for **all** of the learning objectives for your course. See Richlin, p. 63, for an example of a Cognitive Design Blueprint. Choose one of your learning experiences and create the instructions you will give to students to complete the experience. For example, you might want to focus on active reading, problem-solving, learning in groups, or effective discussion. Post to Bb by 9:00 a.m. on 11/9 and review all postings before class.

11/16 Create a classroom assessment technique (CAT) and develop a test design blueprint for your course. See Richlin, p. 96 for an example of a test design blueprint. Post your CAT and test blueprint to Bb by 9:00 a.m. on 11/16. Review all posted documents before class.

11/23 Develop a rubric for one of your assignments. Post your rubric to Bb by 9:00a.m. on 11/23. Review all posted rubrics before class.

11/30 Create a draft of your course syllabus. Post to Bb by 9:00 a.m. on 11/30. Review all posted syllabi before class.

## Course Readings

### **Books** (Available at the UNCG bookstore)

Bok, Derek. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton: Princeton University Press, 2006.

Nilson, Linda B. *Teaching At Its Best: A Research-Based Resource for College Instructors*. Bolton, MA: Anker Publishing, 2003.

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Richlin, Laurie. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Sterling, Virginia: Stylus Publishing, 2006

Veccia, Susan H. *Uncovering Our History : Teaching with Primary Sources*. Chicago : American Library Association, 2004.

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

*Quick Flip Questions for the Revised Bloom's Taxonomy* (Edupress).

### **Book Chapters/Journal Articles** (Available on electronic reserve or online as noted.)

AACU LEAP Report: [https://www.aacu.org/leap/documents/GlobalCentury\\_final.pdf](https://www.aacu.org/leap/documents/GlobalCentury_final.pdf)

AHA, Liberal Learning and the History Major:

<http://www.historians.org/pubs/Free/LiberalLearning.htm>

Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for Undergraduate Education." <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>

The History Major and Undergraduate Liberal Education: Report of the National History Center Working Group to the Teagle Foundation Stanley N. Katz and James Grossman, co-chairs (with the assistance of Tracy Steffes) 9-29-08 [posted to Bb]

National Teaching and Learning Forum. "[Classroom Assessment Techniques](http://www.ntlf.com/html/lib/bib/assess.htm)"  
<http://www.ntlf.com/html/lib/bib/assess.htm>

From Stearns, Peter N., Peter Seixas, and Sam Wineburg. *Knowing, Teaching, & Learning History: National and International Perspectives*. New York: New York University Press, 2000: [the following chapters may be found on ereserves]

Dunn, Ross E. "Constructing World History in the Classroom" pp. 121-140.

Bain, Robert B. "Into the Breach: Using Research and Theory to Shape History Instruction," pp. 331-352.

Voss, James F. and Jennifer Wiley. "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments." pp. 375-389

Stearns, Peter N. "Getting Specific about Training in Historical Analysis: A Case Study in World History." pp. 419-436.

Britt, M. Anne, Charles A. Perfetti, Julie A. Van Dyke, and Gareth Gabrys. "The Sourcer's Apprentice: A Tool for Document-Supported History Instruction." pp. 437-470.

## Course Schedule

**8/24 Introductions**

### History and Undergraduate Education

**8/31 Liberal Education Today**

**Read:** Derek Bok, *Our Underachieving Colleges*

**Assignment:** Write one single-spaced page in response to the question: What does Derek Bok's critique have to do with the undergraduate history major? Email your response to [lctolber@uncg.edu](mailto:lctolber@uncg.edu) by 9:00 a.m. on 8/31.

**9/7 Labor Day Holiday**

**9/14 Role of History in Liberal Education**

**Read:**

AACU LEAP Report: [https://www.aacu.org/leap/documents/GlobalCentury\\_final.pdf](https://www.aacu.org/leap/documents/GlobalCentury_final.pdf)

AHA, Liberal Learning and the History Major:

<http://www.historians.org/pubs/Free/LiberalLearning.htm>

The History Major and Undergraduate Liberal Education: Report of the National History Center Working Group to the Teagle Foundation Stanley N. Katz and James Grossman, co-chairs (with the assistance of Tracy Steffes) 9-29-08 [posted to Bb]

**Assignment:** List five (5) reasons why history is an important discipline for undergraduate education in the 21<sup>st</sup> century. Post your list to Bb. by 9 a.m. on 9/14. Review all lists before class.

**9/21 From Teaching to Learning**

**Read:**

Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for Undergraduate Education." <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>

UNC Tomorrow (21<sup>st</sup> Century Skills)—Section 4.1 of UNC Tomorrow final report and Bosley report on Soft Skills

UNCG History Department learning goals for undergraduate majors

UNCG General Education Mission and Goals

**Assignment:** Evaluate the UNCG History Department learning goals for undergraduate majors and the UNCG General Education Mission and Goals. To what extent do they address the essential learning outcomes identified in LEAP? To what extent do they address the global readiness and soft skills issues identified in UNC Tomorrow? What would John Tagg, Robert Barr, and Derek Bok say about them? How would you improve them? Post your analysis and recommendations for revision of the goals to Bb by 9:00 a.m. on 9/21. Read all recommendations before class.

### **9/28 How Do People Learn History?**

**Read:**

Bain, Robert B. “Into the Breach: Using Research and Theory to Shape History Instruction,” pp. 331-352. [ereserves]

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

**Assignment:** Discuss three to five findings from Wineburg’s research that identify distinctive challenges for learning history. How will the issues you identified influence your course design? Post your responses to Bb by 9:00a.m. on 9/28. Review all postings before class.

## **Creating a Course Design Portfolio**

### **10/5 Course Learning Goals: What Do You Want Your Students to Learn?**

**Read:**

Nilson, Chapters 2 and 3

Richlin, Chapter 12

*Quick Flip Questions for the Revised Bloom’s Taxonomy* (Edupress).

**Assignment:** Write the learning goals for your course. What should your students know and be able to do by the end of the semester? Use Bloom’s Taxonomy to identify appropriate levels of student learning. Post your learning goals to Bb by 9:00 a.m. on 10/5. Read all learning goals posted and be prepared to offer recommendations for improvement. [Note that you will probably need to revise your course learning goals as the semester unfolds.]

### **10/12 Fall Break**

### **10/19 What is a Course Design Blueprint? Designing an Inquiry-based Survey: Approaches to World History**

**Read:**

Richlin, Section I, pp. 1-21.

Dunn, Ross E. "Constructing World History in the Classroom" pp. 121-140 AND

Stearns, Peter N. "Getting Specific about Training in Historical Analysis: A Case Study in World History." pp. 419-436.

**Assignment:** Create an Outline for your course with a rationale for how the outline addresses student learning objectives for the course. Post to Bb by 9:00 a.m. on 10/19 and review all postings before class.

## **10/26 Varieties of Learning**

### **Read:**

Nilson, Part III, pp. 77-166.

Richlin, Section II, pp. 25-61.

**Assignment:** Select one of the lessons from your course outline and create an instructional script to facilitate student learning. (See Richlin, p. 40, for an example of an instructional script.). Post to Bb by 9:00 a.m. on 10/26 and review all postings before class.

## **11/2 Designing Learning Experiences**

### **Read:**

Nilson, Part III, pp. 77-166.

Richlin, pp. 62-82

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Veccia, Susan H. *Uncovering Our History : Teaching with Primary Sources*. Chicago : American Library Association, 2004.

**Assignment:** Design a learning experience that will enhance the information literacy skills of students in your course. Post your assignment to Bb by 9:00a.m. on 11/2. Review all posted assignments before class.

## **11/9 Course Design Blueprint**

### **Read:**

Nilson, Part III, pp. 77-166.

Richlin, pp. 62-82

Britt, M. Anne, Charles A. Perfetti, Julie A. Van Dyke, and Gareth Gabrys. "The Sourcer's Apprentice: A Tool for Document-Supported History Instruction." pp. 437-470.

Voss, James F. and Jennifer Wiley. "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments." pp. 375-389

**Assignment:** Create a Cognitive Design Blueprint that identifies learning experiences for **all** of the learning objectives for your course. See Richlin, p. 63, for an example of a Cognitive Design Blueprint. Choose one of your learning experiences and create the instructions you will give to

students to complete the experience. For example, you might want to focus on active reading, problem-solving, learning in groups, or effective discussion. Post to Bb by 9:00 a.m. on 11/9 and review all postings before class.

### **11/16 Assessing Learning: Classroom Assessment Techniques and Test Development**

#### **Read:**

Nilson, Part IV.

Richlin, Section III.

National Teaching and Learning Forum. "[Classroom Assessment Techniques](http://www.ntlf.com/html/lib/bib/assess.htm)"  
<http://www.ntlf.com/html/lib/bib/assess.htm>

**Assignment:** Create a classroom assessment technique (CAT) and develop a test design blueprint for your course. See Richlin, p. 96 for an example of a test design blueprint. Post your CAT and test blueprint to Bb by 9:00 a.m. on 11/16. Review all posted documents before class.

### **11/23 Assessing Learning: Rubrics**

#### **Read:**

Nilson, Part IV.

Richlin, Section III.

**Assignment:** Develop a rubric for one of your assignments. Post your rubric to Bb by 9:00 a.m. on 11/23. Review all posted rubrics before class.

### **11/30 The Course Syllabus**

#### **Read:**

Nilson, Chapter 4

Richlin, Section IV

**Assignment:** Create a draft of your course syllabus. Post to Bb by 9:00 a.m. on 11/30. Review all posted syllabi before class.

### **12/7 Completing the Final Course Design Portfolio**

**12/11 Final Course Design Portfolio due by noon.**