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"Of course you were better at history when you were my age. There wasn't so much of it to remember back then!"



"You got a "C" in History?? How hard could it be?"



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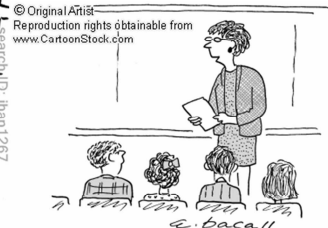
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"The Pilgrims sailed their iShips to the New World and docked at the eBay."



"We need some newer history."



"Take out your phones. Open the American History app and turn to the page about George Washington."

Varieties of Teaching COURSE GUIDE

HIS 714

Fall 2011

Prof. L. Tolbert

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Hours: by appointment

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Course Overview and Purpose

It might be useful to start by saying what this course is not. This is not primarily a nuts and bolts course on how to teach a college-level class. We will not spend much time, for example, talking about how to lead a discussion or manage behavioral problems in the classroom. Rather, this course takes a big picture approach to epistemological issues of teaching and learning history in the twenty-first century. Why is history essential for the twenty-first century undergraduate curriculum? What distinctive challenges do students face in learning history compared to learning other subjects in the college curriculum? As Stéphane Lévesque asks in his analysis of historical thinking, if history is about critical inquiry, "what are the concepts and knowledge of the past that students should learn and master in order to think historically? What abilities do they need to *practice history*?" (Lévesque, p. 15) Coming to grips with these kinds of critical conceptual issues is essential for designing meaningful learning experiences for students.

Although this course does not focus on the nuts-and-bolts of teaching a college level class, we will not study the epistemology of historical thinking as an end in itself. We will make essential connections between theory and practice, historical thinking and pedagogy. You will encounter plenty of practical examples of how college teachers have operationalized disciplinary thinking in the classroom. This literature will also introduce you to research and publication opportunities offered by the scholarship of teaching and learning, with particular attention to research that illuminates the disciplinary role of history as an essential subject in the undergraduate curriculum. Rather than focusing on the content of history (what information do you want your history course to cover?), our focus will be on the learner. What do you want students (who are unlikely to become professional historians) to know

and be able to DO with the content they encounter in any history courses you might teach? How do you know they have achieved the objectives you intended?

Student Learning Objectives

When you complete this course you should be able to:

- Articulate a rationale for the importance of history in undergraduate education for the 21st century that is grounded in the scholarship of teaching and learning.
- Use scholarship to evaluate how students learn history at different levels of complexity appropriate to levels of the curriculum.
- Apply appropriate scholarship to design learning experiences that develop students' historical thinking skills at appropriate levels for the role of the course in the curriculum.
- Design elements of a professional teaching portfolio that document how you conceptualize and operationalize student learning in the discipline of history.

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.

Lévesque, Stéphane. *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2008.

Nilson, Linda B. *Teaching At Its Best: A Research-Based Resource for College Instructors*. Bolton, MA: Anker Publishing, 2003. [Recommended, not required. I have included recommended page numbers in the reading schedule.]

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

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

Stearns, Peter N. *World History: The Basics*. London and New York: Routledge, 2011.

Book Chapters/Journal Articles (Available on Bb, in the Library, or online as noted.)

AACU LEAP Report: 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>

Campisi, Jay and Kevin E. Finn, "Does Active Learning Improve Students' Knowledge of and Attitudes Toward Research Methods?" *Journal of College Science Teaching*. Vol. 40, No. 4 (2011): 38-45. [Use Journal Finder or posted to Bb]

Collins, Allan, Brown, John Seely and Holum, Ann. "Cognitive Apprenticeship: Making Thinking Visible." *American Educator*. (Winter 1991). <http://www.21learn.org/site/archive/cognitive-apprenticeship-making-thinking-visible/>

- Diaz, Arlene, Joan Middendorf, David Pace, Leah Shopkow. "The History Learning Project: A Department 'Decodes' its Students." *JAH* (March 2008): 1211-1224. [Use Journal Finder, or posted to Bb.]
- Freeman, Edward and Eileen Lynd-Balta. "Developing Information Literacy Skills Early in an Undergraduate Curriculum." *College Teaching*. Vol. 58 (2010): 109-115.
- Middendorf, J., Pace, D., Shopkow, L., & A. Diaz (2007). "Making Thinking Explicit: Decoding History Teaching." *The National Teaching and Learning Forum*, Vol. 16, (2), pp. 1-4. National Teaching and Learning Forum. "
- National History Center, "The History Major and Liberal Education," *Liberal Education* Vol. 95, No. 2 (Spring 2009): 40-47. [Use Journal Finder]
- New Directions for Teaching and Learning*. Special Issue: "Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking". (Summer 2004). [Use Journal Finder] Read the following articles:
- Middendorf and Pace. "Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking," pp. 1-12.
- Pace, "Decoding the Reading of History: An Example of the Process," pp. 13-21.
- Grim, Pace, and Shopkow, "Learning to Use Evidence in the Study of History," pp. 57-65.
- Schlegel and Pace, "Using Collaborative Learning Teams to Decode Disciplines: Physiology and History," pp. 75-83.
- Kurtz and Banta, "Decoding the Assessment of Student Learning," pp. 85-94.
- Wenk, Laura and Loel Tronsky. "First-Year Students Benefit from Reading Primary Research Articles." *Journal of College Science Teaching*. Vol. 40, No. 4 (2011): 60-67. [Use Journal Finder]
- Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]
- Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499. [Use Journal Finder]
- Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]
- Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992). <http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>

Websites: (Note that additional websites may be added as the semester unfolds)

- AAC&U Value Rubrics <http://www.aacu.org/value/abouttherubrics.cfm>
- Benchmarks of Historical Thinking: <http://historybenchmarks.ca/>
- Classroom Assessment Techniques" <http://www.ntlf.com/html/lib/bib/assess.htm>
- Historical Thinking Matters: <http://historicalthinkingmatters.org/index.php>
- History Learning Project: <http://www.iub.edu/~hlp/>
- History Matters: The US Survey Course on the Web: <http://historymatters.gmu.edu/>
- Library of Congress resources for teachers: <http://www.loc.gov/teachers/>
- MERLOT: <http://www.merlot.org/merlot/index.htm>
- National History Standards for Historical Thinking: <http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html>
- National Humanities Center Toolbox Library: <http://nationalhumanitiescenter.org/pds/index.htm>
- National Institute for Learning Outcomes Assessment: <http://www.learningoutcomeassessment.org/TransparencyFramework.htm>
- North Carolina Standard Course of Study: <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Partnership for 21st Century Skills: <http://www.p21.org/index.php>

World History for Us All: <http://worldhistoryforusall.sdsu.edu/>

World History Sources: <http://chnm.gmu.edu/worldhistorysources/whmfinding.php>

Evaluation

You will demonstrate your achievement of the learning objectives above in the following written assignments. These assignments will all be weighted equally in determining the grade for the course. See the Course Policies section for further information about the course grading policy. You will assist in developing the scoring rubrics for these assignments:

1. Statement of Teaching Philosophy: (5-7 pages with scholarly citations) Due 12 October.
 - a. addressing the role of history in the undergraduate curriculum for the 21st century.
 - b. explaining how your teaching methods address key challenges students face in learning to think historically
2. Create two different learning activities designed to develop students' historical thinking:
 - a) One learning activity that could be successfully completed in one or two class periods.
 - b) Another, long-term learning activity that takes several weeks for students to complete successfully. This activity must focusing on teaching with primary sources.

The format for these activities may vary and you may either create a new activity or revise an existing one. We will discuss potential templates based on course readings. Both activities should include the following:

- Student learning objectives addressed by the activity. These should be measurable; address higher order thinking based on Bloom's Taxonomy; and identify specific historical thinking skills students will develop in the activity. [draft due October 18]
- Instructions for completing the activity successfully. [draft due November 1]
- Materials essential for completing the activity; sources, handouts, etc.
- Description of teaching methods (how many class periods will it take to scaffold student learning for completing the activity successfully? Will students work independently or in teams? Will you use peer review? Lecture? Etc. Be specific, include a schedule, for example); [draft due November 1]
- Assessment plan. Consider pre- and post-testing, formative assessment strategies, and summative assessment including rubric for evaluating student performance. [draft due November 15]
- Design rationale (with citations) explaining how the activity addresses scholarship about how students learn history. How do your methods address diverse learning styles? [presentation due November 30 should provide an overview of the activity and address the design rationale]

Possible learning activities might include a midterm, an oral presentation, a team project, a research assignment, essay question using primary sources, analysis of a map, graph, table, object, painting, photograph; creation of a thematic chronology. They do not have to be for the same course. You must demonstrate clear alignment between your learning objectives and assessment strategies.

3. Final Teaching Portfolio containing revised Statement of Teaching Philosophy and the learning activities described above. There will be opportunities to receive feedback from the instructor and peer reviewers as the semester unfolds. Due 5 December.

Course Policies

Grading Policy

The final grade in this course will be reported as Satisfactory/Unsatisfactory. To achieve a Satisfactory grade in the course students must attend all class meetings, be well-prepared to actively participate in class discussions, turn in assignments on time, and receive an average score of B or better on the Final Teaching Portfolio. Students who miss more than two classes risk failing the course.

Academic Integrity

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity: <http://academicintegrity.uncg.edu/complete/>

Electronic Communication

Students are responsible for checking Blackboard and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (lctolber@uncg.edu). When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

Course Schedule

August 24 Introductions

History and Liberal Education: The Role of History in the Undergraduate Curriculum

August 31 **Liberal Education Today**

Read:

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.

Richlin, pp. 3-8

AACU LEAP Report: https://www.aacu.org/leap/documents/GlobalCentury_final.pdf

Partnership for 21st Century Skills: <http://www.p21.org/index.php>

UNCG General Education Mission and Goals

<http://web.uncg.edu/reg/Bulletin/Current/UnivReq/GECProgram.aspx>

September 7 **Why Study History?**

Read:

AHA, Liberal Learning and the History Major: <http://www.historians.org/pubs/Free/LiberalLearning.htm>

National History Center, "The History Major and Liberal Education," *Liberal Education* Vol. 95, No. 2 (Spring 2009): 40-47. [Use Journal Finder]

Stearns, Peter. *Why Study History?* AHA, 1998. <http://www.historians.org/pubs/free/WhyStudyHistory.htm>

September 14 (no class)

September 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>

Collins, Allan, Brown, John Seely and Holum, Ann. "Cognitive Apprenticeship: Making Thinking Visible." *American Educator*. (Winter 1991). <http://www.21learn.org/site/archive/cognitive-apprenticeship-making-thinking-visible/>

Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]

Richlin, pp. 18-21.

Disciplinary-based Learning: How Do Students Learn History?

September 28 **What is Historical Thinking and How Do Students Show that They Can Do It?**

Read:

Lévesque, Stéphane. *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2008.

Benchmarks of Historical Thinking: <http://historybenchmarks.ca/>

National History Standards for Historical Thinking: <http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html>

October 5 **Historical Thinking and Other Unnatural Acts**

Read:

Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499. [Use Journal Finder]

Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]

Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992). <http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>

Historical Thinking Matters: <http://historicalthinkingmatters.org/index.php>

October 12 **Teaching World History: What Difference Does Content Make?**

Read:

Stearns, Peter N. *World History: The Basics*. New York: Routledge, 2010.

World History for Us All: <http://worldhistoryforall.sdsu.edu/>

World History Sources: <http://chnm.gmu.edu/worldhistorysources/whmfinding.php>

October 14

Statement of Teaching Philosophy due. Post to Bb by 5:00 p.m.

***From Theory to Practice:
Designing Effective Learning Activities to Develop Historical Thinking***

October 18 **Post draft learning objectives for your two activities to the discussion board on Bb by noon.**

October 19 **Making Thinking Explicit: Decoding History Teaching
Learning Objectives: What do you want students to know and be able to do?**

Read:

Diaz, Arlene, Joan Middendorf, David Pace, Leah Shopkow. "The History Learning Project: A Department 'Decodes' its Students." *JAH* (March 2008): 1211-1224. [Use Journal Finder, or posted to Bb.]

Middendorf, J., Pace, D., Shopkow, L., & A. Diaz (2007). "[Making Thinking Explicit: Decoding History Teaching.](#)" *The National Teaching and Learning Forum*, Vol. 16, (2), pp. 1-4. National Teaching and Learning Forum. "

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

Recommended: Nilson, pp. 17-26.

October 26 **Varieties of Learning and the Benefits of Active Learning**

Read:

Campisi, Jay and Kevin E. Finn, "Does Active Learning Improve Students' Knowledge of and Attitudes Toward Research Methods?" *Journal of College Science Teaching*. Vol. 40, No. 4 (2011): 38-45. [Use Journal Finder or posted to Bb]

Richlin pp. 25-84

Wenk, Laura and Loel Tronsky. "First-Year Students Benefit from Reading Primary Research Articles." *Journal of College Science Teaching*. Vol. 40, No. 4 (2011): 60-67.

Recommended: Nilson, pp. 77-188.

November 1 **Post instructions and description of teaching methods for one of your learning activities to Bb by noon. Review all of the posted materials before class on the 2nd.**

November 2 **Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking**

Read:

New Directions for Teaching and Learning. Special Issue: Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking. (Summer 2004). [Use Journal Finder] Read the following articles:

Middendorf and Pace. "Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking," pp. 1-12.

Pace, "Decoding the Reading of History: An Example of the Process," pp. 13-21.

Grim, Pace, and Shopkow, "Learning to Use Evidence in the Study of History," pp. 57-65.

Schlegel and Pace, "Using Collaborative Learning Teams to Decode Disciplines: Physiology and History," pp. 75-83.

Kurtz and Banta, "Decoding the Assessment of Student Learning," pp. 85-94.

November 9 **Assessment**

Read:

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>

Freeman, Edward and Eileen Lynd-Balta. "Developing Information Literacy Skills Early in an Undergraduate Curriculum." *College Teaching*. Vol. 58 (2010): 109-115. [a good example of pre- and post-test design]

Wenk, Laura and Loel Tronsky. "First-Year Students Benefit from Reading Primary Research Articles." *Journal of College Science Teaching*. Vol. 40, No. 4 (2011): 60-67.

Richlin, pp. 85-104

Recommended: Nilson, pp. 189-230.

November 15 **Post your assessment plan and rubric(s) to the discussion board on Bb by noon. Review all of the posted materials before class on the 16th.**

November 16 **Rubrics**

Read:

Allen, Mary. Using Scoring Rubrics http://www.calstate.edu/itl/sloa/links/using_rubrics.shtml

Authentic Assessment Toolkit: <http://jfmuller.faculty.noctrl.edu/toolbox/rubrics.htm>

AAC&U Value Rubrics <http://www.aacu.org/value/abouttherubrics.cfm>

National Institute for Learning Outcomes Assessment:

<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>

Richlin, pp. 98-100

November 23 **THANKSGIVING HOLIDAY**

November 30 **Presentations and Peer Review.** This is a final opportunity for formative assessment to improve the design of your student learning activities before the final portfolio is due.

December 5 **Final Teaching Portfolio due**