



## Varieties of Teaching COURSE GUIDE

HIS 714

Fall 2013

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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 classroom management techniques. Rather, this course takes a big picture approach to epistemological issues of teaching and learning history in the twenty-first century. We will go outside the History Department silo to consider why history is essential for the twenty-first century undergraduate curriculum, even for non-majors. 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 all students, majors and non-majors alike.

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 (the vast majority of whom—even the history majors—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 21<sup>st</sup> 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

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### **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.

*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.

### **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](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>

Calder, Lendol. "Uncoverage: Toward a Signature Pedagogy for the History Survey." *The Journal of American History*. Vol. 92, No. 4 (March 2006): 1358-1370.

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.

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/> [also posted to Bb]

Diaz, Arlene, Joan Middendorf, David Pace, Leah Shopkow. "The History Learning Project: A Department 'Decodes' its Students." *The Journal of American History* (March 2008): 1211-1224.

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.

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.

- Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59
- Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499.
- Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346.
- 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](#)

ACRL Information Literacy Competency Standards for Higher Ed:

<http://www.ala.org/acrl/standards/informationliteracycompetency>

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

Beyond the Bubble: A New Generation of History Assessments: <http://beyondthebubble.stanford.edu/>

Common Core State Standards Initiative: <http://www.corestandards.org/about-the-standards>

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

Stanford History Education Group (SHEG): <http://sheg.stanford.edu/>

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

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

## Evaluation

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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.

1. **Statement of Teaching Philosophy:** (5-7 pages double-spaced with scholarly citations) **Due October 11 by 5:00 p.m.** This statement will be revised for the Teaching Portfolio due at the end of the semester. Your philosophy statement should do the following:
  - a. Address the role of history in the undergraduate curriculum for the 21<sup>st</sup> century.
  - b. Explain how your teaching methods address key challenges students face in learning to think historically. How do your methods address diverse learning styles?
2. **Historical Assessment of Thinking (HAT):** (2 pages, single-spaced) This assessment will be revised for the Teaching Portfolio due at the end of the semester. It will have two parts:
  - a. Create a HAT question that targets Contextualizing using questions on the Beyond the Bubble website as a guide. **Draft due October 20 by noon.** Revise based on peer review before conducting the “think aloud” exercise below.
  - b. Seeing Student Thinking: The purpose of a HAT is to make student historical thinking visible. Conduct a “think-aloud” exercise with up to 5 undergraduate students in which you ask them to answer your HAT question. Analyze the student responses and explain what challenges students faced in answering your question successfully. What aspects of contextualization did they understand? What aspects of contextualization did they miss? How would you revise your question based on these findings? Complete analysis with revised HAT **due November 4 before class starts.**
3. **Information Literacy Learning Activity:** (up to 2 pages, single-spaced) **Due November 17 by noon.** This activity will be revised for the Teaching Portfolio due at the end of the semester.

Create one research-based learning activity that addresses foundational information literacy skills and that could successfully be completed in a large survey class in either US History or World History. Use the VALUE Rubric and the ACRL Information Literacy Standards to target specific competencies your activity is designed to address. Your learning activity may be designed to be implemented in one class period or across several class periods but it must be manageable in a large section class. Create a set of instructions for students for completing the assignment. Include learning objectives addressed by the activity, the rubric you will use to assess student achievement of the objectives, and a rationale for how the assignment addresses historical thinking.
4. **Thinking Like a Historian Lesson:** (about 5 pages single-spaced) **Due November 25 before class starts.** This lesson will be revised for the Teaching Portfolio due at the end of the semester.

Apply one of the 4 lesson structures for inquiry-based learning in history from the Reading Like a Historian curriculum to design an inquiry-based lesson for an introductory undergraduate survey in either U.S. or World History.

  - a) learning objectives (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)
  - b) materials essential for completing the lesson (map, abridged primary sources, textbook excerpt, guiding questions, graphic organizers or other handouts used to scaffold student learning)
  - c) plan of instruction including central inquiry question, description of teaching methods, explanation of what students will be doing in the lesson
  - d) an assessment plan (Consider pre- and post-testing, formative assessment strategies, and summative assessment including rubric for evaluating student achievement of the learning objectives. You must demonstrate clear alignment between your learning objectives and assessment strategies using a design blueprint.)
  - e) Design rationale (with citations) explaining how the activity addresses scholarship about how students learn history. For example, consider the timing of the lesson in the overall semester. How does your plan address sequencing of learning? What specific historical thinking skills do students practice in the lesson?

5. **Final Teaching Portfolio** containing revised Statement of Teaching Philosophy and the revised learning activities 2-4 described above. There will be opportunities to receive feedback from the instructor and peer reviewers as the semester unfolds. Final Portfolio **due December 6**.

## Course Policies

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### 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. I will provide feedback on assignments to let you know how to revise your work to achieve a score of B or better on the Final Teaching Portfolio. **Students who miss more than two classes or turn in more than one assignment late 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://sa.uncg.edu/handbook/academic-integrity-policy/>

### 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

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**August 19     Introductions**

## **Chapter 1: Beyond the Departmental Silo: The Role of History in the Undergraduate Curriculum**

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**August 26             Liberal Education for the 21<sup>st</sup> Century**

**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](https://www.aacu.org/leap/documents/GlobalCentury_final.pdf)

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

[UNCG General Education Mission and Goals](#), [GHP SLOs](#), [GL SLOs](#), [GN SLOs](#)

**September 2         No Class. Labor Day Holiday**

**September 9         Why Study History?**

**Read:**

The following reading outlines the purposes of a history major based on major professional organizations in the discipline. What are the purposes of a history major according to these disciplinary experts? Try to identify expectations for specific subject matter content and for specific disciplinary-based skills.

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.

Stearns, Peter. *Why Study History?* AHA, 1998.

<http://www.historians.org/pubs/free/WhyStudyHistory.htm>

The purposes of the major should be clearly reflected in the design of the curriculum. Review the UNCG History Department Learning Goals and requirements for History Majors? What courses are responsible for which learning goals?

UNCG History Department Learning Goals for History Majors:

<http://www.uncg.edu/his/learninggoals.html>

[UNCG History Major Requirements](#)

Review the Curriculum Overview of Indiana University's History Learning Project. What courses are responsible for which learning goals?

History Learning Project: <http://www.iub.edu/~hlp/curoverview.html>

In what ways do the curricula for history majors at UNCG and Indiana University address expectations for majors described by the AHA, the National History Center and Peter Stearns? What, if anything, is missing?

## September 16 Paradigm Shifting: 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

Richlin, pp. 18-21.

## Chapter 2: Theoretical Frameworks for Disciplinary-Based Learning

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- What is historical thinking and why does it matter?
- Distinguish the different dimensions of historical thinking: disciplinary skills historians use to study the past, conceptual patterns historians use to make sense of the past, and historical subject matter.
- What challenges do students encounter in learning to think historically?

## September 23 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>

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

## September 30 Historical Thinking and Other Unnatural Acts

### Read:

Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 80, No. 7 (March 1999): 488-499.

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

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

Calder, Lendol. "Uncoverage: Toward a Signature Pedagogy for the History Survey." *The Journal of American History*. Vol. 92, No. 4 (March 2006): 1358-1370.

## October 7            Reading Like a Historian

### Read:

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

Introduction to the Reading Like a Historian curriculum: <http://sheg.stanford.edu/rh>

Read the 4 lesson plans for the 4 different structures in the RLH curriculum: Opening Up the Textbook, Opening Up the Textbook, Cognitive Apprenticeship, Inquiry, and Structured Academic Controversy.

## October 11            Statement of Teaching Philosophy due. Post to Bb by 5:00 p.m.

## October 14            No Class. Fall Break

## Chapter 3: Making Thinking Visible: Designing Learning Activities that Connect Theory and Practice

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- What are the best practices for teaching historical thinking?

### Part 1:

- **Inquiry-Based Learning:** How do you construct an effective inquiry-based lesson for teaching historical thinking using primary sources?
- **Making Thinking Visible:** How do you scaffold student learning to address intentionally the challenges inherent in learning to think historically?
- **Assessment:** What knowledge matters most? How do you know whether students have achieved your objectives?

## October 21            Formative Assessment: Introduction to HATs

### Read:

Beyond the Bubble: A New Generation of History Assessments: <http://beyondthebubble.stanford.edu/>

Richlin, pp. 89-94.

Post your HAT question for Contextualization to the Bb Discussion Board **by noon on October 20**. Review posted HATs before class.

## October 28            Tools for Facilitating Learning

### Introduction to Bloom's Taxonomy

### Writing Effective Learning Objectives

### Read:

Richlin pp. 25-82

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

Post learning objectives for your Thinking Like a Historian Lesson to Bb **by noon on October 27**.



## **November 4 Foundational Skills in Information Literacy**

**HAT Analysis due.** Post to Bb before class starts. Be prepared to discuss findings based on undergraduate interviews in class.

### **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.

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.

ACRL Information Literacy Competency Standards for Higher Ed:

<http://www.ala.org/acrl/standards/informationliteracycompetency>

[AAC&U Value Rubrics](#)

## **November 11 Tools for promoting inquiry-based learning: rethinking the purposes of lecturing; writing effective inquiry questions; whole class discussion about a central historical question**

### **Read:**

Rethinking the Way College Students are Taught:

<http://americanradioworks.publicradio.org/features/tomorrows-college/lectures/rethinking-teaching.html>

Twenty Ways to Make Lectures More Participatory:

<http://isites.harvard.edu/fs/html/icb.topic58474/TFTlectures.html>

Evaluate the Inquiry Questions posted to Bb and make a list of the characteristics of effective inquiry questions. Be prepared to present your list in class.

## **November 18 Information Literacy Activity due.** Post to Bb no later than noon on November 17. Read all drafts before class and be prepared for peer review in class discussion.

## **November 25 Summative and Program Assessment: Aligning the Course to the Program**

**Thinking Like a Historian Lesson due.** Post to Bb before class.

### **Read:**

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

[AAC&U Value Rubrics](#)

National Institute for Learning Outcomes Assessment:

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

Richlin, pp. 95-104

Beyond the Bubble: A New Generation of History Assessments: <http://beyondthebubble.stanford.edu/>

[UNCG General Education Mission and Goals](#), [GHP SLOs](#), [GL SLOs](#), [GN SLOs](#)

<http://www.uncg.edu/his/learninggoals.html>; UNCG History Department Assessment Plan [posted to Bb]

**December 2 Presentations and Final 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. What aspect of your portfolio needs the most feedback? Post it to Bb no later than noon on December 1. Review all postings before class and be prepared to provide feedback for clarification and improvement.

**December 6 Final Portfolio due.**



*Imagine Sisyphus Happy*