

## Varieties of Teaching COURSE GUIDE

HIS 714

Fall 2015

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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 Outcomes

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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 from general education to the major.
- Design formative and summative assessments that document student achievement of specific historical thinking skills and concepts AND general education skills and concepts.
- 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>

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.

Hicks, Alison and Adrian Howkins, "Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment," *The History Teacher*, Vol. 48, No. 2 (February 2015): 339-359.

- 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, 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>

AHA Staff, "Encouraging Research Excellence in Postsecondary History Education (October 2000),

<https://www.historians.org/publications-and-directories/perspectives-on-history/february-2006/where-will-they-find-history-the-challenges-of-information-literacy-instruction>

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/>

[http://www.loc.gov/teachers/tps/quarterly/historical\\_thinking/article.html#skip\\_menu](http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html#skip_menu)

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

You will demonstrate your achievement of the learning objectives above in the following 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.

**The Importance of Collaboration:** Designing a curriculum entails an inherently collaborative planning and implementation process. Furthermore, today's employers highly value students' ability to work collaboratively in diverse teams: <https://www.aacu.org/leap/public-opinion-research/2015-employer-priorities>. Working collaboratively does not necessarily mean "team teaching," although that can be a rewarding form of professional collaboration. In the spirit of professional collaboration and exploring the possibilities for ways you might engage your students in team work, you will complete three case study assignments collaboratively in the following teams:

- Stand and Deliver
- Blackboard Jungle
- Dangerous Minds
- The Miracle Workers

You will circulate through different teams to work with different team members as the semester unfolds.

## Team Case Studies

**Case Study 1. Information Literacy**— each team will address a different info lit SLO. One team creates assignment for 200-level U.S.; second team creates assignment for 200-level World; third team creates assignment for 300-level U.S. beginning of semester; fourth team creates assignment for 300-level U.S. mid-semester. The History Department Library Liaison, Kathy Crowe, will be a special guest for this case study.

**Case Study 2. Reading Like a Historian**—each team will address a different historical thinking SLO and design a primary source analysis activity for beginning, middle, or end of the semester (issues of sequencing learning and targeting specific historical thinking skills, inquiry questions). Kathelene Smith and Keith Gorman of University Archives and Special Collections will be special guests for this case study.

**Case Study 3. Assessing Historical Thinking**—each team will address a different course SLO. Teams must design an assessment plan for evaluating student achievement of the learning outcome. What evidence of learning will students have to produce to demonstrate their achievement? A set of test questions? An essay? A team research assignment? Do you need to assess the learning outcome at different stages from developmental to more advanced level of understanding as the semester progresses? The assessment plan must include the test questions or assignment instructions and a rubric for evaluating student work.

## Individual Assignments

HAT activity—write a HAT question that targets a specific historical thinking skill or concept.

Elements of a Teaching Portfolio—pick two of the learning activities you worked on for the team case studies, revise the assignment as evidence of learning for your own teaching portfolio based on peer and instructor feedback. Write a rationale for how each activity addresses the scholarship of teaching and learning including citations to appropriate scholarship.



# 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, collaborate in a collegial way on team case study assignments, 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 late assignment 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 History Department Silo: The Role of History in the Undergraduate Curriculum**

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- Besides covering specific historical subject matter, what are the purposes of history in a general education curriculum?
- At UNCG, the majority of undergraduates take only one history course in their entire college experience. What should those non-majors know and be able to do when they complete that requirement?

**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.

AACU Liberal Education and America's Promise (LEAP): <https://www.aacu.org/leap>

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

[UNCG General Education Mission and Goals](#)

UNCG GEC [Student Learning Outcomes](#) (pay particular attention to GHP, GL, and GN. These are the SLOs addressed in most of our 200-level history courses)

## **September 2 Information Literacy Case Study**

### **Special Guest: Kathy Crowe, Library Liaison for History**

#### **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]

Hicks, Alison and Adrian Howkins, "Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment," *The History Teacher*, Vol. 48, No. 2 (February 2015): 339-359.

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.

AHA Staff, "Encouraging Research Excellence in Postsecondary History Education (October 2000), <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2006/where-will-they-find-history-the-challenges-of-information-literacy-instruction>

ACRL Information Literacy Competency Standards for Higher Ed:  
<http://www.ala.org/acrl/standards/informationliteracycompetency>

[AAC&U Value Rubrics](#)

Richlin, pp. 67-70.

## **September 9 Paradigm Shifting: From Teaching to Learning**

#### **Read:**

Barr, Robert B. and John Tagg. "From Teaching to Learning: A New Paradigm for Undergraduate Education."  
[http://cet.usc.edu/resources/teaching\\_learning/docs/teaching\\_to\\_learning.pdf](http://cet.usc.edu/resources/teaching_learning/docs/teaching_to_learning.pdf)

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

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>

Richlin, Section One: Course (Re)design pp. 3-21.

## September 16 Information Literacy Case Study presentations

Special Guest: Kathy Crowe, Library Liaison for History

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## 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 Introduction to the Reading Like A Historian Case Study: Teaching Disciplinary Ways of Knowing

Special Guests: Kathelene Smith and Keith Gorman, University Archives and Special Collections

### Read:

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

National History Standards for Historical Thinking: <http://www.nchs.ucla.edu/history-standards/historical-thinking-standards>

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

Richlin, Section Two: Facilitating Learning, pp. 25-82.

## September 30 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.

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

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

## October 7 Lesson Models for Reading Like a Historian

### Read:

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

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 14**                      **Reading Like a Historian Case Study due**  
**Special Guests: Kathelene Smith and Keith Gorman, University Archives and Special Collections**

## **Chapter 3: Making Thinking Visible: Assessing Student Achievement of Historical Thinking Learning Outcomes**

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- What knowledge matters most?
- How do you know whether students have achieved your objectives?

### **October 21**                      **Aligning Learning Outcomes with Assessment Strategies**

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/undergraduate/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>

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

National Institute for Learning Outcomes Assessment:  
<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>

Richlin, Section Three: Assessing Learning, pp. 85-100.

### **October 28**                      **Assessing Historical Thinking**

**Read:**

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

**November 3** HAT question due by noon. Post your question to Canvas and be sure to identify the historical thinking skill your question addresses. Everybody should read all of the HAT questions before class and assess each HAT using the assessment rubric to evaluate the effectiveness of the question for assessing the specified historical thinking skill or concept AND the effectiveness of the question as a HAT. Note: a HAT is not an essay question. It should be possible for a student to answer the question successfully in no more than 3 sentences.

### **November 4**                      **Designing Rubrics to Evaluate Student Achievement of Your Learning Outcomes**

Authentic Assessment Toolkit: <http://ifmueller.faculty.noctrl.edu/toolbox/rubrics.htm>  
[AAC&J Value Rubrics](#)

**November 11**    **Assessment Case Study due**

## **Chapter 4: Professional Development: Documenting Teaching Effectiveness**

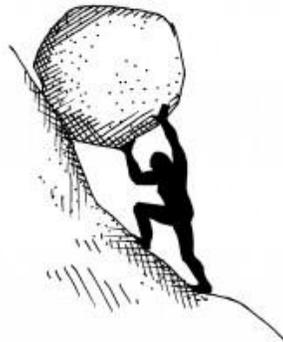
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**November 18**    **What is a Teaching Portfolio?**

Richlin, Section Four: Documenting Learning, pp. 101-109

**November 25**    **Thanksgiving Break**

**December 2**    **Final Portfolio due**



*Imagine Sisyphus Happy*