



## Varieties of Teaching COURSE GUIDE

HIS 714  
2017

Fall

Prof. L. Tolbert  
2109

Office: MHRA

appointment

Hours: by

Email: [lctolber@uncg.edu](mailto:lctolber@uncg.edu), \*this is the best way to reach me; I do not have an office phone.

## 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*?”<sup>1</sup> 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

<sup>1</sup> Stéphane Lévesque, *Thinking Historically: Educating Students for the Twenty-First Century*, Toronto: University of Toronto Press, 2008, p. 15.

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.
- 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 (such as writing or research skills).
- 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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The reading in the class introduces you to award-winning scholarship that addresses the changing context of higher ed pedagogy, including the significance of liberal education, the impact of digital and distance learning, and evolving research on teaching historical thinking. All of the required books are available as e-books in the Library catalog. If you elect to use the Library version be sure to bring your laptop to class to access e-books for discussion. I urge you to purchase copies of these books for your personal collection. I expect you will find them to be valuable resources for future course development and implementation.

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

Bowen, Jose Antonio. *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*. San Francisco: Jossey-Bass, 2012.

<https://login.libproxy.uncg.edu/login?url=http://uncg.ebib.com/patron/FullRecord.aspx?p=861653>

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, Revised and Updated. San Francisco: Jossey-Bass, 2013.

<https://login.libproxy.uncg.edu/login?url=http://site.ebrary.com/lib/uncgreen/detail.action?docID=10748649>

Roth, Michael S. *Beyond the University: Why Liberal Education Matters*. New Haven: Yale University Press, 2015. <https://login.libproxy.uncg.edu/login?url=http://www.jstor.org/stable/j.ctt5vm3th>

VanSledright, Bruce A. *The Challenge of Rethinking History Education: On Practices, Theories, and Policy*. NY: Routledge, 2011. <https://login.libproxy.uncg.edu/login?url=http://www.tandfebooks.com/isbn/9780203844847>

### **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>

Breakstone, Joel. "Try, Try, Try Again: The Process of Designing New History Assessments," *Theory & Research in Social Education*, 42:4, (2014): 453-485. DOI: 10.1080/00933104.2014.965860

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.

Keegan, Tom and Kelly McElroy, "Archives Alive!: Librarian-Faculty Collaboration and an Alternative to the Five-Page Paper," *In The Library With The Lead Pipe* (Aug. 2015). <http://www.inthelibrarywiththeleadpipe.org/2015/archives-alive-librarian-faculty-collaboration-and-an-alternative-to-the-five-page-paper/>

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

Schneider, Jack and Sivan Zakai. "A Rigorous Dialectic: Writing and Thinking in History," *Teachers College Record*, Vol. 118, No. 1 (2016). [http://www.holycross.edu/sites/default/files/files/education/a\\_rigorous\\_dialectic.pdf](http://www.holycross.edu/sites/default/files/files/education/a_rigorous_dialectic.pdf)

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*. Vol. 47 Issue 3, (November 1989): pp. 44-59.

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>

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, Sam. "Why Historical Thinking is Not about History," *History News* (Spring 2016).

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

[AAC&U Value Rubrics](#)

ACRL Framework for Information Literacy for Higher Ed: <http://www.ala.org/acrl/standards/ilframework>

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>

Designing Significant Learning Experiences: <http://www.designlearning.org/>

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

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You will produce some of the key elements of a professional teaching portfolio in this class. These include:

- a teaching philosophy statement,
- sample learning activities that address UNCG general education learning outcomes for GHP and GL/GN,
- learning activities that address your own course learning outcomes,
- formulating appropriate feedback and assessment procedures for selected learning outcomes.

We will not be producing a complete course syllabus in this class, but you will practice key foundational elements of the integrated course design process described in Fink's, *Creating Significant Learning Experiences*. Your portfolio will document your strategies for improving student learning.

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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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EDGAR ARGO

## 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, make regular contributions to class discussions that are substantively informed by the reading, 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 throughout the semester 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 Canvas 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 21     Introductions**

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

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- 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 28             Liberal Education for the 21<sup>st</sup> Century**

**Read:**

Roth, *Beyond the University: Why Liberal Education Matters*

Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. Vol. 47 Issue 3, (November 1989): pp. 44-59.

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)

UNCG GHP Assessment Results: [http://assessment.uncg.edu/curriculum/GEC/Assessment/GHP-assmt-results\\_2012-2014.pdf](http://assessment.uncg.edu/curriculum/GEC/Assessment/GHP-assmt-results_2012-2014.pdf)

**September 4        Labor Day Holiday**

**September 11     Paradigm Shifting: From Teaching to Learning**

**Read:**

Fink, Chapters 1 and 2, pp. 1-65.

Bowen, *Teaching Naked* (be prepared to discuss the entire book!)

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>

## 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 18 Teaching Disciplinary Ways of Knowing

**Read:**

VanSledright, *The Challenge of Rethinking History Education*

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

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

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

### September 25 Reading Like a Historian

**Read:**

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>

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

## Chapter 3: Designing Significant Learning Experiences

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- Identify important learning goals
- Formulate appropriate feedback and assessment procedures
- Design effective teaching and learning activities
- Make sure the primary course components are integrated

**September 29 Discussion Board Assignment due:** Submit a set of 3-5 learning objectives for a general education course in either World or U.S. history.



## **October 2            Phase One—Establish Learning Objectives Workshop Discussion of SLOs**

### **Read:**

Fink, Chapter 3, pp. 67-111.

GHP SLOs: [http://assessment.uncg.edu/curriculum/GEC/GEC\\_SLO.html](http://assessment.uncg.edu/curriculum/GEC/GEC_SLO.html)

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>

National Institute for Learning Outcomes Assessment:

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

Draft Teaching Philosophy statement due (optional?)

## **October 9 FALL BREAK**

## **October 16            Phase Two—Shaping the Learning Experience Teaching Historical Writing**

### **Read:**

Fink, Chapter 4, pp. 113-172.

Schneider, Jack and Sivan Zakai. "A Rigorous Dialectic: Writing and Thinking in History," *Teachers College Record*, Vol. 118, No. 1 (2016).

[http://www.holycross.edu/sites/default/files/files/education/a\\_rigorous\\_dialectic.pdf](http://www.holycross.edu/sites/default/files/files/education/a_rigorous_dialectic.pdf)

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.

**October 20            Discussion Board Assignment due: Create a learning activity that addresses disciplinary strategies for historical reading and/or writing**

**October 23            Workshop Discussion of learning activities in historical reading/writing**

## **October 30            Information Literacy**

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]

Keegan, Tom and Kelly McElroy, "Archives Alive!: Librarian-Faculty Collaboration and an Alternative to the Five-Page Paper," *In The Library With The Lead Pipe* (Aug. 2015).  
<http://www.inthelibrarywiththeleadpipe.org/2015/archives-alive-librarian-faculty-collaboration-and-an-alternative-to-the-five-page-paper/>

Wineburg, Sam. "Why Historical Thinking is Not about History," *History News* (Spring 2016).

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 Framework for Information Literacy for Higher Ed: <http://www.ala.org/acrl/standards/ilframework>

**November 3      Discussion Board Assignment:** Create an information literacy activity for a gen ed class that is NOT a research paper or an annotated bibliography

**November 6      Workshop Discussion of info lit activities**  
**Guest Reviewer: Lynda Kellam, History Librarian**

**November 10      Discussion Board Assignment:** Post a HAT question

**November 13      Assessing Historical Thinking**  
**HAT Workshop**

**Read:**

Breakstone, Joel. "Try, Try, Try Again: The Process of Designing New History Assessments," *Theory & Research in Social Education*, 42:4, (2014): 453-485. DOI: 10.1080/00933104.2014.965860

Beyond the Bubble: <https://beyondthebubble.stanford.edu/>

## Chapter 4: Professional Development: Documenting Teaching Effectiveness

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**November 20**    **What is a Teaching Portfolio?**

**Due November 24**    **Discussion Board Assignment:** Submit a teaching philosophy statement

**November 27**    **Workshop Review of Teaching Philosophy drafts**

**December 4**    **Final Teaching Portfolio Due by noon.**



*Imagine Sisyphus Happy*