

Varieties of Teaching

COURSE GUIDE

HIS 714

Fall 2019

Prof. L. Tolbert (a.k.a. drt)

Office: MHRA 2109

Pronouns: she/her/hers

Hours: Wed. 1-2, 3:15-4:15,
and by appointment

Email: lctolber@uncg.edu (This is the best way to reach me; I do not have an office phone.)

Course Overview and Purpose

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. 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? 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.

Student Learning Outcomes

When you complete this course you should be able to:

- **Explain your teaching philosophy.** 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.
- **Apply inclusive pedagogy.** Create courses and teaching philosophy statements that demonstrate intercultural competency, recognize diversity, and address accessibility.
- **Teach historical thinking.** Apply research in student learning to design course activities that develop students' historical thinking skills at appropriate levels for the role of the course in the curriculum, from general education to upper level courses in the major.
- **Design assessments that align with your learning goals and teaching methods.** 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).
- **Document teaching effectiveness.** 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)

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass.: Harvard University Press, 2004.

<https://login.libproxy.uncg.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=395228&site=ehost-live>

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. <https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=4659728>

Harrington, Christine and Todd Zakrajsek, *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness*. Sterling, Virginia: Stylus Publishing, 2017. <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=4933671>

Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass, 2016. <https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=4455000>

Lee, Amy, et. al. *Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence*. ASHE Higher Education Report. Vol. 38, No 2. Wiley Online Library., 2012. (available on Canvas)

Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. Chicago: University of Chicago Press, 2018.

Book Chapters/Journal Articles (Available on Canvas, 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>

Andrews, Thomas and Flannery Burke. "What Does It Mean to Think Historically?" *Perspectives on History* (January 2007).

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.

Monte-Sano, Chauncey, "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing." *Journal of the Learning Sciences*. 19:4 (2010):539-568.

National History Center. "The History Major and Liberal Education," *Liberal Education* Vol. 95, No. 2 (Spring 2009): 40-47. <https://www.aacu.org/publications-research/periodicals/history-major-and-liberal-education>

Noyd, Robert K. "A Primer on Writing Effective Learning-Centered Course Goals," The Center of Educational Excellence, US Air Force Academy. <https://www.utm.edu/departments/rgc/pdfs/Noyd%20-%20Writing%20Good%20Learning%20Goals.pdf>

Reisman, Avishag and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies*. 99: 5 (2008): 202-207.

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

Seemiller, Corey and Meghan Grace. "Generation Z: Educating and Engaging the Next Generation of Students." *About Campus*. (July-August 2017): 21-26 .

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.

Web Resources: (Note that additional resources 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 Tuning Project: <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

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

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

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

MERLOT: <http://www.merlot.org/merlot/index.htm>

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

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.battelleforkids.org/networks/p21/frameworks-resources>

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

UNCG Teaching Innovations Office: <https://utlc.uncg.edu/teaching/>

UNCG Accessibility Resources: <https://accessibility.uncg.edu/>

UNCG Office of Intercultural Engagement: <https://intercultural.uncg.edu/student-advocacy-outreach/lgbt-community/lgbtq-resources/trans-resources/why-pronouns-matter>

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

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

Evaluation

We will not be producing a complete course syllabus in this class, but you will practice key foundational elements of an integrated course design process that fosters significant learning. You will incorporate your work in this course into a teaching portfolio that documents your strategies for inclusive excellence and improving student learning.

Artifacts for your teaching portfolio will include:

- a teaching philosophy statement that addresses historical thinking and inclusive pedagogy,
- learning activities that address your own course learning outcomes,
- assessments for selected learning outcomes, and
- videotaped lecture

Determining the Final Grade

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, complete all assignments by the deadlines specified in the course schedule, 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.**

Course Policies

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Preferred Name / Pronoun

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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: <https://osrr.uncg.edu/academic-integrity/> [Notice that this site includes a link to the Library's tutorial on Academic Integrity you could ask your students to take.]

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.

Academic Accommodations

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing

academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling [336-334-5440](tel:336-334-5440) or visiting them in Suite 215, EUC.

Health and Wellness

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

Course Schedule

August 22 Introductions. What is a Teaching Portfolio?

Core Principles and Best Practices

- What are the purposes of history in the undergraduate curriculum?
- How does a focus on student learning change the approach to course design?
- Why is intercultural competence essential for effective teaching and learning?

August 29 **Paradigm Shifting: From Teaching to Learning**

Read:

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass.: Harvard University Press, 2004.

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Read "Learning Theories and Theorists," pp. 13-22. Ten Core Learning Principles, pp. 23-42**

Rethinking the Way College Students are Taught:

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

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

September 5 Why Learn History?

Read:

Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. Chicago: University of Chicago Press, 2018.

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

September 12 Inclusive Pedagogy

Read:

Lee, Amy, et. al. *Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence*. ASHE Higher Education Report. Vol. 38, No 2. Wiley Online Library., 2012. (available on Canvas)

Seemiller, Corey and Meghan Grace. "Generation Z: Educating and Engaging the Next Generation of Students." *About Campus*. (July-August 2017): 21-26 .

Additional materials posted to Canvas

September 16 Reflection due

Reflecting on the reading about core principles and best practices, describe three core principles that are priorities for your approach to teaching. How are these priorities supported by the research on teaching and learning? How do these three principles foster excellence in student learning?

From this point on in the course:

Choose a course you want to work on revising or developing for the rest of the semester. You will be designing elements of a syllabus, assignments, and assessment strategies for this course for the rest of the semester. Focus on a general education course you are likely to teach in the UNCG catalog in either U.S. or World History. Before the next class meets, send me the UNCG Undergraduate Bulletin description for the course you have decided to work on. In our syllabus archive (<https://his.uncg.edu/courses/syllabi.html>), review at least 3 different syllabi of the course taught by different instructors. I will ask you to reflect on the purposes of this course in the undergraduate curriculum and evaluate the SLOs and assessment strategies described in these sample syllabi in an upcoming assignment.

Teaching Historical Thinking for Majors and Non-Majors

Principles

- What is historical thinking and why does it matter?
- What are the different dimensions of historical thinking? Identify different kinds of disciplinary knowledge including, 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?

Best Practices

- Craft course learning goals.
- Design effective teaching and learning activities.
- Formulate appropriate feedback and assessment procedures.
- Make sure the primary course components are effectively integrated, including learning outcomes, teaching methods, and assessment strategies.

September 19 Teaching Disciplinary Ways of Knowing

Read:

Andrews, Thomas and Flannery Burke. "What Does It Mean to Think Historically?" *Perspectives on History* (January 2007).

Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass, 2016. **Part 1. Knowledge, pp. 1-90.**

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

http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html#skip_menu

Examples of Historical Thinking Learning Outcomes:

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

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

AHA Tuning Project: <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

UNCG History Department

UNCG History Department Learning Goals for History Majors:

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

<https://his.uncg.edu/documents/Rubric-for-Learning-Goal-1FINAL.pdf>

<https://his.uncg.edu/documents/Rubric-for-Learning-Goal-2FINAL.pdf>

September 25 **Discussion Board Assignment due**
Evaluating the purposes of the course you are developing

September 26 **Creating a Syllabus that Jumpstarts Learning**

Read:

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Chapter 5, pp. 79-103; Chapter 6, pp. 107-133.**

Noyd, Robert K., "A Primer on Writing Effective Learning-Centered Course Goals," The Center of Educational Excellence, US Air Force Academy. <https://www.utm.edu/departments/rgc/pdfs/Noyd%20-%20Writing%20Good%20Learning%20Goals.pdf>

Sample US History Survey Syllabus: <http://www.tonahangen.com/wsc/us2/>

Extreme syllabus makeover: <http://www.tonahangen.com/2011/01/syllabus-makeover/>

Graphic Display of Student Learning Objectives: <https://www.chronicle.com/blogs/profhacker/graphic-display-of-student-learning-objectives/27863>

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 30 **Discussion Board Assignment due**
Course Learning Goals and Assessment Plan draft

October 3 **Aligning Outcomes and Assessment Strategies**

Read:

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Designing Assessment Plans, pp. 202-213.**

UNCG GHP Assessment Results: http://assessment.uncg.edu/curriculum/GEC/Assessment/GHP-assmt-results_2012-2014.pdf

October 7 **Discussion Board Assignment due**
Primary source discussion questions

October 10 **Practicing Historical Thinking in Class Discussion**

Read:

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Read, pp. 145-171; 180-182; 226-238.**

Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass, 2016. **Part 2. Understanding, pp. 91-166.**

Reisman, Avishag and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies*. 99: 5 (2008): 202-207.

October 17 Teaching Information Literacy

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]

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>

October 21 Discussion Board Assignment due

Information literacy activity

October 24 Teaching Portfolio Workshop

In this class we will be workshopping the artifacts you have created for your teaching portfolio so far.

October 31 Teaching Historical Writing

Read:

Monte-Sano, Chauncey, "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing." *Journal of the Learning Sciences*. 19:4 (2010):539-568.

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

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Feedback for Cognitive Growth, pp. 239--252.**

November 4 Discussion Board Assignment

Post your writing prompt and rubric

November 7 Assessing Historical Thinking: Writing Prompts and Rubrics

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

Boettcher, Judith V. and Rita-Marie Conrad. *The Online Teaching Survival Guide*, second edition. San Francisco: Jossey-Bass, 2016. **Designing Assessment Plans, pp. 184-191; on rubrics, pp. 252-255.**

November 14 Dynamic Lecturing

Read:

Harrington, Christine and Todd Zakrajsek, *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness*. Sterling, Virginia: Stylus Publishing, 2017.

Twenty Ways to Make Lectures More Participatory:

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

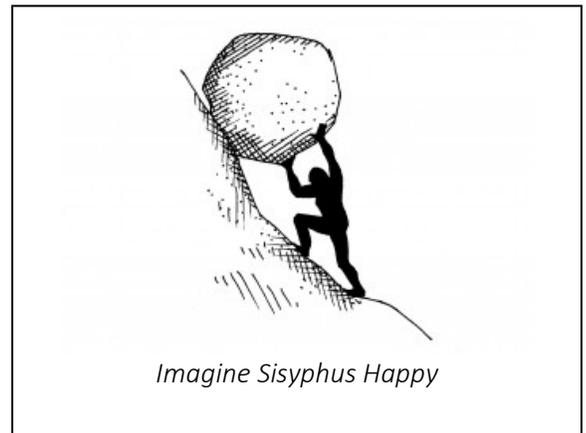
November 18 Discussion Board Assignment: Post your videotaped lecture

November 21 Teaching Portfolio Workshop

This is the final class for workshoping the artifacts for your teaching portfolio.

November 28 THANKSGIVING BREAK

December 4 Final Teaching Portfolio Due



Aspirational Learning Goals

This course is just the beginning. Embrace “*life-long learning*” as a goal for your teaching practice:

- Approach your **teaching as a process** for continual improvement.
- **Reflect** on your teaching practice and include that reflection in your teaching portfolio.
- Seek out **professional development** opportunities. Make it your goal to attend at least one event/workshop of the Teaching Innovations Office each semester:
<https://utlc.uncg.edu/teaching/upcoming-programs/>

Create a Professional Development section in your teaching c.v. and document the workshops you have completed.

- Keep up with the **scholarship of student learning**. Effective teaching requires different kinds of knowledge beyond historical content knowledge.
- Be fearless. **Experiment** with new technologies and teaching innovations.
- Expect **change** and be open to it.