Varieties of Teaching
COURSE GUIDE

HIS 714   Fall 2021

Prof. L. Tolbert (a.k.a. drt)	Office: MHRA 2109
Pronouns: she/her/hers	Hours: Zoom by appt.
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 inter-cultural 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)

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

Darby, Flower. *Small Teaching Online*. San Francisco: Jossey-Bass, 2019. https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=5780349

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

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)

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

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

You will practice an integrated course design process that fosters significant learning by building key foundational elements of an online course in Canvas. You will reflect on your work in this course by beginning 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, and
- Canvas course design elements including:
    a) learning activities that address your own course learning outcomes,
    b) assessments for selected learning outcomes, and
    c) videotaped lectures

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

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.

ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, ods.uncg.edu (Links to an external site.)

ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: http://sa.uncg.edu/handbook/academic-integrity-policy/ (Links to an external site.)

COVID-19

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Following face-covering guidelines

- Engaging in proper hand-washing hygiene when possible

- Self-monitoring for symptoms of COVID-19

- Staying home if you are ill

- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

HEALTH AND WELLNESS

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

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/ (Links to an external site.), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.
For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp (Links to an external site.) or reaching out to recovery@uncg.edu

CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu

- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf (Links to an external site.)

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing (Links to an external site.)

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

FINAL EXAMINATION

There is no final exam in this course.

Course Schedule

August 17   Introductions

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 24   Paradigm Shifting: From Teaching to Learning
MHRA2210
Read:

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.

August 31   Teaching Disciplinary Ways of Knowing
Asynchronous Discussion Board—post by August 31, respond by September 3.
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

September 7   Inclusive Pedagogy
MHRA2210
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)

Santiago, Maribel, "Mendez v. Westminster, 1947: Teaching a New Chapter of History," *The Phi Delta Kappan*, Vol. 94, No. 6 (March 2013): pp. 35-38.

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 14 Designing for Learning
Asynchronous Discussion Board—post by September 14, respond by September 17
Read:

Darby, Flower. *Small Teaching Online*. San Francisco: Jossey-Bass, 2019. **Part 1. Designing for Learning**

https://ebookcentral.proquest.com/lib/uncg/detail.action?docID=5780349

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

September 21 Aligning Outcomes and Assessment Strategies
MHRA2210
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**.

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

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

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 28 Course Layout
Asynchronous Discussion Board—post by September 28, respond by October 1
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**.

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

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

October 5   Practicing Historical Thinking in Class Discussion
MHRA2210
<u>Read</u>:

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.**

Darby, Flower. *Small Teaching Online*. San Francisco: Jossey-Bass, 2019. **Part 2. Teaching Humans**

Reisman, Abby. "Entering the Historical Problem Space: Whole-Class Text-Based Discussion in History Class," *Teachers College Record*, Vol. 117 (Feb. 2015).

October 12   Fall Break

October 19   Teaching Information Literacy
MHRA2210
<u>Read</u>:

McGrew, Sarah. "Internet or Archive? Expertise in Searching for Digital Sources on a Contentious Historical Question," Cognition and Instruction (2021): 1-29. https://doi-org.libproxy.uncg.edu/10.1080/07370008.2021.1908288

McGrew et al. "Improving University Students' Web Savvy: An Intervention Study," British Journal of Educational Psychology 89 (2019): 485-500.

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 26   Teaching Historical Writing
Asynchronous Discussion Board—post by October 26, respond by October29
<u>Read</u>:

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 2   Assessing Historical Thinking: Writing Prompts and Rubrics
MHRA2210

<u>**Read**</u>:

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 9   Dynamic Lecturing
Asynchronous Discussion Board—post by November 9, respond by November 12

<u>**Read**</u>:

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

Documenting Teaching Effectiveness

## November 16   Teaching Portfolio Workshop, MHRA 2210
This is the final class for workshopping the artifacts for your teaching portfolio.

<u>**Read**</u>:

Darby, Flower. *Small Teaching Online*. San Francisco: Jossey-Bass, 2019. **Part 3. Motivating Online Students (and Instructors)**

November 23   **Teaching Philosophy Draft due**

November 30   **Final Canvas Course and Teaching Portfolio due**

Imagine Sisyphus Happy
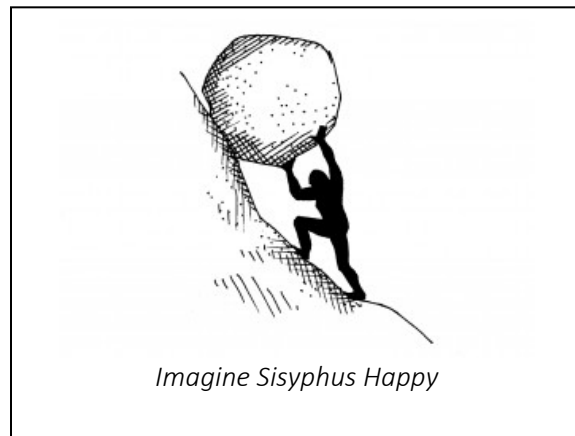
Aspirational Learning Goals

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.