Hist 978:
Teaching College: An Introduction to Undergraduate Pedagogy

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Office Hours: Wednesdays 2:30-3:30, or by appointment

Embracing the art of teaching as one of the key skills of a good historian, and acknowledging that the desire to teach is one of the main motivations for graduate study, this course aims to translate passion for humanities education into practical skills for classroom success.

This course has three main learning outcomes:

1. **Give students practical readiness for teaching while in graduate school**
   We will explore how to run discussion sections to maximize positive impact on student learning, create meaningful leaning experiences for all students, grade effectively, fairly, and efficiently while minimizing time commitments and frustrations. This course should lessen the burden of graduate student teaching by helping students learn how to preemptively avoid problems and enable undergraduate success.

2. **Apply research on student learning to the teaching of history**
   Learning and teaching are the subject of a substantive and successful body of research. Much of the research on how people learn can be leveraged to create far more effective practices for teaching history. We will study the results of research on learning and discuss how it may be applied to the project of teaching history.

3. **Prepare effectively for the challenges of teaching contemporary undergraduates**
   We need to be able to teach *all* the students who come to us for education. In general, today’s college students have not been taught research or writing in high school. Their high school education generally as focused on exam preparation, with little or no attention on critical thinking, writing, or to how to transfer skills and knowledge to different contexts. Contemporary undergraduates enter the classroom with a wide variety of preparation levels and prior experiences. We will develop techniques for reaching all students where they are and helping them develop as historians and thinkers.
## Class Activities & Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Related readings</th>
<th>Due</th>
<th>% of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussion</td>
<td>See class schedule</td>
<td>Ongoing</td>
<td>30%</td>
</tr>
<tr>
<td>Write a description of learning goals for a course</td>
<td>Ambrose, Brown, Fink, Nilson <em>Creating</em></td>
<td>Week 11</td>
<td>10%</td>
</tr>
<tr>
<td>Develop a set of course assignments, based on a plan for the</td>
<td>Ambrose, chapters 4, 5, 7, Nilson</td>
<td>Week 12</td>
<td>10%</td>
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<tr>
<td>integration of component skills</td>
<td><em>Creating</em></td>
<td></td>
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<tr>
<td>Write a set of assessment rubrics for assignments</td>
<td>Bean Chapters 14, 15 &amp; 16, Ambrose chapter 7 &amp; Appendix C &amp; D; Nilson <em>Specifications</em></td>
<td>Week 13</td>
<td>10%</td>
</tr>
<tr>
<td>Write a statement of teaching philosophy</td>
<td>All</td>
<td>Week 15</td>
<td>10%</td>
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### Additional Activities -- Choose any 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Related readings</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Present a summary of any of the works of education research cited in</td>
<td>Bean Chapters 14, 15 &amp; 16, Ambrose</td>
<td>As desired</td>
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<tr>
<td>our common readings.</td>
<td>Appendix C &amp; D</td>
<td>Week 13</td>
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<tr>
<td>Write a discussion participation rubric</td>
<td></td>
<td>Week 13</td>
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<tr>
<td>Write a set of syllabus ground-rules for classroom conduct</td>
<td>Ambrose Chapter 1 &amp; 6; Barkley 110-126</td>
<td>Week 2</td>
</tr>
<tr>
<td>Write an 'exam wrapper'</td>
<td>Ambrose 251-254, Nilson <em>Creating</em>, 60-72</td>
<td>As desired</td>
</tr>
<tr>
<td>Present a lecture in an undergraduate class</td>
<td>Ambrose, Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362</td>
<td>As desired</td>
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<tr>
<td>Attend two lectures by different history faculty</td>
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<td>As desired</td>
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### Assessment

Class Participation 30%
Four Common Required Activities: 10% each (40% total)
Three Additional Activities: 10% each (30% total)

### Common Readings


William Horton *E-Learning by Design* 2nd ed. (San Francisco: Pfeiffer 2012)

Linda Nilson *Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills* (Sterling: Stylus, 2013)

Linda Nilson *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Sterling: Stylus, 2015)

**Schedule of Topics, Readings, and Assignments**

1/18 Week 1: An Inclusive Classroom of Excellence

1/25 Week 2: Prior Knowledge & Student Development
   Ambrose Chapters 1, 2, 3 & 6

2/1 Week 3: What happens in learning
   Ambrose Chapters 4 & 5; Brown Chapters 1, 2, 3, 5

2/8 Week 4: Rubrics, Feed-back & Assessment
   Bean Chapters 14, 15 & 16, Ambrose Appendix C & D, Fink chapter 2
   Bring sample rubrics to discuss in class

2/15 Week 5: Assessment alternatives
   Nilson *Specifications Grading;* Horton Chapter 5

2/22 Week 6: Active Learning
   Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362 (select relevant examples)

3/1 Week 7: Self-Regulation & Learning
   Ambrose chapter 7, Nilson *Creating self-regulated learners;*
   **Due:** Syllabus ground-rules

3/8 Week 8: Lecturing for effective learning
   Attend a lecture by a professor you have not previously observed.
3/15 Week 9: Scaffolding for large research projects; Teaching writing in the lecture hall
    Bean 161-210, 224-263

3/22 Spring Break

3/29 Week 10: E-Learning
    Horton: Chapter 7 and two other chapters of your choice

4/5 Week 11
    Due: Description of learning goals

4/12 Week 12: Identity and Authority in the classroom
    https://www.ted.com/speakers/amy_cuddy
    Due: Assignments, with plan for integration of component skills

4/19 Week 13: Peer review of Learning Goals, Assignments & Assessment rubrics
    Due: Assessment rubrics for participation & writing assignments

4/26 Week 14: Publishing Advice & Course Evaluations and getting effective feedback
    Peer review of Learning Goals & Assessment measures

5/3 Week 15: Discussion of Teaching Philosophy statements
    Due: Statement of teaching philosophy