

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 learning 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

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

Additional Activities -- Choose any 3			
Activity	Related readings		%
Present a summary of any of the works of education research cited in our common readings.		As desired	10% each; choose any 3
Write a discussion participation rubric	Bean Chapters 14, 15 & 16, Ambrose Appendix C & D	Week 13	
Write a set of syllabus ground-rules for classroom conduct	Ambrose Chapter 1 & 6; Barkley 110-126	Week 2	
Write an 'exam wrapper'	Ambrose 251-254, Nilson <i>Creating</i> , 60-72	As desired	
Present a lecture in an undergraduate class	Ambrose, Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362	As desired	
Attend two lectures by different history faculty		As desired	

Assessment

Class Participation 30%

Four Common Required Activities: 10% each (40% total)

Three Additional Activities: 10% each (30% total)

Common Readings

Susan Ambrose, et.al., *How Learning Works: 7 Research-based Principles for Smart Teaching*, (San Francisco: Jossey-Bass, 2010)

Elizabeth Barkley, *Student Engagement Techniques: A Handbook for College Faculty*, (San Francisco: Jossey-Bass, 2010)

John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*, 2nd ed. (San Francisco: Jossey-Bass, 2011)

Peter C. Brown, et.al. *Make it Stick: The Science of Successful Learning* (Cambridge: Belknap 2014)

William Cronon, "'Only Connect...': The Goals of a Liberal Education," *The American Scholar* (Autumn 1998): 73-80

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.
William Cronon, "'Only Connect...': The Goals of a Liberal Education," *The American Scholar* (Autumn 1998): 73-80
http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf

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
<http://harvardmagazine.com/2010/11/the-psyche-on-automatic>
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