HI 885 Teaching History Handbook Fall 2016

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NC State Univ. Wed. 11:45am-1:00pm

Please also consult your spring 2016 handbook, available at http://go.ncsu.edu/hi885

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1. Absolutes for Teaching Excellence

1. It's not about you--it's about them! Our success is measured by our students. We don't have to prove ourselves and demonstrate we are the smartest person in the room. Let *them* succeed.
2. Find your voice and stick with it. You can't teach exactly like that favorite teacher from grad school. You have your own style. Do what comes naturally and build on it. Students are forgiving. Don't take yourself too seriously when life reaches out and bites you!
3. Insert your life into the class in small meaningful doses. Create a sense of community and make the class safe for discussion.
4. Remain current and add value to the sources your students use as class reference material.
5. Be fair and consistent. Be respectful to everyone, even those you can't stand. Be honest.

6. Develop a method of time management--Use virtual office hours; Create blocks of uninterrupted work time in your schedule. Set priorities in line with what you want to accomplish. Don't let email rule your days!
7. Use technology where it makes sense.
8. Make *someone* a project each semester. But sure to have a clear exit strategy before you begin. You want to integrate them into the learning process, not make them dependent on you! Roger McHaney, *The New Digital Shoreline* (Stylus, 2011, p. 231).

2. Nilson Chapter Review Recommendations

As you teach your first class this fall, I encourage you to review the following chapters and topics from the Nilson book.

1. Ch 5, motivating students. We must all teach the student we have, not the ones we wish we had. Gen ed students, in particular, need all the motivational help you can muster.
2. Ch 12, lecturing. Recall the chart of the retention efficacy of various classroom activities. Straight lecturing stands at the bottom at 5% student retention. Note Nilson's very good suggestions on varying from a monologue.
3. Ch 17 writing to learn. We want our students to write--it's our best evidence of their level of learning. However, we do not wish to nor need to kill ourselves to voluminous grading. Note the variety of low-stakes writing options in this chapter. You can use a checklist without grading (submitted or not), peer assessment, or self assessment.
4. Ch 23 getting students to read. Effective discussions depend on students coming through the door with more than unsubstantiated opinions. Encourage them to do the course reading--the low-stakes writing assignments and grading class participation can help.
5. Ch 4 first day of class. First impressions are lasting. Carefully plan your first day to show students how they will be engaged during the semester. You need not wade through the syllabus page by page. You can email them ahead of time with expectations of how they need to prepare for day 1. Set a high bar, but create an open, inviting climate.
6. Ch 28 assessing learning. Yes, we need to measure student learning, but we need not monitor everything they do. Stretch your classroom time by using Moodle assignments and otherwise shifting some of their work out of class.

3. History's Disciplinary Core

The essential skills of a student of history American Historical Association, 2013

History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.

PROPERLY TRAINED HISTORY STUDENTS CAN:

1. **Engage in historical inquiry, research, and analysis.**
   - Develop a disciplined, skeptical stance and outlook on the world that demands evidence and sophisticated use of information.
   - Understand the dynamics of change over time.
   - Explore the complexity of the human experience, across time and space.
   - Evaluate a variety of historical sources for their credibility, position, and perspective.
   - Read and contextualize materials from the past with appropriate precision and detail.
2. **Practice historical empathy.**
   - Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
   - Develop a body of historical knowledge with range and depth.
   - Recognize the ongoing provisional nature of knowledge.
   - Interpret the past in context; contextualize the past on its own terms.
   - Explore multiple historical and theoretical viewpoints that provide perspective on the past.
   - Recognize where they are in history.
3. **Understand the complex nature of the historical record.**
   - Distinguish between primary and secondary materials and decide when to use each.
   - Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past.
   - Recognize the value of conflicting narratives and evidence.
4. **Generate significant, open-ended questions about the past and devise research strategies to answer them.**
   - Seek a variety of sources that provide evidence to support an argument about the past.
   - Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
   - Identify and summarize other scholars' historical arguments.
5. **Craft historical narrative and argument.**
   - Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
   - Write effective narrative that describes and analyzes the past for its use in the present.
   - Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation.
   - Defend a position publicly and revise this position when new evidence requires it.
6. **Practice historical thinking as central to engaged citizenship.**
   - Engage a diversity of viewpoints in a civil and constructive fashion.
   - Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
   - Apply historical knowledge and analysis to contribute to contemporary social dialogue.

http://historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core

4. Five things every student should learn before graduating

EAB Daily Briefing, April 22, 2016

Recent college graduates must find new ways to bring the skills they learned in school to the workplace. Arizona State University professor Jeffrey Selingo shares five crucial characteristics recent college graduates need to compete in the job market from his new book, *There Is Life After College.*

1. Digital Know-How It's not enough to know how to use a computer or social media. While many students entering the workforce are considered "digital natives," real technical knowledge must go beyond the basics. Programming is now a given even in industries that are not traditionally related to technology. "Every major company today has been transformed into a technology company," says Brian Fitzgerald, head of the Business-Higher Education forum. "Even non-tech jobs are tech jobs."

2. Agency In college, students learn to follow the rules and be good test-takers, but life after college presents challenges that require the ability to navigate unfamiliar terrain. Students need to be ready for whatever comes their way, especially in such an unpredictable job market. They must be able to engage in activities that will boost their problem-solving abilities.

Students can prepare for new demands while still in college by seeking out opportunities such as internships, studying abroad, and cultivating relationships with faculty and staff.

3. Curiosity Students must express curiosity about the world around them, going beyond just the subjects they are required to learn in school. "If you don't seek to learn, you don't try new things," says Bob Iger, CEO of Disney. "I don't think you can run a business today in a very dynamic marketplace without being curious."

When interviewing people for jobs, Iger asks candidates about books they have read, movies they have seen, and where they have traveled "to determine their level of curiosity."

4. Skill-Transferring The skills students learn in college will be applied quite differently to on-the-job tasks. They need to participate in activities that allow them to exercise problem solving and apply their skills to a range of situations.

5. Humility Recent graduates may be instilled with the new-found confidence that comes with successfully completing college, but a tough job market may serve as a wake-up call to be more humble.

"New graduates need to be patient about their careers and realistic about their roles within a company," Selingo says. "Given we're going to be living longer and working longer, patience is perhaps the most important quality in life after college" (Selingo, "Grade Point," Washington Post, 4/18).

https://www.eab.com/daily-briefing/2016/04/22/five-things-every-student-should-learn-before-graduating

5. Engaging the Reluctant College Student

by Claire Moore *Cengage*, May 5, 2016

In the case of a reluctant student, what can be done to increase engagement?

Relevant If students know why taking your course will benefit them, they will be more likely to at least give you the benefit of the doubt. It's the old, "What's in it for me?" motivation.

Look for ways to demonstrate to students how the concepts learned in this course will help them in their future career. For example, you might ask the students to bring in job descriptions for the type of position they would like to hold after graduation. Then tie the required job skills to what will be learned in your course.

Relatable Students need to relate to the material to be learned. In a business course you might want to use companies that they are familiar with as your examples. Apple, Sony and Pixar come to mind. One teacher I know had the students play Monopoly and make journal entries instead of using the play money. You can also use current events, movies and pop culture to spark discussions and increase student motivation.

Interactive Consider how you can get students actively involved with the material. In her article, "Active Learning: A Foundation for the Classroom," Dr. Jennifer Hurd explained how student collaboration brings learning alive.

"Once I started using these active learning strategies, my students were so engaged that they did not want to go back to lectures," Hurd stated. "They were also learning the material at a much deeper level."

College students want to make their own decisions. You can help them to exercise their critical thinking skills by allowing them a choice of assignments on a particular topic or by having them design an assignment on their own.

Role-play also increases student engagement. Students can take on the role of a person affected by a particular issue or the role of an abstract concept. They could play the part of a cell or a molecule, a historical figure or an economic principle.

Role-play can be used to:

- Solve a problem
- Apply a skill
- Explore or change values

Besides, the creativity of role-play makes learning feel more like play and less like work.

http://blog.cengage.com/meet-the-challenge-of-engaging-the-reluctant-student

6. Getting Them to Talk

By David Gooblar [Promoting Productive Classroom Discussions]

Much of the research cited in Discussion in the College Classroom has been conducted by Howard and his colleagues. His ideas on classroom norms are grounded in his own experience, his observations of the classrooms of others, and his many published articles. Drawing upon all of that material, Howard points to three primary issues that faculty members must deal with if they want to create great discussions.

1. "Civil attention." Citing research that dates back to the 1970s, Howard writes that "in the vast majority of college classrooms, we expect college students to pay civil attention. Actually paying attention is optional." Students pay "civil attention" when they face the front of the room, eyes open, taking notes and occasionally making eye contact with us. But we all know — from our own experiences in boring faculty meetings or conference talks — that looking like you're paying attention doesn't mean you are. Howard suggests that many students think civil attention is enough. They can get away with it in most of their courses, for three reasons:

Too many faculty members rely too frequently on lectures, and hence never challenge the norm of civil attention. Most of us are unwilling to call on students and instead rely on those who volunteer to answer questions. Students increasingly see themselves as customers who can choose whether or not they want to contribute to a class discussion, since they are paying to be there (a notion that has been sufficiently critiqued, in my opinion, by smart critics like Rebecca Schuman).

If we want good discussions in the classroom, we have to establish a new norm, one that goes beyond civil attention.

2. "Consolidation of responsibility." At every faculty workshop I have ever given on this topic, the same question arises: What do I do when the same two or three students dominate class discussions? Excellent question, and Howard suggests that more of us should be asking it. His research shows that faculty members often think discussions are more participatory than they really are. In fact, he argues, "in the typical college or university classroom, a small number of students (five to eight) will account for 75 to 95 percent of all student verbal contributions to discussion regardless of class size."

That happens, he explains, because of a sociological phenomenon called the "consolidation of responsibility," in which social groups delegate responsibility to small numbers of people who do most of the work. "The consolidation of responsibility," Howard says, "tends to be the default setting in the college classroom, regardless of class size, unless the instructor takes intentional steps to create a new norm." His findings on which students are most likely to assume the role of dominant talkers surprised me in several respects. For example, contrary to some research suggesting the presence of a "chilly climate" for women in the classroom, Howard and his colleagues have found that men and women participate in class at roughly equal rates. Their research likewise found no significant differences in student contributions by race.

3. Differing definitions of participation. How we define participation will also have an impact on whether we believe that students are contributing enough in class discussions. I suspect that most faculty members, like me, would define it as students' making substantive oral comments in class. A discussion doesn't happen without people speaking.

But students may be perceiving the notion of participation differently. Howard points to one study in which some students defined participation in broad terms: "For quieter students, participation included things like attendance, paying attention, active listening, and doing homework. So in their view, they could be actively 'participating' in class without ever speaking — a point of view the instructor may not share."

Hence, when professors emphasize on their syllabi the importance of class participation, and then — frustrated by anemic discussions — remind students about it throughout the semester,

they may be talking right past their students. e are participating, the students might be thinking. We're sitting here, paying civil attention, doing the homework. What more do you want from us?

I've focused on the challenges of fostering robust discussion. But the good news is, according to Howard, those challenges can be overcome.

- "Social norms are always in a state of negotiation," he writes. "Because they are social they are not etched in stone. We can take steps that will change the classroom norms both in our face-to-face classrooms and in online courses (or in online discussion forums associated with face-to-face classes), which will increase the percentage of students who participate."
- Moreover, "when we thoughtfully scaffold discussions through careful planning," he adds, "an overwhelming body of research in the scholarship of teaching and learning tells us that students will learn more content and develop higher-order thinking skills."
- For Howard's prescriptions on how to achieve all of that — in both face-to-face and online formats — you can consult Discussion in the College Classroom or one of his many shorter works on the topic. (He does offer plenty of teaching tips in the book.) You will come away from the book not only with a better understanding of how to get students talking but also with a clearer vision of the classroom as a complex space in which social norms can either enhance or interfere with learning. Most important, you will have a sharper understanding of how to shape those norms for the benefit of your students.

James M. Lang is director of the Center for Teaching Excellence and professor of English at Assumption College, in Worcester, Mass.

http://m.chronicle.com/article/Building-a-Better-Discussion/231685/#sthash.mzwQsOXP.dpuf

7. Six ways to improve your presentations

Eye contact, conciseness, practice, simplicity, images, and interaction EAB Daily Briefing May 2, 2016

Presentations don't have to be excruciating to lead or attend, Kathryn Dill writes for *Forbes*. "We don't take presentations as seriously as we should," says Dan Roam, author of *Show and Tell: How Everybody Can Make Extraordinary Presentations*. "It's like a martial art. When someone is really good at it, it looks effortless, and you don't see the practice that goes into making it look effortless." People give long, dry presentations because that's how their boss did it, that's the traditional way of doing it, says Speechworks President Joey Asher.

Use a few tricks to mix up the standard and ensure your presentation is a success, Dill writes.

1. Eye contact: Hold eye contact to show attention and energy, Asher suggests. "The kind of eye contact I'm talking about is the eye contact you make when you're having dinner with a close friend and talking about something you care about," he says.

2. Make it shorter: Limit length to maintain your audience's attention all the way to the end.

3. Practice makes perfect: Calm your nerves by practicing but don't learn your lines as you would for a play. "Memorizing is a mistake," Roam says, "but familiarizing is essential."

4. Keep slides simple: Limit PowerPoint slides to one headline idea, one image, and at most one text blurb. Use the 5X5 rule. On each slide a maximum of 5 lines, 5 words per line.

5. Enhance with images: Keep the audience's attention with pictures and graphs. "If I'm continually providing your eye with something interesting to look at, and if I can keep it moving, I can keep your mind occupied for hours," Roam says.

6. Invite your audience to participate: Don't shelve the Q&A portion to the end of your time. Take questions and comments throughout to keep the audience engaged. "It should be a conversation back and forth," Asher says (Dill, *Forbes*, 4/27/16).

https://www.eab.com/daily-briefing/2016/05/02/six-ways-to-give-a-better-presentation

8. STEM grads need more than technical knowledge

Wood, Julia T. 2015. Communication in Our Lives, 7th ed. Belmont, CA: Wadsworth, Cengage Learning.

Organizations need workers with the technical knowledge necessary to complete the specific tasks associated with their job, but they also need workers who can handle organizational tasks not specific to their role. We've previously discussed the six soft skills every student should develop before graduation, and while STEM fields naturally encourage skills like critical thinking and problem solving, there are two other equally crucial skills necessary for success: empathetic communication and teamwork.

Empathetic communication

While communication is obviously important in some fields, in STEM fields the importance of communication skills might not always be apparent. However, as author Julia T. Wood outlines in her text, Communication in Our Lives, 7th ed, these skills are necessary for STEM fields as well:

"Healthcare professionals must communicate effectively to explain medical problems to patients, describe courses of treatment, and gain information and cooperation from patients and their families…Even highly technical jobs as computer programming, engineering, and systems design require communication skills. Specialists must be able to listen carefully, work in groups and teams, and explain technical ideas to people who lack their expert knowledge."

Employees need to be able to adapt to diverse situations and communicate with diverse people in organizations, and this requires empathy. Wood explains: "Empathy is the ability to feel with another person… to try to recognize another's perspective and adapt your communication to how he or she perceives situations and people." Lacking empathy in communication can easily lead to conflicts in the workplace, which impacts an organizations' productivity, and also can prevent an employee from receiving promotions or even lead to them getting fired.

While classroom activities such as presentations and written reports help with developing certain communication skills, developing empathy may require branching outside the STEM fields. A recent study found that when individuals read literary fiction, "people performed better on tests measuring empathy, social perception and emotional intelligence — skills that come in especially handy when you are trying to read someone's body language or

gauge what they might be thinking." While taking English courses may not be requisite for many STEM degrees, it seems it may behoove STEM students to sign up for a literature course, or at least read some Chekov in their spare time.

Teamwork

Teamwork is an integral part of working in an organization, and in STEM fields, working ineffectively on a team could have grievous consequences, as Julia T. Wood explains:

"Reports of errors in surgery are not uncommon…One contributor to surgical errors is poor teamwork among those working in the operating room. A survey of more than 2,100 surgeons, anesthesiologists, and nurses at 60 hospitals showed that many teams suffer from weak teamwork. Doctors' disregard for nurses' expertise was one of the most commonly cited dynamics that undermined effective teamwork."

As you can see, poor teamwork not only affects the employees negatively, it is detrimental to the organization overall. Organizations depend on their employees being able to work together, and they won't hire people who don't demonstrate some ability to work effectively on a team. One particular aspect of teamwork that continually causes problems in organizations is conflict management, and, as exemplified by Wood's text, STEM professionals who can't manage conflict on their teams may end up hurting the very people they're trying to serve.

Empathetic communication is one of the best ways to manage conflicts, but maintaining a non-confrontational demeanor and attempting to see the situation from the other's perspective isn't always easy—especially if emotions become involved. In the classroom, creative group projects are one of the best ways to help students hone these skills because it best simulates the situations they'll encounter in the workplace. In-class debates are another way to help with conflict management in particular, because students must defend their ideas without devolving into emotional arguments.

http://blog.cengage.com/Soft-Skills-for-STEM-Success/

9. Cruel Student Comments: Seven Ways to Soothe the Sting

By Isis Artze-Vega, EdD

http://www.facultyfocus.com/articles/faculty-evaluation/cruel-student-comments-seven-ways-soothe-sting/

How else might you respond to a very negative student evaluation? Here are seven suggestions for soothing the sting from even the most hurtful student comments:

1. Analyze the data. First, look for outliers: anomalous negative views. In research, we would exclude them from our analyses, so you should do the same for uniquely mean-spirited or outlandish comments. Next, find the ratio of positive to negative comments to get an overall picture of student impressions. Better yet, categorize remarks: Are students responding negatively to your assignments? The course readings? A particular behavior? Identifying themes will help you determine whether they warrant a response. If multitudes of students note that they didn't know what was expected of them or that you were disorganized, you'll

want to reflect on the area(s) identified. What might have given students that impression? And what steps might you take to improve or to alter their perception?

2. Resist the lure of the negative. "Just as our attention naturally gravitates to loud noises and motion, our minds glom on to negative feedback," the article explains, adding that we also remember negative comments more vividly. If we catch ourselves dwelling on students' negative feedback, consider: "Am I focusing on this because it's 'louder,' or because it's a legitimate concern"?

3. Let your critics be your gurus. "We often brood over negative comments because we suspect they may contain an element of truth. Rider University psychology professor John Suler advises us to "treat them as an opportunity." Ask yourself, "Why does it bother you? What insecurities are being activated in you?" "It's easy to feel emotionally attacked," adds Bob Pozen, [Harvard Business School and Brookings Institute], "but that doesn't mean your critics don't have a point."

4. Find counter-evidence. When you encounter a negative comment, look for (or recall) comments that contradict it--whether positive feedback from other students or a colleague. "Disputing to yourself what was [written]" can make "harsh comments... feel less potent"

5. Dwell on the positive ones. Because "it takes more time for positive experiences to become lodged in our long-term memory," we should devote at least as much time to students' positive comments as their negative ones. Plus, remembering your teaching strengths can motivate you to continue exhibiting the trait or design your courses a certain way. Positive sentiments, often heart-warming and gratifying, will help you maintain a positive outlook toward students. Psychology professor James O. Pawelski jokes that "bars would make a killing if at the end of each semester they offered 'professor happy hours' where teachers could bring their evaluations and pass the negative ones around." He cautions "Nobody should be alone when they're reading these things," so . . . .

6. Read them with a friend. Whether a departmental colleague, relative, or a trusted center for teaching and learning staff member, a more objective party can help you make sense of or notice the absurdity of the comments because they're not as personally invested in them.

7. Be proactive, especially if these comments will be the primary data used in decisions about your hiring, re-hiring, promotion, etc. Revisit suggestion 1 above. If you don't conduct this analysis yourself, you'll be at the mercy of whomever is charged with your evaluation--and they probably won't be as thorough. They too may focus on negative comments or outliers. Provide explanations about any off-the-wall student complaints, so that reviewers don't draw their own erroneous conclusions.

Ultimately, all parties involved--particularly academic leaders--should remember that, important as they are, student comments offer only one perspective on teaching. Thorough evaluation of teaching effectiveness requires that each of us reflect on our practices, examine artifacts from our courses (assignments, syllabi, etc.), and look closely at what our students know and can do upon completion of our courses. The proof, after all, is in the pudding.

Rosenbloom, S. "Dealing with digital cruelty." *New York Times*. (August 24, 2014.).

10. The History Major and Undergraduate Liberal Education

[Report of the National History Center Working Group to the Teagle Foundation by Stanley N. Katz and James Grossman]
http://historians.org/pubs/Free/TheHistoryMajorandUndergraduateEducation.pdf

Desired learning outcomes:

- Students should learn to analyze, evaluate, and contextualize different types of primary sources. They should learn to exercise critical judgment of these sources.
- Students should learn how to travel across the seemingly infinite range of sources of information available online, including discriminating among sources, sifting information, and determining protocols of utility and relevance.
- Students should learn to evaluate historical interpretations, and especially to recognize the difference between evaluation on grounds of evidence, logic, emotion, and identity.
- Students should learn to formulate an historical question and develop basic skills and knowledge to find resources to answer that question.
- Students should learn to formulate an historical argument and support it with evidence and appropriate documentation.
- Students should understand the nature and practice of history. In addition to the skills above, they should learn to synthesize and to evaluate cause and effect. They should appreciate the differentness of the past and importance of contingency.
- Students should be introduced to times, cultures, and perspectives different from their own.
- Students should develop critical reading, writing, and oral communication skills.

Chronological and Spatial Thinking

* Students explain how major events are related to one another in time.
* Students construct various time lines of key events, people, and periods of the historical era they are studying.
* Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, and states, and to explain the historical migration of people, and the growth of political and economic systems.

Research, Evidence, and Point of View

* Students frame questions that can be answered by historical study and research.
* Students distinguish fact from opinion in historical narratives and stories.
* Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
* Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
* Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

* Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

* Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
* Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
* Students recognize the role of chance, oversight, and error in history.
* Students recognize that interpretations of history are subject to change as new information is uncovered.
* Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

11. More Evidence That Active Learning Trumps Lecturing

by: Maryellen Weimer, PhD Faculty Focus, JUNE 3RD, 2015 [abridged]

The June-July issue of *The Teaching Professor* newsletter highlights a meta-analysis of 225 studies that compare STEM classes taught using various active learning approaches with classes taught via lecture. "The results indicate that average examination scores improved by about 6% in active learning sessions, and that students in classes with traditional lecturing were 1.5 times more likely to fail than were students in classes with active learning." (Weiman, p. 8410)

The findings of the meta-analysis aren't all that unexpected. Study after study, not just in the STEM fields, but pretty much across the board, have reported findings that favor active learning approaches over lecture. If deep understanding is the objective, then the learner had best get out there and play the game. Watching others problem-solve, think critically, paint watercolors, or start an IV may provide a sense of how it's done, but that's not how you learn to perform on the field.

There is less defense of lecture than there used to be and more apologizing by those who do. "I have to lecture. What else can you do in these large classes?" "I can't get the content covered if I don't lecture." "Students want me to lecture." Valid excuses? Not really. Examples of active learning strategies being used in large classes abound. Teachers may cover the content, but if that doesn't promote learning, does it really matter that it's been covered? Nonetheless, lecturing remains our default instructional mode. Lecturing allows us to pledge allegiance to the content. I know, I'm sounding adamant, but the evidence is in. The case is closed. Active learning wins.

References: Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okorafor, N., Jordt, H., and Wenderoth, M.P., (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences (PNAS), 111 (23), 8410-8415.

Weiman, C.E., (2014. Large-scale comparison of science teaching methods sends clear message. Proceedings of the National Academy of Sciences (PNAS), 111 (23), 8319-8320

http://www.facultyfocus.com/articles/teaching-professor-blog/more-evidence-that-active-learning-trumps-lecturing/

12. Lessons from Classroom Teaching Relevant to a Public History Career and Projects

gathered by Rich Slatta, Prof. of History updated 5/18/2016

Public historians face much greater challenges than classroom teacher. You will be teaching and designing exhibits and projects for pre-schoolers, retirees, and everyone in between. You have only carrots--and no sticks, like grades or attendance policies--in your toolkit. However, much of what you've learned about teaching in the classroom is readily transferable to other domains.

Much of the higher education pedagogical literature focuses on teaching traditional students in a classroom or online setting. Public historians engage a much more diverse range of audiences, venues, and materials. Below I've summarized some basic premises from the scholarship of teaching and learning that I think is generalizable to the activities and projects of public historians.

Premise 1: All teaching in all venues benefits from a focus on essential questions.

Essential Questions aka Big Questions:

- Are worth asking or meaningful
- Have no right or wrong answers!
- Are interesting to people
- Engage people in real life problem-solving
- Spark our curiosity and sense of wonder
- Require a high level of thinking
- Answers cannot be found. They must be invented
- Make people investigators, inquirers
- May inspire investigations that last a lifetime
- Can be answered (even if tentatively) by all people
- Are more about learning than teaching
- Help people see connections between disciplines, domains, and topics (Jacobs, 1997).

Wiggins and McTighe (2011) define essential questions as those that:

- Cause genuine and relevant inquiry into the big ideas of the core content.
- Provoke deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions.
- Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
- Stimulate vital ongoing rethinking of big ideas, assumptions, and prior lessons.
- Spark meaningful connections with prior learning and personal experiences.
- Naturally recur, creating opportunities for transfer to other situations, refer to “core ideas and inquiries within a discipline” and help “students effectively inquire and make sense of important but complicated ideas and knowledge.” (p. 73)

Premise 2: It's the learning, not the teaching, stupid.

"Conventional "wisdom" assumes that teaching is telling, learning is absorbing, and knowledge is subject-matter content. Teachers tell you what to learn and how to learn it. Physical and institutional arrangements are teacher-focused and stimulus-deprived. The findings of cognitive

science contradict the notion that the mind registers reality like a tape recorder or a camera, and that learning is merely absorption. Instead, the mind builds mental constructions that help us order experience. The brain represents rather than records reality. Even sight is an act of construction and depends as much on brain processes as on the actual world it seeks to represent.

Real learning is an active process of making changes in the mind's representations by reasoning about the world-not just taking it as it comes. Learning means breaking, making and remolding connections in our brains. "It's not the teaching, it's the learning, stupid. "We won't meet the needs for more and better higher education until professors become designers of learning experiences and not teachers. Unfortunately, corporate training is just as teaching- centered as our schools. As Schank writes, you can sum up the problem with business training in five words: "It is just like school." The money and effort now spent on training are not paying off.

Source: The Case against Teaching" By Larry D. Spence CHANGE NOV/DEC 2001 [abridged]

http://learn.uakron.edu/ideal/cohorts/friday/case_against_teaching.pdf

More resources: http://www.schreyerinstitute.psu.edu/

Premise 3: Promote deep learning.

Promote Deep Learning by

- Encouraging faculty/student interaction (give students a role in project or assignment options, help "personalize" teaching to the specific class.)
- Encouraging student/student interaction(e.g. group projects, peer editing, tutoring)
- Using active/interactive teaching methods(e.g., brainstorming, buzz groups, jigsaw)
- Making links with what students already know; encourage contributions from other learning
- Discussing teaching and learning skills explicitly. Pedagogical transparency.
- Trying to link course topics to students' lives and career aspirations
- Confronting students with ill-structured, real-world problems. Make the class relevant.
- Employing Case Based learning: Factually-based, complex problems written to stimulate classroom discussion and collaborative analysis.
- Create research experiences to include the active, diligent and systematic process of inquiry to discover, interpret or revise facts, events, behaviors, or theories, or to make practical applications, supported by evidence, laws or theories.
- Incorporating service learning that combines public engagement and experiential learning. It intentionally integrates academic learning with authentic community service in a credit-bearing academic course.

Sources:

• http://www.scribd.com/doc/12761431/Promoting-Deep-Learning-in-College-Students

• http://www.jhsph.edu/departments/population-family-and-reproductive-health/_docs/teaching-resources/tlt-02-understanding-great-teaching.pdf

Premise 4: It's the journey, the process, not the product, that matters most.

Focus on the process of knowledge creation (constructivism) facilitates deep learning. While we often use end products as a measure of learning, equally or even more important it an assessment of the intellectual path that led to the product. Break big projects into steps and stages, and

evaluate them along the way--not just at the end. Likewise, recall that learning takes place in a well-constructed environment. Teacher performance is not learning; guided student inquiry is.

Premise 5: In addition to constructivism, employ connectivism.

Principles of connectivism:

• Learning and knowledge rests in diversity of opinions.
• Learning is a process of connecting specialized nodes or information sources.
• Learning may reside in non-human appliances.
• Capacity to know more is more critical than what is currently known
• Nurturing and maintaining connections is needed to facilitate continual learning.
• Ability to see connections between fields, ideas, and concepts is a core skill.
• Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. A blended learning approach means that face-to-face learning becomes more effective because the mundane aspects of basic instruction are moved to an e-learning environment, which can be more engaging and interactive. It also means that an organization can have a common on-line orientation program for any number of trainees at any time, allowing all trainees to have the same basic knowledge of concepts, vocabulary, and terminology. When trainees do meet in the classroom with an instructor, the face-to-face class can now focus on higher-level skills since the basics are known by all trainees and were tested by the e-learning orientation module. Instructor-led sessions can now focus on knowledge transfer and behavioral changes and not simply the memorization of acronyms or application-specific jargon.
http://www.unt.edu/benchmarks/archives/2004/september04/eis.htm

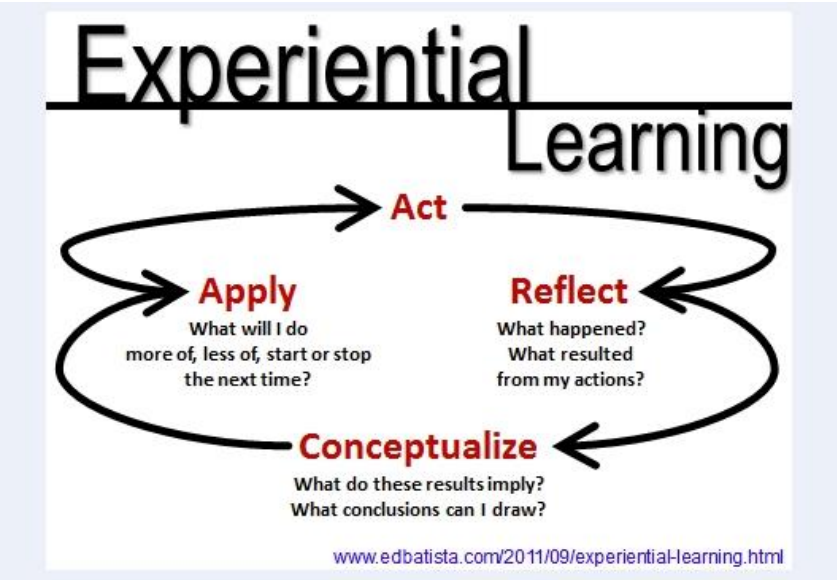
Roles teacher play in networked learning environments (connectivism):

1. Amplifying
2. Curating . Instead of dispensing knowledge, the curator creates spaces in which knowledge can be created, explored, and connected. While curators understand their field very well, they don't adhere to traditional in-class teacher-centric power structures. A curator balances the freedom of individual learners with the thoughtful interpretation of the subject being explored.
3. Wayfinding and socially-driven sensemaking
4. Aggregating
5. Filtering
6. Modelling
7. Persistent presence

http://www.connectivism.ca/?p=220#comments

Premise 6: ; Privilege and promote experiential learning

Experiential Learning "should reflect the real skills and activities that the students will need to use someday" and "a key part of experiential learning is reflecting on the experience." (Svinicki & McKeachie, Teaching Tips, 13th ed). The Essence of Experiential Learning:



<1> Uses real-world situations, problems, equipment. or actions to the extent possible.

<.2> Situations involve complex, ill-defined problems that don't have a simple answer

<3> situations involve the learners in solving a problem that reflects the kinds of problems they would encounter in the real world using the real tools of the discipline

<4> Instructor is a resource, but not the leader of the problem-solving tasks

<5> When the learners come to a solution, they spend an equal amount of time reflecting on how they reaches their solution and getting feedback about the quality of their proposed solution."

Premise 7: Make the Awe Effect your ally. Construct awesome projects and experiences.

Both the classroom and other teaching venues can take advantage of the awe effect. Research from the Stanford Graduate School of Business found recently that moments of awe can change perceptions about Time. “Experiencing something awe-inspiring can expand perceptions of time, enhancing quality of life.” The key appears to be that such moments make us feel small, and when we feel small there’s a reapportioning of what’s out there. That is, Time is reapportioned as well.

“When you feel awe, you feel very present — it captivates you in the current moment,” said one of the researchers. “And when you are so focused on the here and now, the present moment is expanded — and time along with it.”

“[Awe] is more of a mindset than we think,” said another one of the researchers. “This research suggests you can cultivate it in similar ways, as you do gratefulness or happiness. Yet, when it is present, awe can transform people and reorient their lives, goals, and values.” This study defines awe as: “something that is both vast (in size, scope, number, ability, or importance) and capable of altering one’s view of the world.”

As Dacher Keltner, PhD, a psychology professor at the University of California (Berkeley) suggests in his book Born to Be Good, the more nuanced sensations such as compassion, forgiveness, humility, and awe are what push us beyond self-interest and “wire us for good.” According to him, cultivating awe is part of unlocking the truest sense of life’s purpose. In Keltner’s words, awe shifts a person’s thinking “toward the collective”, which in my opinion can

be used as a trigger to improve our communities, society and the world in general. Experiencing a 'wow' moment, makes you feel 'there's something bigger than me.'

Keltner and his team are attempting to figure out where awe originates in the brain. Their preliminary findings suggest that awe lights up the region that becomes active when we are touched, or when a mother sees pictures of her baby. Unlike the "me, me, me" response that most types of pleasure trigger, awe—and its associated increase in oxytocin—makes us feel warm and fuzzy toward others.

Another researcher, Jonathan Haidt, PhD associate professor of psychology at the University of Virginia, says that awe can also be prompted by witnessing acts of great generosity or humanity. This triggers the release of the bonding hormone oxytocin. "In these cases, awe sends the signal to move closer, and that clears the way for altruism, generosity, and acts of kindness," he says.

Michelle Shiota, PhD, an assistant professor of psychology at Arizona State University, says that channeling awe "can help a person reflect on how an upsetting event fits into their philosophy of life, or how their personal experience unites them with humanity."

New findings published in *Psychological Science*, suggest that awe-inspiring sights increase our motivation to make sense of the world around us, and may underlie a trigger of belief in the supernatural or in God. Psychological scientist Piercarlo Valdesolo of Claremont McKenna College showed that "it's not that the presence of the supernatural elicits awe, it's that awe elicits the perception of the presence of the supernatural," and that participants who watched awe-inspiring scenes became increasingly intolerant of uncertainty.

- Source: http://www.aweeffect.com/the-effect-on-you-the-world/

Additional info:

- http://www.gsb.stanford.edu/news/research/time-warp
http://www.psychologicalscience.org/index.php/news/releases/experiencing-awe-increases-belief-in-the-supernatural.html
- http://www.oprah.com/health/The-Science-of-Awe-and-Fulfillment

Premise 8: Recognize and mobilize as many aspects of learning as possible.

1. The instrumental aspect is to do with skills and tasks. We learn, as best we can, to manage the physical environment that science has described, the technological environments we have created, and our social, economic, legal, and political worlds. The environment, whether material or social, is perceived as inanimate, subject to cause and predictable effect, and there to be used.
2. The communicative aspect helps us combat our existential isolation and make contact, whether lightly or profoundly, with others. We learn to convey grand ideas and engage in gossip, persuade and please, manage and manipulate, listen and respond, organize and collaborate, and negotiate and engage in disputes.
3. The affective aspect is to do with how we react to people and events. We come to understand what emotions are, the range of emotions we are capable of, and how we might manage them. It helps us bring the way we feel to the way we think, and so pro- vides a balance to the way we respond to the world.
4. The interpretive aspect helps us understand what makes us tick. We identify our prejudices and predilections, our doubts and certainties, and our weaknesses and qualities. This aspect

makes us see through ourselves and helps us see through others. It is to do with interpreting the human experience in all its pettiness and all its magnificence.

5. The essential aspect is about apprehending the essence of things. We understand a painting, a partner, an idea, or an action, even if we remain unable to explain that understanding. It is to do with insight and aesthetics. We discern symbolic significance, value, and beauty (or otherwise) in people, objects, and events around us.
6. The critical aspect is to do with appraisal. We learn to take nothing for granted. We separate out "truth" from "ideology," acknowledge conflicts of interest, and ask, "In whose interests was this statement made or that action taken?" This aspect helps us understand that relationships, however benign, are expressions of power.
7. The political aspect is about examining conflicts of interest and expressions of power in order to make judgments. In making judgments we take sides. And in taking sides we join with others to take action. This aspect helps us decide how we can help our friends, work with our allies, and deal with our enemies.
8. The passionate aspect is about emotions again, but they are passions such as love, hate, joy, anguish, envy, anger, and rage that can propel us into intense activity, or overwhelm us and wreak havoc. Passions have their own kinds of ecstasy, and this aspect helps us harness and put these ecstasies to use in ways that are wise.
9. Which brings us to the last on my list. The moral aspect of learning has to do with coming to know what is right and wrong, good and bad, and wise and unwise. Ideally it involves an ongoing debate with ourselves and others, in which we tease out the convictions that inform the judgments we make, and subject these convictions to repeated and rigorous appraisal.

Source: "Calling Transformative Learning Into Question : Some Mutinous Thoughts" by Michael Newman *Adult Education Quarterly* 2012 62: 36 http://aeq.sagepub.com/content/62/1/36

Premise 10: Employ problem-based and inquiry-guided learning

Problem-Based Learning (PBL) Cycle

1. The Problem (concrete experience): a specific example drawn from readings, films, fieldwork, observations, or other sources.

2. Initial Analysis (reflection, observation): defining the problem, discussing, brainstorming, creating categories, posing thought questions and rhetorical questions, deciding what to research and how to proceed.

3. Research (abstract conceptualization): gathering information (library, internet, interviews, collecting data), evaluating info, explaining (teaching) to group members, building models, drafting papers or proposals, creating projects or prototypes.

4. Reporting (active experimentation, presentation): communicating info, models, conclusions, and/or recommendations to teacher and students in form of simulations, fieldwork, reports, projects, or other "product". Reports lead students to consider new problems (hence back to #1).

Common Features of PBL:

1. Problems organize the learning environment
• problems are based on concrete, open-ended situations.
• information necessary to devise a solution is not provided in the problem.
•students must identify, locate, and use appropriate resources.

2. Much learning occurs in groups.
3. Teachers act as guides or facilitators.
4. Learning is student-centered, active, integrated, cumulative, and connected.

Inquiry-guided learning refers to an array of practices that promotes student learning through guided and, increasingly, independent investigation of questions and problems usually lacking a single answer. Rather than passively memorizing the results of others' investigations, students learn and master through a process of active investigation. They do the work involved in disciplinary research.

This process involves the ability to formulate questions appropriate to the discipline, venue, or domain, identify and collect appropriate evidence, critically analyze data, present results systematically, creatively interpreting results and formulating conclusions. It may also involve the ability to identify and examine new problems, generate possible solutions, and select the best solution with appropriate justification.

Premise 11: Be an effective questioner.

Do's and Don'ts for Asking Questions

Do

• Stay focused on the material, issue, event, artifact, etc.
• Ask more than one question when necessary, employ followups after someone responds.
• Encourage evidence-based argument. Give your audience something to work with and encourage them to use those material to respond and to develop their own questions.
• Refer to specific documents, artifacts, arguments, authors, and page numbers when appropriate
• Ask questions that foster deep thinking (see above).

Don'ts

- Get carried away with rants or praises or minutia.
- Ask merely "what" questions. Instead ask many "why" and "how" questions.
- Ask leading questions or ones that only one perspective or one correct answer.
- Ask questions that ask the reader to regurgitate information.
- Don't get impatient and fill "dead air time" with your own answer. Provide enough wait time for processing and response.