

Spring 2007
History 714

Varieties of Teaching

(www.uncg.edu/~jwjones/teach)

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Office Hours: M 2:00-3:00; T 11:00-12:00; R 1:00-2:00

Course Description

This course, which is required for doctoral students, explores the theory and practice of teaching at the college level with an emphasis on the practical applications of teaching with technology. No knowledge of technology is assumed for students coming in to the course, but they will need to pick up the basics of web-page authoring and the Blackboard system. Students will construct a Teaching Portfolio complete with a Statement on Teaching, course syllabi, assignments, and material from course web pages. Items from courses previously taught can be included in the portfolios, but students are encouraged to develop a different course this semester. We will write brief description pieces on varying aspects of teaching, develop a course syllabus, collaborate on web-based projects, and, in general, think and talk about teaching.

Course Goals

The primary goal of this course is to introduce graduate students to a wide variety of theories and strategies for teaching undergraduate students. Although students in the course are encouraged to work together and collaborate, there is no presumption that everyone will adopt the same principles or emerge with identical or even similar courses or teaching styles. The purpose is to make you conversant with multiple approaches to pedagogy and help you expand your thinking about how and what you want to teach undergraduates in a course. We will focus on achieving the following goals:

- The creation of an atmosphere in which issues related to teaching can be freely discussed
- The exploration of current scholarship on teaching and learning history
- An understanding of cognitive factors that may affect the learning of undergraduates
- The consideration of alternatives to traditional teaching approaches
- The development of our individual styles of teaching and of increased consciousness of the choices each of us make in the classroom
- The cultivation of an ability to develop and share teaching strategies that will be of assistance in obtaining a teaching job

Readings:

- Ken Bain, *What the Best College Teachers Do* (Harvard University Press, 2004)
- Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors* (UNC Press, 2005)
- Wilbert J. McKeachie and Barbara Hofer, *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers* (Houghton Mifflin, 12th edition, 2005)
- Reserve and online material identified below.

Grading: The course is graded on a Satisfactory/Unsatisfactory basis; those who do the readings and the weekly ACTIVITIES listed below and produce an adequate Teaching Portfolio at the end of the semester will receive an **S**.

Course Web Page: There is a course web page, which includes readings and other features relevant to the course, at www.uncg.edu/~jwjones/teach; we will also use another course web page, “The World Since 1945,” as a model; it is at www.uncg.edu/~jwjones/world

CLASS SCHEDULE

January 8: Introduction to the Course

- Reading for January 22: Bain, *What the Best College Teachers Do*; “A Nudge is Best in Helping Students through the Perry Scheme of Intellectual Development” by Robert Kloss; “From Teaching to Learning: A New Paradigm for Undergraduate Education” by John Tagg and Robert Barr; “Class in the Classroom” by Lee Warren; “Teacher’s Classroom Strategies Should Recognize That Men & Women Use Language Differently” by Deborah Tannen; McKeachie, *Teaching Tips*, Chapters 1, 12-14
- ACTIVITIES for January 22:
 - A. Think back to one of your introductory college courses in history (or any other field). What do you remember most about a particular class, a reading, an assignment or a concept? **In one page** describe it and tell us why you find the feature memorable.
 - B. Imagine the first day of teaching your own course. How will you explain your approach to or understanding of history—i.e. the way you will teach history to them? Try to include a vivid example to illustrate your point in a **one-page description**.
 - C. Review course syllabi online (including from UNC-G) for the course you have chosen to develop and compile a list of the various readings used.

January 22: *What the Best College Teachers Do* & Student Perspectives on Good Teaching

- Reading for January 29: Filene, *The Joy of Teaching*; “Teaching the Mind Good Habits” by Sam Wineburg
- ACTIVITIES for January 29:
 - A. Examine the web page “The World Since 1945.” Under the “Internet Assignments” link, if your last name ends in A-F do the assignments “Operation Ajax” and “What Would Muhammad Drive?”; if your last name ends in G-L do the assignments “What Would Muhammad Drive?” and “Reel Bad Arabs”; if your last name ends in M-Z do the assignments “Reel Bad Arabs” and “Apartheid on Trial.”
 - B. Post your responses to the Internet Assignments on the Blackboard Discussion Board for the course by **Thursday, February 1 at noon**.
 - C. Conceptualize an Internet Assignment for the course you intend to design and **write-up a 1-2 page description**, including rationale for the assignment, learning goals, and the material(s) you intend to use in devising the assignment.*

January 29: *The Joy of Teaching* & Developing an Internet Assignment

* Consult the list of Web Resources for the Internet Assignment at the end of this syllabus.

- Reading for February 5: PIP College Report: “The Internet Goes to College”; McKeachie, *Teaching Tips*, Chapters 16-18, 22; “Teaching in the Age of Electronic Information” by Robert Menges
- ACTIVITY for February 5: Come prepared with images, readings, music, and anything else you may need to begin work on your course web page and Internet Assignment.

February 5: Developing a Course Web Page: Workshop on Web-Page Authoring with Dreamweaver led by Judy Guard; NOTE: Meet in the computer lab (HHRA 1305)

- Reading for February 12: McKeachie, *Teaching Tips*, Chapters 2-4; “Visioning Your Course: Questions to Ask as You Design Your Course” by Kathleen Brinko; “How People Learn: Effective Teaching in History”; “Professors, Students, and the Syllabus” by Sharon Rubin
- ACTIVITY for February 12: Write up a Course Description and list the goals and objectives for the course you have chosen to develop.

February 12: Designing a Course

- Reading for February 19: Effective Use of Video in the Classroom
- ACTIVITIES for February 19:
 - A. If your last name begins with A-F identify a video clip (NOT TO EXCEED 20 MINUTES) relevant to the course you are developing and prepare it for presentation to the class. In a **one-page commentary** explain why you chose it and what you expect students to get from it.
 - B. If your last name begins with A-F identify a feature film or documentary relevant to the course you are designing and reviews of the film for a Written Assignment (see the “Topics for the 2nd Paper” link at “The World Since 1945” for examples).

February 19: Video as a Teaching Tool

- ACTIVITIES for February 26:
 - A. If your last name begins with G-Z identify a video clip (NOT TO EXCEED 20 MINUTES) relevant to the course you are developing and prepare it for presentation to the class. In a **one-page commentary** explain why you chose it and what you expect students to get from it.
 - B. If your last name begins with G-Z identify a feature film or documentary relevant to the course you are designing and reviews of the film for a Written Assignment (see the “Topics for the 2nd Paper” link at “The World Since 1945” for examples).

February 26: Video as a Teaching Tool (cont’d)

- Reading for March 12: “Preparing a Teaching Portfolio: A Guidebook”; “UNC-G Department of Psychology: Evaluation of Teaching”; “The Teaching Portfolio at Washington State University”
- ACTIVITIES for March 12:
 - A. Write a **3-5 page Statement on Teaching** and come prepared with a brief summary of the main ideas therein to share with the class in discussion.
 - B. Complete the first half of your syllabus (i.e. to Spring Break), including lecture titles, readings, exams and assignments, etc.

March 12: Preparing a Teaching Portfolio

- Reading for March 19: Online Study Guide from Ithaca University: “Methods of Research”; UC Davis Faculty Handbook: “Teaching Research Skills”
- ACTIVITIES for March 19:
 - A. Examine at least three syllabi for courses in our department that are designated RI for “Research Intensive” (Spring 2007: Mary Floyd, History 320: Central American History; Phyllis Hunter, History 335: American Colonial Period; Laurinda Debeck, History 347: North Carolina History; Fall 2006: Lisa Tolbert, History 325: History of the American Home)
 - B. Design a brief assignment that requires students to do some research (i.e. finding out what was in the news on the day they were born). Describe the assignment in **one-page** and explain what you expect students to get from it.
 - C. Design a lengthy assignment that requires students to do research. Describe the assignment in **one-page** and explain what you expect students to get from it.

March 19: Teaching Research Skills. Guest Discussant: Dr. Lisa Tolbert

- Reading for March 26: McKeachie, *Teaching Tips*, Chapters 7-11

March 26: Evaluating Student Performance

- Reading for April 2: “Creating Lively Lectures”; “Ten Tips When Facilitating Discussion” by Mel Silberman; “The Dreaded Discussion: Ten Ways to Start” by Peter Frederick; “Guidelines for Discussion, or Thought Control?” by Thomas Bartlett; McKeachie, *Teaching Tips*, Chapters 5-6
- ACTIVITY for April 2: Develop in outline form a strategy for leading a discussion on a reading or set of readings for the course you have chosen to develop. What will you ask and what goals do you want to achieve—what do you want students to take from the discussion?

April 2: Lecturing & Leading a Discussion in Class

April 9-23: Developing Course Web Pages & Internet Assignments

NOTE: Meet in the computer lab (HHRA 1305)

- Reading for April 30: McKeachie, *Teaching Tips*, Chapters 23-26; “The Scholarship of Teaching: New Elaborations, New Developments” by Pat Hutchings and Lee Shulman

April 30: Conclusion to the Course. **Teaching Portfolios due in class**

Courses for students to develop this semester*

<p>(Offered at UNC-G):</p> <ul style="list-style-type: none"> ➤ The UNITED STATES to 1865 ➤ The UNITED STATES SINCE 1865 ➤ WESTERN CIVILIZATION to 1600 ➤ MODERN EUROPE ➤ The WORLD IN THE 20th CENTURY/ The WORLD SINCE 1945 	<p>(Not yet Offered at UNC-G):</p> <ul style="list-style-type: none"> ➤ WORLD HISTORY TO 1500 ➤ WORLD HISTORY SINCE 1500
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*Note: preferably you should develop a course that you have not taught in order to expand your Teaching Portfolio; consult with the instructor if you have taught all of these courses or if you want to develop a course not listed here.

Web Resources for the Internet Assignments (to name a few):

- “History Matters: The U.S. Survey Course on the Web”
- “The Valley of the Shadow: Two Communities in the American Civil War”
- “The National Security Archive”
- “The Race & Slavery Petitions Project”
- US Historical Documents
- Internet History Sourcebook
- The Avalon Project at Yale Law School
- Cold War International History Project
- Historical Documents
- Euro Docs: Online Sources for European History
- Eyewitness to History
- THOMAS: Legislative Information for the Public
- Federal Resources for Educational Excellence
- From Revolution to Reconstruction
- Marxists Internet Archive
- Slave Movement During the Eighteenth & Nineteenth Centuries
- The World Wide Web Virtual Library
- The History Channel
- The History Place
- The World War I Document Archive
- Hyper History Online
- Internet Resources for World History
- Internet Archive of Texts and Documents
- PBS NewsHour Extra: Resources for Teachers & Educators
- Women’s World History
- World History Archives
- World History Sources
- World War II Resources
- Modern World History Resources
- Eighteenth Century Resources
- University of Texas Map Collection