

WOH 5932 Teaching Practicum
Fall 2021
K-F 013, Weds 12:50-3:50

Jessica Harland-Jacobs [she/her]
harlandj@ufl.edu; Keene-Flint 225
OH: M 11:45-1:45 & F 11:45-12:45

INTRODUCTION AND DESCRIPTION

Students pursuing a graduate degree in History typically serve as teachers and often aspire to be teachers or professors for their careers, yet they receive little-to-no pedagogical training. This course seeks to address this shortcoming in graduate students' training by exposing students to current scholarship on teaching and learning (SoTL), both generally and within History specifically. It will also give students ample opportunity to experiment and practice. The course attends to both the big picture (cognitive theory, teaching strategies, syllabus design, portfolio composition, etc.) and the nuts and bolts of everyday teaching (e.g. designing assignments, active learning strategies, lecturing, grading, etc.)

Please note: If at any point in the semester you encounter an issue while teaching (or learning), we can adjust the schedule to accommodate a discussion of that topic. Similarly, if there is a particular topic that interests you that is not covered below, I am happy to adjust the schedule so that we can address it.

History students of all backgrounds and at any stage of their graduate training are welcome to take or audit this course.

WHAT WILL YOU LEARN

- Main ideas in the scholarship on teaching and learning, both “traditional” and current
- Concepts and conclusions of “scholarly teachers” in our discipline, as well as the efforts of departments and professional organizations like the AHA to identify the elements of historical thinking and core concepts and competencies in History
- Specific strategies for teaching history to college-level students
- The elements of syllabus design and approaches to course planning
- Our discipline’s expectations for how you present yourself as a teacher (e.g. via a teaching portfolio)

FALL 2021 MODALITY

Given the public health emergency, you will have the option of attending class via HyFlex for the first three weeks of the semester. This will give all students the choice of whether or not they attend in person (I will be in our classroom regardless). Please log

onto Canvas for the Zoom link. I will revisit and may extend this option after Week 3. If you are sick, in quarantine, or immunocompromised, you will have the option to attend via Zoom all semester. For a full discussion of COVID policies, please see Policies below.

READINGS

Ken Bain, *Super Courses: The Future of Teaching and Learning* (Princeton UP, 2021) [available as an EBook at uflib.ufl.edu]

Yale Poorvu Center for Teaching and Learning, [Strategic Resources & Digital Publications](https://poorvucenter.yale.edu/Resources-Publications)
[<https://poorvucenter.yale.edu/Resources-Publications>]

Antoinette Burton, *Teaching World History: A Primer* (Duke UP, 2012) [optional]

+ articles and chapters available in “the Bank” [see below]

Note: Please keep a design notebook, either on paper or electronically, over the course of the semester. You will use it to take notes on course materials, pose questions and problems, record observations, reflect on your own learning as well as your goals as a teacher, discuss your contributions to the class project, etc. I will collect these periodically.

ACTIVITIES

- 1) research and reflections on the pedagogical components of job ads in History
- 2) observations/interviews of History instructors: arrange to attend two classes by two different instructors, preferably who use different strategies in the classroom and at least one of whom you don't already interact with on a regular basis. You may substitute one observation, or supplement both, with a conversation about teaching.
- 3) assignment design using active learning strategies
- 4) design and practice a 25-minute lesson. It can be a mini-lecture, a discussion, a hybrid lecture+discussion, an activity, whatever you like. In advance, you will share with our class what the course is, where you are in the semester, any assigned reading, and your goals for the lesson.
- 5) attend a UF [Center for Teaching Excellence](https://teachingexcellence.org/) workshop: if you believe it will be helpful, attend one of the workshops put on by the Center for Teaching Excellence; reflect and report on what you found useful (or unhelpful) and why.

PROJECTS

- 1) Teaching portfolio: begin compiling a portfolio you can submit once you are applying for jobs. At a minimum, it should include a statement of teaching philosophy and a sample syllabus. If you have time, you can include other components such as sample assignments, course evaluations, observations by peers or faculty, etc.
- 2) UF History Teaching Bank: as a group, we will design and start building a bank of articles and websites, syllabuses, and other teaching resources for the use of fellow graduate students and faculty in our department. Details tbd.

WEEKLY SCHEDULE

Note: The course schedule and modality are subject to change due to the pandemic. I will give you as much notice as possible.

Week 1 Aug 25 Introductions

Parker J. Palmer, "Good Talk About Good Teaching: Improving Teaching Through Conversation and Community," *Change* 25, 6 (Nov/Dec 1993): 8-13.

Sam Wineburg, "Historical thinking and other unnatural acts," *Kappan* magazine.org 92, n 4 (Dec 2010/Dec 2011): 81-94 [originally published in *Phi Delta Kappan* 80, no. 7 (Mar 1999): 488-99].

For reflection: Do you agree with Palmer's characterization of teaching as a private matter for most historians? What does "historical thinking" mean to you? What are some strategies you currently use and/or have observed for getting students to learn how to develop historians' habits of mind?

In class: brainstorm about UF History Teaching Bank project

Week 2 Sept 1 Starting points

Robert Boice, "Quick Starters: Characteristics of New Faculty Who Succeed," *New Directions for Teaching and Learning* 48 (Winter 1991).

See also Claudia Stanny, "[Adopt characteristics of "Quick Starters" for a successful faculty career](#)" (2019).

Terry Seip, "[Getting Started](#)" in *Into the Classroom! Tips and Tricks to Succeed as a Teacher*," *Perspectives* 42, 7 (Oct 2004).

David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning," *AHR* 109, 4 (Oct 2004): 1171-92

Yale CTL, [Diversity and Inclusion](#) and/or UF CTE [workshop](#) on “Designing an Inclusive Course”

To do/for reflection:

- > What characteristics of successful new faculty do you already possess? What do you need to work on? Do you agree with Pace’s argument about the need for “scholarly teachers”? Do you hope to keep up with and perhaps contribute to the SoTL in History during your career?
- > Look at current (or recent) job ads in your field on H-Net, *Perspectives*, etc. Note the pedagogical elements of job applications and start compiling a list of courses you might be asked to teach. You might also ask one of our recent hires (Sandy Chang, James Gerien-Chen, Fernanda Bretones Lane, Anton Matytsin, Phil Janzen, Seth Bernstein) what pedagogical materials they prepared for their job searches.
- > In looking through the “Diversity and Inclusion” section of the Yale website (and/or taking the UF workshop), what specific strategies will you adopt to create an inclusive and respectful environment in your classroom? Consider starting to draft a diversity statement [see Yale CTL, [Diversity Statements](#)].
- > Start reaching out to instructors to schedule classroom visits.

Week 3 Sept 8 Insights from cognitive theory
Bain, *Super Courses*, 1-48

Christina Petersen, et. al., “The Tyranny of Content: “Content Coverage” as a Barrier to Evidence-Based Teaching Approaches and Ways to Overcome It,” *CBE-Life Sciences Education* 19: ar17 (Summer 2020): 1-10.

For a historical analysis of the coverage model in History, see Joel Sipress and David Voelker, “The End of the History Survey Course: The Rise and Fall of the Coverage Model,” *JAH* 97, 4 (2011): 1050-1066, esp 1053-61. [NB: we will discuss other sections of this article in a few weeks.]

J. Patrick McCarthy and Liam Anderson, “Active Learning Techniques vs. Traditional Teaching Styles: Two Experiments from History and Political Science,” *Innovative Higher Education* 24 (2000): 279-94.

Yale CTL, [How Students Learn](#)

To do/for reflection:

- > Think about the most effective learning experiences you’ve had as a student. Why did these approaches to teaching work for you? What are the strengths and weaknesses of the various ways (lectures, discussions, activities...) you have been taught and you have taught?

- > What insights (and questions) do you take away from the current scholarship on how students learn?
- > Do you agree that the “tyranny of content” is an issue for historians? If so, what are some strategies for shifting to more learner-centered practices? If not, what do you like about and want to maintain from traditional approaches to teaching history?
- > Compose a preliminary, one-paragraph course proposal for which you will develop a syllabus over the course of this semester.

In-class: exchange and discuss preliminary course proposals

Week 4 Sept 15 Active learning in practice

Bain, *Super Courses*, 31-34, 49-tbd

Donald Paulson and Jennifer Faust, “Active Learning in the College Classroom,” *Journal on Excellence in College Teaching* 9, 2 (1998): 3-24.

Yale CTL, [Strategies for Teaching](#)

For reflection/to do:

- > Bain identifies the components of “super courses” on 31-34. How are these components achieved in the specific courses he discusses in subsequent chapters? In what ways do you see these courses as models (either positive or negative) for your own teaching?
- > Choose a term, concept, theory, thesis, etc., that is important for the course you plan to teach. Prepare an activity and/or assignment using a learner-centered teaching practice.

In-class: present and discuss active learning assignments. If it is a short activity, you may try it out on the class!

Week 5 Sept 22 Teaching and learning historical thinking

Keith Barton, [“Research on Students’ Historical Thinking and Learning,”](#) *Perspectives* 42, 7 (Oct 2004).

Lendol Calder, “Uncoverage: Toward a Signature Pedagogy for the History Survey,” *JAH* 92, 4 (March 2006): 1358-70.

Arlene Diaz, Joan Middendorf, David Pace, and Leah Shopkow, “The History Learning Project: A Department “Decodes” Its Students,” *JAH* (March 2008): 1211-24.

Bain, Ch 14 “A Personal Journey Toward a Super Course”

To do/for reflection:

- > Reread/review Wineburg in light of what we have read and discussed so far this semester. What disciplinary ways of thinking do you hope to teach your students to learn? How do you characterize and assess Calder's approach?
- > What "bottlenecks" did Diaz et. al. identify and how did they explain and address them? What bottlenecks have you encountered as either a learner or a teacher of history?
- > What teaching strategies best promote learning how to think historically? According to Bain, what are the benefits (and drawbacks) of using role-playing games to teach history?

Week 6 Sept 29 Practice sessions

See "For Further Reading" to help you design and teach your lesson.

To do:

Either prepare your lesson or compose the first draft of your statement of teaching philosophy.

Week 7 Oct 6 Practice sessions

See "For Further Reading" to help you design and teach your lesson.

To do:

Either prepare your lesson or compose the first draft of your statement of teaching philosophy.

Week 8 Oct 13 Assessment and Backward Design

[Forum: Assessment](#), *Perspectives* 53, 1 (Jan 2015).

Sipress and Voelker, "The End of the History Survey Course: The Rise and Fall of the Coverage Model," *JAH* 97, 4 (2011): 1050-1066. [focus on first and last sections]

Yale CTL, [Course Planning](#)

"Writing Intended Learning Outcomes"

"Organizing Your Course to Facilitate Student Learning"

"Bloom's Taxonomy"

"Teaching and Learning Frameworks" [especially [Backward Design](#)]

AHA [Tuning the History Discipline](#)

[Tuning Forum](#), *Perspectives* 51, 4 (Apr 2013).

[2016 Discipline Core](#)

To do/ for reflection:

> What are the goals of assessment? How has our discipline tackled the challenges of assessment?

> What are the main principles of Backward Design (or another teaching and learning framework that speaks to you)? If these frameworks aren't helpful, how do you approach course design?

In-class: practice writing SLOs

Week 9 Oct 20 Syllabus design workshop

Fuentes et al, "Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion," *Teaching of Psychology* 48, 1 (2021): 69-79.

Yale CTL, [Writing A Syllabus](#)

"Syllabus Design"

"Approaches to Office Hours"

"Diversity Statements"

see also [Accessibility Statements](#)

UF, [Policy on Syllabi](#)

In class: work on syllabuses and share ideas and concerns about syllabus design.

Week 10 Oct 27 Grading

Bain, *Super Courses*, Ch 17

Other resources TBA.

For reflection/to do:

> Should we throw grades out the window?

> Take a stab at designing a rubric for one of your assignments.

Week 11 Nov 3 Classroom management

Yale CTL, [Managing the Classroom](#)

CMU Eberly Center, [Solve a Teaching Problem](#)

Week 12 Nov 10 Why do I do this? Teaching philosophies

Reading and resources TBA.

To do:

> Prepare your statement of teaching philosophy.

In class: exchange and discuss statements of teaching philosophy.

Week 13 Nov 17 History and experiential learning

Keith A. Erekson, "Putting History Teaching 'In Its Place'," *JAH* 97, 4 (Mar 2011): 1067-78.

Other resources TBA.

Week 14 Nov 24 Topic TBD

Week 15 Dec 1 Teaching History online

Reading and resources TBA.

Week 16 Dec 8 TBD

To do:

Submit design notebook by the end of the week.

Dec 16 **final syllabus and draft portfolios due**

POLICIES

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions. Electronic devices may be used for class purposes only.

Attendance & makeup policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#).

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted

for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [the evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

COVID

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- * If you are not vaccinated, get vaccinated:
<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>
- * You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.
- * Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- * If you are sick, stay home and self-quarantine. Visit the UF Health Screen, Test & Protect website for guidance. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated for testing and to receive further instructions about returning to campus.
- * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

* If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.