

Historical Foundations Assessment Summary

Executive Summary

During the 2020-21 academic year, the Drake Curriculum Analysis Committee (DCAC) reviewed the Historical Foundations (HF) Area of Inquiry (AOI) through a holistic faculty self-assessment closely tied to faculty development. The HF AOI consists of the following outcomes: (1) historical forces, (2) historical processes, (3) civic/global issues, (4) power/wealth differentials, and (5) history as a product.

1. Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world.
2. Describe the historical processes that have contributed significantly to global change.
3. Articulate an understanding of the histories of societies and cultures necessary to participate in an analysis of critical civic and global issues.
4. Demonstrate critical reasoning skills necessary to analyze the lived realities of power and wealth differentials between industrialized and developing areas of the world.
5. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context.

Faculty self-assessment of student learning in their HF AOI courses revealed that HF AOI outcomes 1 (historical forces) and 5 (history as a product) were areas of strength. Faculty found that students struggled with (1) viewing history through the lens/narrative of contemporary life, (2) making connections across bodies of knowledges, and (3) balancing learning the sheer volume of content knowledge with applying this content knowledge. Based on these themes, DCAC faculty discussed the following three major questions: (1) What are strategies to get students to access higher order learning (critical thinking) in the Historical Foundations AOI?, (2) How can a AOI Teaching & Learning Workshop help faculty explore the risk in examining more complex thinking and how to overcome that challenge?, and (3) How do we balance the learning of Historical Foundations content with skills, especially in light of introductory courses and electives? Based on these three major questions, faculty discussed possible teaching and learning strategies. As a result, AOI faculty initiated a Historical Foundations AOI Teaching workshop based on three concepts: (1) Exposing Gaps in Covered History, (2) Uncoverage, and (3) Using Writing to Engage in History/ The 5-minute essay.

Overview

The Drake Curriculum promises to provide students with a meaningful liberal arts education through three components: a First-Year Seminar, a set of Areas of Inquiry (AOI) requirements, and a Senior Capstone. Our institution maintains a commitment to inquire into the consequences of our work with students, something Lee Shulman described as a “pedagogical imperative.”¹

To provide evidence of student learning in the Drake Curriculum, the Drake Curriculum Analysis Committee (DCAC) regularly performs on-going inquiry of the Drake Curriculum. During the 2020-21 academic year, the Drake Curriculum Analysis Committee (DCAC) reviewed the Historical Foundations (HF) Area of Inquiry (AOI). Drake students will gain greater understanding of the historical foundations of the modern world and the interconnections of global cultures”² through (1) historical forces, (2) historical processes, (3) civic/global issues, (4) power/wealth differentials, and (5) history as a product.

1. Demonstrate an understanding of the interplay of the fundamental historical forces (political, social, economic, cultural, scientific, and/or technological) that have shaped the contemporary world.
2. Describe the historical processes that have contributed significantly to global change.
3. Articulate an understanding of the histories of societies and cultures necessary to participate in an analysis of critical civic and global issues.
4. Demonstrate critical reasoning skills necessary to analyze the lived realities of power and wealth differentials between industrialized and developing areas of the world.
5. Reflect upon the nature of history itself as a product influenced by a nexus of forces, interests, and understandings, and on their own place within that historical context.

Faculty Self-Assessment

Revised Process

This year, DCAC revised its assessment methods to (1) reduce the time intensive nature of the assessment process, (2) align with professional development/improvement and teaching and learning, and (3) align process with institutional goals to achieve learning outcomes and produce actionable results. See Appendix A for the detailed proposals. This revision continues

¹Shulman, L. S. (2003). No drive-by teachers. Carnegie Perspectives. Retrieved from <http://www.carnegiefoundation.org/perspectives/no-drive-teachers>

² The Drake Curriculum: Historical Foundations. (n.d.). Retrieved April 30, 2021, from <https://www.drake.edu/dc/areasofinquiry/historicalfoundations/>

the work done by DCAC during the 2019-20 academic year to respond to the COVID-19 pandemic. During that year, the process was streamlined to have faculty teaching in the AOI review their own student work and reflect on areas of strength and areas for continued growth.

Methods

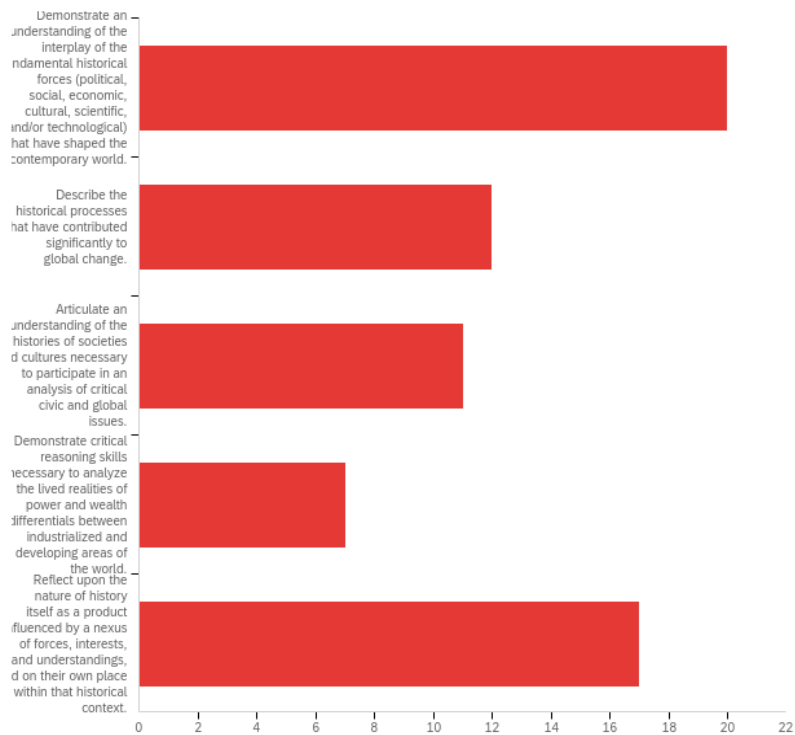
The new DCAC process involves holistic self-assessment of student learning from Historical Foundations (HF) AOI faculty. In the streamlined assessment process, In Fall 2021, DCAC sent out a six-question Qualtrics survey to HF AOI faculty. These questions included the following:

1. Courses that count for the AOI must engage students in at least two of the five Historical Foundations student learning outcomes. Which of the following outcomes does your course fulfill? Please select all that apply.
2. Considering the Historical Foundations AOI learning outcomes that you selected, what did students do well in your course?
3. Considering the areas of strengths you identified in the previous question, what best practices or strategies helped students do well in your course?
4. Considering the Historical Foundations AOI learning outcomes that you selected, what did students struggle with in your course?
5. Considering the areas for improvement you identified in the previous question, what potential strategies could have helped students who struggled in your course?
6. Considering the strengths and weaknesses you identified, how can the university better support your efforts to help students grow in the Historical Foundations AOI?

After this self-assessment, DCAC worked with the Center for Teaching Excellence (CTE) to analyze trends and established two workshops in Spring 2021. The CTE led these workshops to (1) discuss major trends identified by the faculty self-assessment, and (2) instruct faculty on best practices to address identified gaps in student learning. This revised method builds in “closing the loop” through intentional faculty/professional development. See Appendix B for the detailed method.

Results

The approximately 36 faculty who teach in this AOI were invited to participate in this self-assessment. The HF AOI self-assessment received twenty (20) responses from HF AOI faculty. This represents approximately 56% of the HF AOI faculty.



Of the 20 faculty/courses that responded, the majority indicated coverage of Outcome #1: Historical Forces (100%) and Outcome #5: History as a Product (85%). The lowest of faculty/courses indicated coverage of Outcome #4: Power/Wealth Differentials (35%).

HF AOI faculty identified the following strengths in student learning:

- (1) *Historical Forces*: Students have a strong foundation of the basic historical forces that have shaped a broad scope of topics central to contemporary life, including politics, economics, science/math, and culture. This foundation allows some students to critically reflect on and critique current contemporary practices based on the historical forces that influenced their development.
- (5) *History as a Product*: Students begin to reflect on the constructed and interpretative nature of history as both a body of knowledge (“the past”) and the study of that knowledge. They recognize that people write history; it didn’t just happen.

HF AOI faculty identified the following areas for improvement in student learning:

- Viewing history through the lens/narrative of contemporary life, whether through modern judgments of the past, teleological views of history as linear or inevitable, or the simple inability/difficulty to apply foreign/historical frameworks to abstract ideas like music or math.
- Making their own connections across different texts, contexts, bodies of knowledge, and courses.
- Balancing learning the sheer volume of content knowledge with applying this content knowledge to analyze, interpret, reason with, and reflect on history and their own place within that historical context.

Based on these major themes, DCAC identified three major questions for further study, with exemplar quotes from faculty.

1. What are strategies to get students to access higher order learning (critical thinking) in the Historical Foundations AOI?
 - a. “Some students are able to effectively demonstrate critical thinking skills. Others gloss over critically evaluating historical events and application to current social/economic reality in Hawaii.”
 - b. “[One challenge is] Thinking comprehensively across the course and creating their own historical narrative”
 - c. “When we view older mathematics, it is useful to also describe it using contemporary mathematical tools. This is necessary because sometimes the problems students see reflect very different ways of looking at things. For example, we tend to use algebra to analyze geometry but the Greeks did things the other way around.- they used geometry to do what we would think of as algebra. In order to understand that, a student first has to understand the mathematical content of what they see, and that involves a kind of mathematical translating of older problems into a contemporary context. This can be challenging since the tools they need could come from any of the classes they have already studied, so they have to draw upon on the totality of their mathematical development. But there is an additional challenge: once the understanding is gained, students have to then shed the contemporary view and try to see what they are looking at - for example a Arabic quadratic equation from 800 CE - the way a mathematical practitioner of the time they are studying might. This is hard!”
2. How can a AOI Teaching & Learning Workshop help faculty explore the risk in examining more complex thinking and how to overcome that challenge?
 - a. “Students often struggle in my course recognizing competing but legitimate interpretations of material.”
 - b. “I need to develop some exercise to convey to students that they are living proof of positive historical changes, without encouraging what historians have termed "white guilt" and the "royal we," which happens when predominantly white students in class discussions identify themselves, sometimes unconsciously, as everything from Western Europeans to Antebellum Americans, e.g. "We invented capitalism," "We enslaved blacks," "We deprived African Americans and women of the vote," "We defeated Hitler." The "we" is often a pronoun for Americans or "We Americans." But I often ask white male students why they said: "We conquered the Aztecs and gave them smallpox.””

- c. “Students often recognize the inequities/maltreatment of peoples in the past. Sometimes they struggle with modern judgments of the past, rather than tackling an analysis of how/why such actions occurred. (esp. when discussing things like slavery/workers' rights/etc)”
3. How do we balance the learning of Historical Foundations content with skills, especially in light of introductory courses and electives?
 - a. “Much of the music (mostly from the medieval and Renaissance eras) we cover in this class is unfamiliar to music students, as it does not form much of their current practice. As such, it can be difficult to get them to understand certain abstract issues relating to form, design, musical grammar, and the impulse underlying their creation, mainly because they have little frame of reference for understanding them.”
 - b. “The volume of information [is a challenge]. The history of theatre is divided into only two classes at Drake: Ancient Greece to the English Restoration - The English Restoration to the present day. It’s a lot of material to cover in only two classes, but that is all the schedule and faculty load can accommodate.”
 - c. “Sometimes the research component became overwhelming- especially if taking multiple history courses at the same time.”

Faculty Discussion of Teaching in the Historical Foundations AOI

On March 26, 2021, DCAC and the CTE held the first workshop on the Historical Foundations AOI to engage AOI faculty around the results of the faculty self-assessment. This was held remotely over the Zoom platform. Faculty in attendance reaffirmed the major themes discussed above, and prioritized the following:

- “Unlearning” the view that history is a linear, objectively available, and uncontested site of knowledge, and that the whole of history is accounted for in the historical narratives of progress and teleology. Relatedly, learning history, in this view, is a matter of mastering the facts of this chronology.
- Difficulty in thinking of their own positions as historical and contingent, as inflected by complexity, and as bound up with (rather than outside of or “looking back on”) history—and, as a consequence, difficulty (re)constructing for themselves a positionality from which to speak to or interact with history.
- The coverage imperative, which imagines that in order to apply, critique, question, or “do” history, one must first master the immensity of historical fact—or (worse?) that the mastery of fact is the primary goal of “learning” history. This imperative seems at times to militate against depth and complexity and against the sense that history, as a practice, is learnable by doing history rather than by mastering history.

Closing the Loop: Faculty Development

The CTE identified three HF AOI faculty to help address the identified gaps. The three instructional/pedagogical methods include:

1. Exposing Gaps in Covered History
2. Uncoverage
3. Using Writing to Engage in History/ The 5-minute essay

Exposing Gaps in Covered History

Rationale

In many historical disciplines, the main focus tends to be in Western history. In music history, there is not an expectation that students have meaningful historical context. They have not actually studied composers, history at the time of creation, history of genre, but instead have focused on the great names in music history.

Step-by-Step Method

1. Have students focus on what history is absent? Students looked at historical anthologies and specifically thought about what was missing and what information/composers would you add to the anthology?
2. Students were instructed to find music that is representative of these “missing composers.” What is the justification for including? What do we know about their biography? What makes their contributions noteworthy?
3. Students were then instructed to build an anthology that fills in gaps and identify reasoning for those gaps. The final understanding was that history is something built and identify why the choices define who’s history is told and what context.

Uncoverage

Rationale

Based on Lendel Caulder’s 2006 article “Uncoverage,” this concept is based on frustrations with teaching U.S. History survey that focused on encyclopedic knowledge and connected with new research from cognitive science. It argues that humans get interested in problems and then use facts to try and solve those problems.

Step-by-Step Method

1. Pick a theme for the semester. Be ruthless about cutting out everything that is not related. Don’t worry about temporal gaps.

2. Forced listing. Try to replace unit topics with questions (e.g., How did the gender system shape the labor system of the Virginia colony? What did the depression look like from the eyes of Latinas?)
3. Get students to speculate and form hypotheses. They then can go into the sources and try to answer those questions. We read and analyze primary and secondary sources to try and answer our questions.
4. After reading sources of how other groups and historical context for this question, they respond to short question prompts about the constructed nature of history and try to get outside of the mindset of history as a set of facts.
- 5.

Using Writing to Engage in History

Rationale

Students at Drake has changed over the past 25 years. There is an increasing gap between high performing students and those who are struggling to succeed. Incoming students are less well prepared for effective writing to promote success. The high-impact practice of the 5-minute essay helps student practice their HF skills without writing as a barrier.

Step-by-Step Method

1. Hand out a worksheet with a set of questions.
2. Students write a 5-minute essay to one of the prompts. Takes 7-10 minutes to write. This exercise is open book and open note.
3. Grade the essays in class. While faculty member grades, the students work in small groups on the other questions. Use plus, check, and minus system where can grade them quickly.
4. Students address the other seven questions in group work. Sometimes pair and share, sometimes group of five, sometimes based on categories (e.g., demographic characteristics).
5. Student small groups place responses on the white board and write it down. The class then goes through and reviews the responses. The final understanding is that this is a learning laboratory.

Appendix A

2020-21 DCAC AOI Assessment Plan

Goals

1. Reduce time intensive nature of process
2. Align process with professional development/improvement and teaching and learning
3. Align process with institutional goals to achieve learning outcomes and produce actionable results

These proposed changes/options focus on two parts of DCAC assessment:

- How we assess? (Process)
- How we make changes/improvements based upon assessment information? (Closing the Loop)

Current Assessment Process

1. Faculty provide student artifacts.
2. Faculty review a packet of student artifacts and provide universal feedback using the rubric as a guide (no individual ratings).
 - a. Based on the AOI learning outcomes (1. Diversity of Interest & Perspectives, 2. Analysis of Knowledge, 3. Civic Identity and Commitment, 4. Civic Participation), what are demonstrated areas of strength in student learning? Why?
 - b. Based on the AOI learning outcomes (1. Diversity of Interest & Perspectives, 2. Analysis of Knowledge, 3. Civic Identity and Commitment, 4. Civic Participation), what are demonstrated areas of improvement in student learning? Why?
 - c. After considering your answers to questions 1 and 2, what are some of the implications for teaching and learning? What are some best practices (e.g., assignments, activities, engagement) you have implemented that have shown success? What curricular changes/implications would leverage areas of strength or address areas needed for improvement?
 - d. What would you recommend to support student learning for this AOI? Consider pedagogical, curricular, administrative, or governance changes.
3. DCAC hold Assessment Workshop for AOI faculty to discuss teaching and learning.
4. DCAC make recommendations to improve student learning in AOI.

Proposed Option 1 – Faculty review own course. Holistic not specific to key assignment. Data collected for all AOIs concurrently (not time bound).

1. At the end of each AOI course, faculty complete an embedded questionnaire before they submit grades.
 - a. Considering the AOI outcomes, what did students do well this year?
 - b. Considering the AOI outcomes, what did students struggle with?

- c. Considering your previous answers, how can you or the university better support student learning?
2. DCAC hold AOI workshop for AOI faculty to discuss teaching and learning in the AOI.
3. DCAC make recommendations to improve student learning in AOI.

Proposed Option 2 – Option 1 + CTE (Note: change in focus for DCAC from AOI-level changes to direct course-level changes)

1. At the end of each AOI course, faculty complete an embedded questionnaire before they submit grades.
 - a. Considering the AOI outcomes, what did students do well this year?
 - b. Considering the AOI outcomes, what did students struggle with?
 - c. Considering your previous answers, how can you or the university better support student learning?
2. DCAC and CTE identify major themes and trends in student learning for the specific AOI.
3. DCAC and CTE hold teaching and learning workshop centered on one or two learning needs identified in faculty feedback.
4. Faculty identify one or two changes they will make to improve student learning in their AOI course.
5. (Variation) Hold first workshop at mid-term or mid-year, and then a follow-up workshop at the end of term or year.

Proposed Option 3 – Option 2 + AOI Learning Symposium. Could be all AOIs every year or a cycle.

1. At the end of each AOI course, faculty complete an embedded questionnaire before they submit grades.
 - a. Considering the AOI outcomes, what did students do well this year?
 - b. Considering the AOI outcomes, what did students struggle with?
 - c. Considering your previous answers, how can you or the university better support student learning?
2. DCAC and CTE identify major themes and trends in student learning for the specific AOI.
3. DCAC and CTE convene AOI Learning Symposium with workshops centered on learning needs identified and time and space for faculty to discuss teaching and learning in the AOI.
4. Faculty identify one or two changes they will make to improve student learning in their AOI course.
5. DCAC make institutional recommendations based upon faculty-led discussion of teaching and learning in AOI.

Appendix B

DCAC 20-21 Pilot Assessment

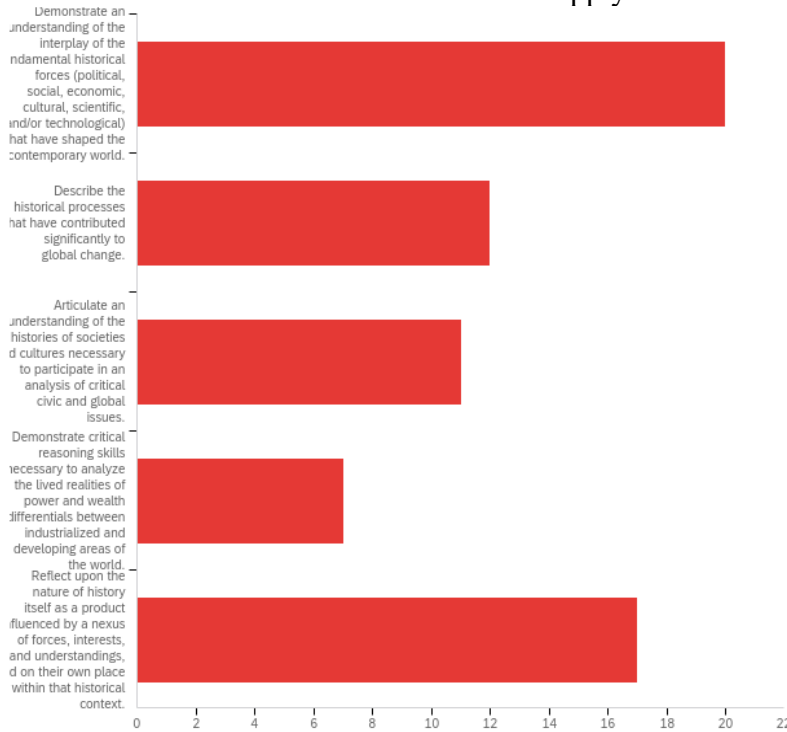
1. DCAC will send out a three-question Qualtrics survey to **Spring 2020 (discuss with DCAC in October, whether or not to include)**, Fall 2020 (December 2020) and J-term 21 (January 2021) Historical Foundations faculty to complete when they submit grades.
 - a. For the AOI outcomes, which of the following do you focus on in your AOI course(s). **(Should we ask that they complete one survey per course or is it cumulative? Discuss with DCAC in October)**
 - b. For the AOI outcomes, what did students do well in the course?
 - c. For the AOI outcomes, what did students struggle with?
 - d. What are ways that you can leverage these strengths or address these gaps?
2. DCAC will work with CTE to analyze trends.
3. Based on identified trends, CTE will identify AOI faculty with expertise and work with them to lead workshop to focus on identified trends.
4. In February/March 2021, AOI Faculty will lead a workshop.
 - a. Discuss strategies to address gaps.
 - b. During the workshop, faculty will be encouraged to develop a plan to improve student learning in their AOI course.
5. DCAC will collect these plans.

6. Report out to Faculty Senate.
7. In the next academic year, CTE & AOI Faculty will offer a follow-up discussion to check-up on what works and what does not work.

Appendix C

Historical Foundations AOI Faculty Reflection Questions

1. Courses that count for the AOI must engage students in at least two of the five Historical Foundations student learning outcomes. Which of the following outcomes does your course fulfill? Please select all that apply.



Of the 20 faculty/courses that responded, the majority indicated coverage of Outcome #1: Historical Forces (100%) and Outcome #5: History as a Product (85%). The lowest of faculty/courses indicated coverage of Outcome #4: Power/Wealth Differentials (35%).

2. Considering the Historical Foundations AOI learning outcomes that you selected, what did students do well in your course?
 - **(1) Historical Forces:** Students have a strong foundation of the basic historical forces that have shaped a broad scope of topics central to contemporary life, including politics, economics, science/math, and culture. This foundation allows some students to critically reflect on and critique current contemporary practices based on the historical forces that influenced their development.
 - **(5) History as a Product:** Students begin to reflect on the constructed and interpretative nature of history as both a body of knowledge (“the past”) and the study of that knowledge. They recognize that people write history; it didn’t just happen.
3. Considering the areas of strengths you identified in the previous question, what best practices or strategies helped students do well in your course?
 - Analysis of primary source material
 - Integrative assignments/activities that combine multiple forms of learning (e.g., reading, lecture, discussion, self-reflection, team projects, essay writing).
 - Use of secondary sources or guided discussion by faculty member in order to reinforce or establish connection between difficult topics or concepts.

4. Considering the Historical Foundations AOI learning outcomes that you selected, what did students struggle with in your course?
 - Viewing history through the lens/narrative of contemporary life, whether through modern judgments of the past, teleological views of history as linear or inevitable, or the simple inability/difficulty to apply foreign/historical frameworks to abstract ideas like music or math.
 - Making their own connections across different texts, contexts, bodies of knowledge, and courses.
 - Balancing learning the sheer volume of content knowledge with applying this content knowledge to analyze, interpret, reason with, and reflect on history and their own place within that historical context.
5. Considering the areas for improvement you identified in the previous question, what potential strategies could have helped students who struggled in your course?
 - Direct attention to development of critical thinking skills. This can be supported by a discussion of competing interpretation and readings from a variety of perspectives, coupled with analysis (e.g., scaffolded through a set of guided questions).
 - Multiple encounters with conflicting evidence to sharpen awareness of nuances, difference, and awareness of change over time.
 - Develop assignments that encourage students to think about historical connections.
 - Develop mechanisms that incentivize/support the need for reading material before class.
6. Considering the strengths and weaknesses you identified, how can the university better support your efforts to help students grow in the Historical Foundations AOI?
 - Smaller class sizes
 - Places/spaces to share teaching and learning methods/tips, resources, and peer experiences.

Appendix D

DCAC CTE Historical Foundations AOI Spring 2021 Workshop 1

Facilitator: Craig Owens

Attendees: Adam Yankowy, Alanah Mitchell, Amahia Mallea, Deborah Symonds, Dina Smith, Eric Saylor, Karen Leroux, Liping Zheng, Matthew Esposito, Robert Collis, Susan Garneau, Natalie Bayer, Mary McCarthy

DCAC Attendees: Will Garriott, Darla Eastman, DeDe Small, Cameron Tuai, Sandy Henry

What are some of the challenges or important factors in teaching Historical Foundations AOI courses?

- Difficult to get all the content in a short amount of time.
- Need to serve multiple purposes—meeting program curricular/accreditation needs and AOI learning objectives.
- Attend to representation, challenging normative histories.
- How to have difficult conversations, particularly in the context of the present
- The problem of presentism. Watching films of the past in today's context. How to balance our reading today with an understanding of its place in its own time.
- Importance of historiography. Historiography provides a way to address/contextualize this issue. Self-critical/self-developmental understanding of how history is written.
- Reintroduce students to what history is and help them develop a critical approach to understanding history and differentiating that from chronology.
- Students can't see connections. See history as a compilations of facts from the past to be memorized.
- Students can struggle with attending to chronology, causation, consequences and explaining change over time.

What are some ways faculty facilitate student learning in the HF AOI?

- Small group discussion, writing in class.
- Intentional “uncoverage”—decreasing content to increase depth of coverage
- Active learning exercises.
- Prewriting/thinking exercise.
- Instructing students to evaluate material from a multiple perspectives
- Helping students to improve historical reasoning and be more ware of one's thinking and perspective

Conclusions from first workshop to address in second workshop.

3 Imperatives at Work in a Historical Foundations Class

1. Build and communicate historical information
2. Cover foundation knowledge

3. Practice and improve at historical reasoning. Being aware of one's thinking. (Narratively, centrographically, etc)

Follow-up session topics:

- Coverage vs Uncoverage
- Focus on what students find relevant to them.
- Active learning project that Eric described of filling in the gaps.
- Use of pre-writing or pre-thinking exercises described by Matt.

Appendix E

April 30, 2021

Historical Foundations AOI Discussion

Follow up to first workshop where noticed student gaps and accomplishments in relationship to intended learning outcomes. Raised several points of continuing conversation. Asked faculty colleagues to come with examples of practice that are useful regarding ways to support student learning.

Eric Saylor – Professor of Music History – Exposing Gaps

- Main focus tends to be in western art. For other courses, there is an expectation that students come in with a background in history. In music history, there is not an expectation that students had meaningful historical context. They have not actually studied composers, history at the time of creation, history of genre. Will scaffold through “great performers” where follow the music history narrative flow – students read information and anthologies and get the impression “this is the history.”
- Assignment 1
 - Have students draw composer name out of a hat. Try to have representational background (by race, nationality)
 - Find five sources related to the composer (in English, available in Library or via library loan, require one from standard music history reference document – history of music anthology), needs to include one or two academic journals with a tight look in detail of part of the composer’s career, other sources can be what you like (life and works biographies, analytical piece of composer work, analytical catalog of composer works, biobibliography, correspondence by composer).
 - Short summary of the source (1-2 pages); how went about, how reliable, noticed any differences across sources, what conclusions did you draw from the source, what noticed about the source
 - Get a first cut at the assignment. Often struggle and gain through feedback.
 - Begin to ask questions about why there is a challenge in finding resources
- Assignment 2 (alternative approach – used during remote learning)
 - What history is absent? Look at history anthology and determine what is missing (largely white male). What information/composers would you add to the anthology? What information would you present (peripheral nation, people of color, women).
 - Find music that is representative of their style. Put in the music. What is the justification for including? What do we know about their biography? What makes their contributions noteworthy?
 - Build an anthology that fills gaps – identify what are the reasons for the gaps? Notice that history is something that is built and identify why the choices define who’s history is told and what context.

Questions and dialogue

- **Finding Sources:** Do students know the Library website well enough to find articles – No. Many know what JSTOR is and some have used it. Instructor sets aside time (20-30) minutes to show how to find and use various sources (e.g., Oxford Music Online, Alexander Street Performing Arts Page – scores, ML410 or ML134, Oxford Bibliographies Online). Found it is helpful to show them how to use the search in the catalog. Never do simple search. Easy way to start is to do subject search with composer name in title. How to help make clear for students what looking for and how to find it.
- **Student experience with sources and information literacy in high school:** Students do not largely have access to these sources and databases in high school. Many do not have experience in how to review the quality of sources. How to find reliable, accurate, and scholarly sources – educating students about the variety of sources and where to find them. How to get students sensitive to the question of where information comes from and how to use it. Just because it is in a book does not mean it is the best source – how do you make determination. “Just because some damn fool wrote it, and some damn fool published it, doesn’t make it so.” How to get them to think like historians. How to critically engage?

Karen Leroux - Uncoverage

- Eric described expanding and filling in gaps. We talked before about coverage challenge. I discussed the concept of uncoverage. It is about stripping down what they learned. Lendel Caulder in 2006 published a journal article that was entitled “Uncoverage” based on frustrations with teaching U.S. History survey because of textbooks that are encyclopedias, connected with new research from cognitive science. Find that students learn better when working to use and apply content, rather than memorizing a series of facts.
- Weinberg is an educational psychologist that studies how students learn history. Argues that humans get interested in problems and then use facts to try and solve those problems.
- The debate of coverage versus trying to solve problems is not new – it is over 100 years old (content vs. problems).
- Caulder’s Proposal
 - Breaks down semester into units – unit 1 history as meaning making, then creates three units with problems
 - Example: Was WWI a good war? Asks question before gaining access to resources. Review primary and secondary resources. Then invite students to review their initial answer to the problem as gain insight through resources.
- Keren Implementation
 - Pick a theme that I enjoy (e.g., focus on Work and Slavery)
 - Be ruthless in cutting everything that is not related to theme. It is hard because there are some articles that work well and teach well. Increasingly have tried to discard works that do not relate. Curating is too generous a word – cutting and slashing

- Don't worry about temporal gaps. In most courses skip 1700s. Often begin with 1600s and leap forward to American Revolution. Gives me the time to focus on a few key areas and let go.
- I do worry about multicultural gaps. Instead of defaulting to white narrative and add multicultural voices. Start with multicultural and see if I can go without. Taught depression this year through the eyes of Latinas. I don't think that my students mind at all.
- Forced listing. Try to replace my unit topics with questions. How did the gender system shape the labor system of the Virginia colony. I learned that high school teachers are teaching this way.
- Get students to speculate and form hypotheses. They then can go into the sources and try to answer those questions. For example, I start one of my classes with a white woman abolitionists protest against marriage. We read and analyze and then ask how would a newly emancipated African American woman would respond? How would a Native American woman might respond? Often they will universalize the white woman's response. Then after reading sources of how other groups and historical context. They then respond to four short questions. After reading the secondary source they think differently about the situation.
 - Get nuanced empathetic responses. Think about experiences and ask questions.
 - Exercise encourages them to do history. Think about context and resist universalizing history. Think about the constructed nature of history. Begin to think about different questions – get outside mindset of history as a set of facts.

Question and dialogue

- When engaging in open-ended questions – do you worry about difficult discussions and dialogue within class? What do we do when questions are not empathetic – do you sometimes need to facilitate the discussion?
 - I do this in small groups (and now breakout rooms). It is a risk that we take – imperfect as it is. All I know to do is to ask people to consider when statements cause harm or discomfort and respond to these directly. As much as we create safe spaces, we also need to create brave spaces where they work through these issues.
- What are the types of textbooks used by faculty outside of history? Are they as monstrous as other fields? Yes – History of Music Theater is a loading dock door stop. As teacher who took on a course under short-term notice – taking notes on how to be more successful now teaching AOI on an ongoing basis. The textbooks are becoming overwhelming – frightening.
- Noted that British students do not go through coverage/survey style of courses. Karen noted that US system grew this notion of indoctrinating students with citizenship knowledge and now want to contribute to acting on knowledge.

Matt Esposito – Using Writing to Engage in History

- Going to uncover high impact practice – 5 minute essay.
- Student at Drake has changed over the past 25 years. There is an increasing gap between high performing students and those who are struggling to succeed. Sense that incoming students are less well prepared for effective writing to promote success.
- Changing pedagogy because we have gradually decreased size of classes (45 down to 28) where we can implement different teaching techniques.
- Hand out a worksheet with set of seven questions – students write a 5-minute essay to one of the prompts. Takes 7-10 minutes for them to write.
 - Grade the essays in class. While faculty member grades, the students work in small groups on the other questions. Use plus, check, and minus system where can grade them quickly. Takes more time as essays become more complex throughout the semester. Find that students come to later classes with annotated book to assist their reading and responses.
 - Students address the other seven questions in group work. Sometimes pair and share, sometimes group of five, sometimes based on categories (e.g., demographic characteristics).
 - Exercise is open book and open note.
 - Typically would read a chapter within a book. Many of the questions are items that came up in classroom discussion.
 - Student small groups place responses on the white board and write it down. The class then goes through and reviews the responses. Here is where it becomes a learning laboratory.
- Find that the writing prompt is a low-stakes effort (students don't shut down when have a minus, low risk in evaluation). Find that the effort is helpful for introductory students who learn how to write. Trying to accelerate their ability to put thoughts into writing. Would not use this technique with upper level students. If only have a midterm and final exam, they are stressed. When they practice the skill throughout the semester they have greater confidence (and develop the ability to write a long term essay).
- Can identify which students need support from the writing center.
- Can introduce more complex ideas when students engage with the reading and content. This helps students develop strong habits for being prepared to discuss and write.
- Advice
 - Don't be afraid of parallel histories
 - Sometimes think textbooks are the worst representation of history

Questions and dialogue

- Like having students do work in class – it promotes them coming prepared.
- Will use peer editing for other papers. Do not want to use peer review for these essays (students don't have experience to review, want to use time otherwise)

- Note that students do not complain. Noted positive comments – students want to show their stuff. It turns into a feel of “Game Day” where they get to show what they know.
- Writing in between reading and class – creates a layer that allows them to talk about what they wrote (versus talking about what you think). It becomes a good way to expose shortcomings or gaps in student understanding – formative assessment of learning gaps.