Using "Decoding" to Develop Curricula and Departmental Response to Teaching Challenges

The History Learning Project
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I.   Opening Discussion

- **Why change the History curriculum at your institution?**
- **Are there areas in which your curriculum doesn't function as well as you would like in regard to**
  - **your needs as a teacher of particular classes**
  - **the needs of your students as learners**
  - **the needs of your students as citizens**
  - **the culture of your department**
  - **professional development**

II.   Curricular Issues at Indiana University

- **Institutional framework**
- **The typical student at IU**
- **The typical history student**

Third-year students in Indiana History Classes

Year in College	Number of History classes previously taken (in %)				
	No courses	1 course	2 courses	3 or more	N=
First Year	86	8	2	4	250
Second Year	58	26	11	5	224
Third Year	40	21	10	29	205
Fourth Year	30	15	7	48	162

II.   Curricular Issues at Indiana University

- Student expectations of course levels
- Student career paths

III. Implementing Change

- Shift departmental culture

III. Implementing Change

- What did you see happening in this video?

III.   Implementing Change

- Shift departmental culture
- Figure out where students are getting stuck

III. Implementing Change

Some bottlenecks identified in interviews with History faculty:

- Misunderstanding the nature of history as a discipline
- Interpreting primary sources
- Constructing and evaluating arguments
- Identifying with people in another place and time
- Maintaining appropriate emotional distance

III. Implementing Change

Level of Thinking	100-Level Comprehend/ Recognize	200-Level Interpret/ Apply	300-Level Explain/ Evaluate	400-Level Create
Students will	• recognize broad arguments about historical change, based on and supported by course materials	• produce arguments based various sources • recognize the what's behind historical thinking and evaluate which arguments are more plausible.	• produce explanations based on evidence • imagine counter-arguments • speak in their own voices when constructing arguments	• develop arguments in original research • apply appropriate conceptual frameworks • choose the most relevant sources to support their arguments.

IV. Closing Discussion

This is how we have begun to address the issue of curriculum at our institution.

- What have we discussed today that might be beneficial within the context of your department and institution?

- Do you have feedback for us?