

## Foundational UCORE Course

### Welcome to the Roots of Contemporary Issues



#### ROOTS

Our world has grown increasingly complex and interconnected, and the planet's diverse peoples are facing common issues that will have tremendous impacts on our future.

This course begins with the premise that it is the job of historians and educators to provide students with the tools to address contemporary issues in mature, reasoned ways using evidence, critical thinking, and clear written and oral communication skills. These skills will help students face challenges today and in

#### UCORE

The Roots of Contemporary Issues is the foundational course for WSU's university common requirements (UCORE). It not only introduces students to world history, but introduces students to five of WSU's seven learning goals.

Students in History 105/305 will learn to

- 1) use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways;

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## Challenges in the promotion of effective learning for ROOTS classes (67 sections for Fall 2018 across all campuses, with 3,530 students)

**Students:**

- Required GenEd classes often automatically unpopular
- History is often especially unpopular among high school students

**Faculty:**

- Balance between promoting fairness and consistency across all sections and respecting faculty autonomy
- Difficult to recruit excellent non-tenure track faculty to Pullman, and difficult to find excellent non-tenure track faculty already in Pullman

**Administration:**

- Need for assessment data for accreditation
- Concerns about retention rates

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### 1. Designing Curriculum

- Be intentional and explicit about covering topics people want to know understand or wish they better understood
- Narrow the topics enough to allow students to understand (and discuss) their complexity
- Build real challenges into all lessons, but make sure they are scaffolded and students understand them as achievable

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*World Class. True to You.*

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### 5 UCORE Learning Outcomes

Designed to build foundational skills that will aid students from all disciplinary backgrounds

- Develop Critical and Creative Thinking
- Increase Information Literacy
- Develop Communication Skills
- Foster Diversity
- Enhance Depth, Breadth, and Integration of Learning

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ROOTS OF CONTEMPORARY ISSUES

Five Case Studies

- 1. Global Climate Change
- 2. Pandemics
- 3. Origins of Racial Inequality
- 4. The History Islam and the West
- 5. Refugee Crises in World History

Scaffolded Research

- 1. Identify an issue or debate in the world of interest to you
- 2. Learn its history by finding and reading book and articles
- 3. Find and interpret primary source evidence for yourself
- 4. Prepare an annotated bibliography
- 5. Write a complete outline

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Outbreak of Bubonic Plague in British India, 1897-98



European doctor treating plague victim in Karachi, 1898

Pune




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Primary Source Interpretation:  
Newspaper Reports, February-September 1897



- What can these sources tell us about how different people responded to the outbreak of bubonic plague?
  - Educated newspaper reporters
  - British colonial officials
  - Illiterate Hindus and Muslims in Pune

Be prepared to provide a specific example, including either a paraphrases or a quote.

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### Conclusions?

- Nineteenth-century imperialism as a political system became a means of moving disease globally
- Nineteenth-century technological changes - driven by global capitalism - created new vectors for spread of disease
- Political actions (riots and an assassination) forced a response that resulted in change. The outcome was not inevitable.
- Language of "scientific" solutions without understanding cultures worsened the outcome. An effective response required doctors and scientists cooperating with people who could teach them about India's diverse cultures and religions.

That's why future scientists, medical professionals, engineers and others benefit from taking History 105

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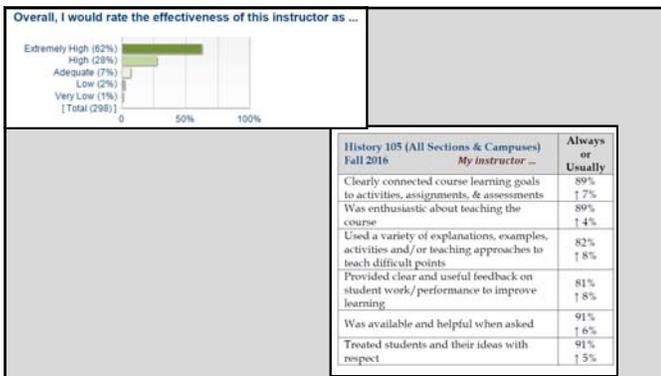
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### 2. Supporting Faculty

- Provide substantive (and measurable) incentives for faculty development (including assessment)
- Incorporate meaningful peer review of teaching into annual review
- Run professional searches for teaching faculty

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**Assign Someone to Support Faculty**

- Experienced mentoring promotes quality teaching
- Monitoring assessment results, course evaluations, complaints and annual reviews helps identify and solve problems





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**Personnel**

- RCI Director
- Assistant Director
- Curriculum Coordinator
- Steering Committee (including an ASWSU rep and a librarian)
- Faculty (monthly meetings)
- Teaching Assistants (and TA training)

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**Reducing Grading Overload and Student Anxiety**  
 Conducted study of TA workloads. Reconsidered grading expectations about citation standards, improved TA training and shared rubrics

**Improving the ability of students to write theses**  
 Shared assessment data at monthly faculty meetings and develop a cooperated response. Shared positive results

**Helping non-native speakers in large classes**  
 Worked with International Center to train tutors with Mandarin, Arabic and Spanish fluency

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**Ensuring students feel treated fairly across sections**  
 Discussed grade distributions, rubrics, and workload across sections to balance grade distributions without imposing quotas

**Helping students who fail more than once**  
 Require all students taking the class a third time to also enroll in a one-credit student success seminar

**Identifying ways to help students who fail**  
 Conducted internal study of DFW students in gradebooks, and then conducted focus groups




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**What are the strengths and challenges of promoting quality instruction in your unit?**




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**WSU  
 Academic Outreach  
 and  
 Innovation**

Dr. Rebecca Van de Vord, Assistant Vice President  
 Director, Learning Innovations




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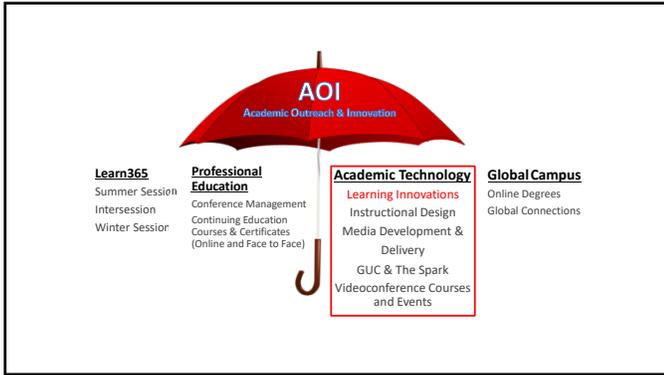
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## WHO

**AOI Learning Innovations**

- Our mission-academic technology -> foster innovation -> increase access to education and student success
- Support all faculty, all campuses
- All things related to academic technology
  - Classroom, Online, videoconference, lecture capture, student engagement, collaboration, etc.

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## What

- Panopto - Lecture Capture
- Blackboard Learn - LMS
- Blackboard Collaborate Ultra - WebConferencing
- VideoConferencing (AMS)
- General University Classrooms
- Global Campus (including instructional design, media creation, student support for online courses)
- Teaching innovation w/ AcademicTechnology
  - Bryan 404 Active Learning Classrooms
  - The Spark (faculty innovation lab/technology test kitchen)
  - Recording Studios/Lightboard
  - Open Educational Resources, adoption/customization/creation
  - Technology Test Kitchen

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**HOW**



- Face to Face and virtual training sessions
- Tailor, individualize
- Faculty-led Workshops
- Spring Teaching Innovation Day
- Teaching Listserv – weekly tips, workshop announcements, etc.
- AOI Innovation Teaching Series Certificates
- Collaborations (LIFT, VM TA, PTA)

<https://li.wsu.edu/trainings-workshops-tutorials/workshop-schedule/>

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**How Can We Help?**



- Documentation
  - Certificates
  - Other?
- Communication
  - WSU Announcements
  - ListServe
  - Other ?
- Attendance
  - Topics
  - Model (shorter, longer)
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**Contact us**



- Spring training schedule handout
  - Innovation Day (February 19)
  - OER Workshops (March 5 & 6)
  - Greg Walton (April 5) – Social Belonging Interventions
- [Aoi.li@wsu.edu](mailto:Aoi.li@wsu.edu)
- <https://li.wsu.edu>
- Rebecca Van de Vord, [bvandevord@wsu.edu](mailto:bvandevord@wsu.edu)

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If you wish to have your attendance documented in your training history, please notify Human Resource Services within three days of today's date:

[hrstraining@wsu.edu](mailto:hrstraining@wsu.edu)

*This has been a WSU Training Videoconference*

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