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 futures.

This course begins with the premise that it is by the use of historians and educators to provide students with the tools to analyze contemporary issues in history, enriched with engaging evidence, critical thinking, and clear, written and oral communication skills. These skills will help students face challenges today and in the future.

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 retraces students to the origins of western learning.

Students in History 1060/1061 will learn to:

- Trace events, evidence, and context to increase knowledge, to reason critically, and to increase in imaginative ways.

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

Stakeholders in Learning
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

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
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

Outbreak of Bubonic Plague in British India, 1897-98

European doctor treating plague victim in Karachi, 1898

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.
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.

Overall, I would rate the effectiveness of this instructor as:

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
Assign Someone to Support Faculty

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

Personnel

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

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
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

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

WSU Academic Outreach and Innovation
Dr. Rebecca Van de Vord, Assistant Vice President
Director, Learning Innovations
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.

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/ Academic Technology
  - Bryan 404 Active Learning Classrooms
  - The Spark (faculty innovation & technology test kitchen)
  - Recording Studios/Lightboard
  - Open Educational Resources, adoption/customization/creation
  - Technology Test Kitchen
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, VMTA, PTA)
  [https://li.wsu.edu/trainings-workshops-tutorials/workshop-schedule/]

How Can We Help?

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

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
- https://li.wsu.edu
- Rebecca Van de Vord, bvandevord@wsu.edu
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

This has been a WSU Training Videoconference