



Making Student Learning Meaningful:

Using the SLG in Course Redesign

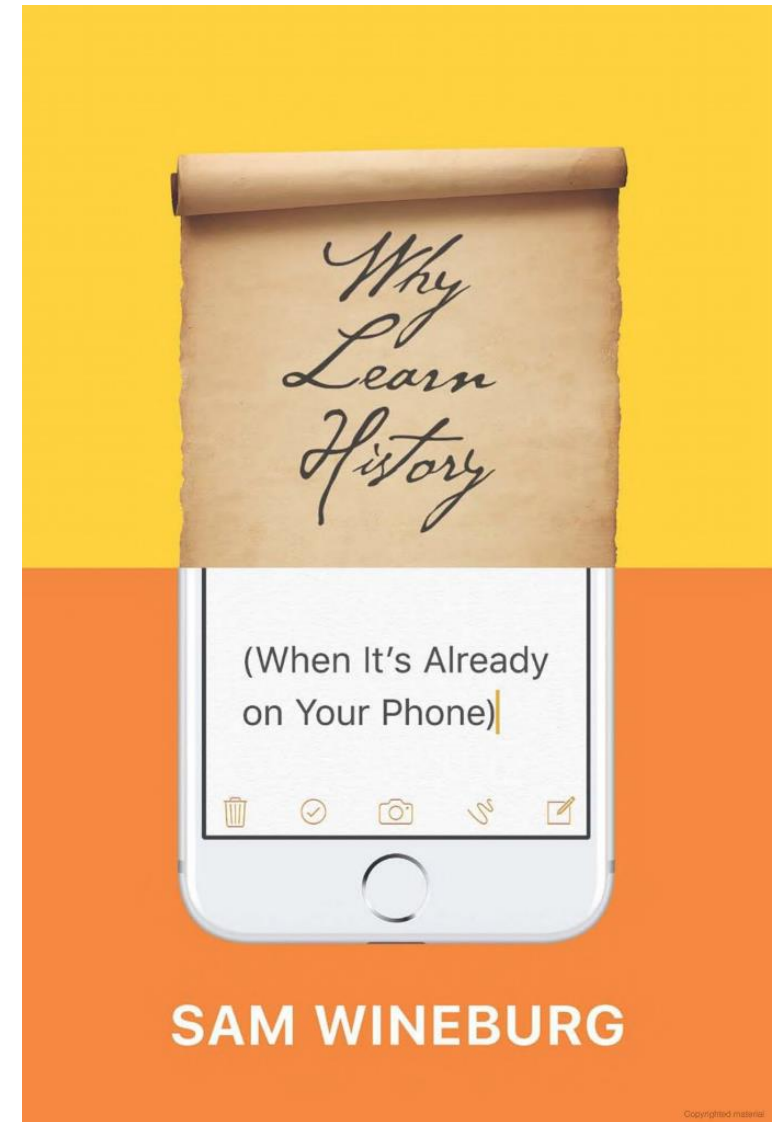
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G2C Revision

Issue to Address	Proposed 2111 Revision
Underprepared Students	Use Note-taking Pairs in Class Creative Active Reading Videos and Workshops for Faculty and Students to Use ICE Quote Integration
Communication Challenges	Create Adjunct Liaison Position
	Course At-A-Glance Advising Sheets (work with QEP team) Work with tutorial center to provide history-specific resources to students
Implementation of New Skills-Based Curriculum	Annual Adjunct Training Session Active Learning Techniques: Think-Pair-Share, Quick Quizzes, Reflection Paragraphs
Textbook Use	OER Revision (ALG grant)
	Video Glossary (available in D2L) Active Reading Workshops (Online and F2F)
Early Warning Policy	Develop a practice of emailing and texting students after mid-term grades with more information about what it means + encouragement to meet face-to-face Develop several early checkpoints (not necessarily graded), so that we can provide students with meaningful advice regarding midterm grades/decisions

Historical Thinking



Student Learning Gains Survey

	All Sections (95 responses)	
	Responses	Mean Std. Dev.
The Class Overall		
How the class topics, activities, reading and assignments fit together		4.1 1.03
The pace of the class		3.8 1.27
Class Activities		
Participating in discussions during class		3.9 1.16
Participating in group work during class		3.7 1.20
Doing hands-on class activities		4.0 1.10
Assignments, graded activities and tests		
Graded assignments (overall) in this class		4.0 1.12
The number and spacing of tests		4.1 1.20
The way the grading system helped me understand what I needed to work on		3.9 1.25
The feedback on my work received after tests or assignments		4.2 1.23
The information you were given		
Explanation of how the class activities, reading and assignments related to each other		4.0 1.03
Explanation given by instructor of how to learn or study the materials		4.0 1.27
Explanation of why the class focused on the topics presented		4.3 1.01
Support for you as an individual learner		
Working with peers during class		3.8 1.24
Working with peers outside of class		3.3 1.33
Your understanding of class content		
The main concepts explored in this class		4.2 1.01
The relationships between the main concepts		4.1 1.01
Class impact on your attitudes		
Willingness to seek help from others (teacher, peers, TA) when working on academic problems		3.8 1.20

Assessment Revision

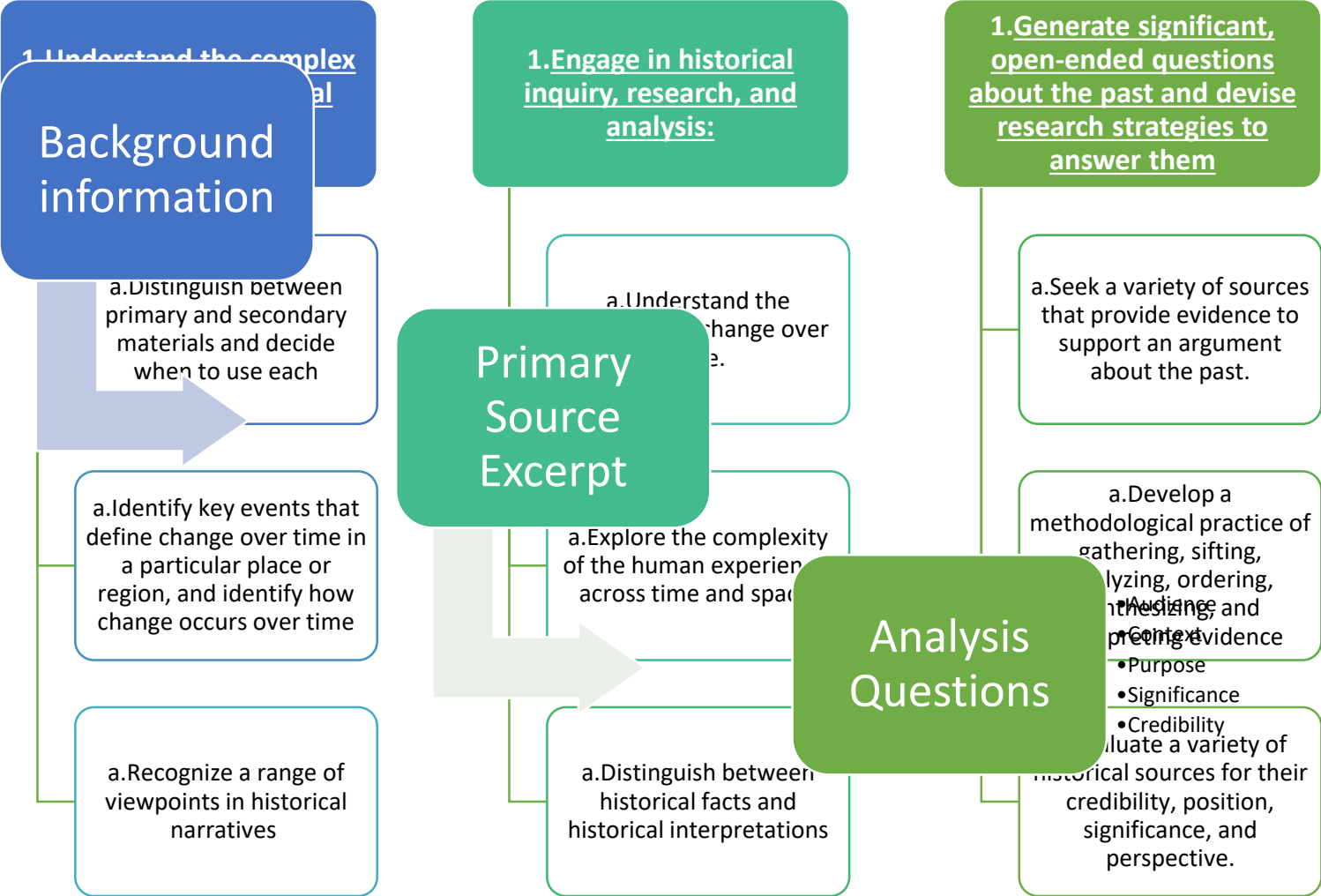
1. What do we want students to learn?

“ History is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools. ”

AHA Tuning Project

Assessment Revision

1. What do we want students to learn?
2. New SLOs
3. New Assessment Measures



William Lloyd Garrison – Declaration of Sentiments (excerpts)

<http://utc.iath.virginia.edu/abolitn/abeswlgct.html>

Instructions: Read the excerpts from the document below and answer the five multiple choice questions based on this document that follow.

The Convention assembled in the city of Philadelphia, to organize a National Anti-Slavery Society, promptly seize the opportunity to promulgate the following Declaration of Sentiments, as cherished by them in relation to the enslavement of one-sixth portion of the American people.

More than fifty-seven years have elapsed, since a band of patriots convened in this place, to devise measures for the deliverance of this country from a foreign yoke. The corner-stone upon which they founded the Temple of Freedom was broadly this—'that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, LIBERTY, and the pursuit of happiness.' At the sound of their trumpet-call, three millions of people rose up as from the sleep of death, and rushed to the strife of blood; deeming it more glorious to die instantly as freemen, than desirable to live one hour as slaves. They were few in number—poor in resources; but the honest conviction that Truth, Justice and Right were on their side, made them invincible.

We have met together for the achievement of an enterprise, without which that of our fathers is incomplete; and which, for its magnitude, solemnity, and probable results upon the destiny of the world, as far transcends theirs as moral truth does physical force.

In purity of motive, in earnestness of zeal, in decision of purpose, in intrepidity of action, in steadfastness of faith, in sincerity of spirit, we would not be inferior to them.

Their principles led them to wage war against their oppressors, and to spill human blood like water, in order to be free. Ours forbid the doing of evil that good may come, and lead us to reject, and to entreat the oppressed to reject, the use of all carnal weapons for deliverance from bondage; relying solely upon those which are spiritual, and mighty through God to the pulling down of strong holds.

Their measures were physical resistance—the marshalling in arms—the hostile array—the mortal encounter. Ours shall be such only as the opposition of moral purity to moral corruption—the destruction of error by the potency of truth—the overthrow of prejudice by the power of love—and the abolition of slavery by the spirit of repentance.

Their grievances, great as they were, were trifling in comparison with the wrongs and sufferings of those for whom we plead. Our fathers were never slaves—never bought and sold like cattle—never shut out from the light of knowledge and religion—never subjected to the lash of brutal taskmasters.

But those, for whose emancipation we are striving—constituting at the present time at least one-sixth part of our countrymen—are recognized by law, and treated by their fellow-beings, as marketable commodities, as goods and chattels, as brute beasts; are plundered daily of the fruits of their toil without redress; really enjoy no constitutional nor legal protection from licentious and murderous outrages upon their persons; and are ruthlessly torn asunder—the tender babe from the arms of its frantic mother—the heart-broken wife from her weeping husband—at the caprice or pleasure of irresponsible tyrants. For the crime of having a dark complexion, they suffer the pangs of hunger, the infliction of stripes, the ignominy of brutal servitude. They are kept in heathenish darkness by laws expressly enacted to make their instruction a criminal offence.

These are the prominent circumstances in the condition of more than two millions of our people, the proof of which may be found in thousands of indisputable facts, and in the laws of the slaveholding States.]

1. Who is the **primary audience** for this document?
 - a. Abolitionists meeting in Philadelphia and those reading about that meeting
 - b. The whole world
 - c. Slave owners everywhere
 - d. Civil War soldiers
2. Which of the following best describes the **context** of this document?
 - a. The American Revolution
 - b. The ongoing dispute between abolitionists and supporters of slavery.
 - c. The Civil War
 - d. The Spanish-American War
3. What is the **significance** of this document?
 - a. This document marks a shift towards very passive and modest requests by the abolitionists.
 - b. This document reflects the growth of the abolition movement and the increasing articulation of specific goals and reasons for abolition.
 - c. This document indicates increasing conflict between the women's suffrage movement and the abolition movement.
 - d. The document reflects growing conflict between northern and southern slave owners.
4. What is the **purpose** of this document?
 - a. This document was intended to establish the goals of the new national anti-slavery society and continue to persuade for the abolition of slavery.
 - b. This document was intended to undermine the government and call for a revolution.
 - c. This document was intended to motivate the south to succeed from the union.
 - d. This document was intended to find compromise with the slaveholding South.
5. Which of the following best describes the **credibility** of this document?
 - a. This document was written by a reliable source, but was politically motivated and therefore reflects the biases of the author.
 - b. This document was written by a reliable source and demonstrates no biases or personal motivations whatsoever.
 - c. This document was not written by a reliable source and therefore should be not be used in an historical argument.
 - d. This document was not written by a reliable source, but it can nonetheless be used

Implementing a Skills-Based Curriculum



Questioning a Source

What do you want to know about this image?

What questions would you want answered in order to understand it?

(Think-Pair-Share)

Implementing a Skills-Based Curriculum

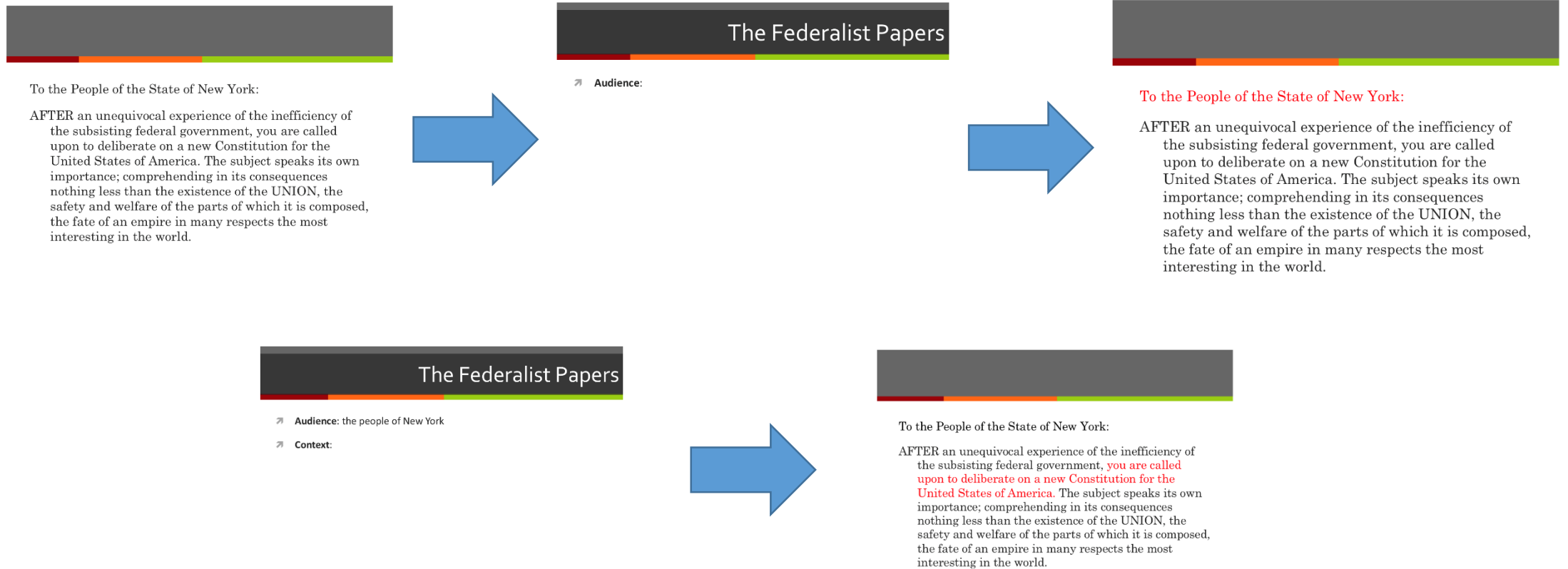


Implementing a Skills-Based Curriculum

Audience	<ul style="list-style-type: none"> - Does the document address any particular person or group of people? - If not, who was most likely to read/hear/view this document when it was created?
Context	<ul style="list-style-type: none"> - When was this document created? - Where was this document created? - Who created this document? - What was going on in the time and place that this document was created?
Purpose	<ul style="list-style-type: none"> - What did the author intend this document to do? - Is it intended to persuade people? If so, what is it intended to persuade them to believe? - Is it intended to inform people? If so, of what? - Is it intended to record daily events? - Is it intended to deceive people intentionally?

Significance	<ul style="list-style-type: none"> - What do you know about how this document was received? - What impact did it make (intentional or unintentional)? - Did it change the course of events? Did it change people's understanding of the course of events?
Credibility	<ul style="list-style-type: none"> - Did the person who created this document have first-hand experience with the subject at hand in the document? - How did this person fit into the historical context? - Did they know enough about the subject to be believable?

Implementing a Skills-Based Curriculum



Implementing a Skills-Based Curriculum

Navigation Act of 13 September 1660

"[...] from thence forward, no goods or commodities whatsoever shall be imported into or exported out of any lands [...] in any other [...] ships or [...] vessels whatsoever, but in such ships or vessels as do truly and without fraud belong only to the people of England [...] or are built of and belonging to any the lands [of English people] and whereof the master and three fourths of the mariners at least are English."

Quick Quiz Time

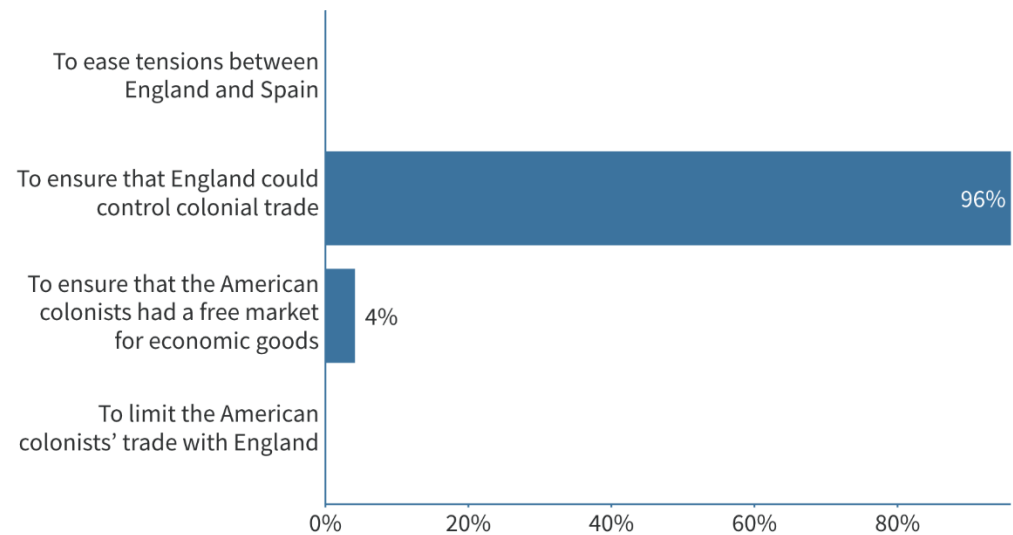
- Take out your phones
- Text JAYMEFEAGIN108 to 37607

What was the purpose of this article of the Navigation Act of 1660?

- A. To ease tensions between England and Spain
- B. To ensure that England could control colonial trade
- C. To ensure that the American colonists had a free market for economic goods
- D. To limit the American colonists' trade with England

What was the purpose of this article of the Navigation Act of 1660?

When poll is active, respond at [PollEv.com/jaymefeagin108](https://www.pollEv.com/jaymefeagin108) Text **JAYMEFEAGIN108** to **37607** once to join



Implementing a Skills-Based Curriculum

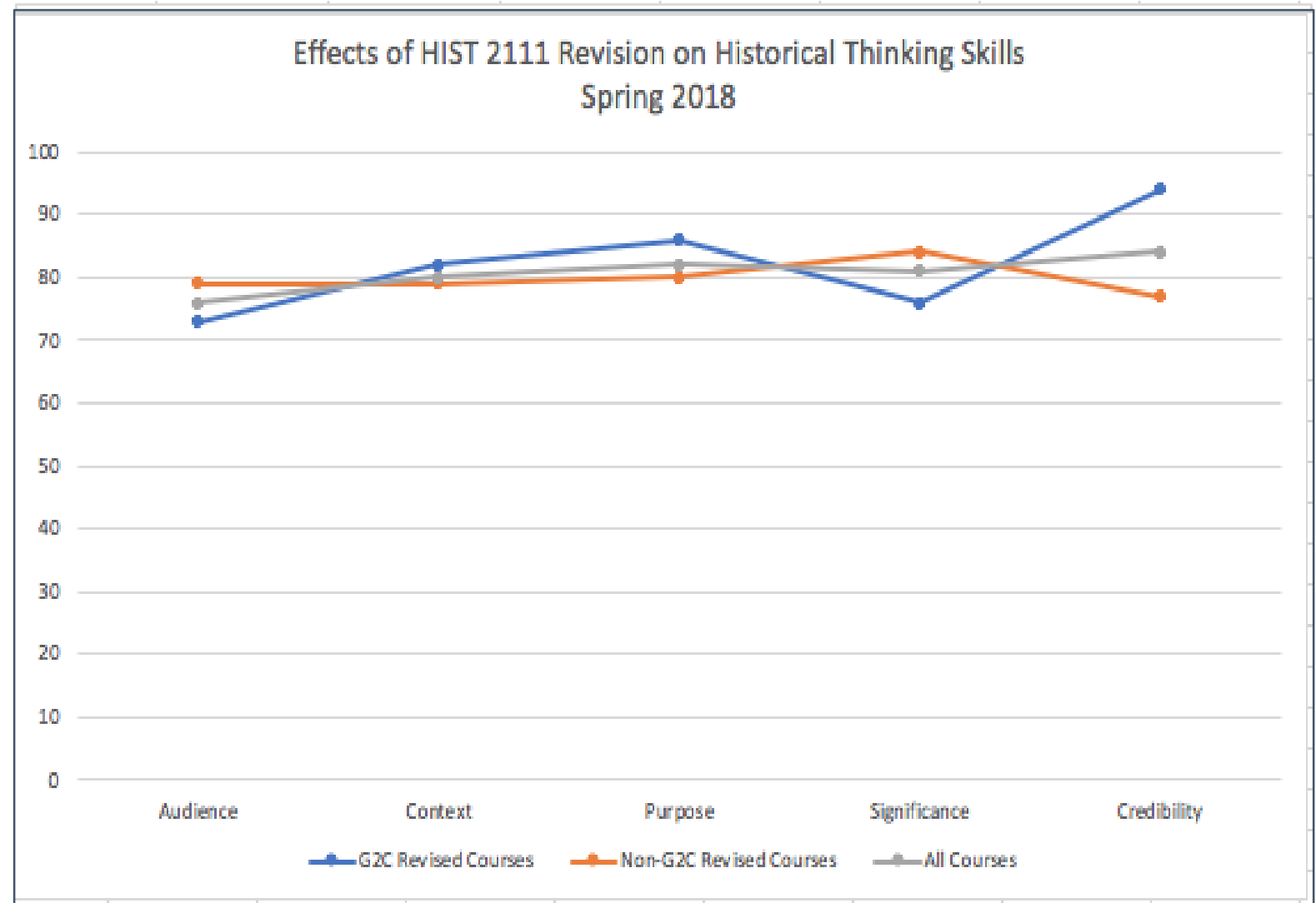


Paul Revere

Participation: Think-Pair-Share
How would you assess the credibility of this engraving as a primary source?

The Boston Massacre

Results



DFWI Rates HIST 2111 Spring Terms

