

# Curriculum Renewal in the Humanities

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## Contents

- Research Project.....2
  - Research Process.....3
  - The Bibliography.....5
  - Action-Based Research.....6
  - Areas of Future Research/Gaps.....6
- Practice-Based Literature .....8
  - General – Humanities (6).....8
  - Aboriginal Engagement (6) .....10
  - Experiential Learning (4).....12
  - Inquiry-based Learning (4).....14
  - Interdisciplinary Learning (5).....15
  - Internationalization (5).....16
  - New Technologies (3) .....18
- Programs/Disciplines.....19
  - Archaeology (7) .....19
  - English (6) .....20
  - History (10).....22
  - ICCC (9) .....25
  - Language (7) .....28
  - Philosophy (10).....30
  - Religious Studies (8) .....32
  - Women and Gender (7).....35

# Research Report

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## Research Project

This literature review is part of the College of Arts and Science' Curriculum Renewal Process.<sup>1</sup> Research Assistants at the division level were contracted to develop annotated bibliographies which identified a small number of key sources that would facilitate the curriculum renewal process. These bibliographies were intended as contributions to the support mechanisms for curriculum renewal and the department and program level in the College of Arts and Sciences (CAS).

This report focuses specifically on the **Humanities Division**.

As is well-known and detailed elsewhere, CAS initiated a curriculum renewal process to make recommendations and develop a plan for curriculum renewal as part of the university-wide curriculum renewal process as defined by the Third Integrated Plan ("IP3 Focus Areas")<sup>2</sup> and the University's Learning Charter Core Learning Goals.<sup>3</sup> This renewal process is taking place within a broader international context of curriculum redevelopment. Universities throughout the world are in the process or already have fundamentally changed their teaching pedagogies to align with the evidence that suggests under what conditions students learn best. Much of the impetus for curriculum redevelopment has come with the restructuring of educational goals in Australia, the US, and the UK. It is especially in the US where extensive research, specifically highlighting the gap between graduate skills and employer needs/expectations, that calls for curriculum renewal were undertaken. A 1998 US report, the Boyer Commission's *Reinventing Undergraduate Education*, was particularly influential in sparking curriculum renewal, and its recommendations challenged universities to rethink how and what they taught undergraduate students.<sup>4</sup>

In Canada, however, the impetus for curriculum renewal has resulted less so from this student employment gap than from other considerations. There are four main reasons for curriculum renewal in Canada: pressure to align learner outcomes with what have now become international standards, thereby increasing the quality of education and the student experience; pressures to establish ourselves as competitive in both a national and local context;

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<sup>1</sup> See "Curriculum Renewal," *College of Arts & Sciences*, <http://artsandscience.usask.ca/curriculumrenewal/#InnovativePedagogy> (Accessed November 27, 2012).

<sup>2</sup> See "College of Arts & Science Plan for the Third Planning Cycle, 2012-2016," <http://artsandscience.usask.ca/curriculumrenewal/pdf/documents/CollegeofA&SIntegratedPlan2012-2016.pdf> (Accessed November 27, 2012).

<sup>3</sup> See *A Learning Charter for the University of Saskatchewan*, June 17, 2010, [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf) (Accessed November 27, 2012).

<sup>4</sup> The Boyer Commission on Educating Undergraduates in the Research University, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, [http://www.niu.edu/engagedlearning/research/pdfs/Boyer\\_Report.pdf](http://www.niu.edu/engagedlearning/research/pdfs/Boyer_Report.pdf) (Accessed December 1, 2012).

changes in the student population (especially regarding the projected increase in the Aboriginal population in Saskatchewan); and financial pressures as we become increasingly reliant on tuition as a source of funding, meaning an increased pressure to recruit and retain undergraduate students.<sup>5</sup>

One thing that literature from all countries largely agrees upon, though, is how these changes should take place. Two key documents on university teaching – one by LEAP<sup>6</sup> and one by Guidelines on Learning that Inform Teaching<sup>7</sup> – set out teaching pedagogy priorities and are reflected in the university’s goals in learning. These documents identify key, evidence-based best practices. In other words, they identify how university teaching has resulted in the most successful learning – success here defined in terms of student engagement, student retention, and student learning outcomes. While these practices are varied, they all fundamentally require a restructuring of teaching practices to a student-centered classroom where the emphasis shifts from learning content through passive learning to learning skills through engagement and activity. The correlation between these evidence-based best practices and the University’s learning outcome goals is reflected in this report and the selection of literature.

## Research Process

Literature on best practices that deal with specific disciplines and goals is generally found in journal articles. In accordance with these findings, the suggestions made by staff at the Gwenna Moss Centre, and the instructions from the Curriculum Steering Committee, I have focused primarily on a review of journal articles. The research found in this report comes mostly from Proquest Education. Google Scholar and ERIC are also popular search engines for teaching pedagogy sources, but for the humanities, Google Scholar did not produce current results, and ERIC did not produce the volume or quality of results that Proquest did. I would thus recommend Proquest Education as the first and best place of searching for the Humanities if departments are interested in undertaking further research.

Two sets of research terms were used and cross-referenced to undertake this project:

1. Keywords that reflect humanities disciplines (humanities, history, religion, culture, English, literature, language, linguistics, philosophy, women/gender, archaeology)
2. Keywords that reflect leading pedagogical practices, namely, the University’s goals (as set out in IP3 and the Learning Charter), LEAP’s high-impact practices, and the Guidelines on Learning (interdisciplinary, experiential learning, external partnerships, community engagement, Aboriginal engagement, internationalization, inter-college collaboration, inquiry-based learning)

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<sup>5</sup> College of Arts and Science First-Year Review Steering Committee Report (FRYSC), March 2012. [http://artsandscience.usask.ca/curriculumrenewal/pdf/documents/First-YearCurriculumReview\\_FINAL5.pdf](http://artsandscience.usask.ca/curriculumrenewal/pdf/documents/First-YearCurriculumReview_FINAL5.pdf) (Accessed November 27, 2012).

<sup>6</sup> Association of American Colleges and Universities, *Liberal Education and America’s Promise (LEAP): High-Impact Educational Practices*, n.d. <http://www.aacu.org/leap/index.cfm> (Accessed November 27, 2012).

<sup>7</sup> *Guidelines on Learning that Inform Teaching*, <http://www.guidelinesonlearning.com/index> (Accessed November 27, 2012).

A full table of the research parameters I developed follows:

Table of Research Terms

Mode of Learning	Level	Discipline/program	Category
interdisciplinary initiatives	College	Humanities	Best practices
inter-college collaboration	Post-secondary	History	Curriculum renewal
inquiry-based learning (undergraduate research courses)	university	Religious studies	Curriculum development
experiential learning		English (literature)	Curriculum revision
alternative modes of delivery		Language/linguistics	
external partnerships		Philosophy	
community engagement		Culture (interdisciplinary)	
aboriginal engagement		Women and/or gender	
internationalization		archaeology	

These search terms were used in various combinations. Not all of these searches were successful. There is no consistency of terminology regarding practice, pedagogy, or even discipline in the literature. Any one search can require combing through thousands of article titles and abstracts. Some disciplines have published more than others. More significantly, the ability to effectively and efficiently search humanities disciplines in electronic databases is impeded by the common, everyday use of the same words which constitute the disciplines' names. For instance, a search of "history" produces results which includes thousands of articles that use that term in general contexts (such as 'the history of education'), while narrower searches using "historical studies" or "history courses" produce limited results and eliminate otherwise relevant sources.

Most of my searches produced thousands of results. I typically scanned the titles and abstracts of the first 1-300 listings for relevant articles that spoke specifically to the University's and College's curriculum renewal goals. Thus, the sheer mass of the body of literature expands far beyond the capabilities of one short-term research project.

Because of the broad range of both subjects and pedagogies undertaken in this research project, Proquest Education produced far more results than any one report might undertake. In accordance with the research project instructions, along with this mass of literature, I selected only what appeared to be the most salient examples that appear to correlate with the University's teaching goals. While I reviewed hundreds of articles for each of the university's goals for each subject/discipline, I selected only a few which met these goals and which provided enough flexibility for departments and programs to maintain creative control over the process of curriculum development.

### **The Bibliography**

The bibliography is divided into two larger categories: one practice-based; and a second, discipline- and topic-based. Each section is alphabetized by author, and articles that are especially relevant are marked with an asterisk. In most cases, and where appropriate, annotations rely on publication abstracts. Subtitles indicate the number of bibliographic entries in each section, listed in parentheses. While the research project instructions instructed me to focus on discipline- and program-based literature, I found that practice-based literature and a bibliography that was organized along those lines needed to be included. An explanation follows.

Because the shift in teaching pedagogy and changes in teaching goals, there is a shift in the kind of literature we need to examine to re-focus our teaching efforts. The focus on skills-based and student-centered methods, and specifically, the kinds of methods required to achieve the goals set out by the University, are generally discussed in literature that is not topic- or discipline-specific. Thus, there is a notable difference in both quality and usefulness of the two sets of literature reviews offered in this report in terms of aligning department teaching practices with the University's goals. The bulk of discipline-specific literature focuses on the challenges, best practices, and pedagogies of teaching specific *content*, thus proving less useful in the particular kind of curriculum renewal we are facing in the Humanities, and indeed, in the wider University community. I found this set of literature to be tied to thinking about teaching in a disciplinary framework, which is in some regards, contrary to the goals of the new teaching pedagogies. In terms of curriculum renewal and university goals, much of the discipline-specific best practices literature does not necessarily include desired pedagogies as stated in the university goals or the accepted international standards. This contradicts evidence-based practices, which have guided the University's curriculum renewal process and which emphasize teaching skills over content.

Most instructors and curriculum developers will thus likely find the practice-based bibliography more helpful in thinking of how to redesign curriculum and more so, their specific courses or teaching practices. This set of literature offers a number of useful, though general, approaches

to various education goals, including interdisciplinarity, Aboriginal engagement, community-based learning, and other goals set out in the University's integrated plan and the College's curriculum renewal plan. Furthermore, this set of literature correlates with the top 10 LEAP practices and the top 16 Guidelines on Learning that Inform Teaching, both of which are widely accepted among curriculum experts in Canada, Australia, the UK and the US as evidence-based practices of successful student engagement and university teaching. My experience has been that this set of literature inspires more creativity in applying new pedagogies to one's own courses and areas of interest.

### **Action-Based Research**

For those undergoing the redesign of specific courses, it may be of benefit to consider action-based research – an approach to curriculum development that individual instructors can take on as they consider this literature. Basically, it integrates the process of course design with course teaching: the two are undertaken simultaneously.

My personal experience of action-based research during the course of compiling this report has proven a fruitful experience. As I was conducting this research, I was also teaching a course in Native Studies, the subject matter of which I have taught in three previous courses. Undertaking these two processes simultaneously – pedagogy research and teaching practice – allowed me to test out specific pedagogies, learning goals and practices that I was reading about. I quickly learned what works, what does not, and what requires more consideration. More importantly, I discovered the specific obstacles to achieving the University's learning goals, and have started developing my own unique methods to deal with the specific kinds of courses that I teach: broad, thematic, comparative, and international topics that generally focus on Indigenous issues. Unsurprisingly, integrating new pedagogies and learning goals into a course is an individual pursuit, and requires custom tailoring. There is no "one-size-fits-all" approach to teaching, even when the learning goals are the same.

For these reasons, I found the articles listed in the non-discipline specific portion of the literature review more helpful and inspiring in rethinking my approach to teaching, especially concerning the shift from lecture-based, teacher-centered teaching to active, student-based learning. They provided general frameworks for developing a student-centered approach to teaching without inhibiting my creative process in course design and implementation.

### **Areas of Future Research/Gaps**

There are a number of places where information gaps regarding curriculum develop exist. Most notable is the lack of research data regarding the need for curriculum renewal in a specifically Canadian context. While there is readily accessible and widely known literature regarding the historical trajectory of curriculum renewal in the US, and to a lesser degree, Australia and the UK, this is less so the case for Canada. For instance, research conducted in the US regarding the 'student employment gap' has produced valuable statistics that have informed the impetus for

curriculum renewal.<sup>8</sup> Yet, it is unclear how statistics in Canada might compare, and how that might change how goals are identified. Thus, much of the literature and research upon which it is based is US-dominated.

Another issue regarding curriculum research is the discrepancy between perceptions about learning and actual learning outcomes. A recent CREPUQ-sponsored study of twelve universities across Quebec by the Magda Fusaro and Vivek Venkatesh examines modes of learning from both student and faculty perspectives. Many of the questions focus on mode of delivery, but especially interaction and discussion, lectures, and the use of technology. The results suggest that students prefer lectures over technology-enhanced modes of learning, collaborative work, or discussions, while professors believe discussion and group interaction produces learning success. The results suggest a contradiction between student preferences in Quebec and research conducted outside of Canada regarding learning effectiveness; they also suggest a need for more Canadian research.<sup>9</sup>

Finally, this report does not cover two important issues which require further research: alternative modes of delivery (particularly, on-line learning opportunities) and learning communities. Both of these require more focused consideration than could be accomplished here.

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<sup>8</sup> See for instance, Millennial Branding Student Employment Gap Study, <http://millennialbranding.com/2012/05/millennial-branding-student-employment-gap-study/> (Accessed November 27, 2012).

<sup>9</sup> Indeed, this apparent contradiction presents two problems: the differences between Canadian and non-Canadian research results; and the differences between student and teacher preferences in contrast to learning effectiveness. For the Quebec survey, see *Étude sur les modalités d'apprentissage et les technologies de l'information et de Latin America communication dans l'enseignement*, Rapport du Groupe de travail sur l'étude des usages des technologies de l'information et de Latin America communication dans l'enseignement. May, 2012: Conférence des Recteurs et des Principaux des Universités du Québec. <http://www.crepug.qc.ca/IMG/pdf/Rapport-Etude-TIC-Mai-2012-VF.pdf>



# Bibliography

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## Practice-Based Literature

### General – Humanities (6)

**Danaher, Patrick Alan, Geoff Danaher, and Beverley Moriarty. "Interrogating Learner-Centredness as a Vehicle for Meaning Emerging in Practice and Researching Personal Pedagogies: Transformative Learning, Self-efficacy and Social Presence at Two Australian Universities." *International Journal of Pedagogies & Learning* 3, no. 3 (December 2007): 4–13.** Learner-centredness is a key element of the contemporary dominant discourse pertaining to pedagogies and learning. Yet enacting learner-centredness is far from easy in the increasingly massified higher education system. This paper deploys the authors' experiences as higher educators covering a diversity of disciplines, encompassing pre-undergraduate, undergraduate and postgraduate domestic and international students and including face-to-face, distance and online delivery modes in two Australian universities. Learner-centredness is interrogated in relation to three key sites: 1. exploring transformative learning with previously educationally marginalised pre-undergraduate students in face-to-face and external modes, 2. enhancing self-efficacy with face-to-face undergraduate teacher education students in relation to their mathematical competence, and 3. experiencing social presence with online postgraduate students learning about educational research methods and ethics. The paper reports examples from each site where learner-centredness is successfully engaged and hence where the meaning emerging in practice is fulfilling and productive. At the same time, interpersonal and structural factors sometimes obstruct the attainment of such positive outcomes.

**\*Jay, Gregory. "The Engaged Humanities: Principles and Practices for Public Scholarship and Teaching." *Journal of Community Engagement and Scholarship* 3, no. 1 (Spring 2010): 51–63.** Will public scholarship and community engagement become central to revitalizing the humanities in the 21st century? Efforts to connect humanities research and teaching with projects to advance democracy, social justice, and the public good might take advantage of the latest episode of crisis, and even argue that they represent a strong new direction for revival. After a brief review of how definitions of the humanities have changed since the 1960s, the essay contends that the future of the humanities depends upon two interrelated innovations: the organized implementation of project-based engaged learning and scholarship, on the one hand, and the continued advancement of digital and new media learning and scholarship, on the other hand. A number of examples of engaged humanities practice are examined, their institutional obstacles analyzed, and the principles common to them enumerated. The conclusion focuses on how new media are changing the nature of "the public" once more, offering opportunities for different kinds of scholarship, teaching, and engagement.

- \* **Hung, David, Shu-Shing Lee, and Kenneth Y. T. Lim. "Teachers as brokers: Bridging formal and informal learning in the 21st century." *KEDI Journal of Educational Policy* 9, no. 1 (2012): 71-89.** A review of schooling practices from learners' and teachers' perspectives relative to 21st century goals is conducted. Although schools try to embed 21st century literacies into the curriculum, there is an overemphasis on content knowledge. The instructional orientation used in schools is inconsistent with the softer skills of 21st century literacies. Instead of embedding 21st century literacies in the already packed curricula, a proposition is made for teachers to become brokers who bridge students' learning in classroom and informal contexts such as sports activities and social media environments. Using a case study, we posit that metacognitive brokering with learners plays a critical function in bridging formal and informal learning. To encourage learners to tinker, teachers' roles in classrooms can be transformed from one of content sages to brokers who help learners see similarities and recontextualize learning across contexts. The brokering process bridges learning across disciplines and contexts to gradually restructure schools as interdisciplinary avenues of learning. We recognize that teachers have workload and time constraints. Thus, technologies can be a mediatory tool to help teachers engage in the brokering process.
- \***Limbach, Barbara, Robert Duron, and Wendy Waugh. "Become A Better Teacher: Five Steps in the Direction of Critical Thinking." *Research in Higher Education Journal* 1 (November 2008): 1-13.** This paper identifies an interdisciplinary, 5-step framework, built upon existing theory and best practices in cognitive development, effective learning environments, and outcomes-based assessment. The framework provides teachers with a useful means to move their lecture-based courses toward a more active-learning environment which, ultimately, is more enjoyable and effective for teachers and students alike. An example of the model is applied in accounting education, representing a business discipline in which critical thinking has been consistently cited as both necessary and difficult to implement. Barriers to implementation of the model and suggestions for overcoming them are presented.
- \***Mihelich, John. "Liberal Education and Transcending the Silkworm: [1]." *Curriculum and Teaching Dialogue* 7, no. 1/2 (2005): 23-38.** As a teacher, I maintain a commitment to the principle of a liberal education both to teach students the content of my disciplines and to enhance their lives and cultivate good citizens. However, I struggle to help students make sense of the tension between pragmatic economic concerns and the goals of a liberal education. Through examining a case study in this chapter, I demonstrate how in a mentoring relationship I navigated this tension in the life of one student, Alex. The case involves the question of how to get young students engaged in their educational process and, in particular, how to get them invested in the classes they take as part of a general core curriculum, the foundations for a liberal education. I begin by describing the core curriculum changes in my institution that reflect an increasingly popular trend toward interdisciplinary and liberally infused core curriculums. After discussing the particular core course that Alex was engaged in, I comment on the challenge I posed to students early on in the semester and the dialogue that ensued between Alex and me. The case illustrates well-reasoned student resistance to a liberal education and provides some suggestions for helping students think critically about the tension between pragmatic concerns and the opportunities offered by a liberal education.

Reinhart, Cornel J. "Constructing the café university: teaching and learning on the digital frontier." *On the Horizon* 16, no. 1 (2008): 13–33.

doi:<http://dx.doi.org.cyber.usask.ca/10.1108/10748120810853327>. This paper aims to examine changes occurring in the organization and delivery of learning at the level of higher education, and argues that it is now possible to envision the shape and structures of the future digital university. Beginning with a history of the basic organizational paradigm underlying the traditional university, this paper systematically explores the impact on this paradigm of new technological and pedagogical innovations: learning management systems (LMSs), learning objects, iPods, blogs, student e-mail, wireless connectivity, Google's search capacity, distance (web-based) education, and blended learning on the pedagogy of tertiary education. The physical structure of the university is a consequence of the hierarchically organization of knowledge, the predominant model from the late middle ages through the industrial era. As knowledge becomes more extensive and complex, the old organization is proving inadequate. The organization of knowledge in several dimensions will bring a massive restructuring of institutions of higher education. The new digital university will have the web rather than disciplines and the library at its virtual center with (nearly) infinite access to the larger peripheral world. No longer holding a monopoly on information, the postmodern café university competes with commercial, for-profit institutions of learning, thus offering traditional and new adult learners immediate access and enormous learning flexibility. This enables students of all ages to take advantage of learning experiences from any connected institution, commercial or traditional, in the world. As a comprehensive and systematic examination of the impact of digital tools in the contemporary university, this paper can offer guidance to university administrators, faculty members, and others involved in the educational process.

### Aboriginal Engagement (6)

\*Battiste, Marie, Lynne Bell, and L. M. Findlay. "Decolonizing education in Canadian universities: An interdisciplinary, international, indigenous research project." *Canadian Journal of Native Education* 26, no. 2 (2002): 82–95. Despite several decades of work on educational equity in curriculum and research and bridging and access projects, Aboriginal peoples' achievements, knowledge, histories, and perspectives remain too often ignored, rejected, suppressed, marginalized, or underutilized in universities across Canada and beyond. Although promising to make postsecondary education accessible to Aboriginal peoples, universities express an Aboriginal agenda in mission statements, priorities, and projects that reaffirm Eurocentric and colonial encounters in the name of excellence, integration, and modernity. Addressing these challenges is the purpose of a research project undertaken by a team of investigators at the University of Saskatchewan, building on the theoretical foundations of postcolonial Indigenous consciousness emerging from Canadian Aboriginal scholars and from Aotearoa (New Zealand) in the scholarly work of Graham and Linda Smith. This article offers a process of animating postsecondary education that can generate methods and practices for the more thorough decolonization of research and policy development and the experience of Aboriginal students and teachers.

**\*Battiste, Marie, and James (Sa'ke'j) Youngblood Henderson. "Naturalizing Indigenous Knowledge in Eurocentric Education." *Canadian Journal of Native Education* 32, no. 1 (2009): 5–18.**

Indigenous Knowledge (IK) is part of the collective genius of humanity of Indigenous peoples that exists in the context of their learning and knowing from the places where they have lived, hunted, explored, migrated, farmed, raised families, built communities, and survived for centuries despite sustained attacks on the peoples, their languages, and cultures. The primary source of IK is in Indigenous languages and teachings that make every child unique in his or her learning capacities, learning styles, and knowledge bases. In IK, learning is viewed as a sacred and holistic, as well as experiential, purposeful, relational, and a lifelong responsibility. Traditions, ceremonies, and daily observations are all integral parts of the learning process, allowing for spirit-connecting processes to enable the gifts, visions, and spirits to emerge in each person. The best approach to learning and understanding IK is in the dynamic linguistic foundations of Indigenous frameworks and paradigms. This article, then, seeks to center the intellectual activation of IK by the first generation of Indigenous scholars, professionals, and activities that have created the Indigenous renaissance. The article concludes by identifying some current promising practices that are seeking to naturalize IK in Canadian education through applications built on respectful and appropriate strategies.

**\*Iseke, Judy M. "Importance of Métis Ways of Knowing in Healing Communities." *Canadian Journal of Native Education* 33, no. 1 (2010): 83–97,155.**

Indigenous research draws upon Indigenous ways of knowing, being, and connecting with self and spirit. This position is evident in a research program focused on examining Métis storylines, histories, cultural contexts, and pedagogies with four Métis Elders. Three grandfathers and one grandmother shared understandings of storytelling. Each of these Elders is involved in healing and spiritual ceremonies and all are Pipe Carriers and spiritual leaders. Within their discussions of storytelling, these Elders share understandings of spirituality and ways that it is understood in communities and in ceremonies. This paper explores spirituality as sources of strength for Métis Elders, the importance of ceremonies in Métis communities, and challenges to maintaining spiritual practices that exist in communities. Elders suggest that there is considerable resistance in communities to ceremonies and spiritual practices because of residential schools, Christianity, and government policy that have restricted and limited belief in the traditions and have separated people from these spiritual practices. But scholars must open themselves to hear the voices of those they are in relation with, including the Elders and the traditions of the ancestors.

**Iseke-Barnes, Judy M. "Pedagogies for Decolonizing." *Canadian Journal of Native Education* 31, no. 1 (2008): 123–148,320.**

This article provides examples of introductory activities that engage students in initial steps in understanding the systemic structure of colonization. Examples of student group responses to the activities are provided. The understandings explored by students through these activities are then taken up through Indigenous literatures in university contexts in order to contribute to the ongoing decolonization of knowledge in the university and to explore indigenous understandings of pedagogies. The author explores various themes important to the decolonizing of educational practices through discussions of (a) colonizing and decolonizing agendas, (b) disrupting government ideology, (c) decolonizing government and

reclaiming Indigenous governance, (e) decolonizing spirituality and ceremony, (f) disrupting colonizing ideologies and decolonizing minds, (g) reconnecting to land, (h) decolonizing history, and (i) community-based education and decolonizing education. Conclusions drawn include the importance of engaging students in Indigenous pedagogies so that they can find support for transforming understandings through Indigenous literatures and understand strategies and opportunities to decolonize education.

**\*Nielsen, Thomas William. "Lost in translation? Rethinking First Nation education via LUCID insights." *International Review of Education* 56, no. 4 (October 2010): 411–433. doi:<http://dx.doi.org.cyber.usask.ca/10.1007/s11159-010-9168-6>.** This paper reports on findings from the Learning for Understanding through Culturally-Inclusive Imaginative Development project (LUCID). LUCID has been a 5-year (2004-2009) research and implementation endeavour and a partnership between Simon Fraser University (SFU) and three districts in British Columbia, Canada. Via emotionally engaging pedagogies and a culturally-inclusive curriculum, the project aimed at improving students' educational experience, particularly First Nations learners. Using a combination of Actor Network Theory (Latour, 2005, in: *Reassembling the social: an introduction to Actor-Network Theory*, Oxford University Press, Oxford) and Hermeneutic Phenomenology (Van Manen, 1990, in: *Researching lived experience*, The State University of New York, New York), site visits and interview data were examined with reference to the (f)actors influencing project objectives. Although each school district was unique, shared themes included: the importance of creating a community with shared intent; the role of executives as potential "change agents"; the problematic nature of emotionally-engaging teaching; and the complex influences of cultural and historical trauma. The latter theme is explored in particular, presenting the argument that language deficiency and a consequent lack of autonomy might be at the root of many problems experienced in First Nations communities.

**\*St Clair, Darlene, and Kyoko Kishimoto. "DECOLONIZING TEACHING: A Cross-Curricular and Collaborative Model for Teaching about Race in the University." *Multicultural Education* 18, no. 1 (Fall 2010): 18–24.** This article critiques the "multicultural" and "diversity" models of teaching race in the university classroom that dodges the challenging issues including White privilege, institutional racism, social position and oppression. Typically, "diversity" course requirements use descriptive terms such as intolerance, global (outside the U.S.) focus, human cultures, cultural perspectives, cultural appreciation, cultural pluralism, cross-cultural, respect for difference, sensitivity to needs, interactions between individuals of different groups, changing nature of American society, and foreign cultures to describe their courses. The authors propose a new model, "Racial Issues," tested at St. Cloud University. They examine the strengths, challenges, and opportunities of this model.

### **Experiential Learning (4)**

**\*Katula, Richard A., and Elizabeth Threnhauser. "Experiential education in the undergraduate curriculum." *Communication Education* 48, no. 3 (July 1999): 238–255.** One of the most significant trends in higher education is the movement to an "expanded classroom." Usually referred to as "experiential education," programs such as cooperative education, internships,

study abroad, and service-learning are intended to bring the concrete experience into the learning model, providing students with a way to apply classroom concepts and complete the learning process. This essay reviews the movement toward an expanded classroom through experientially-based curricular innovations and provides an assessment of its faithfulness at this point in its development to those upon whose ideas it is based. .

**\*Maybach, Carol Wiechman. "Investigating community needs: Service learning from a social justice perspective." *Education and Urban Society* 28, no. 2 (February 1996): 224.** Maybach gives a critical theoretical perspective on service learning, arguing that most models do not include accountability. She raises issues about focusing on the growth of students while often ignoring the service recipients. She also argues that students do not understand the needs of the individuals in the urban community or the effects of their service-learning projects. She attempts to offer an alternative model of service learning, designed to enhance the practice through exploration of issues of oppression, individual voice, empowerment, and social justice.

**\*Porter, Gavin W., Jessica A. King, Nathalie F. Goodkin, and Cecilia K. Y. Chan. "Experiential Learning in a Common Core Curriculum: Student Expectations, Evaluations, and the Way Forward." *International Education Studies* 5, no. 3 (June 2012): 24–38.** Universities are becoming increasingly conscious of how learning activities align with the attributes they desire in their graduates. Experiential learning is viewed by many institutions as an essential activity for students to gain attributes such as problem solving skills, observation skills, advocacy, and critical thinking. An experiential learning activity, in the form of an environmental fieldtrip, was examined in the context of a university's new common core curriculum. Student expectations were compared to evaluation of the fieldtrip itself, and guidelines for future trip outings are made in consideration of both published works and our own experiences. The ability of departments and faculties to engage students in beneficial and enjoyable learning will be of utmost importance in attracting student enrollment. This is particularly pressing in universities that are transitioning into less differentiated first year intakes.

**Ryser, Laura, Greg Halseth, and Deborah Thien. "Strategies and Intervening Factors Influencing Student Social Interaction and Experiential Learning in an Interdisciplinary Research Team." *Research in Higher Education* 50, no. 3 (May 2009): 248–267.**

**doi:<http://dx.doi.org/cyber.usask.ca/10.1007/s11162-008-9118-3>.** Faculty have long incorporated students into interdisciplinary research projects to meet increasingly common demands for collaborative research by federal funding agencies. Despite the critical role of experiential learning in building student research skills and capacity, few have explored social interaction mechanisms used to facilitate student experiential learning in an interdisciplinary research team. Drawing upon the New Rural Economy project as a case study, interviews with 13 students from eight Canadian universities were conducted to explore these social interaction mechanisms. While findings revealed an array of social interaction mechanisms used to develop student learning networks, the quality of these mechanisms were mixed; thereby influencing the utilization of these networks for guidance and feedback. This paper examines how students employed by the New Rural Economy project accessed opportunities for social interaction in an interdisciplinary research team in order to enhance experiential learning.

## Inquiry-based Learning (4)

\* **Hung, David, Shu-Shing Lee, and Kenneth Y. T. Lim. "Teachers as brokers: Bridging formal and informal learning in the 21st century." *KEDI Journal of Educational Policy* 9, no. 1 (2012): n/a.**

A review of schooling practices from learners' and teachers' perspectives relative to 21st century goals is conducted. Although schools try to embed 21st century literacies into the curriculum, there is an overemphasis on content knowledge. The instructional orientation used in schools is inconsistent with the softer skills of 21st century literacies. Instead of embedding 21st century literacies in the already packed curricula, a proposition is made for teachers to become brokers who bridge students' learning in classroom and informal contexts such as sports activities and social media environments. Using a case study, we posit that metacognitive brokering with learners plays a critical function in bridging formal and informal learning. To encourage learners to tinker, teachers' roles in classrooms can be transformed from one of content sages to brokers who help learners see similarities and recontextualize learning across contexts. The brokering process bridges learning across disciplines and contexts to gradually restructure schools as interdisciplinary avenues of learning. We recognize that teachers have workload and time constraints. Thus, technologies can be a mediatory tool to help teachers engage in the brokering process.

\***Justice, Christopher, James Rice, Dale Roy, Bob Hudspith, and Herb Jenkins. "Inquiry-based learning in higher education: administrators' perspectives on integrating inquiry pedagogy into the curriculum." *Higher Education* 58, no. 6 (December 2009): 841–855. doi:<http://dx.doi.org.cyber.usask.ca/10.1007/s10734-009-9228-7>.** Inquiry-based learning is

one approach to improving the quality of undergraduate education by moving toward more student-directed, interactive methods of learning while focusing on learning how to learn. This paper deals with a missing component in the inquiry-related literature—the extra-pedagogical challenges of introducing and maintaining inquiry-based learning in the curriculum. Based in the collective experience of McMaster University, a mid-size Canadian university that has been a pioneer in inquiry pedagogy, the paper describes the challenges administrators faced in supporting the introduction of inquiry-based learning as components of traditional courses, as inquiry-based courses, and as inquiry-based degree programs. Derived from interviews, the paper presents a series of strategies and lessons for introducing and maintaining inquiry pedagogy in the curriculum. These lessons will be broadly useful to administrators, curriculum designers and faculty developers and should be widely applicable to institutes of higher education.

\***Saunders-Stewart, Katie S., Petra D. T. Gyles, and Bruce M. Shore. "Student Outcomes in Inquiry Instruction: A Literature-Derived Inventory." *Journal of Advanced Academics* 23, no. 1 (February 2012): 5–31.** Curricular reform efforts are underway in many countries, focused on

adopting inquirybased approaches to teaching and learning. Therefore, it is increasingly important to understand what outcomes students attain in inquiry environments. Derived from a literature review, a 23-item, criterion-referenced inventory is presented for theoretically implied and empirically based outcomes or benefits for students engaging in inquiry, and includes research on overlapping pedagogical topics such as discovery learning and problem-based learning. Student outcomes include knowledge and skills, intrinsic motivation, and

development of expertise, among others. Supporting research is primarily available in the areas of cognitive and affective outcomes (e.g., knowledge, skills, motivation, attitudes, and creativity). This list can be used as a starting point for research or converted into professional development tools.

**\*Thomas, Elizabeth, and Diane Gillespie. "Weaving Together Undergraduate Research, Mentoring of Junior Faculty, and Assessment: The Case of an Interdisciplinary Program." *Innovative Higher Education* 33, no. 1 (June 2008): 29–38.**

**doi:**<http://dx.doi.org.cyber.usask.ca/10.1007/s10755-007-9060-x>. Scholars in teaching and learning value student research and program assessment as strategies to promote excellence in undergraduate education. Yet, in practice, each can be complex and difficult to sustain. This case study demonstrates how undergraduate research, mentoring of junior faculty, and assessment can be integrated in ways that enrich the educational experiences of students and the professional development of faculty and improve research on teaching and learning. The authors describe a lively undergraduate research project that became tied to the mentoring of assistant professors and then to program assessment. We conclude with recommendations for implementing such a project in other academic settings.

### **Interdisciplinary Learning (5)**

**Frost, Susan H., Paul M. Jean, Daniel Teodorescu, and Amy B. Brown. "Research at the Crossroads: How Intellectual Initiatives across Disciplines Evolve." *Review of Higher Education* 27, no. 4 (Summer 2004): 461–479.** Discussing how intellectual initiatives across disciplines evolve, Brown et al present a qualitative case study of 11 interdisciplinary research initiatives at Emory University, which identifies key factors in their development. They further recommend strategies to consider when developing or supporting similar kinds of initiatives.

**Lattuca, Lisa R., Lois J. Voight, and Kimberly Q. Fath. "Does Interdisciplinarity Promote Learning? Theoretical Support and Researchable Questions." *Review of Higher Education* 28, no. 1 (Fall 2004): 23–C.** Despite widespread support for interdisciplinary curricula, there is little evidence that such courses are particularly efficacious or that they are superior to disciplinary courses in promoting student learning. To understand how and why interdisciplinary courses might promote specific learning outcomes, the authors apply cognitive and learning theories in an analysis of two under-graduate interdisciplinary courses. This exploration of theoretical warrants for interdisciplinarity leads to a proposed research agenda on interdisciplinary curricula, teaching, and learning.

**Luckie, Douglas B., Richard Bellon, and Ryan D. Sweeder. "The BRAID: Experiments in Stitching Together Disciplines at a Big Ten University." *Journal of STEM Education : Innovations and Research* 13, no. 2 (April 2012): 6–14.** Since 2005 we have pursued a formal research program called the BRAID (Bringing Relationships Alive through Interdisciplinary Discourse), which is designed to develop and test strategies for training first- and second-year undergraduate science students to bridge scientific disciplines. The BRAID's ongoing multiyear investigation points to preliminary conclusions about what does and does not promote student Interdisciplinary thinking. Perhaps not surprisingly, our research suggested the most effective



technique for helping introductory students see science in integrated terms has been the most direct: explicitly discussing and engaging in debate about the connections found in the real world in a seminar setting. On the other hand, adding a thin gilding of interdisciplinarity to existing courses accomplishes little. Our goal is not to devise the "ideal" interdisciplinary educational experience, but one that is efficient and sustainable in a wide range of existing curricular structures. We are particularly sensitive to the need to avoid creating eclectic models dependent on our particular institutional setting.

**\*Oitzinger, Jane H., and Daniel C. Kallgren. "Integrating Modern Times Through Student Team Presentations: A Case Study on Interdisciplinary Team Teaching and Learning." *College Teaching* 52, no. 2 (Spring 2004): 64–68.** This case study of a team-taught learning community that integrates American history and literature focuses on student team presentations. We argue for the need to train students to learn actively, and we describe strategies for teaching students how to prepare for and present interdisciplinary team presentations. One finding is that training students for active learning does not detract from the content, but rather deepens and enriches it; another finding is that students are more likely to integrate disciplines successfully if faculty are skillful at integrating disciplines.

**Weld, Jeffrey, and Jill Trainer. "A Faculty Interdisciplinary Institute as Liberator from Stifling Disciplinary Mythology." *College Teaching* 55, no. 4 (Fall 2007): 157–163.** An interdisciplinary professional development initiative targeted faculty teaching undergraduate liberal arts courses with the goal of enhancing the critical-thinking skills of learners. The authors emphasize innovative teaching strategies and educational technology. Results indicate that the institute promoted the adoption of learner-centered interdisciplinary strategies and the integration of technology in the courses of participants and established a faculty community for the sustenance of innovation.

### **Internationalization (5)**

**Dentith, Audrey M., and Alicia Maurer. "Interdisciplinary Paths to Cultural Competencies and Global Awareness: The San Antonio Project." *Making Connections* 12, no. 2 (Spring 2011): 52–64.** In the paper, the authors describe an approach to interdisciplinarity that was borne out of a state-based legislative call for more liberal studies in teacher education in Texas more than twenty years ago. Our newly revised thematic-focused interdisciplinary studies program is the major for nearly 2000 undergraduate students, many of whom will seek teacher certification in elementary, special, bi-lingual or bicultural, middle level or early childhood education. This essay describes the theoretical framework of interdisciplinarity, the rationale for the thematic focus on globalization, and the major tenets of practice, autobiography and inquiry that foster global awareness through an understanding of cultural diversity. The authors conclude with a discussion of how issues of identity and cultural diversity are integral to the program and the ways that this work bolsters cultural competencies and global citizenry.

**Farrell, T. A., and F. Ollervides. "The School for Field Studies Centre for Coastal Studies: A case study of sustainable development education in México." *International Journal of Sustainability in Higher Education* 6, no. 2 (2005): 122–133.** Farrell and Ollervides present the

School for Field Studies-Centre for Coastal Studies (SFS-CCS) study abroad Mexico program, and consider its relative success as a sustainable development education program. Findings suggest that the SFS-CCS academic model structure, which includes a five-year research plan, an interdisciplinary and case study approach, and integration of client needs and community projects, have helped the school meet its sustainable development education goals.

**Gibson, Kay L., Glyn M. Rimmington, and Marjorie Landwehr-Brown. "Developing Global Awareness and Responsible World Citizenship With Global Learning." *Roepers Review* 30, no. 1 (March 2008): 11–23.** Global learning is a student-centered activity in which learners of different cultures use technology to improve their global perspectives while remaining in their home countries. This article examines the use of global learning with gifted students to develop the knowledge, attitudes, and skills necessary for world citizenship. We describe a pedagogical approach that is based on a set of conditions for global learning, associated learner attributes, and processes developed in global learning leading to acquisition of world citizen characteristics. Six processes and nine attributes are identified as essential for global learning. Two examples are presented of how this approach can be used to integrate global learning into the curriculum—one at a university level and another in a middle-school setting.

**Rothwell, Andrew. "Think global, teach local." *Innovations in Education and Teaching International* 42, no. 4 (November 2005): 313–323.** This paper presents aspects of good practice in international teaching. The paper incorporates a review of literature on international teaching, quality assurance in collaborative provision, and selected literature from the Human Resource Management field on expatriate workers. Primary data have been drawn from two sources. Qualitative data have been gathered in relation to a one-semester exercise involving 24 colleagues in a 12-week teaching period in Israel. Secondly, qualitative data have been gathered from key informant interviews with colleagues with experience of shorter teaching periods overseas. The paper identifies aspects of good practice, and presents issues for further research. Key findings include the need for careful selection of staff, cultural sensitivity in both delivery and content of programmes, and particularly effective working relationships between visiting lecturers and local staff as key to effective classroom performance. Finally, UK higher education institutions, while urged to 'think global', should ensure that they 'teach local', meeting student needs through cultural sensitivity and appropriate pedagogy.

**Stanley, Kathleen, and Dwaine Plaza. "No passport required: An action learning approach teaching about globalization." *Teaching Sociology* 30, no. 1 (January 2002): 89.** The authors discuss their experience of merging the learning of content and the process of learning in a one-week, action-learning course that explored the connections between local communities and global processes. As the authors note, we live in an era of great social transformation, and one of the most significant aspects of that transformation is the increasing complexity of economic, political, and cultural processes at the global level. Globalization has become an important and controversial topic of debate throughout our society. Global processes, however, are unfamiliar and largely invisible to university students. If students are to truly grasp the importance of globalization in their own lives, it is imperative that we, as teachers, move from the traditional "banking" model of education to a "problem-posing" approach. The authors

provide an example of the practical application of the action learning model in achieving successful learner outcomes.

### New Technologies (3)

**Barton, Matthew D., and James R. Heiman. "Process, Product, and Potential: The Archaeological Assessment of Collaborative, Wiki-Based Student Projects in the Technical Communication Classroom." *Technical Communication Quarterly* 21, no. 1 (March 2012): 46–60.** Wikis enable large, diverse groups of writers to effectively collaborate online. Although Wikipedia is the best-known wiki, businesses are increasingly using wikis to build documents and resources for internal use. Although many teachers of technical communication are interested in integrating wikis into their syllabi, assessment is difficult. Assessments based on traditional assignments fail because they do not focus on the social nature of wikis. This article introduces an "archaeological" assessment framework focused on this discourse.

**Laurillard, Diana. "The pedagogical challenges to collaborative technologies." *International Journal of Computer-Supported Collaborative Learning* 4, no. 1 (March 2009): 5–20. doi:<http://dx.doi.org.cyber.usask.ca/10.1007/s11412-008-9056-2>.** Collaborative technologies offer a range of new ways of supporting learning by enabling learners to share and exchange both ideas and their own digital products. This paper considers how best to exploit these opportunities from the perspective of learners' needs. New technologies invariably excite a creative explosion of new ideas for ways of doing teaching and learning, although the technologies themselves are rarely designed with teaching and learning in mind. To get the best from them for education we need to start with the requirements of education, in terms of both learners' and teachers' needs. The argument put forward in this paper is to use what we know about what it takes to learn, and build this into a pedagogical framework with which to challenge digital technologies to deliver a genuinely enhanced learning experience.

**Powell, Douglas A., Casey J. Jacob, and Benjamin J. Chapman. "Using Blogs and New Media in Academic Practice: Potential Roles in Research, Teaching, Learning, and Extension." *Innovative Higher Education* 37, no. 4 (August 2012): 271–282. doi:<http://dx.doi.org.cyber.usask.ca/10.1007/s10755-011-9207-7>.** Compiling a referenced article for publication in a peer-reviewed journal is traditionally the most respected means of contributing to a body of knowledge. However, we argue that publication of evidence-based information via new media - especially blogging - can also be a valid form of academic scholarship. Blogs allow for rapid sharing of research methods, results, and conclusions in an open, transparent manner. With proper references, blogs and other new media can position academic research in the public sphere and provide rapid, reliable information in response to emerging issues. They can also support other traditional goals of higher education institutions, serving as tools for teaching, learning and outreach.

## Programs/Disciplines

### Archaeology (7)

**Atalay, Sonya. "Indigenous Archaeology as Decolonizing Practice." *American Indian Quarterly* 30, no. 3/4 (Summer 2006): 280–310.** In resistance to simplistic bad/good, colonizer/colonized, perpetrator/victim dichotomies, these studies often include a discussion of the positive intentions of Western scholars to collect and save remnants of a dying "race," offering "products of their time" arguments as explanation and reason for behaviors such as robbing graves, plundering battlegrounds for human skulls, and collecting, studying, and storing body parts against the will and desires of Native populations. Yet if we are to take serious the effort of moving beyond the colonial past toward further positive growth and more ethical and just practices in fields such as archaeology, it is necessary that contemporary practitioners of the discipline not ignore the effect of past practices by placing the acts in a historical context that works to excuse them.

**Barrett, Linda R., Timothy Matney, and Lisa E. Park. "Teaching Archaeogeophysical Survey and Mapping any Time of the Year: An Interdisciplinary Course." *Journal of Geoscience Education* 52, no. 3 (May 2004): 236–244.** Barrett et al summarize their experiences in designing and implementing a course focusing on outcomes that was taught at the University of Akron for the first time in Spring 2002. The course is offered to advanced undergraduate and graduate students through a cooperative effort between the Geology, Archaeology and Geography programs.

**Black, Mary S. "Maturing gracefully? Curriculum standards for history and archaeology." *The Social Studies* 92, no. 3 (June 2001): 103–108.** Black examines the standards and principles recently proposed for teaching both history and archaeology. By comparing the goals each discipline has set for good teaching, one can discern areas of difference and commonality.

**Colley, Sarah. "University-based Archaeology Teaching and Learning and Professionalism in Australia." *World Archaeology* 36, no. 2 (2004): 189–202.**  
**doi:10.1080/0043824042000260979.** What should students learn through studying archaeology at university in Australia and what key challenges do university staff and students face? This paper presents an analysis of short written responses to these questions from over fifty delegates at a national teaching and learning workshop for archaeologists held in Sydney in September 2003. The most highly valued learning outcomes were generic. Delegates' responses placed major emphasis on students' ability to apply archaeological knowledge and skills in the cultural heritage management workplace. Most delegates were concerned about university funding cuts and government education policies and how to foster better co-operation between universities, consulting companies and government heritage agencies in teaching/training. The paper presents a critique and analysis of these and other responses in the context of the current state of Australian archaeology and attitudes towards teaching on and off campus.

**Geiger, Brian F. "Teaching about History and Science through Archaeology Service Learning." *The Social Studies* 95, no. 4 (August 2004): 166–171.** Experiential education, developed more than a century ago, is a guide for instructors interested in helping students capture the meaning of their learning experiences. A popular form of experiential education is service learning, which aims to enhance students' understanding through active participation in community activities. Here, Geiger describes how participation in volunteer archaeology field work enhances students' understanding of the scientific method as applied to the study of human history. Ten important principles of good practice provided direction to program planners and educators.

**McGregor, John R. "Geohistorical archaeology: A perspective for considering the historic past." *The Journal of Geography* 101, no. 4 (August 2002): 161-166.** The term geohistorical archaeology was adopted to describe the combination of the techniques and concepts of historical geography, historical archaeology, and history. It is suggested that the field offers the potential of enhanced research and instruction as it pertains to the early historical settlement of an area. Particular emphasis is placed on the use of site material culture as a key to site locations and the period and nature of their use. The basic techniques involved are reviewed, as is the possibility of incorporating classroom units and field projects on local historical settlement and the secondary level.

**Tehrani, Jamshid J., and Felix Riede. "Towards an Archaeology of Pedagogy: Learning, Teaching and the Generation of Material Culture Traditions." *World Archaeology* 40, no. 3 (2008): 316–331. doi:10.1080/00438240802261267.** In this article we seek to build on efforts to apply the insights of social learning theory to interpret patterns of continuity and change in the archaeological record. This literature suggests that stable and often highly arbitrary material culture traditions are likely to be founded on our biologically evolved capacity for imitation. However, it has recently been argued that the latter may be insufficient to explain the long-term maintenance of complex and difficult-to-master skills, such as those required to produce stone tools, pots, textiles and other cognitively opaque cultural forms. Using ethnographic data gathered from detailed case studies, we characterize pedagogy in the context of craft apprenticeships as involving the gradual scaffolding of skill in a novice through demonstration, intervention and collaboration. The evidence we present suggests that pedagogy has played an essential role in securing the faithful transmission of skills across generations, and should be regarded as the central mechanism through which long-term and stable material culture traditions are propagated and maintained.

### English (6)

**Beavis, Catherine. "It makes you realize, really, just how deep your subtext is': Literature, subjectivity, and curriculum change." *Research in the Teaching of English* 36, no. 1 (August 2001): 38.** This paper draws on the notion of discourse to explore complex relationships between teachers and curriculum change. It uses poststructuralist views of discourse to explore ways in which school subjects, such as Literature, are discursively constructed across time, while teachers too are positioned within discourses that shape the ways they understand the subject and themselves as teachers of it. This paper reports on the experience of a small group of teachers of a new literature course in the Australian state of Victoria. Nine teachers were

interviewed over 3 years, and the interview transcripts read for traces of discourses formative in shaping their response to the new course. I identified three discourses: Leavisite and New Critical formations of the subject Literature; charismatic pedagogy; and critical theory, which was embodied in the new subject's study design. These 3 discourses, together with the traditions and culture of the school, form the framework for analysis of the interviews. The paper explores ways in which the teachers' positioning within this mix of discourses and settings variously supported or undermined their preparedness to accept new configurations of the subject Literature as well as the implications of curriculum change not just for constructions of the subject but also for teacher subjectivity.

**Clemens, Billie Jean, and Honor McElroy. "Team Teaching History, English, and Biology: An Integrative Approach." *Magazine of History* 25, no. 4 (October 2011): 49–50.** In the midst of difficult reading levels and challenging historical content, students are walking a now familiar process with two teachers as they stretch to make connections between different time periods and historical themes from the perspective of these philosophers. Whereas the English classroom can use Latin and Greek root words to scaffold biology vocabulary or use nonfiction materials to teach students to read as scientists, the history classroom has fewer opportunities to weave historical and biological ideas with such ease.

**Leeray, M. "NARRATIVE LESSONS; Teaching Epistemology and Difference Through Narrative Methodology." *Transformations* XVI, no. 2 (Fall 2005): 53.** This article examples specific examples of teaching intersubjectivity through life narratives and how that presents a possibility for recognizing the different locations from which individuals perceive and experience the world. [Maria Lugones] refers to this process as "world'-travelling" – a process that occurs when students learn through testimony or personal narrative. Students engage in "world'-travelling" by participating in the life history project. I encourage students to think critically about the terms "life history," "life story," "self narrative," and "personal narrative" through discussions of articles and chapters by Riessman, Costa and Matzner, Peacock and Holland, among others. Class discussions explore how life stories are composed and narrated. While course readings are anchored in anthropology and provide an important cross-cultural cast to the course, I also include texts from scholars working in women's studies, sociology, psychology, and cultural studies, to help students see the breadth of narrative methodology as well as the various ways life stories have been theorized. In discussing these readings, students articulate the power relations that shape the narrative examples they have read and also those structuring their own encounters with interviewees.

**Gillis, Candida, and Cheryl L. Johnson. "Metaphor as renewal: Re-imagining our professional selves." *English Journal* 91, no. 6 (July 2002): 37–43.** Gillis and Johnson discuss the importance of the ways that English teachers view themselves and their tasks. The metaphors that teachers construct to describe their teaching lives arise from their past, their knowledge, and their current relationships and contain information essential to professional growth. This article examines metaphorical thinking as a means of deepening our awareness as educators, and ultimately facilitate the educational reform process.

**Miller, Thomas P., and Brian Jackson. "What Are English Majors For?" *College Composition and Communication* 58, no. 4 (June 2007): 682–708.** While writing majors provide an increasingly popular alternative to the traditional major, more integrated and expansive programs of study can be developed if we can build interdisciplinary and intradisciplinary coalitions with others who work with literacy around the boundaries set by modernist conceptions of literature, including ESL specialists and other applied linguists, journalists and creative writers, teacher educators, and colleagues in media, ethnic, and cultural studies. Imagine how our field would change if we saw literature as a public works project that involved not just publishing specialized scholarship but writing for popular audiences, leading community reading and writing groups, and working with teachers.

**Tettenborn, Eva. "TEACHING IMAGINED TESTIMONY; Kindred, Unchained Memories, and the African Burial Ground in Manhattan." *Transformations* XVI, no. 2 (Fall 2005): 87.** Much of African American literature integrates, responds to, or discusses forms of historical trauma rooted in individual and collective experiences of the Middle Passage and slavery. Over the past decade, college English instructors have incorporated neo-slave narratives like Octavia Butler's *Kindred*, Charles Johnson's *Middle Passage*, Toni Morrison's *Beloved*, and Ishmael Reed's *Flight to Canada* into the curriculum to expose students to imagined testimony about historical trauma. Twentieth-century African American authors have fashioned fictional representations of slavery to address African American history's need for a representation of loss, pain, trauma, death, and perseverance. In addition to exposing students to fictional forms of African American testimony, it is imperative to introduce them to actual historical testimony to the African American past. This approach is necessary not only to insist upon the reality of this past but also to facilitate among students an authentic appreciation of the achievements of African American authors who try to imagine memory where none is immediately available. In what follows I discuss a module I developed for the course "African American Literature," which I taught during the spring 2004 and spring 2005 semesters in the English Department at the New York Institute of Technology, Manhattan Campus.

## History (10)

**Andrews, Stephen D. "Structuring the Past: Thinking About the History Curriculum." *The Journal of American History* 95, no. 4 (March 1, 2009): 1094–1101. doi:10.2307/27694566.** Examines some of the current trends in curriculum renewal in History, especially de-centering the classroom and the use of technology. Author argues that over the past two decades, a gulf has widened between the innovation that characterizes individual classes (like that which uses de-centering and technology), and the uniformity among department curricula. In other words, the author argues that innovation is taking place at the individual class level, but that the broader goals of how departments structure programs has not seen that same level on innovation. Instead, departments continue to structure their programs on the principle of "progressive data accumulation" whereby students move from broad introductory classes toward more specific courses. The author examines some of the challenges in making a change to this 'traditional' structure.

**Annat, Iain, and Katherine Bone.** "Two realms and an empire: history, geography and an investigation into landscape." *Teaching History* no. 131 (June 2008): 35–41. The idea that subjects should abandon their 'silos' and work together is bandied about currently a great deal - 'subjects' and 'silos' alliterate after all and so, of course, does the word 'slogan'. What might real interdisciplinary work mean? It is likely to mean hard thinking rather than soft solutions, to involve upskilling rather than watering down and, of course, and like most things that add value, to involve time and resource. In this article Iain Annat and Katherine Bone give us an indication of what real interdisciplinary work can look like and suggest that it can enhance both the rigour and the meaning of what we do.

**Borish, Linda J., Kachun Mitch, and Cheryl Lyon-Jenness.** "Rethinking a Curricular 'Muddle in the Middle': Revising the Undergraduate History Major at Western Michigan University." *The Journal of American History* 95, no. 4 (March 1, 2009): 1102–1113. doi:10.2307/27694567. This article documents the process of curriculum development in the Department of History at Western Michigan University. It is notable in that the major impetus and challenge to curriculum renewal was the fast growth of the number of history students, at both graduate and undergraduate levels.

\***Crothers, A. Glenn.** "Bringing history to life': Oral history, community research, and multiple levels of learning." *The Journal of American History* 88, no. 4 (March 2002): 1446–1451. Crothers discusses the many benefits students garner from participating in experiential learning in the history classroom. Cooperative classrooms allow students to engage more fully with historical materials and to gain a better understanding of the past and the process of writing history.

\***Dayton-Wood, Amy, Laren Hammonds, Lisa Matherson, and Leah Tollison.** "Bridging Gaps and Preserving Memories through Oral History Research and Writing." *English Journal* 101, no. 4 (March 2012): 77–82. In the spring of 2010, three high school teachers and their students paired with a college teacher and her advanced writing class to collaborate on oral history research and writing. While many people think of oral history as "just stories,| we wanted to introduce it to students as a rigorous method for documenting historical events, cultural practices, and the rituals of everyday life. Our larger goal was to promote collaborative learning, create connections between our respective institutions and the large community, and to establish a service-learning partnership that would benefit both high schools and college students. This article documents this experience.

**Díaz, Arlene, Joan Middendorf, David Pace, and Leah Shopkow.** "The History Learning Project: A Department 'Decodes' Its Students." *The Journal of American History* 94, no. 4 (March 2008): 1211–1224. Once the fundamental misunderstandings that lurk beneath the surface of so many classroom disasters are submitted to systematic analysis through the scholarship of teaching and learning, such problems can serve as a starting point for studies that not only explore what must be explicitly taught to increase learning in history courses, but also what the faculty perception of bottlenecks to learning tells us about the students themselves. The History Learning Project (HLP) is leading the history department at Indiana University through an



analysis of such obstacles to learning, and in the process we are learning much about the students who inhabit our classrooms. Using the "decoding the disciplines" process, developed in Indiana University's Freshman Learning Project (FLP), we are working to make explicit the basic operations students must master to succeed in history courses. In the summer of 2006 the four authors (three historians and an educational developer) conducted and videotaped seventeen ninety-minute interviews with faculty in the history department, in which they defined bottlenecks, places where significant numbers of students are unable to grasp basic concepts or successfully complete important tasks.

**\*Erekson, Keith A. "Putting History Teaching 'In Its Place'." *The Journal of American History* 97, no. 4 (March 2011): 1067–1078.** Over the past four decades, the reigning paradigm among history educators has tacitly ignored the concept of place in its emphasis on helping students "do history." Where do we historians practice history? Can our students conceivably do history in the same places that we do? What would our teaching look like if we sought to put our students in the places of historical practice? We can put history teaching back "in its place" by uniting archival research, scholarship on the learning and teaching of history, and effective teaching methods within a new paradigm conscientiously constructed around the places of history practice. When our students experience *where* we do history they will more readily understand *why* we do what we do when we do history. The author examines these questions and considers how it can change the way history is taught.

**\*Hoefflerle, Caroline. "Teaching Historiography to High School and Undergraduate Students." *Magazine of History* 21, no. 2 (April 2007): 40–44.** In what I later came to see as a wise decision, the history department at this small liberal arts university had decided to make a concerted effort to introduce historiography to history majors not only by requiring a senior-level historiography class, but also by including historiographical topics in all classes. Over the years, I have adjusted the course to better reflect the breadth and depth of historical thinking from ancient times to the twenty-first century, and present the theories in a way that all undergraduates can grasp. This article examines why and how historiography should be taught to undergraduate students.

**\*Reisman, Avishag, and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies* 99, no. 5 (October 2008): 202–207.** Contextualization, the act of placing events in a proper context, allows teachers to weave a rich, dynamic portrait of a historical period for their students. As teachers strive to identify enduring themes and patterns, they must teach students to appreciate the particular policies, institutions, worldviews, and circumstances that shape a given moment in time. However, contextualized historical thinking runs counter to the narratives and frameworks that many students bring to class. Not only have many young people internalized timeless, psychologized notions of why people behaved as they did in the past, but they have also absorbed powerful stories through popular culture. Challenging long-standing historical frameworks takes time, and educators must give students multiple opportunities to practice and apply their new knowledge and skills. In this article, the authors describe three activities that help students think contextually as they read historical documents: (1) providing

background knowledge, (2) asking guiding questions, and (3) explicitly modeling contextualized thinking.

\*Savagian, John C. "Toward a Coherent Curriculum: Teaching and Learning History at Alverno College." *The Journal of American History* 95, no. 4 (March 2009): 1114–1124. Accrediting agencies and state departments of public instruction continually press for new methods of history teaching that stress inquiry-based learning and for assessment models that go beyond time-honored testing of knowledge. While some schools are just beginning to define outcomes and to design and implement ways to reach them, Alverno College's thirty-five-year experience with an outcomes-based curriculum has earned it a national and international reputation. The author examines the process of curriculum development at Alverno, with an emphasis on learning outcomes, or focusing on *how* students should learn over *what* they should learn.

### ICCC (9)

Bouldin, Alicia S., Erin R. Holmes, and Michael L. Fortenberry. "Blogging' About Course Concepts: Using Technology for Reflective Journaling in a Communications Class." *American Journal of Pharmaceutical Education* 70, no. 4 (2006): 84. Web log technology was applied to a reflective journaling exercise in a communication course during the second-professional year at the University of Mississippi School of Pharmacy, to encourage students to reflect on course concepts and apply them to the environment outside the classroom, and to assess their communication performance. Two Web log entries per week were required for full credit. Web logs were evaluated at three points during the term. At the end of the course, students evaluated the assignment using a 2-page survey instrument. The assignment contributed to student learning and increased awareness level for approximately 40% of the class. Students had few complaints about the logistics of the assignment. The Web log technology was a useful tool for reflective journaling in this communications course. Future versions of the assignment will benefit from student feedback from this initial experience.

Cordner, Alissa, Peter T. Klein, and Gianpaolo Baiocchi. "Co-designing and Co-teaching Graduate Qualitative Methods: An Innovative Ethnographic Workshop Model." *Teaching Sociology* 40, no. 3 (July 2012): 215–226. This article describes an innovative collaboration between graduate students and a faculty member to codesign and co-teach a graduate-level workshop-style qualitative methods course. The goal of co-designing and co-teaching the course was to involve advanced graduate students in all aspects of designing a syllabus and leading class discussions in a required course for first-year graduate students. The authors describe the multiple stages involved in designing and teaching the qualitative methods course and discuss the challenges of this type of collaborative teaching. This type of collaboration builds on the existing strengths of workshop-style methods courses to improve student learning by providing opportunities for grounded engagement with epistemological topics and ample opportunities for feedback, discussion, and reflection on the research process. This collaborative teaching model, although difficult and time-intensive, provides measurable improvements to existing qualitative workshop courses by overcoming some of the limitations of workshop courses and providing significant benefits for graduate students in the class, the student co-teachers, and faculty.

Leaker, Cathy, and Heather Ostman. "Composing Knowledge: Writing, Rhetoric, and Reflection in Prior Learning Assessment." *College Composition and Communication* 61, no. 4 (June 2010). <http://search.proquest.com.cyber.usask.ca/education/docview/501754713/13A56307FA33E36B9F9/126?accountid=14739>. In this article, we argue that prior learning assessment (PLA) essays manifest a series of issues central to composition research and practice: they foreground the "contact zone" between the unauthorized writer, institutional power, and the articulation of knowledge claims; they reinforce the central role of a multifaceted approach to writing expertise in negotiating that zone; and they call attention to new and alternative spaces in which learning is gained and call for new forms in which it may be articulated. Ultimately, we claim that PLA as an emergent discourse compels compositionists to re-imagine not only the students we all teach, but also ways we might better-more explicitly, more reflectively, and more tactically-teach such students about writing as a mechanism for claiming and legitimating learning.

Murie, Robin, Molly Rojas Collins, and Daniel F. Detzner. "Building Academic Literacy from Student Strength: An Interdisciplinary Life History Project." *Journal of Basic Writing* 23, no. 2 (Fall 2004): 70–92. U.S. high school graduates for whom the home language is not English run the risk of inadequate preparation for the rigors of higher education. Whether this poor preparation is the result of disruptions caused by the transition to a new country/language/culture, or of a watered-down high school curriculum that reacts to language error but does not always help the student develop a rich academic literacy, there is a need for courses and assignments that acknowledge the strengths of multilingual writers and that build fluency and academic literacy in ways that allow students to make meaningful connections with the college curriculum. This article describes a pilot ethnographic research course Life History Project designed in collaboration with a professor in Family Social Science and two ESL basic writing instructors.

\*Powell, Kimberly. "Viewing Places: Students as Visual Ethnographers." *Art Education* 63, no. 6 (November 2010): 44–53. Many art education scholars have supported ethnography as an approach to curriculum because it encourages students to learn about the social and cultural dimension of art (e.g., Chalmers, 1981; Congdon, 1989; Freedman, 1996), as well as the relationships among self, community, and the natural or built environment (e.g., Blandy & Congdon, 1987; Gude, 2004, 2007; Neperud, 1995; Ulbricht, 2005). Yet, with few exceptions (e.g. Desai, 2002; Stokrocki, 1984, 1985), and despite the natural and productive fit between visual methods, ethnography, and art education, few examples exist concerning how art educators work with students in the conduct of visual ethnography of place and community. An art teacher might consider a particular focus in advance (e.g., photography) that she could then use as an opportunity to teach specific studio techniques, or let methods emerge in response to students' proclivities and the context of study

\*Reilly, Mary Ann. "Finding the Right Words: Art Conversations and Poetry." *Language Arts* 86, no. 2 (November 2008): 99–107. For more than two decades, I have been using art conversations as an instructional method to engage learners in nonverbal dialogues - first as an English teacher, then as an administrator of city schools, and most recently as a college professor and

consultant to school districts in New Jersey and New York. The students listened to Choi's story and viewed images of paintings created by refugee children, as well as photographs, also from the book, that were taken at camps in Africa. Carol explained how her students saw themselves as poets and how this new "attitude" had a positive influence on the classroom community and the students' achievement well after the project ended.

**\*Roucher, Nancy, and Jessie Lovano-Kerr. "Can the arts maintain integrity in interdisciplinary learning?" *Arts Education Policy Review* 96, no. 4 (March 1995): 20.** The arts must maintain their integrity in the curriculum and be taught for their own sake, rather than serving as aids to instruction in other disciplines. Providing high-quality arts instruction and interdisciplinary learning that does not compromise the integrity of each art form is discussed.

**\*Sarath, Ed. "Meditation, Creativity, and Consciousness: Charting Future Terrain Within Higher Education." *Teachers College Record* 108, no. 9 (September 2006): 1816–1841.** This article explores the role of contemplative practices within an emerging interdisciplinary area that I refer to as "creativity and consciousness studies." Within this new area, consciousness is studied from an "integral" perspective that brings together insights from a range of wisdom traditions and modern science. Meditation is presented as an essential first-person modality for investigating consciousness, and formal and nonformal approaches to meditation are delineated to establish important guidelines for the introduction of meditation into an academic setting. The role of "first-person" experience helps to develop new notions of rigor and interdisciplinary learning that can lead to an expanded educational experience, which can help to develop qualities such as mental clarity, inner calm, insight, compassion, and creativity. The article closes with reflections on the importance of expanding our approach to education in light of the demanding challenges and creative opportunities in today's world.

**Zhou, Chunfang, and Lingling Luo. "Group Creativity in Learning Context: Understanding in a Social-Cultural Framework and Methodology." *Creative Education* 3, no. 4 (August 2012): 392–399.** Recent studies have emphasized group creativity as a social-cultural conception, but they lack a focus on the relationship between group creativity and knowledge creation. This paper aims to build a framework for group creativity in a learning context which includes both theoretical understanding and empirical methodology. Thus, a literature review is led by the following questions: How has creativity theory been developed from individual to group level? From a social-cultural perspective, how can group creativity, knowledge creation, and their relationship be understood? And what methods have been employed to study group creativity? As the review demonstrates, creativity theory has been driven by new insights from recent sociology studies. Three focuses have been shaped from group creativity studies: 1. group creativity in context; 2. group-level creative synergy; and 3. strategies for developing group creativity. Individual knowledge is a potential resource for group creativity, and group creativity could be a driver of knowledge creation. Empirically, group creativity can be examined through both qualitative and quantitative approaches, which also calls for a creative combination of methodologies in future studies.

## Language (7)

**Acar, Ahmet.** "Teaching Languages From a Distance Through Multipoint Videoconferencing." *Foreign Language Annals* 40, no. 2 (Summer 2007): 311–319. The most commonly used and discussed videoconferencing mode for teaching languages from a distance is two-way simultaneous, or point-to-point, videoconferencing. Applications of multipoint videoconferencing to language classes, however, are not very common. This article aims to fill that gap by presenting the technical and pedagogical dimensions of a pilot project in teaching an introductory course in Turkish (102) via multipoint videoconferencing, which was conducted among students at Syracuse University, Cornell University, and Colgate University. This study shows how multipoint videoconferencing works for language classes and gives some pedagogical pointers to language instructors who plan to use such a system for the first time.

**Allen, Linda Quinn.** "The Impact of Study Abroad on the Professional Lives of World Language Teachers." *Foreign Language Annals* 43, no. 1 (Spring 2010): 93–104. This article adds to the limited body of research on study abroad for experienced world/foreign language teachers. It describes a 3-week institute sponsored by the National Endowment for the Humanities that took place in Lyon, France, during summer 2007. The study examines the institute's impact on a wide spectrum of the professional lives of the 30 teacher participants. Following a qualitative research paradigm, the study reports on the teachers' perspectives of further development of their proficiency in French and the expansion of their knowledge of cultural products, practices, and perspectives of France and Lyon. The study describes the curricular and instructional changes teachers made due to their participation and reports on the impact of the institute on their professional lives outside the classroom.

**Carter, Ronald.** "Response to Special Issue of Applied Linguistics devoted to Language Creativity in Everyday Contexts." *Applied Linguistics* 28, no. 4 (December 2007): 597–608. doi:<http://dx.doi.org.cyber.usask.ca/10.1093/applin/amm046>. This paper serves as a response to the articles published in this Special Issue while at the same time looking forward to future developments in this field. Three main areas are identified as of especial significance: the need for more empirical, participant-based research into processes and contexts of everyday language use within a broader social and contextual frame of aesthetics; the need for further exploration of different 'critical' and salient moments in discourse when creativity (including artfulness, humour, and language play) is a key component in social interaction; and, finally, the need for creativity research to extend the boundaries of second and foreign language teaching research by producing stronger links between 'language' and 'literature' teaching. At the same time the paper argues consistently for a view of creativity that recognizes its dynamic, emergent and historically-changing character.

**\*Graves, Kathleen.** "The language curriculum: A social contextual perspective." *Language Teaching* 41, no. 2 (April 2008): 147–181. doi:<http://dx.doi.org.cyber.usask.ca/10.1017/S0261444807004867>. This article examines curriculum from a social contextual perspective in which enactment - teaching and learning - is the central process, to which planning and evaluation contribute. It looks at the ways two kinds of contexts, target-language embedded and target-language removed, influence language

curriculum planning and enactment. It provides a brief history of syllabus design and a rationale for moving beyond syllabus as the primary construct for curriculum planning. It then explores the classroom as the context of enactment and the role of the teacher as catalyst for curriculum change. It reconceptualizes the classroom as a learning community with potential links with real, virtual and imagined communities. It briefly explores integrated approaches to evaluation and assessment and concludes with examples of promising directions and suggestions for further research. Examples of practice that illustrate concepts are provided throughout the article.

**Isabelli, Casilde A. "Development of the Spanish Subjunctive by Advanced Learners: Study Abroad Followed by At-Home Instruction." *Foreign Language Annals* 40, no. 2 (Summer 2007): 330–341.** This study investigates whether or not abstract-level linguistic features, not successfully acquired abroad, will be acquired once the advanced language learner returns from a study abroad program and is exposed to linguistic instruction. The goal of the study was to measure the development of the Spanish subjunctive in adverbial clauses collected via oral interviews among 24 learners who were exposed to advanced subjunctive instruction upon returning from a study abroad program, and to compare them to 19 learners who were exposed to advanced subjunctive instruction without ever having studied abroad. The results show a positive effect on the development of the Spanish subjunctive with linguistic instruction. However, those who had previous study abroad experience benefited even more from this instruction in that they produced more complex subjunctive-related structures.

**\*Ter Horst, Eleanor E., and Joshua M. Pearce. "Foreign Languages and Sustainability: Addressing the Connections, Communities, and Comparisons Standards in Higher Education." *Foreign Language Annals* 43, no. 3 (Fall 2010): 365–383.** This article describes an interdisciplinary collaboration that combined the study of German language with instruction in environmental issues (sustainable development). The project, involving both an independent study and a classroom unit, allowed students to make connections between disciplines, establish contact with German-speaking communities outside the university, and make cultural and linguistic comparisons. By expanding the German-language content on the Web site Appropedia.org, which is devoted to global sustainable development, students took an active role in learning by creating content that can be read and used by the global community of German speakers. This project provided a model for successful interdisciplinary instruction. The results of this study show that integrating environmental issues with foreign language study provides significant opportunities for students to increase their language proficiency, develop their understanding of concepts related to the environment, and become more involved in a global community through a virtual service learning project.

**Lee, Jin Sook. "Through the Learners' Eyes: Reconceptualizing the Heritage and Non-Heritage Learner of the Less Commonly Taught Languages." *Foreign Language Annals* 38, no. 4 (Winter 2005): 554–567.** This study investigates how learners of the less commonly taught languages (LCTLs) (i.e., Arabic, Chinese, Hebrew, Hindi, Hungarian, Japanese, Korean, Polish, Russian, Swahili, Yoruba) perceive their identities as heritage or non-heritage language learners. A survey of 530 college-level language learners reveals that heritage and non-heritage learner

identities are constructed in relationship to others and are perceived to be multifaceted and fluid. The data empirically validate the complexity of learner characteristics involved in the identification process of heritage and non-heritage learners and suggest that these two categories may not be mutually exclusive. This article proposes a reconceptualized framework representing the various profiles of learners of the LCTLs including those learners who see themselves as having characteristics of both a heritage and non-heritage learner.

## Philosophy (10)

**Cahill, Ann J., and Stephen Bloch-Schulman. "Argumentation Step-By-Step." *Teaching Philosophy* 35, no. 1 (March 2012).** In this paper, we offer a method of teaching argumentation that consists of students working through a series of cumulative, progressive steps at their own individual pace—a method inspired by martial arts pedagogy. We ground the pedagogy in two key concepts from the scholarship of teaching and learning: "deliberate practice" and "deep approaches to learning." The step-by-step method, as well as the challenges it presents, is explained in detail. We also suggest ways that this method might be adapted for other classes.

**Donavan, Sarah K. "Teaching Philosophy Outside of the Classroom: One Alternative to Service Learning." *Teaching Philosophy* 31, no. 2 (June 2008).** In this article I describe my experience teaching a moral problems course to first-year students within a Learning Community model. I begin with the learning goals and the mechanics of both my Learning Community and my moral problems course. I then focus on the experiential learning requirement of my Learning Community which is based on a field trip model instead of a service learning model. I describe how two field trips in particular—one to an Arab American community in Brooklyn, New York, and the other to a Black American community in West Harlem, New York—primed my students to more effectively engage in philosophical discussions about terrorism, war, and affirmative action. I conclude that experiential learning on a field trip model helped my students to have more sophisticated conversations about complex and emotionally charged moral issues.

**Harrelson, Kevin J. "Narrative Pedagogy for Introduction to Philosophy." *Teaching Philosophy* 35, no. 2 (June 2012).** This essay offers a rationale for the employment of narrative pedagogies in introductory philosophy courses, as well as examples of narrative techniques, assignments, and course design that have been successfully employed in the investigation of philosophical topics. My hope is to undercut the sense that "telling stories in class" is just a playful diversion from the real material, and to encourage instructors to treat storytelling as a genuine philosophical activity that should be rigorously developed. I argue that introductory courses focused on student narratives fulfill the ideals of learning-centered teaching. Since narrative learning also promotes self-knowledge and empathic understanding, there is good reason to consider replacing or supplementing canonical texts or arguments with narrative assignments. The concluding sections provide details as to how such assignments can be constructed, integrated into course units, and assessed.

**Immerwahr, John. "Engaging the 'Thumb Generation' with Clickers." *Teaching Philosophy* 32, no. 3 (September 2009).** This article is an introduction to classroom response systems ("clickers") for philosophy lecture courses. The article reviews how clickers can help re-engage students after

their attention fades during a lecture, can provide student contributions that are completely honest and free of peer pressure, and can give faculty members a rapid understanding of student understanding of material. Several specific applications are illustrated including using clicker questions to give students an emotional investment in a topic, to stimulate discussion, to display change of attitudes, and to allow for the use of the peer instruction technique, which combines lectures and small groups.

**Long, Christopher P. “Cultivating Communities of Learning with Digital Media: Cooperative Education Through Blogging and Podcasting.” *Teaching Philosophy* 33, no. 4 (December 2010).** Digital media technology, when deployed in ways that cultivate shared learning communities in which students and teachers are empowered to participate as partners in conjoint educational practices, can transform the way we teach and learn philosophy. This essay offers a model for how to put blogging and podcasting in the service of a cooperative approach to education that empowers students to take ownership of their education and enables teachers to cultivate in themselves and their students the excellences of dialogue. The essay is organized around a compelling story of how the students in an Ancient Greek Philosophy course responded to an anonymous, belligerent commenter on the blog from outside of the class. The incident brings the pedagogy of cooperative education into sharp relief.

**Rudisill, John. “The Transition from Studying Philosophy to Doing Philosophy.” *Teaching Philosophy* 34, no. 3 (September 2011).** In this paper I articulate a minimal conception of the idea of doing philosophy that informs a curriculum and pedagogy for producing students who are capable of engaging in philosophical activity and not just competent with a specific domain of knowledge. The paper then relates, by way of background, the departmental assessment practices that have played a vital role in the development of my department’s current curriculum and in particular in the design of a junior-year seminar in philosophical research required of all majors. After a brief survey of the learning theory literature that has informed its design, I share the content of this junior-year seminar. In the paper’s conclusion I provide some initial data that indicates our approach to curriculum and pedagogy has had a positive impact on student achievement with respect to reaching the learning goals associated with “doing” as opposed to “merely studying” philosophy.

**Seider, Scott, and Jason Taylor. “Broadening College Student Interest in Philosophical Education Through Community Service Learning.” *Teaching Philosophy* 34, no. 3 (September 2011).** The Pulse Program at Boston College is a community service learning program that combines academic study of philosophy and theology with a year-long community service project. An analysis of the Pulse Program during the 2008–09 academic year revealed that participating students demonstrated a significant increase in their interest in philosophy; a greater likelihood of enrolling in additional philosophy coursework; and a deeper interest in philosophy than classmates not participating in service-learning. Interviews with participating students revealed that the Pulse Program highlighted philosophy’s relevance to the “real world” as well as the useful role that philosophy can play in reflecting upon the social issues raised by students’ community service experiences.



**Stanlick, Nancy. "Individual-Centered Collaborative Research: Method and Theory." *Teaching Philosophy* 30, no. 1 (March 2007).** A method of assigning, assessing, and utilizing individual-centered collaborative research groups enhances student learning, addresses problems of academic integrity such as plagiarism and free-riding in groups, and incorporates the insights of recent literature on the value of collaboration between and among philosophers and scientists. The method stresses the value of collaborative research while maintaining appropriate focus on individual contributions to avoid problems normally encountered in "group work."

**Wortham, Stanton. "What Does Philosophy Have to Offer Education, and Who Should Be Offering It?" *Educational Theory* 61, no. 6 (2011): 727–741.** In this review essay Stanton Wortham explores how philosophy of education should both turn inward, engaging with concepts and arguments developed in academic philosophy, and outward, encouraging educational publics to apply philosophical approaches to educational policy and practice. He develops his account with reference to two recent ambitious projects: The Oxford Handbook of Philosophy of Education, edited by Harvey Siegel, and the two-volume yearbook of the National Society for the Study of Education (NSSE), titled *Why Do We Educate?* edited by Gary Fenstermacher (series editor), David Coulter and John Wiens (volume 1), and Mark Smylie (volume 2). These two projects initially appear to be opposed, with the Handbook emphasizing elite philosophy and the Yearbook emphasizing public engagement. Wortham argues that each project is in fact more complex, and that they are in some respects complementary. He concludes by making a case against a simple hierarchy of basic and applied knowledge and calling for a more heterogeneous philosophy of education.

**Zanelotti, Kevin. "Enhancing Student Learning Through Web-Based Assignments." *Teaching Philosophy* 34, no. 4 (December 2011).** Technology's impact on pedagogy has been profound, but while resources such as PowerPoint and class management software make teacher's jobs easier it is not always clear that technology enhances student learning. This essay presents several web-based assignments that make use of current technology to enhance both student learning and appreciation for philosophical analysis. A web-page creation assignment is introduced that demonstrates how traditional textual analysis can be situated in a unique online context that facilitates greater student engagement and learning. The essay also introduces two novel uses of wikis. A collaborative assignment involving Wikipedia is presented, while the second proposed use of the wiki allows instructors to "close the loop" connecting work done in and outside of class. The latter use of wikis allows instructors to gauge student reactions to a reading before class in order to maximize time spent in class discussing that reading.

## Religious Studies (8)

**Alles, Gregory D. "What (kind of) Good Is Religious Studies?" *Religion* 41, no. 2 (2011): 217–223. doi:10.1080/0048721X.2011.579786.** In highlighting common themes among the articles from the panel, this essay focuses especially on two related movements in higher education: an apparently global emphasis on education as preparation for employment and the application of administrative models derived from business to universities and colleges. In critically interrogating both movements, it suggests that there need not always be a high degree of

correlation between what a person studies at university and his or her later occupation, and further, that a managerial administrative vision tends to neglect the 'positive externalities' that derive from subjects that do not lead directly to employment for a large number of students. Thus, the results of both movements are disadvantageous not only for the study of religions but also for society at large.

**Beringer, Almut. "In search of the sacred: A conceptual analysis of spirituality." *The Journal of Experiential Education* 23, no. 3 (Winter 2000): 157–165.** Spirituality has captured experiential educators' attention primarily via researching lived experience and exploring implications for programming. Beringer discusses the two notions of broad and specific spirituality, and considers modes of human consciousness and functioning that make spiritual experience possible.

**Blanchard, Kathryn D. "Modeling Lifelong Learning: Collaborative Teaching Across Disciplinary Lines." *Teaching Theology & Religion* 15, no. 4 (2012): 338–354. doi:10.1111/j.1467-9647.2012.00826.x.** Most courses in colleges and universities are taught by only one instructor. This is often necessitated by the financial exigencies of educational institutions, but is also due to an academic tradition in which the ideal is a single expert teaching in a single discipline. The rapidly changing realities of both the higher education and job markets, however, have called the traditional ideal into question. Interdisciplinary collaborative teaching is one way to adapt to the needs of twenty-first-century students, by modeling lifelong learning for students and inviting instructors to be more deliberately reflective about disciplinary assumptions, learning styles, and pedagogies.

**Carbine, Rosemary P. "Erotic Education: Elaborating a Feminist and Faith-Based Pedagogy for Experiential Learning in Religious Studies." *Teaching Theology and Religion* 13, no. 4 (October 2010): 320–338. doi:http://dx.doi.org.cyber.usask.ca/10.1111/j.1467-9647.2010.00645.x.** This essay explores intersections among Jesuit, Quaker, and feminist theologies and pedagogies of social justice education in order to propose and elaborate an innovative theoretical and theological framework for experiential learning in religious studies that prioritizes relationality, called erotic education. This essay then applies the relational rationale of erotic education to interpret the author's design of a service or community-based learning component in a course about contemporary U.S. Christian social justice movements, offered in both religiously-affiliated and religiously-inspired liberal arts colleges. The course case study not only chronicles the author's evolving pedagogical praxis as a feminist theologian teaching in Jesuit and Quaker institutions, but also is grounded in how the author's course embodies erotic education, that is, how specific objectives, learning practices, and assignments build and bolster relationships among students (in peer-to-peer small groups inside and outside the classroom) as well as among students and their community sites. In developing this framework and implementing it within this particular course, the author argues that erotic education emphasizes the naming and training of our existential desires for interpersonal relations in order to upbuild not only the individual but also the common good.

**Cordner, Alissa, Peter T. Klein, and Gianpaolo Baiocchi. "Co-designing and Co-teaching Graduate Qualitative Methods: An Innovative Ethnographic Workshop Model." *Teaching Sociology* 40, no. 3 (July 2012): 215–226.** This article describes an innovative collaboration between graduate students and a faculty member to co-design and co-teach a graduate-level workshop-style qualitative methods course. The goal of co-designing and co-teaching the course was to involve advanced graduate students in all aspects of designing a syllabus and leading class discussions in a required course for first-year graduate students. The authors describe the multiple stages involved in designing and teaching the qualitative methods course and discuss the challenges of this type of collaborative teaching. This type of collaboration builds on the existing strengths of workshop-style methods courses to improve student learning by providing opportunities for grounded engagement with epistemological topics and ample opportunities for feedback, discussion, and reflection on the research process. This collaborative teaching model, although difficult and time-intensive, provides measurable improvements to existing qualitative workshop courses by overcoming some of the limitations of workshop courses and providing significant benefits for graduate students in the class, the student co-teachers, and faculty.

**Gates, Gordon S. "Awakening to School Community: Buddhist Philosophy for Educational Reform." *The Journal of Educational Thought* 39, no. 2 (Autumn 2005): 140–173.** Recent critiques of educational reform have called for new theories of community. Buddhist principles of attention, interdependence, emptiness, and compassion are examined and evaluated against assumptions, arguments, and advice offered in current reform literature. Buddhism redirects educational reform toward the practice of meditation. Buddhism knits into a seamless philosophy freedom, compassion, and engagement for individuals in community. The policies, procedures, and practices of educating children in schools given Buddhist teachings center on paying attention, being compassionate, experiencing freedom, and living together with others rather than some hoped for but never achieved vision of success.

**Geaves, Ron. "The Borders Between Religions: A Challenge to the World Religions Approach to Religious Education." *British Journal of Religious Education* 21, no. 1 (1998): 20–31. doi:10.1080/0141620980210104.** The type of world religions approach which provides a methodology for the study of religion as a series of discrete and mutually exclusive traditions came under renewed criticism with the publication of the School Curriculum and Assessment Authority Model Syllabuses to advise local authorities in the teaching of religious education in English and Welsh schools. This article explores the key criticisms of the approach adopted by the SCAA Model Syllabuses in the context of ethnographic studies carried out at the borders of the Hindu, Muslim and Sikh communities in Britain and the Indian subcontinent. It argues that the world religions approach does not do justice to the full complexity of religious traditions in the subcontinent, as it ignores the eclectic or syncretistic nature of religious experience in that part of the world.

**Tisdell, Elizabeth J. "In the New Millennium: The Role of Spirituality and the Cultural Imagination in Dealing with Diversity and Equity in the Higher Education Classroom." *Teachers College Record* 109, no. 3 (March 2007): 531–560.** There has been much recent discussion on the role of spirituality in higher education, and much emphasis in the past 20 years on the importance

of attending to diversity and equity concerns, though for the most part these discussions have been separate. This paper takes up the suggestion of scholars such as Barbara Wallace who noted that it is time for a new approach to critical multicultural teaching in higher education, to one that emphasizes social justice, an end to oppression, and spirituality. The purpose of this paper is two-fold: (1) to discuss the role of spirituality (and its similarities and differences to religion) in engaging the notion of "the cultural imagination"; and (2) to discuss how one can draw on spirituality and the cultural imagination in the higher education classroom in dealing with cultural or diversity and equity issues.

## Women and Gender (7)

**Campbell, Lara, and Natasha Patterson. "FOR IMPROPER OBJECTS': Thinking about the Past, Present, and Future of Women's Studies1." *BC Studies* no. 154 (Summer 2007): 121–130.**

After several panels of scholars spoke about the history and future of women's studies, the event was followed by a keynote address by renowned writer and activist Leslie Feinberg at the Vancouver Public Library. The conference concentrated on the changes that have occurred within the women's studies program over the course of thirty years of institutional politics and the relationship of women's studies to key areas of debate within feminist theory. It is no longer possible to assume a direct relationship between academic women's studies and grassroots feminist activism or to assume agreement on what kinds of activism are best suited to feminist pursuits. Yet feminist academics have remained committed to broadly defined kinds of activism, ranging from engagement with public policy debates to collaborative research with community organizations. Perhaps feminists can overcome this supposed schism between activism and academia by embracing a political identity that rests on an understanding of the feminist subject as oscillating between activist and academic, never situated wholly within either realm.

**Cunningham, George B., Kathi Miner, and Claudia Benavides-espinoza. "Emotional Reactions to Observing Misogyny: Examining the Roles of Gender, Forecasting, Political Orientation, and Religiosity." *Sex Roles* 67, no. 1–2 (July 2012): 58–68.**

**doi:**<http://dx.doi.org.cyber.usask.ca/10.1007/s11199-012-0121-y>. The purpose of this study was to examine the reactions of women and men who observe misogyny. The authors examined the emotional distress associated with observing misogyny, and the degree to which this varied based on (a) reading about or actually observing the incivility, (b) political orientation, and (c) religiosity. Participants (n=205 US college students) took part in a between subjects experiment where they either heard or read about one of two scenarios: two men making a disparaging comment about a woman while she was out of the room, or a situation in which no comment was made. Results indicate that women, but not men, overestimated their emotional distress to observing misogyny. For women, but not men, whether or not the misogynistic comment was heard also interacted with religiosity to predict emotional distress. Political orientation did not have an effect on women and men's reactions. The authors discuss contributions and implications.

**Gerhard, Jane. "SEXUAL DISORIENTATION: An Approach to Teaching the History of Sexuality."**

*Transformations* 21, no. 2 (Fall /Winter 2011 2010): 80–92,177. Themes include the idea that changes in the social organization of heterosexuality come from popular and expert observations of queers and "queerness"; that heterosexuality is fragile and changes with shifts in gender construction; that homosexuals and homophiles have had to rework a sex expertise discourse that is committed to their eradication and have at times used it to their own advantage; and that women, despite "revolutions," have battled to claim the significance of their sexual pleasure. College age students have complex sexual identities: the female student who kept her preference for touching other women a secret, the one who risked losing her family's financial support if she admitted to feeling like a man, the woman for whom being straight was a welcomed shelter in a storm of gender-bending confusion, the militant heterosexual on the rugby team.

**Ludlow, Jeannie. "ECOFEMINISM AND EXPERIENTIAL LEARNING: Taking the Risks of Activism Seriously."**

*Transformations* 21, no. 1 (Spring 2010): 42–59,170. Ecofeminism provides an ideal position for teaching earth within the context of, and more importantly, as a crucial element of diversity education. At the same time, as I learned through trial and error, ecofeminism provides a pedagogical opportunity to engage students in various forms of experiential learning, from service learning to activist learning. Over the course of ten years, I taught six ecofeminist classes at Bowling Green State University, a mid-sized, PhD-granting residential institution with a largely white, middle-class, Midwestern undergraduate student population. This article traces how I changed an "action" assignment from service learning to activist learning over that period. I explore the difficulties the students and I faced at each stage of the assignment's development and discuss some of the risks (both productive and challenging) that attended the action requirements in these courses. Ultimately, I argue that the pedagogical risk of activism is central to experiential learning and is crucial to ecofeminist pedagogy.

**McIntosh, Peggy. "Interactive Phases of Curricular Re-Vision: A Feminist Perspective. Working Paper No. 124." (1983). <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED244895>.**

Presented from a feminist perspective, the document describes five interactive phases of curricular revision. Each phase occupies a different level on a "broken pyramid" hierarchical structure representing different ways in which women are included in curriculum. In such a structure, winners are few and near the peak; losers many and nearer to the bottom. Examples from the study of history serve to describe the five phases. In phase 1, "womanless history" would be history that focuses not on the vast majority of the world's population (woman and nonwhite males), but rather on a privileged class of men in the western world. In phase 2, "women in history," historians focus on more women than phase 1, but only on a famous few. Phase 3 acknowledges more women than phases 1 and 2 but acknowledges women not as part of the norm, but as a problem for the scholar, the society, or the world of the powerful. Phase 4, "women as history," includes more women than the previous stages and explores all life beyond the public world of winning and losing, into private, invisible, and domestic spheres. Curriculum revision in phase 5, the hardest to achieve, redefines and reconstructs history to include women collectively, based on global imagery of self and society rather than on a winning-losing pyramid. The document concludes with hypothetical examples (told in

storytelling format) of young women encountering these five interactive phases of curriculum development in five specific disciplines (English literature, psychology, biology, art history, and history). (LH)

**Orr, Deborah J. "Toward a critical rethinking of feminist pedagogical praxis and resistant male students." *Canadian Journal of Education* 18, no. 3 (Summer 1993): 239–254.** As a teacher faced with resistant male students in my classroom, I was disappointed by the dearth of literature, both theoretical and at the practical pedagogical level, speaking to this problem. Although there is a large and rapidly growing body of literature on critical pedagogy generally, and additional extensive work on feminist pedagogy as it applies to women students, issues surrounding resistant male students in feminist classrooms, as such, have been largely overlooked by researchers and theorists in both critical and feminist pedagogy. That resistant male students in feminist classrooms have been for the most part ignored in the literature is an oversight that cannot be allowed to stand: resistant students cannot learn effectively themselves and may seriously hamper the learning of their fellow students. In what follows I point to a theoretical framework for understanding, and thus working with, resistant male students. My emphasis is primarily theoretical, although toward the end of the article I offer some practical suggestions and examples. Moving to the primary part of my task, theorizing resistant male students, reveals a key to pedagogical praxis: a radical contradiction in their experience of masculinity that reveals them to be simultaneously "oppressor" and "oppressed." This then points us toward an elaboration of a Freirean dialogic pedagogy aiming for "conscientization," for those students "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (Freire, 1981, p. 19, n. 1). In this case the primary locus of contradiction lies in male students' lived experience of masculinity.

**Rosser, Sue V., Mary Frank Fox, and Carol Colatrella. "Developing women's studies at Georgia Institute of Technology." *Women's Studies Quarterly* 30, no. 3/4 (Fall 2002): 109–125.** Recognizing the need for women's studies critiques in science and technology and acknowledging the void in women's studies caused by the absence of scientists and engineers, some have worked to build the "two-way street" needed to connect women's studies with the scientific and technological communities. The creation and implementation of the Center for the Study of Women, Science, and Technology at the Georgia Institute of Technology illustrates the potential and positive influences and interactions that women, gender, and women's studies can have on scientific and technical disciplines.