



Workshops

Community College Workshop

Sponsored by Pearson

Thursday, March 26

Cost: \$25. OAH conference registration required.

This year the OAH launches a professional development workshop for community college faculty as part of the annual meeting, so as to allow community college faculty to work together on matters of common interest before the full meeting begins. The workshop sessions focus on two major issues that challenge historians teaching in community colleges: teaching students of different abilities and levels of academic preparation, and assessing student learning in learning history as they meet general education outcomes. Interactive sessions will be led by speakers who have been dealing constructively with these issues in community colleges, and in the case of assessment, transfer institutions. Materials will be provided online in early March to registered participants to promote lively exchanges with presenters and other participants. Please register using the preregistration form on page 160 or online at <<http://www.oah.org/2009>>.

7:30 a.m. to 8:00 a.m.

Registration and Coffee

8:00 a.m. to 8:15 a.m.

Welcome

MAUREEN MURPHY NUTTING, North Seattle Community College and Chair of the OAH Committee on Community Colleges
MARK ROEHRS, Lincoln Land Community College and Incoming Chair, OAH Committee on Community Colleges

8:15 a.m. to 9:45 a.m.

Assessment Issues and Strategies

NORM JONES, Utah State University
MAUREEN MURPHY NUTTING
BRIAN CASSERLY, University of Washington and North Seattle and Shoreline Community Colleges
ANN EWEL, North Seattle Community College Librarian

Part of the legacy of “No Child Left Behind” legislation in the U. S. and the Bologna Process in Europe is that college accreditation agencies now require colleges and universities on both sides of the Atlantic to develop and use assessment strategies to measure and improve student learning. In practical terms, those who teach history in community colleges must now formally report how, what, and how well students are learning history and meeting general education outcomes in history courses. We must also provide evidence that what we have learned about our students’ performance has led us to improve student learning in history classes. In this workshop, Jones will recommend ways to make history assessment strategies work to improve general education in general, and how to use assessment strategies to improve articulation systems and narrow the two- and four-year divide for transfer students moving from lower to upper division history courses. Nutting will focus on integrating general education and history learning outcomes

in syllabi, assignments, and other learning activities; assessing history teaching and learning; and closing the loop on assessment. Casserly and Wel will introduce strategies historians and librarians can use collaboratively to help their students develop critical information literacy skills while they meet both general education and history learning outcomes. The speakers will keep their remarks brief, to allow significant time for small group activities.

9:45 a.m. to 10:00 a.m.

Break

10:00 a.m. to 11:30 a.m.

Serving All Our Students: Diverse Skill Levels in the Community College History Classroom

LISA OSSIAN, Des Moines Area Community Colleges
JENNIFER HELTON, Independent Scholar
MICHAEL SCOTT GREEN, College of Southern Nevada

The diversity of the student body is, in many ways, what makes teaching in community colleges so interesting and rewarding. At the same time, this diversity can pose significant challenges to the instructor who wishes to serve all of his or her students well. In this workshop, we will focus on teaching in a classroom in which students are at different levels of academic preparation. How can an instructor challenge adult students who already possess degrees while making sure the students who haven’t finished high school don’t get lost? How do you design writing assignments when some students have no academic writing experience, while others do? Can an instructor maintain high academic standards without “losing” the underprepared students? What about ESL students, students with learning disabilities, and students who received their primary education outside the United States? This workshop will discuss strategies for developing courses that serve all the students in the room, regardless of their level of academic preparation. Workshop participants will leave the session with many specific teaching strategies they can implement in their classrooms.

11:30 a.m.-1:00 p.m.

Luncheon and Keynote Address

H. W. BRANDS, University of Texas, Austin

Henry William Brands earned his Bachelor’s degrees in history and mathematics from Stanford University. After several years as a traveling salesman, Brands taught mathematics and history in high school and community college. Meanwhile he resumed his formal education, earning graduate degrees in mathematics and history, concluding with a doctorate in history from the University of Texas, Austin. In 2005, he returned to the University of Texas, where he is now the Dickson Allen Anderson Centennial Professor of History and Professor of Government. He has written twenty-two books, coauthored or edited five others, and published dozens of articles and scores of reviews. His most recent book is *Traitor to His Class, The Privileged Life and Radical Presidency of Franklin Delano Roosevelt*.