



北京师范大学 联合国际学院
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BEIJING NORMAL UNIVERSITY · HONG KONG BAPTIST UNIVERSITY
UNITED INTERNATIONAL COLLEGE

The Possible Role of IT in Reconciling Disciplinary Practices to the Desired Learning Outcomes of a New General Education (GE) Program

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eLearning Forum Asia 2013 @ HKBU

Session 1A-AAB201

29 May 2013-15:45-17:40 pm

Structure of the New General Education Program at UIC

Core Requirements		Distribution Requirements	
Core Courses	Credits	Foundation Courses	Credits
English	12	Business & Management	3
Chinese	9	Humanities & Social Sciences	3
Values & the Meaning of Life	3	Science & Technology	3
Information Technology	3	Foreign Languages or World History & Civilization	3
Numeracy	3	WPE Experiential Modules	4
Physical Education	2	--	--
Total	32	Total	16



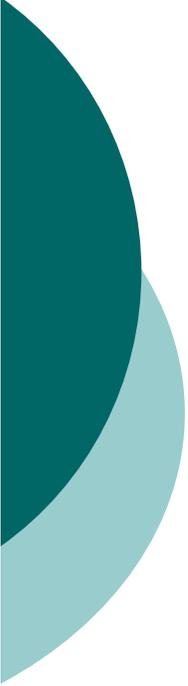
Program Intended Learning Outcomes (PILOs)

- Communicate effectively as speakers and writers in both English and Chinese.
- Access and manage complex information and problems using technologically appropriate means.
- Apply appropriate mathematical reasoning to address problems in everyday life.
- Acquire an active and healthy lifestyle.
- Use historical and cultural perspectives to gain insight into contemporary issues.
- Apply various value systems to decision-making in personal, professional, and social/political situations.
- Make connections among a variety of disciplines to gain insight into contemporary personal, professional, and community situations.



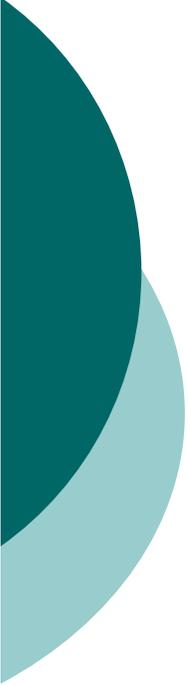
General Aims of the Distribution Courses

- Foster a common first-year experience.
- Ensure students have knowledge in all disciplinary areas offered by the College to facilitate their choice of major.
- Broaden the scope of students' learning by having them pursue areas of knowledge outside of their major discipline.
- Enable students to make connections among, and synthesize information produced by, different disciplines so as to gain insight into contemporary personal, professional, and community situations.



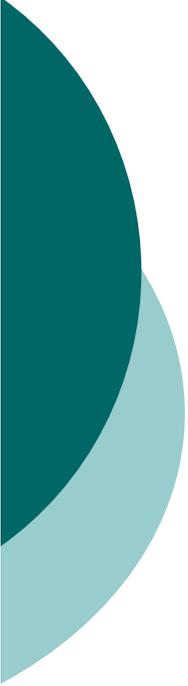
Specific Aims of the Foundation Courses in World History & Civilization

- Describe the most significant developments, periods, and figures in world history and civilization.
- Investigate and reconstruct the historical origins of the contemporary world.
- Analyze critically historical evidence and discover what it reveals, and what it conceals, about the past.
- Write coherent and in-depth analyses, in essay form, of significant historical problems in world history and civilization.
- Examine contemporary issues from a global historical perspective.



History as a Traditional Discipline

- History: a traditional, even a conservative, discipline.
- History: a good litmus test for gauging the usefulness of IT in current university pedagogy.
- Traditional principles of history, fairly independent of IT:
 - Centrality of factual knowledge;
 - Reliance on primary sources;
 - Telling stories;
 - Historical explanation.



IT in Teaching and Learning History?

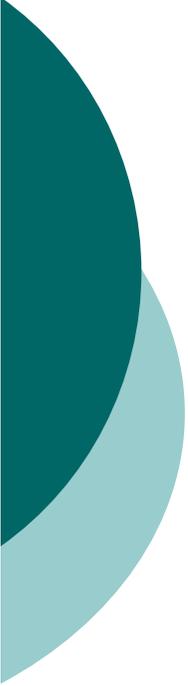
- IT *can* play an important role in the teaching and learning of history.
- It can do so in the context of the GE Program of UIC.
- An experimental course: “Learning and Practicing Modern European History:”
 - A rigorously *student-centered* course;
 - Students: approached as *active learners*;
 - Learning: acquired through doing—through learning *praxis*.



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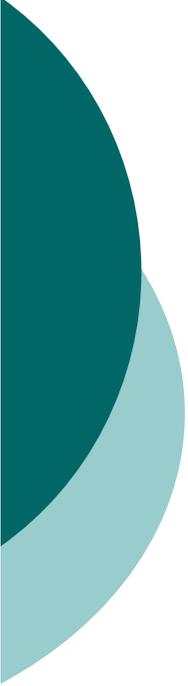
- In its attempt to achieve such a student-centered learning, the course will employ IT.
- Appropriate Teaching and Learning Activities (TLAs) and Assessment Methods (AMs).
- TLA/AM 1*: Studying History through Learning Praxis:
 - Minimized use of lectures; they will be replaced by independent learning and class discussions.
 - Weekly reading assignments: to be completed before each week's classes.

** The idea for this TLA/AM comes from: Thomas Angelo, "Less Assessment, More Learning: Aligning Graduate Attributes, Outcomes and Criteria with Course-Level Assessment and Feedback," "Teaching Excellence@HKBU—An Arc from Past to Present to Future," May 24, 2012, Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong.*



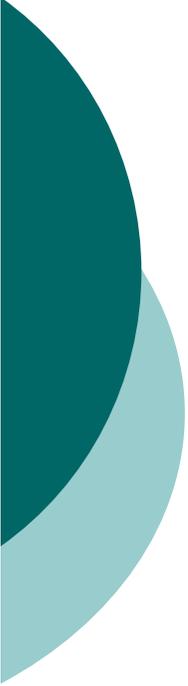
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- Weekly written assignments: students will re-tell the story that each reading assignment tells, and describe difficulties and questions in understanding each weekly reading assignment.
- Written assignments: to be uploaded on an on-line question-and-answer forum.
- After uploading: students will read classmates' descriptions of difficulties and questions and provide solutions to them in subsequent forum posts.
- The class time will be used to *discuss* students' difficulties and questions and their possible solutions.
- The instructor will collect the written assignments, and compile cumulative "journals" of them for students.
- The journal: a major AM of the course.



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- Alignment of TLA/AM 1 with the Intended Learning Outcomes (ILOs) of the World History and Civilization Courses:
 - ILO 1: Describe the most significant developments, periods, and figures in world history and civilization; and
 - ILO 4: Write coherent and in-depth analyses, in essay form, of significant historical problems in world history and civilization.
- Alignment with the PILOs of UIC's GE Program:
 - PILO 1: Communicate effectively as speakers and writers in both English and Chinese.
- The TLA/AM aligns with these ILOs through a teaching practice that places the student at its center.



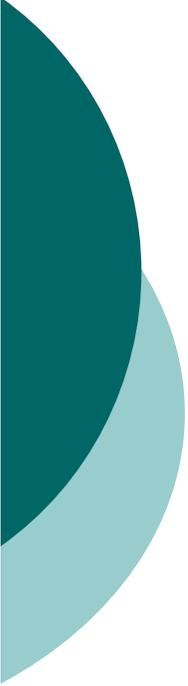
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- TLA/AM 2: Practicing History through Historical Documents
 - A part of the course examines fundamental questions and principles of historical methodology.
 - Using electronic sources of information, students will be asked to find primary sources—historical documents—related to the historical developments studied in the course.
 - On the basis of an analysis of these sources, students will be required to write a historical essay that examines what these sources reveal, and what they conceal, about the historical developments in modern Europe to which they are related.



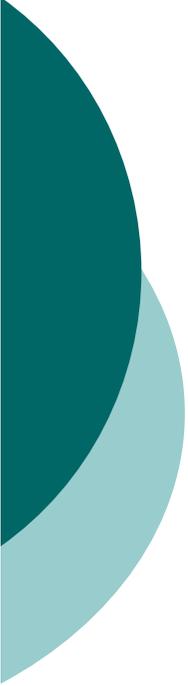
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- Alignment of TLA/AM 2 with the ILOs of the World History and Civilization Courses:
 - ILO 3: Analyze critically historical evidence and discover what it reveals, and what it conceals, about the past; and
 - ILO 4: Write coherent and in-depth analyses, in essay form, of significant historical problems in world history and civilization.
- Alignment with the PILOs of UIC's GE Program:
 - PILO 1: Communicate effectively as speakers and writers in both English and Chinese; and
 - PILO 2: Access and manage complex information and problems using technologically appropriate means.



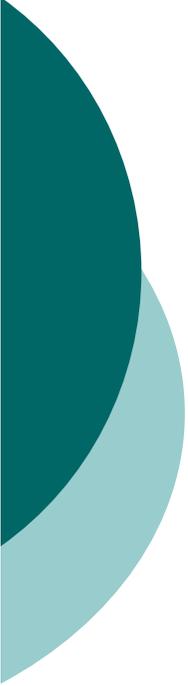
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- TLA/AM 3: Practicing History by Examining Contemporary Issues from a Historical Perspective
 - Using the Internet, students will survey international mass media and identify current issues in Europe that the mass media discuss.
 - Using mostly electronic sources, students will have to find historical texts—primary and secondary sources—that reveal the history of the problems discussed in the mass media.
 - On the basis of these materials, students will have to write a historical essay that examines the history of the European issues discussed in the international mass media.



IT in Teaching and Learning History?

- Alignment of TLA/AM 3 with the ILOs of the Courses in World History and Civilization:
 - ILO 2: Investigate and reconstruct the historical origins of the contemporary world;
 - ILO 4: Write coherent and in-depth analyses, in essay form, of significant historical problems in world history and civilization; and
 - ILO 5: Examine contemporary issues from a global historical perspective.
- Alignment with the PILOs of UIC's GE Program:
 - PILO 1: Communicate effectively as speakers and writers in both English and Chinese;
 - PILO 2: Access and manage complex information and problems using technologically appropriate means; and
 - PILO 5: Use historical and cultural perspectives to gain insight into contemporary issues.



Conclusion

- Conclusion: IT and the teaching and learning of history can be successfully combined.
- Herodotus can become a friend of the computer!

THANK YOU!