



## TLOs

### Knowledge

1. Demonstrate an understanding of at least one period or culture of the past
2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
3. Show how History and historians shape the present and the future.

### Research

4. Identify and interpret a wide variety of secondary and primary materials
5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.

### Analysis

6. Analyse historical evidence, scholarship and changing representations of the past.

### Communication

7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.

### Reflection

8. Identify and reflect critically on the knowledge and skills developed in their study of History.

## Meeting standards

- How can we prove the TLOs have been attained?
  - a. Most of our programs lack core courses
  - b. Many courses lack progression
  - c. How can we even tell who is a 'graduating student' whose work should meet standards
- There are a range of options here:
  - a. Create a program-wide portfolio from many subjects
  - b. Create a capstone
- *Debate: Alternative proposals?*



## Capstones

- “Both ‘caps’ the program of study and forms a ‘bridge’ to the ‘outside world.’ ”
- Golstein and Fernald, “Humanistic education in a capstone course”, *College Teaching*, 57.1 (Winter 2009)

## Capstones – common features

- Reflection
  - Coherence
  - Application
- Forward-looking
  - Transitions
  - Evaluation
- Structure
  - Student-centred (Leah – ‘learning-centred’)
  - Content
  - Timing

## Good practice guide

- ALTC/OLT project
- Business and other capstones
- [www.businesscapstones.com](http://www.businesscapstones.com)
- Majority of business students now do capstones
- More applicable to business than history?

## Approaches to capstones

- Common approaches include:
  - Project simulating professional practice
  - Case study or problem-based learning
  - Work placement
- *Which could apply to history?*

## 2009 AHA Forum on Capstones

- US for some time
- Renewed interest recently
- Motivations: pedagogy + quality assurance
- AHA Forum
- Consensus: Independent research project + reflective activities
- Shines light on all the shortcomings of a program
- Students not prepared for an independent research project
- Build program towards capstone – progression, reiteration, use content from second / third year

## Possible approach

- A research based project
- Student choice of topic, approach, thesis to answer
- Scaffolding through staff *and* peer review

### **Assessment 1: Historiographical Bibliography: 1500 (~20%) (TLO 2, 4, 6)**

- Write 250 word annotations on 4 of ??? historiographical sources
- Write a introduction to the bibliography
  - Overview of historiographical debate
  - Explain key controversies

*Debate: How many sources are enough to constitute 'a wide range' of historiographical sources for the TLO?*

**Assessment 2: Research Essay: 2500  
(~40%) (TLO 1, 2, 4, 5, 6, 7)**

- Craft a research essay informed by your historiographical debate
- Evaluate primary sources in light of historiographical debates, secondary historical accounts

**Assessment 3: Learning Portfolio  
(~40%) PART A**

- A revised version of the 500 word historiographical overview
- Student might be required to articulate how they have responded to instructor feedback

### **Assessment 3: Learning Portfolio PART B**

- A revised version of the major essay
- Student might be required to articulate how they have responded to instructor feedback

### **Assessment 3: Learning Portfolio PART C**

- A learning log containing polished version of 3\*500-word written responses produced for seminar activities throughout the semester
- These responses might include:
  - A. Evaluating an old essay in light of the TLOs
  - B. Critiquing one's major essay in light of the TLOs
  - C. Writing a letter to the editor based on the essay project, pertaining to a contemporary controversy

TLOs 3 & 8



## Workshop discussion

- *Group A: Ignore the model and brainstorm assessments & curriculum that meet the TLOs. Can the TLOs be tested through a single course at all?*
- *Group B: What program-wide changes would be necessary to produce students who can complete an independent research project?*
- *Group C: What scaffolding is appropriate for capstones and/or for meeting standards?*

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