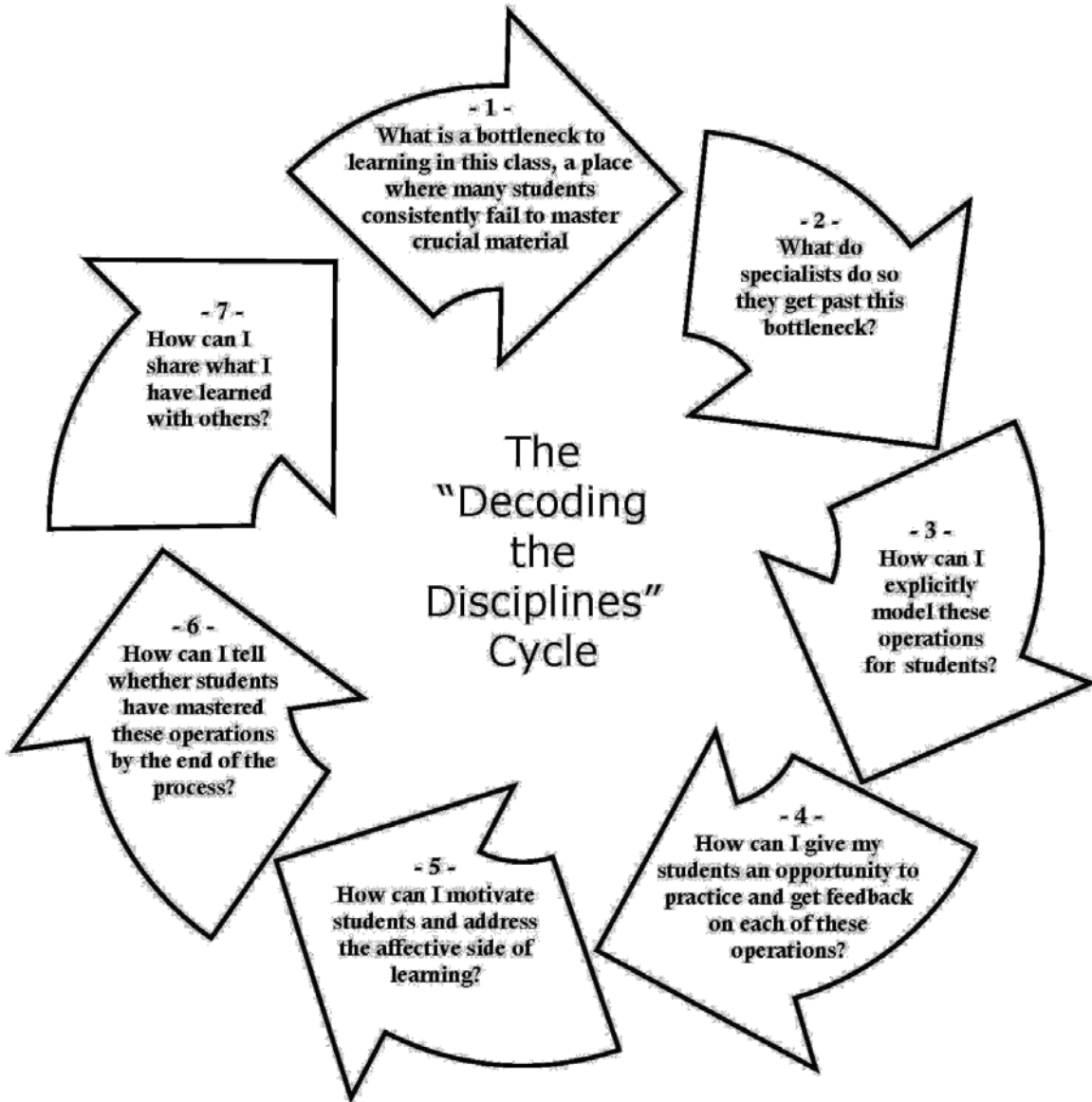


Overcoming Zombie Content and Emotional Resistance to Learning



Step 6: Questions to Get at Student Preconceptions

1. Besides hard work, what will it take to do well in this course?
2. What happened during X (the Middle Ages)?
3. What have you heard about X? (global warming, calculus)

Always add part 2 to the question: "Why do you say that?"

“Decoding the Disciplines” Workshop, University Hawai’i Manoa

Joan Middendorf, Nov. 13, 2015

Handout 9: References

<http://www.iub.edu/~hlp/>

- Angelo, Thomas and Cross, Patricia (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.
- Bain, Robert B. 2006. "Rounding up Unusual Suspects: Facing the Authority Hidden in the History Classroom." *Teachers College Record* 108 (10): 2080-2114.
- Calder, L. (2006). Uncoverage: Towards a signature pedagogy for the history survey. *Journal of American History*, 92(4), 1358-1370.
- Chi, M.T.H. (2008). Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. In S. Vosniadou (Ed.), *Handbook of research on conceptual change*, 61-82. Hillsdale, NJ: Erlbaum.
- Díaz, A., Middendorf, J., Pace, D., and Shopkow, L. (2008). The history learning project: A department "decodes" its students. *Journal of American History* 94(4), 1211-24.
- Immordino-Yang, MH (2011) Implications of affective and social neuroscience for educational theory. *Educational Philosophy And Theory* 43(1): 98–103.
- Meyer, Jan and Land, Ray, eds. (2006) *Overcoming Barriers to Student Understanding: Threshold concepts and troublesome knowledge*. London: Routledge.
- Michaelsen, Larry; Knight, Arletta Bauman; and Fink, L. Dee (2004). *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Miami: Stylus.
- Middendorf, J., Mickutè, J., Saunders, T., Najar, J., Clark-Huckstep, A. E., & Pace, D. (2015). What’s feeling got to do with it? Decoding emotional bottlenecks in the history classroom. *Arts and Humanities in Higher Education*, 14, 166-180. 1474022214552655.
- Middendorf, J., Pace, D., Shopkow, L. & Diaz, A. (2007). Making thinking explicit: Decoding history teaching. *National Teaching and Learning Forum*, 16(2). 1-4.
- Middendorf, J. and Pace, D. (2007). Easing entry into the scholarship of teaching and learning through focused assessments: The “Decoding the Disciplines” approach. In D. Robertson & L. Nilson (Eds.), *To Improve the Academy: Resources for faculty, instructional and organizational development*, 26, 53-67. San Francisco: Jossey-Bass.
- Novak, Gregor et al. (1999). *Just-in-Time Teaching: Blending Active Learning with Web Technology*. Saddle River, NJ: Prentice-Hall.
- Pace, D., & Middendorf, J. (Eds.) (2004b). Decoding the disciplines: Helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, 98. San Francisco: Jossey Bass.
- Savion, Leah & Middendorf, Joan (1994). Enhancing Concept Comprehension and Retention. *The National Teaching & Learning Forum* 3(4), 6-8.
- Shopkow, L., Diaz, A., Middendorf, J., & Pace, D. (2013). The History Learning Project “Decodes” a Discipline: The Union of Research and Teaching. In Kathleen McKinney (ed.) *SoTL in and Across the Disciplines*. Bloomington, IN: Indiana University Press.
- Shopkow, L. (2013). From Bottlenecks to Epistemology in History: Changing the Conversation about the Teaching of History in Colleges and Universities. *Changing the Conversation about Higher Education* (Robert Thompson, Ed.). Rowman and Littlefield.
- Svinicki, M. (2009). I think I can, I think I can. *New Directions for Teaching and Learning*. 18(6), 8.