

Innovative Teaching – Course Redesign project (ITCR)

Wendy Rouse

Social Sciences Department, College of Social Sciences

SOCS 137: California in Historical and Social Science Perspectives

This interdisciplinary course examines the evolution of the state of California through the perspectives of historians, geographers, economists, political scientists, and other social scientists.

Brief description of the course and its place in the curriculum

SOCS137 is specifically designed for future elementary and middle school teachers and is a required course in the Multiple Subject Teacher Preparation Program offered through the department of Interdisciplinary Social Sciences.

Students intending to pursue careers as future secondary school teachers also often take the course.

Summary of course re-design activities

My first goal is to *create a model course that demonstrates how content lectures & active-learning instructional strategies can be effectively melded in order to create the best classroom experience for both teacher and students.* Students will participate in a series of *in-class active-learning activities* simulating the diverse instructional strategies that they will utilize as teachers in an elementary classroom and in *on-line lectures* that will provide them with the necessary content knowledge that they need in order to qualify for subject matter competency to teach social science.

My second goal is for the course to *serve as a model and inspiration for a similar redesign of other courses in our program.* The Social Science Teacher Preparation Program includes five additional courses that are similarly focused on teaching both content and pedagogy.



“Study without desire spoils the memory, and it retains nothing that it takes in.”

Leonardo da Vinci

