

Social Science Roundtable Minutes
Tuesday April 19, 2016

Bob Sasso (Sociology), Denise Hancock (Project Manager), Edward Schmitt (History), Elizabeth Brownson (History), Kate Gillogly (Sociology), Nancy Retana (Dean's Assistant), Peggy James (Political Science), Richard Walasek (Geography), Seif Da'Na (Sociology)

Dee Robertson (Reuther), Jared Franz (Wilmot), Jerry Horton (Park), Jennifer Humphreys (Case)

• **Introductions:**

- Peggy James, Interim Dean of the College of Social Sciences and Professional Studies
- Purpose of these meetings is to find out what's going on in our prospective areas
- Alignment and cooperation
- Establish a smooth transition from high school to college

• **What are the most important outcomes you want for your students?**

- Kate Gillogly (Anthropologist, Director for Center for International Studies)
 - To teach them how to read and write effectively and summarize in their own words
 - Appreciation of cultural diversity
- Bob Sasso (Anthropologist, Director of Museum Studies)
 - Reading and understanding
 - Ability to summarize and reflect
- Seif Da'Na (Chair of Sociology, Associate Dean of CSSPS)
 - Make students realize there are alternate perspectives
 - There are competencies shared in all courses (see major requirements)
 - Analytical skills
- Jerry Horton (Park; Sociology for college prep)
 - Reading and writing!
 - Students seem to lack work effort
 - *How do I get kids to like the class?!*
 - Kids sometimes don't even try essays
- Jenny Humphreys (Case; IB History and Freshmen History)
 - Research techniques
 - Introduce critical questions
 - Suggest steps to research
- Dee Robertson (Reuther; Sociology, Political Sciences, World History)
 - Reading and writing
 - Want kids to answer the WHY! Students need critical thinking skills
- Rich Walasek (Chair of Geography, director of Sustainable Management)
 - Stress controversy
 - *If the student would only try and ask for help!*
- Jared Franz (Wilmot; Freshmen civics, Sophomore World History, Senior Economics)
 - Try to teach different note taking styles
 - Students struggle to write research papers

- Lack critical thinking
 - Strong emphasis on literacy
 - Reading and comprehension
 - Beth Brownson (World History and Middle Eastern History)
 - Critical thinking
 - Essay writing skills
 - Cultural diversity
 - Being able to think chronologically
 - Document analysis
- **There is a strong connection in desired outcomes between high school and university teachers**
 - Reading and writing effectively
 - Research techniques
 - Citations
 - Critical thinking
 - Ability to understand the context
- **How can we accentuate this commonality?**
 - Teach students how to study – freshmen seminars!
 - Have current college students tell high schoolers college classes are really like – Youtube series
 - Have college lectures recorded and show to high school students
 - Provide snapshots of classrooms on campus
 - Share college intro class syllabi with high school teachers – criteria of basic things high school students should know if they took the certain social studies class in high school
 - What’s important to a social studies teacher in college?
 - What’s the workload for an intro class?
 - Number of exams, types of papers, etc
 - Establish a commonality between high school teacher and college professor expected competencies on:
 - Note taking
 - Studying
 - Reading
 - “Steps to a research paper”
 - Summer workshops
- **Concurrent enrollment pilot program**
 - Offered next fall and spring
 - Tuition is waived
 - Taught by high school faculty
 - For college credit
 - Parkside faculty will help teachers (must have Master’s degree) work on syllabus and class over the summer
 - Stipend for teachers for training and teaching of course
 - One of these classes may be a freshmen seminar – only for Parkside credit
 - Courses have a flexible design
- **What’s next?**
 - Next roundtable is April 28th and May 3rd!
 - Continue this conversation!