

## Lost in Transition: Teaching History, Geography, Political Science/Civics, and Economics: Integration of Inquiry, Digital Literacy Skills, and Wyoming Standards

<b>39</b>	Number of participants	10 K-12 educators who earned .5 PTSB renewal credit
<b>13</b>	K-12 educators	
<b>4</b>	Community College educators	
<b>12</b>	University of Wyoming educators	
<b>10</b>	Other (e.g., WDE, WY Museums)	

Session Feedback transcribed May 10, 2016

**n = 24 responses**

All feedback from the evaluation forms with transcribed as written, with minor grammatical edits. Not all respondents answered all questions.

**1. Please rate the overall quality of the meeting:**

**Mean = 9**

**Median = 9**

**Mode = 10**

**Range = 10,7**

**Comments:**

- Afternoon time could've been better spent.
  - The panels were informative. Lots of knowledgeable people and resources.
  - Well run meeting. I really appreciated the attempt to stay on time.
  - Great conversation, wonderful, positive and constructive environment.
  - Incredible diverse group. Lots of cross-pollination.
  - So much wonderful information, so little brain capacity!
  - Excellent meeting – great job.
  - I really enjoyed the workshop. I learned a lot and had a lot of resources that are extremely useful.
  - Overall, very good experience. Love balance of panel, small group and independent work. Good use of time and informative.
  - I really enjoyed positive energy.
  - The meeting was incredibly informative but, if we were going for change on better understanding? Me thinks we'll need more time (more concentrated discussion).
  - Great information, wonderful networking, important community building.
  - Jessica should not have been shorted on time. Her lessons and knowledge are so valuable.
  - Excellent Panel Discussion and great conversation.
- 2. What ideas or practices from the morning panel discussion “Inquiry Arc for Social Studies State Standards College, Career and Civic Life Framework” can you take back to your classroom and institution?**
- Implementing the Arc Model, in general.
  - I am going to focus more on “the question.”
  - I really liked the panel discussion format and the different ideas that were expressed. We, as teachers, need to expect more from our students to prepare them for the 3Cs.
  - Integration with subjects, DBQ's.
  - The small group discussion was a great resources to compare pedagogical strategies and get advice for improving classroom engagement.
  - Great.
  - Inquiry isn't always student-led.
  - C3 Framework will be used to guide SS integration in my work.
  - Overarching question... have students check in and develop evidence to support question. Connections.
  - Mapping in the classroom.
  - Focusing on skills rather than purely content.
  - This was helpful for me to understand how our museum can help teachers. I have a better understanding about where the philosophy of teaching social studies is going.
  - “Why?” – focus on having students answer “why.”
  - How to think about literacy.
  - Absolutely! Everything each panelist reflected the various challenges educators face. Also positive problem solving.
  - More in depth thinking about digital natives and the importance of educators to be digitally literate. Lots of important considerations about cross-curricular integration learning.
  - We are shifting to skill-based outcomes so this is very helpful.
  - Since I am not an educator by trade, the entire day was valuable. I must sit on this to articulate.

## **Lost in Transition: Teaching History, Geography, Political Science/Civics, and Economics: Integration of Inquiry, Digital Literacy Skills, and Wyoming Standards**

- The C3 Framework provides university-types great insight into the skills students likely have when they arrive in the college setting.
  - The Inquiry Model could work well both for my students' research projects/papers as well as for my speech kids as we explore new platforms topics.
  - Technology in classroom – good or bad? Should we move to meet new students' expectations?
  - Share into with participants at WGA summer institute. C3 framework books will be available for participants. How WY Social Studies Council will be reinstated! WyoHistory.org website.
  - It's important to remember that we all have similar concerns/issues in our classrooms. Keeping open conversation and collaboration will help alleviate these issues.
- 3. What free and online digital resources showcased will be useful for you in the future? Why will they be useful?**
- The Library of Congress. It was more generalized. Wyoming specific information doesn't help a whole lot.
  - WyoHistory.org, ARCGIS
  - I feel that most of the resources will be useful. I use Library of Congress, but I need to take time to really look at all of the resources. I plan to use primary sources in more of my lessons.
  - I hope to be able to share all of the websites with teachers. Some of the websites are a little clumsy (not intuitive), but students may be better able to navigate better than the teachers!
  - Definitely the Library of Congress!
  - Congress.gov; primary resource for teaching about Congress.
  - All.
  - Lots! Keep a list.
  - Online resources were a great reminder – have used them in the past.
  - All presented today. I did not know about UW's resources.
  - GIS, LOC.
  - Primary source compilations: loc.gov, wyohistory.org. LOVE the silent films.
  - It will be helpful for me to have a better understanding who is out there so I can help teachers meet their goals.
  - All of them – I am most interested in the GIS stuff.
  - All of them were great!
  - Yes!
  - Buffalo Bill Center of the West website: [www.centerofthewest.org](http://www.centerofthewest.org) – amazing resource, should be highlighted next time!
  - I didn't realize there were so many world resources on the Library of Congress site.
  - I was very impressed with the WyoHistory resources and will likely incorporate that content into my Wyoming government lectures.
  - The Library of Congress and the World Digital Library. Holy research potential, Batman.
  - AHC; WGA; LoC
  - LOC, choices, political cartoons, AHC, ESRI – current topics and interest to students, high interest, applicable to various topics.
  - Love them all.
- 4. What insights or reactions did you have from the afternoon session, “Communicating and Critiquing Conclusions, Taking Informed Action” moderated by Brent Pickett?**
- The Reader itself. I didn't find it terribly interesting. Maybe the newer version will be better. Good concept.
  - Civility is very important and many examples should be made available to kids.
  - Brent did a good job moderating, but I wasn't real sure of what the presenters' points were. What to take from them?
  - Teaching humanity is difficult thing. It takes time which is precious in public education. This can also be a political/public hot-button topic if there is any perception that an agenda is being forwarded.
  - Step back from the humanized factors but look at the structure. “Civilized Wyoming.”
  - Great.
  - Civility without escalation.
  - Excellent discussion on civility. Both presenters provided information that I will take and utilize.
  - It was helpful – but not fully completed from ending time.
  - Interesting to hear the wide discussion and various challenges.
  - Building community – teaching civility.
  - A little confusing.
  - As we talked about the importance of “humanizing” people/issues, I was surprised by some of the rhetoric, even from Jason, that indicated a double-standard (i.e. Donald Trump's diarrhea speech). Interesting that we want to discourage students from sweeping generalizations but are ok saying all conservatives are inhumane.
  - I liked the statement that we used projects that make use look for the soul of who we are.
  - Great stuff.

## Lost in Transition: Teaching History, Geography, Political Science/Civics, and Economics: Integration of Inquiry, Digital Literacy Skills, and Wyoming Standards

- I had to duck out before this session. Sorry Brent!
  - I think this panel focused too much on taking action (respectable action) rather than how to go from making conclusions/critiques to the actions.
  - Speakers would have tied their talks to the topic far more effectively – I got lost and forgot the point of “civility.” Comments and questions were great.
  - Lecture rather than moderated. Unclear presentation.
  - Teaching and modeling civility is key to a successful classroom and to helping create responsible and respectful citizens of our world.
- 5. What else would you like planners to know about meeting logistics (e.g., location, Monday scheduling, access to advance readings and assignments, online registration, emails, catering)?**
- Scheduling good. Wyoming specific doesn't really help.
  - Food was great. Location good.
  - I thought this all worked great.
  - Location is about as good as can be expected. I would be very reluctant to drive much more than 3 hours to attend. I appreciated the good communication leading up to the meeting.
  - Monday in Casper worked great! Food was wonderful!
  - Great.
  - Smooth – no problems.
  - Enjoyed the pre-readings. All went well, thank you!
  - It was simple. Centrally located.
  - Everything went well, if not rushed.
  - I thought it was organized and I appreciate the amount of effort put into the community during this time.
  - I thought it all of this went well.
  - Early in the fall would be better.
  - Thought everything went very smoothly from pre-meeting communications to expectations and scheduling. Very well educated – thank you.
  - It was great!
  - Great location, food and folks.
  - Hooray for food. Double hooray for electronic delivery of readings!
  - N/A
  - Casper a great location and the time of year is fine.
  - Difficult to see panel with backs toward the front table. I turned my chair but could not see over the heads of the folks at the table in front of me.
  - All great!
- 6. Is there anything else you would like the meeting planners to know?**
- No assigned seating.
  - Nice job – need more – Fall?
  - While it is good to have mixed groups it would have been nice to group for a while as secondary and post-secondary groups to make those connections.
  - Perfect size, don't let it get too large. Have these more often? Make them required—maybe not (different dynamic).
  - Thank you!
  - Thank you!
  - Thank you!
  - I would have liked to choose our own seating and have been able to be more student-centered today – practice what we preach.
  - Really good.
  - Thank you!
  - Thanks for your work!
  - No.
  - I thoroughly enjoyed the day. Keep up the good work!
  - Initially, I wanted to say no but, by the end, I had to change my stance. These meeting are touted as being a mechanism to help educators (secondary and post-secondary) create a smooth, strong transition for students in these content areas. This absolutely does not feel like the case. There a terrible lack of two portions of that equation; secondary teachers and any real discussion about education. There seems to be a fundamental misunderstanding (or a complete lack of knowledge) about what happens/is required of students and teachers at the secondary level. In addition, there is too much focus on the theoretical/academic side of this conversation. Is it fun? Yes. Interesting? Absolutely. Is it helpful in terms of creating educational and intellectual opportunities for students so that this gap wouldn't be as prominent/debilitating. Get more K-12 teachers. Listen to them. Collaborate.



## **Lost in Transition: Teaching History, Geography, Political Science/Civics, and Economics: Integration of Inquiry, Digital Literacy Skills, and Wyoming Standards**

- Great job!
- Open the shades a bit! Don't order so much food – most of the breakfast went to waste. The serving sizes are based on large portions. For the future, order 10 less than the confirmed number of participants and you will still have enough. Continental breakfast was actually a full-hot breakfast.
- We need to have these more often.