



Tuning in the world

New Degree
Profiles for
New Societies

21 November 2012

*Architect Chemist Pharmaceutical Radiologist
Ingenieur Lawyer Docteur Designer Professor Surgeon Scientista
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor
Anthropologist Psychologist Dentist Journalist Ophthalmologist
Ingenieur Lawyer Docteur Designer Professor*

Education and
Training





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HISTORY

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Tuning USA Advisory Board
Professor of History
Utah State University

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Education and
Training



TUNING USA, 2009-Present

- Tuning through sponsorship of foundations
- reforms without public funding
- participants choose to work in the project
- defer to authority of 50 states

PRIVATE
VOLUNTARISTIC
DECENTRALIZED



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STRATEGIES

-STATE PROJECTS

-REGIONAL PROJECTS

-NATIONAL PROJECT

-national disciplinary society

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- ***endorsement***
- ***expansion***
- ***experimentation***

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AHA GOALS / TUNING GOALS

- Faculty-driven
- Student-centered
- Discipline-specific
- Outcomes to include civic engagement
- Respect diversity and autonomy
 - reject uniform history curriculum



THE PROCESS

February 2012: formal announcement of grant applications distributed

June 2012: first meeting with 60 Tuning representatives

January 2013: annual conference -- follow-up meetings

February 2013: second major meeting of all Tuning representatives



CANADA

WASHINGTON

OREGON

IDAHO

MONTANA

NORTH DAKOTA

MINNESOTA

SOUTH DAKOTA

WYOMING

NEBRASKA

IOVA

WISCONSIN

MICHIGAN

NEW YORK

MAINE

NEVADA

UTAH

COLORADO

KANSAS

ILLINOIS

INDIANA

OHIO

PENNSYLVANIA

CALIFORNIA

WEST VIRGINIA

VIRGINIA

ARIZONA

NEW MEXICO

KANSAS

MISSOURI

KENTUCKY

NORTH CAROLINA

TEXAS

ARKANSAS

TENNESSEE

SOUTH CAROLINA

HAWAII

ALASKA

MEXICO

LOUISIANA

ALABAMA

GEORGIA

FLORIDA

THE BAY

70 institutions in 30+ states)



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PROVISIONAL COMPETENCIES

Values Knowledge Skills Communication

VALUES

**recognize the complex, dynamic
nature of history**

adopt a disciplined, skeptical outlook

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PROVISIONAL COMPETENCIES

Values Knowledge Skills Communication

KNOWLEDGE

**read, analyze, contextualize a range of
historical materials, methods, subjects**

establish expertise in historical argument

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PROVISIONAL COMPETENCIES

Values Knowledge Skills Communication

SKILLS

diverse resources

multiple perspectives

rigorous methodology

ethical standards

generate meaningful questions

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PROVISIONAL COMPETENCIES

Values Knowledge Skills Communication

COMMUNICATION

choose appropriate

rhetorical strategies and range of media

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PROVISIONAL LEARNING OUTCOMES

21 listed

categorize more clearly

sequence the outcomes

(from associates to bachelors to masters)

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PROVISIONAL LEARNING OUTCOMES

(I) BASE OF KNOWLEDGE

- courses with range of content**
- primary & secondary sources: nature, functions, analysis**
- historiography: different perspectives on events**

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PROVISIONAL LEARNING OUTCOMES

(2) SKILLS

- library literacy
- varieties of source materials
- use primary and secondary sources in exams, discussions, and oral presentations.
- contextualize sources
- critical self-reflection (one's own position in history)
- identify compelling historical questions

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PROVISIONAL LEARNING OUTCOMES

(3) NARRATIVE CONSTRUCTION

preparation:

-appropriate primary/secondary sources

components:

-plausible proposals

-annotated bibliography

-semester paper

-capstone exercise

forms: written, oral, visual

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PROVISIONAL LEARNING OUTCOMES

(1) BASE OF KNOWLEDGE

(2) SKILLS

(3) NARRATIVE CONSTRUCTION



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CRITICISM

- a useless assessment project**
- standardized curriculum *and* tests**
- allow business interests to define academic goals**
- allow foundations to determine academic agenda**
- reduce intellectual development to utilitarian issues of employability**

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THE AHA'S RESPONSES

- Tuning: a **tool** for faculty and student learning
(not an administrative **burden**)
- Create **clear and transparent** message about
what history graduates know and are able to do
- Discuss teaching and programs **in consultation**
with groups **outside** of colleges & universities

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THE AHA'S RESPONSES

- Rely on faculty expertise -- but *listen* to others' concerns
- Communicate with* (rather than capitulate to) business leaders and policy-makers
- Focus rests on students' intellectual development **AND** their economic & civic lives

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WHAT THE AHA WANTS

TO LEARN FROM YOU:

- Our international colleagues' understanding of our provisional competencies and learning outcomes**
- The debates you have faced within your own disciplines**



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HISTORY DISCIPLINE CORE: AMERICAN HISTORICAL ASSOCIATION TUNING PROJECT

web search: “AHA discipline core”

http://www.historians.org/projects/tuning/HistoryDisciplineCoreInitial%20Release_08-28-12.pdf

