



# **TEACHING & LEARNING HISTORY & GEOGRAPHY**

**IN THE  
SOUTH AFRICAN  
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# Teaching And Learning History

**Alaric Keith Dickinson, Peter John Lee**

## **Teaching And Learning History:**

*Teaching and Learning History* Geoff Timmins,Keith Vernon,Christine Kinealy,2005-04-30 This book informed by exceptionally wide inquiry into current history teaching practices in the English speaking world is a real achievement The authors convey current context and challenges with great insight and they move through possibilities in sequencing content skills and assessment without strident comment extending our knowledge of options and pitfalls in the process Peter N Stearns Provost George Mason University Comprehensive persuasive and at all times accessible in style and argument this text both encourages and empowers university historians to review and enhance their teaching practices All key facets of programme development are explored with reference to an extensive and well chosen range of international examples The chapter on the historian s skills and qualities of mind is one of several that I will be referring to frequently Jeanine Graham Senior Lecturer History University of Waikato the varied findings make fascinating reading this book should be required reading for everyone involved in teaching history there is plenty here for us all to learn from ESCalate In providing such a clear informative and thoughtful exploration of the current state of history in higher education and in helping to raise the quality of critical debate about its future this book contributes greatly to the growing scholarship of teaching and learning in the discipline It should also become a vital resource for all historians who wish to honour the old dictum that in teaching as in research the one duty we owe history is to rewrite it Professor Paul Hyland Director of History in the Subject Centre for History Classics and Archaeology E xtremely useful provides a thought provoking and useful discussion concerning the task of actually teaching history at university level This timely book needs to be read widely and the many issues it raises should command our closest attention Higher Education Review Over the last 10 years or so history as an academic discipline has become steeped in controversy and introspection Additional areas of interest have opened up fresh perspectives and approaches have been offered and new teaching and learning strategies have been advocated There has been an increasing emphasis on producing well qualified graduates equipped with the skills knowledge and attitudes to cope with the changing demands of the world of work This book suggests how these issues may be managed The authors identify and discuss the underlying principles and consider ways in which they can be applied at module and programme levels The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices **History Education and Historical Inquiry** Bob Bain,Arthur Chapman,Alison Kitson,Tamara Shreiner,2024-04-03 This volume explores the role of historical inquiry in history education addressing its meaning forms and effectiveness in classrooms It presents seventeen papers from eight countries offering insights into teachers inquiry practices and the impact on students historical learning

**Teaching and Learning in History** Gaea Leinhardt,Isabel L. Beck,Catherine Stainton,1994 First Published in 1994

Routledge is an imprint of Taylor Francis an informa company     *The Guided Reader to Teaching and Learning History* Richard Harris,Katharine Burn,Mary Woolley,2013-10-15 The Guided Reader to Teaching and Learning History draws on extracts from the published work of some of the most influential history education writers representing a range of perspectives from leading classroom practitioners to academic researchers and highlighting key debates surrounding a central range of issues affecting secondary History teachers This book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms Each extract is accompanied by an introduction a summary of the key points and issues raised questions to promote discussion and suggestions for further reading to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters include The purpose of history education Pupil perspectives on history education Assessment and progression in history Inclusion in history Diversity in history Teaching difficult issues Technology and history education Change and continuity Historical Interpretations Professional development for history teachers Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text is an essential resource for those that wish to deepen their understanding of History Education     **Narrative Matters** Grant Bage,1999 Grant Bage discusses ways of translating curriculum content into lessons The author also explores the difficulties for teachers of remaining constructively critical of both policy and their own practice     Using New Technologies to Enhance Teaching and Learning in History Terry Haydn,2013 This collection offers practical guidance and examples of the ways in which new technology can enhance pupil engagement in the subject impact on knowledge retention get pupils learning outside the history classroom and help them to work collaboratively using a range of Web 2 0 applications     **The Idea of an Historical Education** Geoffrey Partington,1980 Considering questions about history schooling this book asks whether history is too hard for children whether it involves too much rote learning and whether there is too much emphasis on specific events rather than wider concepts     *The Teaching American History Project* Rachel G. Ragland,Kelly A. Woestman,2010-05-26 This collection of essays and research reports from participants in The Teaching American History Project provides models for historians teachers teacher educators and others interested in the teaching and learning of American History and presents examples of lessons learned from a cross section of TAH projects     **Teaching History for the Common Good** Keith C. Barton,Linda S. Levstik,2004-07-13 In Teaching History for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact

with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In *Teaching History for the Common Good* Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose *Teaching History for the Common Good* is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject *Knowing History in Schools* Arthur Chapman ,2021-01-07 The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building *Knowing History in Schools* explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young s powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this

dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding. The book builds towards a clarification of how we can best conceptualise knowledge building in history education. Crucially it aims to help history education students, history teachers, teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools.

*History Teaching and Historical Understanding* Alaric Keith Dickinson, Peter John Lee, 1978     [The Learning of History](#)  
D. G. Watts, 2016-04-14 Originally published in 1972 this book is a systematic analysis of the objectives and methods of history teaching. The book considers the criticisms of the 1960s and 70s of history as a subject and the pressures for its replacement in the school curriculum. It examines the complex psychological background of learning history and suggests that historical understanding makes an important contribution to cognitive growth. It also stresses the important part played by historical material in the emotional and imaginative life of the child. Concluding with a discussion of practical classroom methods the author proposes objectives and characteristic concepts of the subject which may be embodied in all levels of teaching.

**What is History Teaching?** Chris Husbands, 1996     **Teaching History Creatively** Hilary Cooper, 2016-11-07 Where teaching was less effective it was found that learning was passive without challenge or clear goals and so with limited progression. There is also a generally perceived need for more creative approaches to a broader primary curriculum as reports warn of the winnowing out of fun in teaching pedagogies. This book tackles both issues head on, introducing teachers to the wealth of available approaches to historical enquiry which will ensure creative effective learning.

*Teaching History* Ian Phillips, 2008-05-19 Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history. Everything you need is here: guidance on developing your analysis and self-evaluation skills, the knowledge of what you are trying to achieve and why, and examples of how experienced teachers deliver successful lessons. The book shows you how to plan lessons, how to make the best use of resources and how to assess pupils' progress effectively. Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher. The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action, Transcripts from teachers and students that you can use as tools for reflection, Links to a range of sites that provide useful additional support, Extra planning and resource materials. If you are training to teach history, citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues. It provides examples of the research evidence that is needed in academic work at Masters level, essential for anyone undertaking an M level PGCE. Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University.

**Teaching History in Postmodern Times** Elizabeth M. McCrum, 2010 This thesis investigates how secondary school history teachers at the start of their teaching careers view the nature and purposes of their subject and how they think

these views impact on their practice. Data were collected through in depth individual qualitative interviews with eleven teachers completing their initial training. These focused on how these beginning teachers conceived of the nature of their discipline, the rationale they presented for the purposes of their subject in the school curriculum, the origins of their views on the nature and purposes of history and how they are manifest in what and how they teach. In order to maintain coherence and to represent the richness and complexity of each teacher's own story, these were written, analysed and presented as narrative accounts. A summary is given of each the accounts with three presented in full. The accounts show these beginning history teachers views on the nature of history as reflecting the dominant discourse that characterises history as an academic subject being largely Constructionist and emphasising the objective analysis of historical evidence. The teachers' rationales for the purpose of history emphasised broader educational, social and moral purposes. More postmodern perspectives are apparent in the emphasis given to the importance of historical interpretations. Family background, lived experiences, literature and the media are significant influences on the teachers' beliefs about the nature and purposes of history. These beliefs seem to impact on classroom practice and pupil learning in the subject. They influence teaching style, choice of learning activities and the areas of historical understanding emphasised with, for example, views of the past as an uncontested body of knowledge leading to a pedagogy dominated by the transmission of substantive knowledge and views which emphasise the more constructed nature of history leading to more pupil centred skills based approaches. Teachers' views on the nature and purpose of the subject are a significant influence on their mediation of the National Curriculum. The National Curriculum for History has increasingly provided opportunities for interpretations more sympathetic to the postmodern orientation but research and inspection evidence suggest that these opportunities are often poorly realised in schools. One reason for this is proposed as history teachers' lack of engagement with postmodern perspectives on history. It is important for teachers to engage with such approaches as without further consideration of their implications, history teachers are unable to teach aspects of secondary History. Teachers also need to recognise and make explicit different orientations towards history in order to facilitate pupil learning, to engage pupils and to provide them with the skills necessary to be critical consumers of the range of histories presented to them in society. The research has implications for history teaching, pupil learning and the initial training and professional development of teachers. The case is made for further consideration being given to postmodern perspectives on the nature of history in initial and continuing teacher education in order to improve teaching and learning. The initial teacher education of history teachers needs to ensure that those on programmes have the syntactical knowledge necessary to develop effective teaching strategies and approaches to enable pupil learning and to develop their own subject knowledge and ability to reflect on their own practice and development. This research also emphasises the need for all those involved in training to critically engage with subject orientations as where beginning teachers' beliefs conflict with the dominant discourse of history teaching, this can lead to problematic experiences of teaching and of teacher training.

**Becoming a History Teacher** Ruth Sandwell,Amy von Heyking,2014-01-01 Becoming a History Teacher is a collection of thoughtful essays by history teachers historians and teacher educators on how to prepare student teachers to think historically and to teach historical thinking

**New Movements in the Study and Teaching of History** Martin Ballard,1970 *Learning History* Alaric Keith Dickinson,Peter J. Rogers,1984 Thinking History 4-14 Dr Grant Bage,Grant Bage,2014-01-21 In this book the author looks at the past present and the future of history teaching in primary schools in an attempt to provide a practical framework for teachers Section one reviews relevant literature with an aim to clarify the dilemmas and advance present thinking and practice in history teaching in primary schools Section two offers case studies curriculum materials and designs teaching ideas and methods teacher development and curriculum development materials at the same time as tying it in to the existing knowledge base Section three considers the perennial dilemmas for school history in the 21st century including how can history survive in an increasingly over crowded and competitive school curriculum How can history be harnessed to improvements in literacy and numeracy What should the primary history curriculum contain How can IT secure easier access to historical information and evidence

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