



TEACHING & LEARNING HISTORY & GEOGRAPHY

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Teaching And Learning In History

Geoffrey Partington

Teaching And Learning In History:

Teaching History 11-18 Husbands, Chris,Kitson, Alison,2010-07-01 This book provides a comprehensive and radical guide to the challenges facing history and history teaching in contemporary schools *Teaching History 11 - 18* Chris Husbands,Alison Kitson,2010-07-16 Teaching History 11 18 is a comprehensive introduction to teaching learning and assessing history in secondary schools Drawing on cutting edge research and practice it draws together recent thinking in teaching and learning in history teaching and learning in secondary education more generally and classroom based research to provide a radical re thinking of the practices of teaching and learning about the past at the beginning of the twenty first century At the core of the book is a focus on diversity and its implications the diversity of classrooms in English schools cultural diversity and pluralism in accounts of the past and the diversity of pedagogic and communicative strategies at the disposal of teachers The book is realistic about the challenges a precarious place in the curriculum pupil disaffection bitter ideological debates about the purpose place and status of history but offers a forward looking rationale for the centrality of the past in debates about identity social cohesion and persona and social education *Understanding History Teaching* Husbands, Chris,Kitson, Alison,Pendry, Anna,2003-09-01 Drawing on fieldwork in secondary schools and on research studies worldwide the authors pose fundamental questions about the way teachers teach and learners learn book cover

Teaching History at University Alan Booth,Jeremy Black,2003 Drawing on a wide range of international research reflections and experiences of univeristy historians this book links theory and practice and examines how high quality history teaching and learning can be acheived today in universities world wide **Issues in History Teaching** James

Arthur,UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS,2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools **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 **What is History Teaching?**

Christopher T. Husbands,Chris Husbands,1996 This book draws together developments in a wide range of fields in academic history in the study of language and in classroom research on pupil learning as the basis for a distinctive approach to the teaching and learning of history in school Chris Husbands analyses four approaches to learning about the past through looking at evidence through the language of the past through story and through the imagination He emphasizes the ways in which pupils and historians structure their own interpretations of history and considers the implications for teachers by examining the ways in which classroom talk writing and assessment can support the development of sophisticated understandings of the past *Learning to Teach History in the Secondary School* Terry Haydn,Alison Stephen,James Arthur,Martin Hunt,2014-10-10 An excellent companion to Learning to Teach in Secondary School full of good ideas and better advice Mentors will certainly want to use it and so I m sure will the rest of the history department Make sure they buy

one and keep your copy under lock and key Michael Duffy Times Educational Supplement A very well written and readable book Overall this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library Scottish Association of Teachers of History Resources Review This book is without question the standard text for the history PGCE market Dr Ian Davies University of York on the first edition Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level Underpinned by a theoretical perspective and backed up by the latest research it encourages student teachers to develop a personal approach to teaching history This fourth edition has been thoroughly updated for the new curriculum with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice It provides an array of references and materials that give a sound theoretical foundation for the teaching of history including weblinks to further resources while a range of tasks will enable students to put their learning into practice in the classroom Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education to support Masters Level research and aid reflective practice Key issues covered include The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher this book remains an invaluable resource for all training and newly qualified history teachers Using New Technologies to Enhance Teaching and Learning in History Terry Haydn,2013-02-11 Nearly all history teachers are interested in how new technology might be used to improve teaching and learning in history However not all history departments have had the time expertise and guidance which would enable them to fully explore the wide range of ways in which ICT might help them to teach their subject more effectively This much needed 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 chapters written by experienced practitioners and experts in the field of history education and ICT explore topics such as how to design web interactivities for your pupils what can you accomplish with a wiki how to get going in digital video editing what to do with the VLE making best use of the interactive whiteboard designing effective pupil webquests digital storytelling in history making full use of major history websites using social media Using New Technologies to Enhance Teaching and Learning in History is essential reading for all trainee newly qualified and experienced teachers of history It addresses many of the problems barriers and dangers which new technology can pose but it also clearly explains and exemplifies the wide range of ways in which ICT can be used to radically improve the quality of pupils experience of learning history **Teaching and Learning History** Geoff Timmins,Keith Vernon,Christine Kinealy,2005-04-18 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 Extremely 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 **The Practice of University History Teaching** Alan Booth,Paul Hyland,2000 This work provides a guide to good practice and its development in the teaching and learning of history in universities and colleges It examines recent thinking on the teaching of the subject surveys practices and provides advice to teachers *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

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger,Lauren McArthur Harris,2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Teaching for Historical Literacy Matthew T. Downey,Kelly A. Long,2015-07-30 Teaching for Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and

students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education *Narrative Matters* Grant Bage, 1999 In recent years there has been a massive revival of interest internationally in what story can offer to education This book covers a range of issues at the heart of teaching history such as the use of talk the pitfalls of narrative as a pedagogical tool translating curriculum content into lessons story telling and story making It also questions what it means to teach the difficulties for teachers of remaining constructively critical of policy and their own practice during periods of national legislation and change **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 **Researching History Education** Linda S. Levstik, Keith C.

Barton, 2018-02-06 The authors research is well known and among the most important American works being done on how children learn history It is thus a great idea to gather this pivotal research in one place The volume offers a new perspective through the authors reflections on the research process It is profound without pomposity ideal for the intended audience the tone is just right There really isn't another book that does what this one does Stephen J Thornton University of South Florida Researching History Education combines a selection of Linda Levstik's and Keith Barton's previous work on teaching and learning history with their reflections on the process of research These studies address students ideas about time evidence significance and agency as well as classroom contexts of history education and broader social influences on students and teachers thinking These pieces widely cited in history and social studies education and typically required reading for students in the area were chosen to illustrate major themes in the authors own work and trends in recent research on history education In a series of new chapters written especially for this volume the authors introduce and reflect on their empirical studies and address three issues suggested in the title of the volume theory method and context Although research on children's and adolescents historical understanding has been the most active area of scholarship in social studies in recent years as yet there is little in depth attention to research methodologies or to the perspectives on children history and historical thinking that these methodologies represent This book fills that need The authors hope is that it will help scholars draw from the existing body of literature in order to participate in more meaningful conversations about the teaching and learning of history Researching History Education provides a needed resource for novice and experienced researchers and will be especially useful in research methodology courses both in social studies and more generally because of its emphasis on techniques for interviewing children the impact of theory on research and the importance of cross cultural comparisons

Information Technology and the Teaching of History Allan Martin, Lez Smart, David Yeomans, 1997 This volume shows how IT is currently contributing to and bringing about changes in the way history is taught and learned The international selection of the contributions shows that these phenomena are not restricted to just one country **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. *Teaching and Learning History in Elementary Schools* Jere E. Brophy, Bruce VanSledright, 1997-01-01 In clear, concise language this book deals with fundamental issues that must be addressed if teachers are to construct coherent and powerful history curricula including: What are the purposes and goals that different types of teachers establish for their history teaching and What do children know and think about history and what are the teaching implications for our schools? This book represents a major advance in developing a knowledge base about children's historical learning and thinking that applies to history teaching some of the principles involved in teaching for understanding and conceptual change teaching methods that have been so successful in other school subjects.

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