

Debates In History Teaching

Teaching History 11 - 18 Issues in History Teaching Teaching History at University What is History Teaching? Understanding History Teaching History Education and Historical Inquiry Debates in History Teaching The Wiley International Handbook of History Teaching and Learning Teaching of History in Elementary and Secondary Schools Teaching and Learning in History Understanding History Using New Technologies to Enhance Teaching and Learning in History All About History Teaching The Teaching of History The Idea of an Historical Education Shifting the Lens in History Education The Teaching of History in Schools Principles of History Teaching History Teaching and Historical Understanding New Movements in the Study and Teaching of History Chris Husbands James Arthur Alan Booth Christopher T. Husbands Husbands, Chris Bob Bain Ian Davies Scott Alan Metzger Henry Johnson Gaea Leinhardt Rosalyn Ashby Terry Haydn Dr. Venkat Rao Palati Ernest C. Hartwell Geoffrey Partington Maribel Santiago Oscar Browning W.H. Burston Alaric Keith Dickinson Martin Ballard Teaching History 11 - 18 Issues in History Teaching Teaching History at University What is History Teaching? Understanding History Teaching History Education and Historical Inquiry Debates in History Teaching The Wiley International Handbook of History Teaching and Learning Teaching of History in Elementary and Secondary Schools Teaching and Learning in History Understanding History Using New Technologies to Enhance Teaching and Learning in History All About History Teaching The Teaching of History The Idea of an Historical Education Shifting the Lens in History Education The Teaching of History in Schools Principles of History Teaching History Teaching and Historical Understanding New Movements in the Study and Teaching of History *Chris Husbands James Arthur Alan Booth Christopher T. Husbands Husbands, Chris Bob Bain Ian Davies Scott Alan Metzger Henry Johnson Gaea Leinhardt Rosalyn Ashby Terry Haydn Dr. Venkat Rao Palati Ernest C. Hartwell Geoffrey Partington Maribel Santiago Oscar Browning W.H. Burston Alaric Keith Dickinson Martin Ballard*

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

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

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

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

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

inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world inquiry is also much debated however and although it has prominent contemporary advocates around the world it also has prominent critics in education studies this volume in the international review of history education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions including the following what does historical inquiry mean in history classrooms what forms does classroom based historical inquiry take and to what extent is it understood in differing ways in different contexts what do we know about the affordances and constraints associated with inquiry based learning in history what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning we address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers curriculum designers and history education researchers seven papers from england three from the us two from sweden and one each from argentina australia belgium canada and singapore the volume adds to our knowledge about teachers thinking about inquiry and teachers inquiry practices it adds to our knowledge about the impact and value of inquiry in developing children s historical learning it also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice endorsement a wonderful overview of the global story of historical inquiry

canvassing everything from finding opportunities to teach history through all levels of education through to the complexities of navigating different views on the past inside and outside of the classroom history education and historical inquiry provides a practical and empowering approach for educators around the world recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times marnie hughes warrington university of south australia

debates in history teaching encourages teachers to engage with and reflect on key issues concepts and debates in their subject it supports you in reaching your own informed judgements enabling you to discuss and argue your point of view with deeper theoretical knowledge and understanding experts in the field consider the subject and its definition perennial and new debates in the subject the knowledge required to teach in the classroom the philosophy of education and the subject and the case for the subject in the curriculum

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

this work embodies the most thorough treatment yet made in this country of the subject indicated by the title the book opens with what history is the problem of grading history and the question of aims and values the aim of history teaching is to make the world intelligible next the subject of history in schools of europe and the united states then the biographical approach and the study of social groups practical methods in making history real by using visualizations are discussed along with textbooks and their use collateral reading the historical method correlation and examinations the critical chapters dealing with the meaning of history with the materials of history with the aims and values of history teaching and with the grading of history are models of clear logical thinking expressed in simple but concrete language

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what sense do children and young people make of history how do they cope with competing historical accounts in textbooks how do they think historical or archaeological claims are supported or rejected and whatever students think about history how do their teachers see history education the contributors to this fourth volume of the international review of history education discuss these questions in the context of their research divided into two sections the first part of the book examines students ideas about the discipline of history and the knowledge it produces the second part looks in detail at teachers own ideas about teaching featuring contributions from authors throughout the world including the usa canada portugal brazil taiwan and the uk the book provides interesting studies of how history is both taught and received in these different countries understanding history contributes to current knowledge of successful teaching that teachers must take into accounts students preconceptions that they bring to the classroom as well as accepting the complexity and importance of their own professional knowledge the book will be of interest to anyone studying or researching history education as well as teachers of history throughout the world

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 20 applications

teaching history is quite different to teaching other subjects the history classroom is different to science and mathematics classrooms and is even quite different to classrooms in the humanities such as english social studies geography and politics

the teaching of history by ernest c hartwell history teaching resources history from greek historia meaning inquiry knowledge acquired by investigation is the study of the past specifically how it relates to humans it is an umbrella term that relates to past events as well as the discovery collection organization and presentation of information about these events the term includes cosmic geologic and organic history but is often generically implied to mean human history scholars who write about history are called historians events occurring prior to written record are considered prehistory history can also refer to the academic discipline which uses a narrative to examine and analyse a sequence of past events and objectively determine the patterns of cause and effect that determine them historians sometimes debate the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing perspective on the problems of the present this volume is offered as a guide to history teachers of the high school and the upper grammar grades it is directly concerned with the teaching methods to be employed in the history period the author assumes the limiting conditions that surround classroom instruction of the present day he also takes for granted the teacher s sympathy with modern aims in history instruction all discussions of purpose and content are therefore subordinated to a clear presentation of the details of effective teaching technique the

reader into whose hands this volume falls will be deeply interested in the ideals of teaching implied in the concrete suggestions given in the following pages for after all the value of any system of special methods rests not merely on its apparent and immediate psychological effectiveness but also on the social purposes which it is devised to serve it must be recognized at the outset that history has a social purpose however much university teaching may be interested in truth for its own sake an interest necessarily basic to the service of all other ends the teaching of the lower public schools must take into account the relevancy of historical fact to current and future problems which concern men and women engaged in the common social life so the elementary and secondary school teachers of the more progressive sort recognize that the way in which historical truths are selected and related to one another determines two things 1 whether our group experiences as interpreted in history will have any intelligent effect upon men s appreciations of current social difficulties and 2 whether history will make a more vital appeal to youth at school

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

a persuasive collection that considers how centering the knowledge and perspectives of historically marginalized groups enriches k 12 history teaching and learning

first published in 1963 principles of history teaching examines the nature of the teaching problem historical events and the problem of teaching them explanation in history and the arrangement of events for teaching and problems of the syllabus the book studies the relationship between practical problems of teaching history in school and theories about the nature of history as a subject the reader will come to question that which before seemed obvious this textbook on the theory of history teaching is for graduate students in training for non graduate teachers in training colleges who may like to study the problems they will face in greater detail and for practising teachers to reconsider their outlook they will all meet an adequate mental challenge

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