

Historical Thinking Concepts

The Big Six
Teaching about Historical Thinking
Cases on Historical Thinking and Gamification in Social Studies and Humanities Education
The Palgrave Handbook of History and Social Studies Education
Teaching Historical Thinking
Beyond History for Historical Consciousness
Becoming a History Teacher
Globalisation, Nation-Building and History Education
Teaching about Historical Thinking
Rethinking Social Studies Teacher Education in the Twenty-First Century
Tour Guides at Memorial Sites and Holocaust Museums
The Fundamental Concepts of Modern Philosophic Thought Critically and Historically Considered
Teaching about Historical Thinking
History, Thinking, and Literature in Chinese Philosophy
Historical Thinking
Exemplars in Historical Thinking
Engagement in Teaching History
Student Obstacles and Historical Obstacles to Foundational Concepts of Calculus
L.S. Vygotsky's Theory of the Social and Historical Origins of Consciousness
Concepts, Events, and History
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each chapter begins by featuring where a prominent Canadian author has engaged one of the six concepts while writing a work of popular history or historical fiction pub desc

this resource focuses on six interrelated concepts central to students' ability to think about history. These core concepts are historical significance, evidence, continuity and change, cause and consequence, historical perspective, and moral judgment. The nature and importance of each concept is discussed, as are the problems associated with helping students understand them. The resource offers specific suggestions for introducing the concepts to students and for applying them throughout the history curriculum. An extended teaching example illustrates how these concepts work in tandem as students learn to think critically about history. The resource also includes ample activity sheets to create engaging history lessons.

Research on history education and historical thinking is becoming increasingly relevant internationally. The need for a renewal of history education is not only justified by the epistemology of history itself but also by the demand for a methodological change in education in general, making students active protagonists in the construction of their learning and based on the development of competencies. Further study on the potential use of gamification within social studies and humanities education is required to

understand its benefits and challenges cases on historical thinking and gamification in social studies and humanities education proposes and analyzes gamification as a pedagogical innovation that can enable the renewal of the teaching and learning process of history facilitating the active learning of historical thinking concepts while influencing students conceptions of history as a discipline and as a school subject covering key topics such as historical thinking social sciences video games and mobile learning this reference work is ideal for historians policymakers researchers scholars academicians practitioners instructors and students

this handbook presents an international collection of essays examining history education past and present framing recent curriculum reforms in canada and in the united states in light of a century long debate between the relationship between theory and practice this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts with contributions ranging from canada finland new zealand sweden the netherlands the republic of south africa the united kingdom and the united states chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice

this book offers the first ever comparative study of historical consciousness among young citizens from different regions provinces identities and first languages

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

this book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies the state and nation building as depicted in history school textbooks it focuses on the interpretation of social and political change significant events and examining possible new biases and omissions in school textbooks the europeanization of history textbooks in the eu is an example of western dominated grand narrative of pluralist democracy multiculturalism and human rights according to the canon of a particularly european dimension various public debates in the usa china the russian federation rf japan and elsewhere dealing with understandings of a nation building national identity and history education point out to parallels between the political significance of school history and the history education debates globally the book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals dominant ideologies and content of history textbooks and historical narratives it concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge ideologies and the direction of values education in history textbooks this book provides an easily accessible practical yet scholarly insights into local and global trends in the field of history education and should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

in this volume teacher educators explicitly and implicitly share their visions for the purposes experiences and commitments necessary for social studies teacher preparation in the twenty first century it is divided into six sections where authors reconsider 1 purposes 2 course curricula 3 collaboration with on campus partners 4 field experiences 5 community connections and 6 research and the political nature of social studies teacher education the chapters within each section provide critical insights for social studies researchers teacher educators and teacher education programs whether readers begin to question what are we teaching social studies teachers for who should we collaborate with to advance teacher learning or how should we engage in the politics of teacher education this volume leads us to consider what ideas structures and connections are most worthwhile for social studies teacher education in the twenty first century to pursue

in this volume contributors reflect on how to teach and mediate difficult history from the perspectives of guides too often their activities are undervalued and taken for granted guides represent an important often forgotten group of educators this volume takes a global view on guiding at memorial sites and museums in europe north america and south africa the contributors to this volume show from different research traditions that it is worth understanding more about the guides personal interests their motivations and their concept of guiding authors apply methodologies from the social sciences to describe the guides point of view complementing the various approaches in tour guide research a detailed linguistic analysis sheds light on a survivor s testimony echoed in the guides language the studies gathered in this volume open up an orientation for further approaches to tour guiding based on and centered around authentic materials from guides

this resource presents a collection of nine critical challenges to engage students in thinking historically about a wide range of events and people in 20th century canada the critical challenges build on a conception of historical thinking articulated by peter seixas of the university of british columbia the resource models how teachers and students can use these ideas to raise critical questions and to think more deeply about history the challenges are built around various featured topics in 20th century canadian history but teachers can adapt the lessons to engage students in thinking about a wide range of historical events and people

how can history be taught effectively does knowing about the past give meaning to the present and hints to what will happen in the future this book responds to these questions as it explores the key elements of history instruction the use of primary sources and narratives involving students in the historical inquiry through classroom discussions teaching toward chronological thinking and the use of historical documents to develop in students a detective approach to solving historical problems taking a systematic approach to improve students historical thinking this book emphasizes certain strategies that will help students know more about the past in ways that will help them in their lives today the second edition is organized in three parts part one describes the theoretical background to teaching history part two planning and assessment emphasizes the importance of good organization and lesson planning as well as how to assess students knowledge reasoning power and effective use of communication in the history classroom part three instruction focuses on the use of primary sources class discussions incorporating photographs and paintings and writing in teaching history both the study of history and the teaching of history are multifaceted the author s hope in writing this book is to engage new and experienced teachers in thoughtful discourse regarding the teaching and learning of history and to develop lifelong learners of history in the 21st century

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