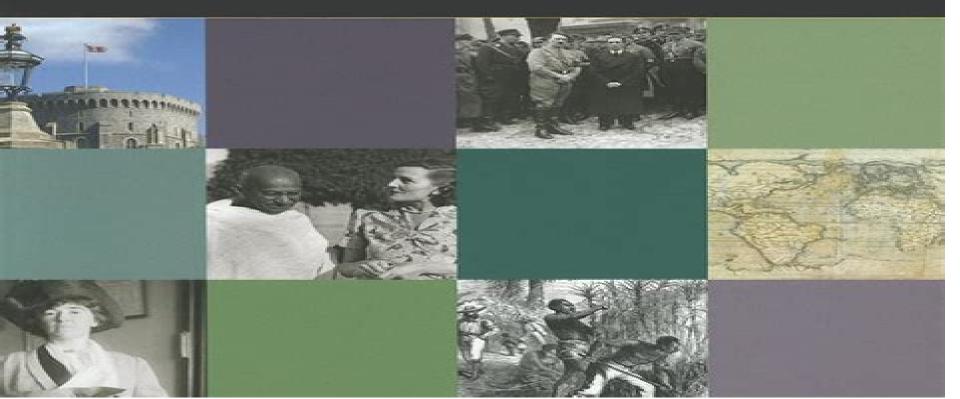
Alison Kitson & Chris Husbands with Susan Steward

TEACHING & LEARNING HISTORY 11-18

UNDERSTANDING THE PAST



Teaching And Learning History

Scott Alan Metzger, Lauren McArthur Harris

Teaching And Learning History:

Knowing, Teaching, and Learning History Peter N. Stearns, Peter Seixas, Sam Wineburg, 2000-09 This four part volume identifies the problems and issues in late 20th and early 21st century history education working towards an understanding of this evolving field It aims to give both students and teachers insights into the best way of developing historical understanding in pupils Teaching History at University Alan Booth, Jeremy Black, 2003 Drawing on a wide range of international research reflections and experiences of university historians this book links theory and practice and examines how high quality history teaching and learning can be acheived today in universities world wide 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 Phillips, 2000 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 History 11-18 Alison Kitson, Chris Husbands, Susan Steward, 2011 This book provides teachers especially new teachers with a fresh practical and distinctive approach to teaching history **Teaching and Learning in History** Ola Hallden, 2012-10-12 Research on history instruction and learning is emerging as an exciting new field of inquiry The editors prepared this volume because the

field is at an important moment in its development a stage where there is research of sufficient depth and breadth to warrant a collection of representative pieces The field of research on history teaching and learning connects with both traditional research on social studies and with recent cognitive analyses of domains such as mathematics and physics However the newer research goes beyond these activities as well Where traditional research approaches to social studies instruction and learning have focused on curriculum they have avoided the study of purely disciplinary features the textual components of history and the concomitant demands as well as the nature of various learners Where recent cognitive analyses of mathematics and physics have dealt with misconceptions and knowledge construction they have avoided topics such as perspective taking interpretation and rhetorical layerings The new work by contrast has been concerned with these issues as well as the careful analyses of the nature of historical tasks and the nature of disciplinary and instructional explanations The lines of research presented in these chapters are both compelling and diverse and include a range of topical questions such as What affects the quality of teaching How are historical documents interpreted in the writing of history How is history explained What are the classroom demands on an elementary school social studies teacher What does text accomplish or fail to accomplish in educational settings How do teachers think about particular topics for history teaching Although much of the research reflects a grounding in or the influence of cognitive psychology not all of it derives from that tradition Traditions of rhetoric curriculum analysis and developmental psychology are also woven throughout the chapters The editors envision this volume as a contribution to educational research in a subject matter and as a tool for practitioners concerned with the improvement of instruction in history They also anticipate that it will contribute to cognitive science History Teaching Christopher T. Husbands, Alison Kitson, Anna Pendry, 2003 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 The Teaching American History Project Rachel G. Ragland, Kelly A. Woestman, 2010-05-26 This collection of cover 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 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

In Search of America's Past Bruce VanSledright,2002-04-12 Offers alternatives to conventional textbook learning for history students describing the use of in depth historical projects and investigations that result in better retention of knowledge

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