



Teachers' Experience in Innovative Teaching and Learning of History in Secondary School

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ABSTRACT

Student Centered Methods have been the benchmark for assessing teaching and learning in the New Malawi Secondary School Curriculum. However, teaching of History has for a long period of time been associated with presentation of facts, otherwise known as *teaching in a traditional way*. Such teaching involves reading chapters and listening to lectures while making students copy huge chunks of notes henceforth, denying them critical thinking and interpretations of historical facts. Apparently, it does not come as a surprise to observe limited number of students enrolling for History subject for Malawi School Certificate of Education a situation that is worrisome. However, teaching of History in innovative way describes a kind of pedagogy that ensures students do not only understand other peoples' interpretations, but also help them learn to construct their own interpretations of past. Therefore, it is against this background that this study investigated the teachers' experiences on what involves teaching of History in innovative way, the challenges encountered and solutions to deal with such challenges while implementing these new student-centered methods. The study is both quantitative and qualitative in nature with Purposive and later Simple Random Sampling Technique used to sample History teachers from various secondary schools in Mangochi District, Malawi. The results revealed that, Innovative Teaching Methods are crucial in producing critical thinking, socialization, decision making and analysis among students. However, the study reveals lack of learning resources to be the main challenge with the need for all stakeholders to endeavor on mobilizing resources and foster professional development for History Teachers.

Key Words: Critical Thinking, Historical Thinking, Historical Interpretation, Innovative Teaching Methods

1. INTRODUCTION

The study of History in secondary school is of great importance as it helps to students to understand the past for posterity, develop a sense of nationalism and nurture reasoning skills (Namamba & Rao, 2017). However, for this to be achieved, a great deal of work needs to be done by teachers. Various student-centered techniques are the precursor for attaining such skills by students. However, in developing countries like Malawi, it has been found that teachers still cling to the old way of teaching with perceivable undue use of lecture method (Nyamwembe, Ondigi, & Kiio, 2011). Consequently, this among others does not only demotivate students to take the subject,

Teaching And Learning History History Teachers In The Making

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Teaching And Learning History History Teachers In The Making:

History Teachers in the Making Anna Pendry, Christopher T. Husbands, 1998 Mentoring and reflective practice have become central elements in the development of teacher learning This book examines the processes which support mentors in service co ordinators and heads of history departments in their professional developmental work with student teachers newly qualified teachers and experienced colleagues Key aspects of mentoring are examined and the book offers practical guidance on topics such as collaborative teaching observation and discursive mentoring [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

Making Every History Lesson Count Chris Runeckles, 2018-10-23 Chris Runeckles Making Every History Lesson Count Six principles to support great history teaching offers lasting solutions to age old problems and empowers history teachers with the confidence to bring their subject to life Making EveryHistory Lesson Count goes in search of answers to the crucial question that all history teachers must ask What can I do to help my students retain and interrogate the rich detail of the content that I deliver Writing in the practical engaging style of the award winning Making Every Lesson Count Chris Runeckles articulates the fundamentals of great history teaching and shares simple realistic strategies designed to deliver memorable lessons The book is underpinned by six pedagogical principles challenge explanation modelling practice feedback and questioning and equips history teachers with the tools and techniques to help students better engage with the subject matter and develop more sophisticated historical analysis and arguments In an age of educational quick fixes and ever moving goalposts this carefully crafted addition to the Making Every Lesson Count series expertly bridges the gap between the realms of academic research and the humble classroom It therefore marries evidence based practice with collective experience and in doing so inspires a challenging approach to secondary school history teaching Making EveryHistory Lesson

Count has been written for new and experienced practitioners alike offering gimmick free advice that will energise them to more effectively carve out those unique moments of resonance with young people Each chapter also concludes with a series of questions that will prompt reflective thought and enable educators to relate the content to their own classroom practice Suitable for history teachers of students aged 11 to 16 years

History Teachers in the Making Anna Pendry, Christopher T. Husbands, 1998 How can experienced history teachers help both beginning teachers and other members of the history department to develop and improve their practice How do history departments improve and develop What is distinctive about history teaching and learning Recent research has placed emphasis on both the continuum of teacher learning from initial training to continuing professional development and the importance of subject knowledge in classroom effectiveness This innovative book draws these issues together it examines the nature of professional learning throughout teaching careers grounded in the culture research and practice of one school subject It begins by examining history student teacher learning focusing on practical strategies for school based mentoring in history The second section examines the nature of history teacher development in the first year of teaching whilst the third links individual and department development explicitly to classroom effectiveness Throughout the book draws on practical classroom experience and recent research providing both specific case study examples and generalisable arguments

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 Secondary History Heather Sharp, Jonathon Dallimore, Alison Bedford, Martin Kerby, James Goulding, Darius von Güttner, Treasa Clare Heath, Louise Zarmati, 2021-11-22 This book provides an introduction to the theory and practice of teaching History to years 7 12 in Australian schools

Bringing Teachers to the History Museum Lora Cooper, Linnea Grim, Gary Sandling, 2022-06-14 Bringing Teachers to the History Museum A Guide to Facilitating Teacher Professional Development surveys best practices and the latest research on how to plan implement and evaluate teacher professional development at historic sites and museums Written to help museum professionals provide impactful experiences the volume offers Understandings of teachers as a unique audience for historic sites and museums Practical tips for starting or strengthening teacher programs including approaches for creating inclusive and equitable professional development Insights from multiple disciplines including classroom museum and teacher education This guide developed by and for museum educators will provide inspiration and guidance for inquiry driven approaches connecting to power of place and facilitating dialogue to help teachers connect museum content to their students needs You will find real world examples of goal setting program design and evaluation tools to guide every step of planning and implementing of teacher professional development Through research experience and shared perspectives this volume directly addresses incorporating anti racism and virtual learning into teacher programming at history institutions Bringing Teachers to the History Museum arrives in a crucial moment for historic sites and museums to support teachers as learners professionals and advocates for their students

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

The History Teacher's Handbook Neil Smith, 2010-09-02 This comprehensive handbook combines up to date research including Ofsted reports and pupil surveys with road tested classroom techniques to suggest how you can make your classroom a dynamic and productive learning environment Advice is given on all aspects of history teaching from how to plan for successful outcomes and maximise meaningful assessment through to exciting ways to examine evidence and develop pupil interest outside of the classroom The chapter on making effective use of ICT to teach history tackles one of the biggest challenges for teachers today how to ensure new technologies are utilised to improve learning without allowing the technology to detract from the history being taught This book is perfect for trainee teachers and NQTs but will also help experienced history teachers to make lessons inspiring and accessible to pupils with a range of specific educational needs including pupils for whom English is not their first language and those who are regarded as being gifted and talented

The Palgrave Handbook of History and Social Studies Education Christopher W. Berg, Theodore M. Christou, 2020-04-03 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

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