

Teaching History at University

Enhancing learning and
understanding

Alan Booth

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Teaching History At University Enhancing Learning And Understanding

Kimberly M. Williams



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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 achieved today in universities world wide *Teaching History* Ian Phillips, 2008-05-19

Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University **Teaching the**

Discipline of History in an Age of Standards Jennifer Clark, Adele Nye, 2018-06-08 This book discusses the discipline standards of History in Australian universities in order to help historians understand the Threshold Learning Outcomes and to assist in their practical application It is divided into two sections The first offers a scholarly exploration of contemporary issues in history teaching while the second section discusses each of the Threshold Learning Outcomes and provides real world examples of quality pedagogical practice Although the book focuses on the discipline of history in Australia other subjects and other countries are facing the same dilemmas As such it includes chapters that address the international context and bring an international perspective to the engagement with discipline standards The innovation and leadership of this scholarly community represents a new stage in the transformation and renewal of history teaching **Teaching the Early**

Modern Period D. Conroy, D. Clarke, 2011-06-03 This innovative project unites leading scholars of English History and French to examine the challenges of teaching early modern literature history and culture within higher education The volume sets out a variety of approaches to teaching the period and aims to revitalize the connection between teaching and research

Excellence in University Assessment David Carless, 2015-04-24 Assessment in higher education is an area of intense current interest not least due to its central role in student learning processes Excellence in University Assessment is a pioneering text which contributes to the theory and practice of assessment through detailed discussion and analysis of award

winning teaching across multiple disciplines It provides inspiration and strategies for higher education practitioners to improve their understanding and practice of assessment The book uses an innovative model of learning oriented assessment to analyze the practice of university teachers who have been recipients of teaching awards for excellence It critically scrutinizes their methods in context in order to develop key insights into effective teaching learning and assessment processes Pivotal topics include Competing priorities in assessment and ways of tackling them The nature of quality assessment task design The student experience of assessment Promoting student engagement with feedback An indispensable contribution to assessment in higher education Excellence in University Assessment is a valuable guide for university leaders middle managers staff developers teachers and researchers interested in the crucial topic of assessment

An Introduction to Instructional Services in Academic Libraries Elizabeth Connor, 2008-10-15 More than ever before librarians are being called upon to contribute considerable energy knowledge and leadership to fostering the academic success of students through information literacy Unique in its expansive breadth and in depth approach An Introduction to Instructional Services in Academic Libraries explores the latest methods and ideas for planning delivering and evaluating effective instructional sessions Providing librarians with informative real world case studies culled from over three dozen prominent librarian instructors from across the US and Canada An Introduction to Instructional Services in Academic Libraries comprehensively covers the topics of experiential learning hybrid models of library instruction interdisciplinary inquiry through collaboration introducing primary documents to undergrads using case studies in credit bearing library courses teaching information literacy to ESL students information literature for the non traditional student preparing an advanced curriculum for graduate students librarians in the online classroom and teaching distance education students An Introduction to Instructional Services in Academic Libraries features numerous planning documents survey instruments handouts active learning exercises and extensive references which make it an ideal resource for educators and librarians everywhere

History, Policy and Public Purpose Alix R. Green, 2016-05-28 This book takes a fresh look at the connection between history and policy proposing that historians rediscover a sense of public purpose that can embrace political decision making and also enhance historical practice Making policy is a complex and messy affair calling on many different forms of expertise and historians have often been reluctant to get involved in policy advice with those interested in history in public tending to work with museums heritage sites broadcasters and community organisations Green notes however that historians have also insisted that history matters in public policy debate and been critical of politicians distortions or neglect of the past She argues that it is not possible to have it both ways

The Oxford Handbook of Oral History Donald A. Ritchie, 2012-10-01 The Oxford Handbook of Oral History brings together forty authors on five continents to address the evolution of oral history the impact of digital technology the most recent methodological and archival issues and the application of oral history to both scholarly research and public presentations

History and Economic Life Georg Christ, Philipp R. Rössner, 2020-02-27

History and Economic Life offers students a wide ranging introduction to both quantitative and qualitative approaches to interpreting economic history sources from the Middle Ages to the Twentieth Century Having identified an ever widening gap between the use of qualitative sources by cultural historians and quantitative sources by economic historians the book aims to bridge the divide by making economic history sources more accessible to students and the wider public and highlighting the need for a complementary rather than exclusive approach Divided into two parts the book begins by equipping students with a toolbox to approach economic history sources considering the range of sources that might be of use and introducing different ways of approaching them The second part consists of case studies that examine how economic historians use such sources helping readers to gain a sense of context and understanding of how these sources can be used The book thereby sheds light on important debates both within and beyond the field and highlights the benefits gained when combining qualitative and quantitative approaches to source analysis Introducing sources often avoided in culturally minded history or statistically minded economic history courses respectively and advocating a combined quantitative and qualitative approach it is an essential resource for students undertaking source analysis within the field

Digital Research in the Study of Classical Antiquity Simon Mahony, Gabriel Bodard, 2016-04-22 This book explores the challenges and opportunities presented to Classical scholarship by digital practice and resources Drawing on the expertise of a community of scholars who use innovative methods and technologies it shows that traditionally rigorous scholarship is as central to digital research as it is to mainstream Classical Studies The chapters in this edited collection cover many subjects including text and data markup data management network analysis pedagogical theory and the Social and Semantic Web illustrating the range of methods that enrich the many facets of the study of the ancient world This volume exemplifies the collaborative and interdisciplinary nature that is at the heart of Classical Studies

Called Beyond Our Selves Erin VanLaningham, 2024 Higher education today faces challenges from all sides but college can provide young people with an opportunity to explore what it means to live a meaningful life Increasingly undergraduate education encourages students to reflect on their many callings in life but this does not need to be a purely individual pursuit This volume provides an argument for helping students to think about the interconnectedness of individual and communal life as they reflect on their various vocations

Geography of Time, Place, Movement and Networks, Volume 2 Stanley D. Brunn, 2024-05-23 This book explores journeys in a time context with a focus on places place meanings and landscapes Whether the journey relates to ancient or modern trails roads or railroads or a historical or contemporary pilgrimage or a tourist venture in social contexts the book addresses the importance of places and environmental settings whereby time itself is described and defined in multiple contexts The chapters discuss among others archaeological and pre history settings tourism settings and heritage events as well as regional and transnational migration routes and those used by historical nomadic cultures and postmodern nomads Some time and place journeys are fluid and dynamic and re interpreted while for others there is much sameness in the visible

landscapes Retaining the past and reconstructing the past are both journeys That sameness concept is also applied to cultural and political worlds where there is little progress or reform to address social welfare and empowerment This book opens the door for exploring shallow and deep journeys by those in the humanities and social sciences at local national and regional scales *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 Exploring Signature Pedagogies Regan A. R. Gurung,Nancy L. Chick,Aeron Haynie,2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by the articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords **Resilience Process and Its Personal and Social Bases** Chau Kiu Cheung,2024-10-30 This book is to elucidate personal and social bases for personal resilience thus addressing the issue concerning the predominance of social factors in shaping resilience Essentially the book starts with a clarification of resilience as a phenomenon rather than a trait The clarification also identifies the personal bases in terms of the resilience process which specifies belief about resilience as a precursor to learning about

resilience action for resilience and resilience successively To justify the personal and social bases the book expounds the analytical functionalist framework to specify voluntaristic and deterministic mechanisms to perform the four requisite functions of goal attainment adaptation integration and latency Equipped with the conceptual and theoretical grounds the book proceeds to scrutinize the effects of personal and social factors on resilience and its process The personal factors include personal background characteristics personality functional disability and various beliefs whereas the social factors include experiences of caring peace violence and social exclusion in society kindness sociability and aid from other people and social capital The scrutiny engages five databases about 6 948 Chinese people in Hong Kong and neighboring Chinese cities composed of the public service users older adults students and people with visual impairment Overall the book presents ample theoretical and empirical substances to clarify the genesis of resilience Doing Research to Improve Teaching and Learning Kimberly M. Williams,2021-07-29 In this rapidly changing teaching and learning environment one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers This book is a step by step guide for doing research to inform and improve teaching and learning With background and instruction about how to engage in these methodologies including historical analyses qualitative quantitative and mixed methods the second edition of Doing Research to Improve Teaching and Learning discusses a process of working collaboratively and reflectively to improve one s teaching craft Full of updated authentic examples from research studies student work and instructor reflections this valuable resource equips faculty with the skills to collect and use data and evidence based instructional methods in any college and university classroom Learning to Teach History in the Secondary School Terry Haydn,Alison Stephen,2021-11-22 In some hands history can be an inspirational and rewarding subject yet in others it can seem dry and of little relevance Learning to Teach History in the Secondary School now in its fifth edition and established as one of the leading texts for all history student teachers enables you to learn to teach history in a way that pupils will find interesting enjoyable and purposeful It incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice The fifth edition has been thoroughly updated in the light of recent developments in the field of history education The book contains chapters on Purposes and benefits of school history Planning strategies Teaching approaches and methods Developing pupils historical understanding Ensuring inclusion New technologies in the history classroom Assessment and examinations Your own continuing professional development Each chapter includes suggestions for further reading weblinks to useful resources and a range of tasks enabling you to put learning into practice in the classroom Written by experts in the field Learning to Teach History in the Secondary School offers all training and newly qualified teachers comprehensive and accessible guidance to support the journey towards becoming an inspirational and engaging history teacher History Education and Historical Inquiry Bob Bain,Arthur Chapman,Alison Kitson,Tamara Shreiner,2024-04-01 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

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

Improving Teacher Education Practice Through Self-study John Loughran, Tom Russell, 2004-11-23 Self study in

teacher education is a growing field and a natural progression from the concept of reflective practice for pre service teachers This book is designed to introduce teacher educators to the theory and practice of self study in order to explore understand and improve their teaching about teaching With studies from an international range of contributors this book illustrates a variety of approaches to self study It describes the issues that teacher educators have chosen to study how they carried out their research and what the learning outcomes were Throughout the emphasis is on placing teacher educators knowledge and practice at the centre of their academic work This book will be of interest to all teacher educators wishing to improve their knowledge and practice

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