



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

Anna Pendry, Christopher T. Husbands



Teaching And Learning History History Teachers In The Making:

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

[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

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 coordinators 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

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 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 *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 **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

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

Teaching and Learning History in Elementary Schools Jere E. Brophy, Bruce VanSledright, 1997-01-01 In clear concise language this book deals with fundamental issues that must be addressed if teachers are to construct coherent and powerful history curricula including What are the purposes and goals that different types of teachers establish for their history teaching and What do children know and think about history and what are the teaching implications for our schools This book represents a major advance in developing a knowledge base about children s historical learning and thinking that applies to history teaching some of the principles involved in teaching for understanding and conceptual change teaching methods that have been so successful in other school subjects

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

Developing Teachers and Developing Schools

in Changing Contexts Zijian Li, Ling-po Shiu, 2008 More than ever schools are regarded as a learning community in which its leaders and therefore the school's primary agents of change are expected to stay abreast of the latest developments in education and instruction This book provides important insights for improving professional development activities school university partnerships and networks educational management as well as teaching and learning in schools and colleges It builds on research conducted in the 1990s during which the pursuit of school improvement and skill development first converged *History, ICT and Learning in the Secondary School* Terry Haydn, Christine Counsell, 2003-09-02 This is a practical guide for teachers who wish to improve the quality of teaching and learning in history by using ICT **Teaching History in the Digital Classroom** D. Antonio Cantu, Wilson J. Warren, 2016-09-16 While many methods texts have an add on chapter on technology this book integrates the use of technology into every phase of the teaching profession Filled with decision making scenarios and reflective questions that help bring the material to life it covers the development of teaching technologies developing lesson plans and actual instructional models in history and social studies An appendix provides sample lessons sample tests a list of resources and other practical materials *Becoming a History Teacher* Ruth Sandwell, Amy von Heyking, 2014-01-01 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

Controversial History Education in Asian Contexts Mark Baildon, Kah Seng Loh, Ivy Maria Lim, Gül İnanc, Junaidah Jaffar, 2013-08-22 This book examines both history textbook controversies AND teaching historical controversy in Asian contexts The different perspectives provided by the book's authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India It also offers a range of approaches for teaching historical controversy in classrooms These include Structured Academic Controversy the use of Japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms The book's chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom research Why History Education? Nadine Fink, Markus Furrer, Peter Gautschi, 2023-08-22 Sinn und Zweck der Geschichte werden immer wieder neu hinterfragt weil sich Gesellschaften ständig neu verorten Davon ist der Geschichtsunterricht direkt betroffen Warum Geschichtsunterricht Autor innen aus 18 Ländern und vier Kontinenten fragen daher nach der Bedeutung des Geschichtsunterrichts aus unterschiedlichen Perspektiven mit theoretischen Überlegungen und Modellen mit Bezügen aus der Unterrichtspraxis und Erkenntnissen aus der Forschung Die Publikation präsentiert eine ganze Reihe von Gründen warum Geschichte heute unbedingt unterrichtet werden muss Sie liest sich als Pl

doyer f r einen kompetenten Umgang mit Geschichte in heutigen Gesellschaften **Debates in History Teaching** Ian Davies,2010-12-15 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 *Measuring History* S. G. Grant,2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests **Resources in Education** ,2001 **International Yearbook of History Education** A. Dickinson,P. Gordon,P. Lee,J. Slater,2013-11-19 This international academic and professional yearbook contains articles and reviews on matters of interest to all concerned with history in education from contributors throughout the world The yearbook will encourage rigorous exploration or philosophical psychological sociological and historical perspectives upon history in education and their relation to practice where appropriate The theme of the first edition is centralisation and decentralisation of national curricula

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is heated use the characteristic color of flames to identify ions in various laboratory samples observe the emission spectra of
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flame flame intensity flame duration wavelength nm color low medium high seconds bac12 yellow to orond 597 high 13 sec
cacl2 dombe 609 high 13 sec cucl2 green blue imedium KCl luoletel 423 low issic lici 701

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