

## Diversity and Citizenship in History Teaching Practices (A005386)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 5.0	<b>Study time</b> 150 h	<b>Contact hrs</b>	40.0 h

### Course offerings and teaching methods in academic year 2022-2023

A (semester 2)	Dutch	Gent	lecture	15.0 h
			microteaching	5.0 h
			seminar	15.0 h
			self-reliant study activities	5.0 h

### Lecturers in academic year 2022-2023

De Langhe, Sofie	LW03	staff member
Rombaut, Eef	LW03	staff member
Van Doorsselaere, Joris	LW03	staff member
De Wever, Bruno	LW03	lecturer-in-charge

### Offered in the following programmes in 2022-2023

	crdts	offering
<a href="#">Master of Science in Teaching in Languages (main subject African Languages and Cultures)</a>	5	A
<a href="#">Master of Science in Teaching in Arts and Humanities (main subject Archaeology)</a>	5	A
<a href="#">Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject East European Languages and Cultures)</a>	5	A
<a href="#">Master of Science in Teaching in Arts and Humanities (main subject History)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject Oriental Languages and Cultures)</a>	5	A
<a href="#">Master of Arts in History</a>	5	A

### Teaching languages

Dutch

### Keywords

Citizenship, Diversity, Multiperspectivity, History Education

### Position of the course

In the 21st century, education in history and cultural studies can afford less than ever to impose one perspective of the past by imprinting a canon of content. In the contrary, research shows that canonical historical truths do not in any way promote critical citizenship and are at odds with a scientifically sound and therefore multi-perspectival view of reality.

### Contents

The curriculum consists of three parts.

- Part 1: Knowledge and insights of theories and current debates regarding practices on citizenship and diversity in a classroom context. Diversity is defined in its broadest sense: ethnic and cultural diversity, gender, age and work related diversity, geographical diversity, ...;
- Analysis of texts about citizenship & diversity by educational administrative departments

(curricula, content descriptions, attainment targets, ...). Reading and analysing academic texts of educationalists, historians and cultural scientists and policy documents of (inter)national institutions (e.g the European Union, the United Nations);

- The study of cases regarding diversity and citizenship
- Part 2: be able to develop qualitative lesson preparations (historically, didactically, and pedagogically) taking to account diversity and citizenship as learning outcomes. Be able to put in practice the developed lesson preparations into history or cultural courses.
- Part 3: Active participation and applying the theories regarding diversity and citizenship into the 'History Prize' event' of UGent.

The annual 'History Prize' event of the History Department of UGent aims to introduce young people to history as a discipline in a low-threshold and inclusive way. The target group of the event are the pupils enrolled in the upper secondary education. They will develop, with the support of their history teacher a history related project which fit the learning outcomes applicable in the history course of upper secondary education. Their project will be evaluated by a jury composed of experts. The History Prize event is embedded in the annual organized 'Verleden Week'.

The overall aim of the 'History Prize' is to create a fruitful learning context in which students practice competencies. Students' participation in workshops 'History Prize' organized before and during Past Week, are mandatory. They prepare the 'History Prize' event, and give substantive and support to the teachers and pupils who present their project to the jury. Teamwork is paramount here for each student, which implies taking his/her full responsibility in the preparation, organization of the 'History Prize'.

A list of the learning activities are presented below (non-exhaustive):

- working out a theme and learning goals for the participating pupils and schools
- writing a promotional invitation text for schools/website
- drawing up a programme booklet for the 'History Prize' event
- preparation, practical organisation of the 'history Prize' event, including the award ceremony
- conducting interviews with the participating pupils, teachers, jury members, etc.
- being active and promote the 'History Prize' event on social media (Instagram, fb, LinkedIn, etc.) and document the website regarding the 'History Prize' event, including the award ceremony
- documenting the 'History Prize' award ceremony (text, photos, videos, blogs, vlogs, ...)
- reflecting on the 'History Prize' event as such, including the award ceremony (sustainability of the event, how to involve new schools, develop evaluation criteria for submitted projects, etc.)

### **Initial competences**

For Part 2, taking a teaching course or a subject teaching course in Eduma Cultural Studies is necessary since the basic knowledge for developing a history and/or cultural studies lesson preparation must be acquired.

### **Final competences**

- 1 Improve and deepen domain specific and subject related knowledge
- 2 Improve and deepen teaching methodology in history related knowledge
- 3 Participate in the public debate about citizenship and diversity to increase knowledge and stimulate social commitment
- 4 Create a positive evidenced learning environment with consideration for the (personal, intellectual, social) learning needs of students/pupils and the (ethnic, religious, economic, gender related, ...) differences between students/pupils
- 5 Create a positive environment and support pupils in their personal, intellectual and societal development by activities and formal and informal interactions with respect for their social, cultural and ideological background.
- 6 Analyse different (historical and current) situations from multiple perspectives and apply that analysis to pedagogical relevant and multiperspectiv lesson plans
- 7 Apply the theoretical and practical domain-specific knowledge, insights, and attitudes in a didactic project involving diversity and citizenship within history education.

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Group work, lecture, microteaching, project, seminar, self-reliant study activities

### **Extra information on the teaching methods**

- Part 1: Lectures and seminars (20 contact hours)
- Part 2: seminars, guided self-study, paper, dissertation, micro teaching (10 contact hours)
- Part 3: project, group work (10 contact hours)

The paper consists of a lesson preparation; micro teaching consists of presenting lessons which includes historical competence and citizenship competence. The project and group work are related to the 'History Prize' event.

### **Learning materials and price**

A reader is available on Ufora with texts regarding citizenship and diversity. The texts include didactical references (content descriptions, learning goals, ... ), academic texts written by educationalists, and historians, and policy documents regarding education (curricula, content descriptions, learning goals, as well as policy documents of (inter)national institutions (e.g the European Union, the United Nations).

### **References**

### **Course content-related study coaching**

Support by the lecturer-in-charge & professional staff members

### **Evaluation methods**

continuous assessment

### **Examination methods in case of periodic evaluation during the first examination period**

### **Examination methods in case of periodic evaluation during the second examination period**

### **Examination methods in case of permanent evaluation**

Participation, assignment, report

### **Possibilities of retake in case of permanent evaluation**

not applicable

### **Extra information on the examination methods**

The three parts of the subject matter will be concluded with a separate evaluation moment.  
Essay on reader and lecture notes (part 1 of the subject matter)  
Paper and presentation (part 2 of the course material)  
Active participation in the preparation, organization and execution of the 'History Prize'. (Self) reflection on the 'History Prize' in a report.

### **Calculation of the examination mark**

30% essay - 35% essay and presentation - 35% participation in project and group work  
unjustified absences from work colleges, presentations, and project/group work may result in the student's failure to pass.

### **Facilities for Working Students**

Subject matter of the lectures can be acquired by self-study of the reader  
Mandatory attendance in the work lectures, microteachings and project/group work