

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

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

### Course offerings and teaching methods in academic year 2025-2026

A (semester 2)	Dutch	Gent	independent work lecture seminar peer teaching
B (semester 2)	Dutch	Gent	

### Lecturers in academic year 2025-2026

Rombaut, Eef	LW03	staff member
Aerts, Koen	LW03	lecturer-in-charge
Van Doorsselaere, Joris	LW03	co-lecturer

### Offered in the following programmes in 2025-2026

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	5	A, B
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	5	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	5	A, B
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	5	A, B
Master of Science in Teaching in Arts and Humanities (main subject History)	5	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	5	A, B
Master of Arts in History	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.

--

Students from the master's programme in teaching (History) who wish to take this course under module Elective Courses > Module 4: an Elective Course related to Education can take course session B (6 ECTS). These students will get an extra assignment.

### Contents

The curriculum consists of two 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 didactic texts about citizenship & diversity by educational administrative departments (learning outcomes, learning content, curricula, etc.). 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.

### **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 living environment with attention to students' broad personal, intellectual and social development, respecting their social, cultural and philosophical backgrounds
- 6 Analyse different (historical and current) situations from multiple perspectives and apply that analysis to pedagogical relevant and multiperspectiv lesson plans

### **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**

Seminar, Lecture, Independent work, Peer teaching

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

Part 1: Lectures and seminars

Part 2: seminars, guided self-study, work piece, micro teaching

Work piece consists of writing an essay incorporating the theoretical insights and preparing and presenting a lesson that addresses historical competence and citizenship competence.

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

### **Study material**

Type: Reader

Name: Readers are offered on UFORA with texts on citizenship and diversity.

Indicative price: Free or paid by faculty

Optional: no

Additional information: The texts range from didactic texts (curriculum descriptions, curricula,...), academic texts by educationalists and historians to policy texts (attainment targets, United Nations, European Union,...).

### **References**

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

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

### **Assessment moments**

continuous assessment

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

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

**Examination methods in case of permanent assessment**

Participation, Presentation, Assignment

**Possibilities of retake in case of permanent assessment**

not applicable

**Extra information on the examination methods**

Work piece (essay) on readers and lecture notes (part 1)

Presentation (part 2)

**Calculation of the examination mark**

50% work piece (essay) - 50% preparation and presentation .

Unjustified absences from work lectures and presentations may result in the student's failure to pass.

**Facilities for Working Students**

Learning topics and themes of the lectures can be learned by self-study of the reader

Mandatory attendance in the work lectures and microteachings.