

Teaching Methodology: History (H002215)

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.

Course size	<i>(nominal values; actual values may depend on programme)</i>		
Credits 6.0	Study time 180 h	Contact hrs	60.0 h

Course offerings and teaching methods in academic year 2022-2023

A (year)	Dutch	Gent		
			group work	1.25 h
			integration seminar	7.5 h
			lecture	42.5 h
			demonstration	1.25 h
			seminar	2.5 h
			microteaching	5.0 h

Lecturers in academic year 2022-2023

De Landtsheer, Koen	LW03	staff member
De Langhe, Sofie	LW03	staff member
Ducheyne, Frederika	LW03	staff member
Ranson, Jens	LW03	staff member
De Wever, Bruno	LW03	lecturer-in-charge

Offered in the following programmes in 2022-2023

	crdts	offering
Master of Science in Teaching in Languages (main subject African Languages and Cultures)	6	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	6	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	6	A
Master of Science in Teaching in Languages (main subject East European Languages and Cultures)	6	A
Master of Science in Teaching in Arts and Humanities (main subject History)	6	A
Master of Science in Teaching in Languages (main subject Oriental Languages and Cultures)	6	A
Master of Science in Teaching in Arts and Humanities (abridged programme) (main subject Archaeology)	6	A
Master of Science in Teaching in Arts and Humanities (abridged programme) (main subject History)	6	A

Teaching languages

Dutch

Keywords

Historical thinking, didactic concepts, structures history education, components history lesson, multiperspectivism

Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on: <https://www.ugent.be/pp/nl/opleidingen/educatieve-master>

Contents

Since attendance in classes is mandatory, this subject cannot be included in the curriculum beginning in lesson week 3.

The learning content is in line with the subject matter education of the students in the bachelor/or master program.

In the theoretical subject didactic part, the following topics are covered:

- basic concepts and principles of history applied to secondary education
- basic concepts and knowledge of history as a subject matter
- Overview of "misconceptions" regarding history education
- theorising about historical thinking and historical reasoning
- subject-related and subject-specific attainment targets for history in secondary education
- curricula of the various education providers
- didactic methods specific to the subject
- Teaching materials and media in the history lesson
- electronic learning environments and ICT in the history class
- lesson preparation
- Interests and experiences of young people regarding history

The following topics are dealt with in the practical teaching section:

- observation skills
- Formulating lesson objectives and preparing lessons
- Basic skills in realising the learning environment (giving instruction, asking questions, using a variety of work formats, leading group work, class management, etc.)
- selecting historical contents and drawing up annual history plans
- problematising and actualising in the history lesson with attention to social diversity and multi-perspectivism

Initial competences

Students are expected to have acquired sufficient domain-specific knowledge prior to beginning the coursework. The access requirements to the subject doctrines are regulated. More information can be found at www.ugent.be/educatievemaster.

Final competences

- 1 Know the main current theories of history didactics and be able to demonstrate their relevance to practice
- 2 know the most important national and international history teaching journals, organisations and networks
- 3 know all current history textbooks in Flanders and be able to compare them critically
- 4 Be able to criticise the prevailing didactic paradigms
- 5 Being able to interpret and apply the concepts of historical thinking and historical reasoning
- 6 know the major trends in historical subject doctrinal research and be able to critically comment on them
- 7 Know the structure of history education in Flanders
- 8 Knowing and being able to apply the subject-specific learning goals
- 9 knowing, being able to interpret and applying the history curricula of all education providers
- 10 Being able to draw up an annual history plan
- 11 Being able to justify the choices of historical contents
- 12 Knowing teaching strategies, and being able to observe and apply them
- 13 Being able to problematise and update historical contents
- 14 Selecting historical contents with an eye to diversity and multi-perspectivism
- 15 Evaluate the initial situation
- 16 Prepare a lesson
- 17 Knowing various questioning techniques in a history lesson and being able to apply them in a didactically sound way
- 18 Use a variety of media and evaluate them didactically in a history lesson
- 19 Use ICT in a didactically responsible way in a history lesson as a technique and as a medium
- 20 Use a variety of didactically sound and student-centred teaching methods
- 21 Being open to didactic innovation in history education
- 22 Being prepared to learn about new knowledge and to apply it in history education
- 23 development and evaluation of attitudes as defined in the basic competences. In particular, attention will be paid to the following attitudes: decision-making ability, relational orientation, critical attitude, eagerness to learn, organizational ability, sense of cooperation, sense of

responsibility

24 be able to guide learning and development in Standard Dutch and be mindful of the development of the linguistic competencies students need to enjoy optimal history instruction

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Demonstration, group work, lecture, integration seminar, microteaching, seminar

Extra information on the teaching methods

For student teachers in an LIO position, the above objectives and competencies are achieved through an alternative portfolio process. LIO guidelines can be found in the LIO manual. A number of contact moments, intervision and mentoring moments are provided. A full LIO job implies a teaching assignment of at least 500 hours which equates to two-thirds of a full-time assignment or approximately 12h per teaching week. Students with an LIO job between 200h and 500h are admitted as part-time LIO. A candidate with an LIO job of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio track. The student then follows the normal learning path.

Learning materials and price

estimated total cost

- A. WILSCHUT, D. VAN STRAATEN & M. VAN RIESSE, Geschiedenisdidactiek handboek voor de vakdocent. Bussum: Coutinho, 2013, 416 p.
- study materials on Ufora

References

- Geschichte Lernen, 1987 – (...);
- Hermes. Tijdschrift van de Vlaamse Vereniging Leraren Geschiedenis en Cultuurwetenschappen, 1996 – (...);
- The History Teacher. Published by the Society for History Education, 1966 – (...);
- Kleio. Tijdschrift van de Vereniging van docenten in de Geschiedenis en Staatsinrichting in Nederland, 1959 – (...)-- Klik om te editeren ---

Course content-related study coaching

Study guidance is provided by educational assistants

Continuous feedback on the exercises during the consultation hours of the educational assistants and via Ufora.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Period-specific: oral examination with written preparation

Explanation non-period related evaluation:

- Form: continuous evaluation based on assignments, cooperation and attitudes.
- Frequency: attendance in all lectures is mandatory. Unjustified absence may lead to the mention of 'absent' in the final score calculation. In case of legitimate absence, a substitute assignment will be provided in consultation with the responsible teacher.
- Description second examination opportunity: a second examination opportunity is possible.

However, it should be noted that some exercises or labs cannot be compensated by a replacement assignment.

- Feedback: by appointment

For the student-teachers in an LIO job, continuous evaluation is provided via the alternative assignment that they work out the portfolio trajectory.

Calculation of the examination mark

Periodic evaluation: 35%.

Continuous evaluation: duties and participation in working lectures 35%; participation in microteaching 30%

Students must be registered on the roll for the educational master's program no later than October 15. Given that attendance in the exercises is mandatory, the student must be present from the first class. LIO students also sign up for the first lesson

Failure to participate in one or more components of the evaluation may result in a fail for the entirety of the course unit. If the final score would be a mark of 8 or more out of 20, this will be reduced to the highest non-delinquent mark (maximum 7/20).

Facilities for Working Students

To be discussed, depending on circumstances. Some of the lectures and practical exercises will take place after office hours. Please contact the responsible lecturer.

LIOS discuss their trajectory with professor.