

Raising Standards in History Education

**edited by
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Peter Gordon
and Peter Lee**

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Raising Standards In History Education International Review Of H

**Alaric Dickinson, Peter Gordon, Peter
Lee**



Raising Standards In History Education International Review Of H:

Raising Standards in History Education Alaric Keith Dickinson, Peter Gordon, Peter John Lee, 2001 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company **International Review of History Education** Alaric Dickinson, Peter Gordon, Peter Lee, 2013-05-13 The third volume in this international review takes raising standards as its central theme Raising standards is no simple matter either conceptually or empirically whatever politicians might think If it is to happen it must draw on research and practical experience from other countries **International Review of History Education** ,2013 **Teaching and Learning Difficult Histories in International Contexts** Terrie Epstein, Carla Peck, 2017-08-07 Grounded in a critical sociocultural approach this volume examines issues associated with teaching and learning difficult histories in international contexts Defined as representations of past violence and oppression difficult histories are contested and can evoke emotional often painful responses in the present Teaching and learning these histories is contentious yet necessary for increased dialogue within conflict ridden societies reconciliation in post conflict societies and greater social cohesion in long standing democratic nations Focusing on locations and populations across the globe chapter authors investigate how key themes including culture identity collective memory emotion and multi perspective historical consciousness distance and amnesia inform the teaching and learning of difficult histories **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

Contemporary Public Debates Over History Education Isabel Barca, Irene Nakou, 2010-10-01 The 6th book of the International Review of History Education Series Contemporary public debates over history education presents public debates on history education as they appear in 14 different areas of the world in Asia Europe North and South America In alphabetical order in Brazil by Maria Auxiliadora Schmidt and T nia Braga Garcia in Canada by Peter Seixas in England by

Rosalyn Ashby and Christopher Edwards in Greece by Irene Nakou and Eleni Apostolidou in Israel by Eyal Naveh in Japan and South Korea by Yonghee Suh and Makito Yurita in Northern Ireland by Alan McCully in Portugal by Isabel Barca in Quebec Canada by Jean Francois Cardin in Singapore by Suhaimi Afandi and Mark Baidon in Spain by Lis Cercadillo in Turkey by Dursun Dilek and G lcin Yapici Dilek and in the United States by Peter Stearns By illuminating common trends national peculiarities and differences this collective book further enriches our knowledge about crucial issues concerning public perspectives over history education in diverse parts of the world It opens new questions and issues to be further investigated by all who are interested in this field in terms of its historical educational global national ethnic cultural social and political dimensions in the current transitional and multicultural environment This international dialogue therefore addresses historians history education researchers university professors school teachers policy makers publishers parents and all those who insist that history education is very important especially if it enables young people to orientate in the present and the future in historical terms

Rethinking the School Curriculum John White, 2004 In 2000 the school curriculum in England was equipped for the first time in the country s history with an extensive set of aims and purposes In this book leading experts in the teaching of school subjects examine the significance of the new aims for the reform of the curriculum In two general introductory chapters John White discusses the validity of the aims and how they might be realized in schools The remainder of the book focuses on subject specific areas and how these need to be brought into line with the new aims so as to produce a more relevant and enjoyable curriculum experience for pupils including more opportunities for choice of activities The book concludes with suggestions about how government policy on the curriculum should now succeed This portrayal of the school curriculum today and how it could be developed in line with the new aims will be of interest to those studying education with a particular focus on the areas of curriculum assessment school management philosophy of education and the history of education

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 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

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15

Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cinthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover

Social Education in Asia David L. Grossman, Joe Tin-Yau Lo, 2007-10-01 This book aims to fill this gap in the scholarship on social education by drawing on the research findings and or experiences from scholars in eight East and Southeast Asian societies In this regard the editors of this book hope that it will be a significant addition to the literature and will shed light on how the social education curricula are constructed and implemented across these societies in response to both internal and external forces At the same time this book is not a comprehensive survey of social education in the region Rather it is a selective set of case studies examining contested and compelling issues in the debates about social education in eight diverse societies in East and Southeast Asia The book will be intellectually stimulating and inspiring not only to the social educators and comparativists who can see more about social science education from non western perspectives but also to curriculum developers policy makers social educators and front line teachers who can enrich their professional experiences through learning from other countries regions

Understanding History Ros Ashby, Professor Peter Gordon, Peter Lee, 2004-08-02 Examining students ideas about the discipline of history and the knowledge it produces this book also explores in detail teachers own ideas about teaching

MasterClass in History Education Christine Counsell, Katharine Burn, Arthur Chapman, 2016-10-06 MasterClass in History Education draws on international research and practice to present effective and engaging approaches for history teachers who want to explore the ways in which reading research and reflection can support the development of history teaching and learning in the classroom At the heart of the

book is a series of professional enquiries carried out by experienced history teachers working in a range of contexts Each history teacher addresses clear questions arising from their practice and together they illustrate various approaches to data collection data analysis and argument These history teachers also show how they drew on diverse scholarship in history and history education including many publications by other history teachers In eight further chapters other experts ranging from practitioner scholars to researchers in diverse fields such as history history education teacher education teacher research and curriculum theory reflect on the distinctive insights that these teachers offer and explore connections with their own fields The combination of perspectives and the depth of knowledge of the varied contributors reveal the importance of different kinds of relationship between theory and practice The links between classroom realities and research and the critical use of different kinds of text will support history teachers in developing their practice and professional voice

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

Culture, Music Education, and the Chinese Dream in Mainland China Wai-Chung Ho, 2018-01-04 This book focuses on the rapidly changing sociology of music as manifested in Chinese society and Chinese education It examines how social changes and cultural politics affect how music is currently being used in connection with the Chinese dream While there is a growing trend toward incorporating the Chinese dream into school education and higher education there has been no scholarly discussion to date The combination of cultural politics transformed authority relations and officially approved songs can provide us with an understanding of the official content on the Chinese dream that is conveyed in today's Chinese society and how these factors have influenced the renewal of values based education and practices in school music education in China

Identity, Trauma, Sensitive and Controversial Issues in the Teaching of History Hilary Cooper, Jon Nichol, 2015-10-13 History Education is a politically contested subject It can be used to both promote xenophobia and to

develop critical thinking multiple perspectives and tolerance Accordingly this book critically examines complex issues and constructivist approaches that make history relevant to students understanding of the modern world As such it has global appeal especially in North and South America Canada Europe and Asia The book s authors address the major challenges that History Education faces in an era of globalisation digital revolution and international terror nationalism and sectarian and religious conflict and warfare Central to this volume are controversial issues trauma and questions of personal and national identity from a wide range of international settings and perspectives The research in this book was undertaken by leading history educators from every continent Their interdisciplinary research represents an important contribution to the teaching of social sciences social psychology civic education programmes history and history education in schools colleges and universities The book offers new approaches to history educators at all levels In addition the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers Section I considers issues related to identity how can history education promote social coherence in multicultural societies in societies divided by sectarianism or countries adapting to regime changes whether Communist or Fascist including for example South Africa previously Communist countries of Eastern Europe and previous dictatorships in South America and Western Europe It discusses such questions as How important is it that students learn the content of history through the processes of historical enquiry What should that content be and who should decide it educators or politicians What is the role of textbooks and who should write and select them Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum Sections II and III explore ways in which memory of sensitive issues related to the past to war or to massacres may be addressed Are there new methodologies or approaches which make this possible How can students understand situations involving intolerance and injustice

Palgrave

Handbook of Research in Historical Culture and Education Mario Carretero, Stefan Berger, Maria Grever, 2017-03-07

This volume comprises a broad interdisciplinary examination of the many different approaches by which contemporary scholars record our history The editors provide a comprehensive overview through thirty eight chapters divided into four parts a Historical Culture and Public Uses of History b The Appeal of the Nation in History Education of Postcolonial Societies c Reflections on History Learning and Teaching d Educational Resources Curricula Textbooks and New Media This unique text integrates contributions of researchers from history education collective memory museum studies heritage social and cognitive psychology and other social sciences stimulating an interdisciplinary dialogue Contributors come from various countries of Northern and Southern America Europe and Asia providing an international perspective that does justice to the complexity of this field of study The Palgrave Handbook of Research in Historical Culture and Education provides state of the art research focussing on how citizens and societies make sense of the past through different ways of representing it

Teaching History 11-18 Husbands, Chris, Kitson, Alison, 2010-07-01 This book provides a comprehensive and radical

guide to the challenges facing history and history teaching in contemporary schools *Really Raising Standards* Philip Adey, Dr Michael Shayer, MICHAEL Shayer, 2006-10-19 Written by experienced teachers and educational researchers Phillip Adey and Michael Shayer *Really Raising Standards* analyses attempts to teach children to think more effectively and efficiently Their practical advice on how to improve children's performance by the application of the findings of the CASE research project will radically alter the approach of many professional teachers and student teachers as to the education of children in schools An important contribution to the application of psychological theory in education *Debates in History Teaching* Ian Davies, 2017-02-16 Now in its second edition *Debates in History Teaching* remains at the cutting edge of history education It has been fully updated to take into account the latest developments in policy research and professional practice With further exploration into the major issues that history teachers encounter in their daily professional lives it provides fresh guidance for thinking and practice for teachers within the UK and beyond Written by a range of experts in history education chapters cover all the key issues needed for clear thinking and excellent professional action This book will enable you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding Debates include What is happening today in history education What is the purpose of history teaching What do history teachers need to know What are the key trends and issues in international contexts What is the role of evidence in history teaching and learning How should you make use of ICT in your lessons Should moral learning be an aim of history education How should history learning be assessed *Debates in History Teaching* remains essential reading for any student or practising teacher engaged in initial training continuing professional development or Master's level study *Teaching History 11 - 18* Chris Husbands, Alison Kitson, 2010-07-16 *Teaching History 11 - 18* is a comprehensive introduction to teaching learning and assessing history in secondary schools Drawing on cutting edge research and practice it draws together recent thinking in teaching and learning in history teaching and learning in secondary education more generally and classroom based research to provide a radical re thinking of the practices of teaching and learning about the past at the beginning of the twenty first century At the core of the book is a focus on diversity and its implications the diversity of classrooms in English schools cultural diversity and pluralism in accounts of the past and the diversity of pedagogic and communicative strategies at the disposal of teachers The book is realistic about the challenges a precarious place in the curriculum pupil disaffection bitter ideological debates about the purpose place and status of history but offers a forward looking rationale for the centrality of the past in debates about identity social cohesion and persona and social education

Unveiling the Energy of Verbal Beauty: An Psychological Sojourn through **Raising Standards In History Education International Review Of H**

In a global inundated with displays and the cacophony of immediate connection, the profound energy and emotional resonance of verbal beauty frequently fade in to obscurity, eclipsed by the regular barrage of noise and distractions. However, located within the lyrical pages of **Raising Standards In History Education International Review Of H**, a charming perform of literary splendor that pulses with fresh feelings, lies an wonderful trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, this interesting opus courses viewers on a psychological odyssey, lightly revealing the latent possible and profound influence stuck within the complex internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is key styles, dissect its interesting publishing fashion, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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