Teaching Methodology: History (H001713)

Valid as from the academic year 2020-2021

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.

Lecturers in academic year 2020-2021
De Wever, Bruno
LW03 lecturer-in-charge

Course offerings and teaching methods in academic year 2020-2021

<table>
<thead>
<tr>
<th>A (semester 1)</th>
<th>Dutch</th>
<th>Gent</th>
</tr>
</thead>
<tbody>
<tr>
<td>online lecture</td>
<td>0.0 h</td>
<td></td>
</tr>
<tr>
<td>seminar</td>
<td>10.0 h</td>
<td></td>
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<tr>
<td>demonstration</td>
<td>2.5 h</td>
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<tr>
<td>microteaching</td>
<td>10.0 h</td>
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<tr>
<td>group work</td>
<td>0.0 h</td>
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<tr>
<td>lecture</td>
<td>36.25 h</td>
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<tr>
<td>integration seminar</td>
<td>1.25 h</td>
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</tbody>
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Offered in the following programmes in 2020-2021

Academic Teacher Education in History

Teaching languages
Dutch

Keywords
Teaching methodology concepts, structures of subject related education, components of a history lesson

Position of the course
This course unit contributes to the realisation of the basic competences for teachers and the educational competences of the educational master's programme UGent, as included in the course sheet and concretised in the competence matrix, to be consulted at https://www.ugent.be/pp/nl/opleidingen/educatieve-master

Contents
The contents fit in with the subject related education in the bachelor’s and master’s programmes. In the theoretical part following topics are considered:
• subject related basic concepts for secondary education;
• view of subject related misconceptions;
• subject related and subject specific final objectives for secondary education;
• learning plans form different school networks;
• different forms of curricula;
• learning materials and media; e
•  electronic learning environment and educational software.

In the practical part following topics are considered:
• observation skills;
• defining lesson objectives and lesson plans;
• basic skills for realising learning environments (instruction, asking questions, using various methods, working in learning groups, classroom management).

Initial competences

Final competences
• Knowing the main debates in teaching methodology in history and capable to develop a view on this issue

Course Specifications

Credits 6.0
Study time 180 h
Contact hrs 60.0 h

(Approved)
• Capable to substantiate the importance of history education in secondary schools in Flanders
• Knowing the main trends in teaching methodology in history internationally and in Flanders
• Knowing the history of the education in history in Flanders
• Capable to reflect on the application of teaching methodology in history in teaching practice
• Knowing the final competences and capable to apply them
• Knowing the history curricula and capable to apply them
• Capable to draw an annual teaching plan
• Capable to formulate a historical problem and integrate it in a history class
• Capable to prepare a history class and adapt it to a specific group of pupils
• Knowing media and sources for a history class and capable to use them well-considered
• Knowing various teaching methods and capable to use them well-considered

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
The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervisie and coaching. A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

Learning materials and price
Cost: 50.0 EUR
• Syllabus, reader and slides available on Ufora.

References
• Geschichte Lernen, 1987 – (...);
• Hermes. Tijdschrift van de Vlaamse Vereniging Leraren Geschiedenis en Cultuurwetenschappen, 1996 – (...);
• Historiens & Géographe. Revue de l’ Association des Professeurs d’Histoire et de Géographie, 1908 – (...);
• 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 – (...)

Course content-related study coaching
Study coaching is provided by the tutors and teaching assistants. Feedback on exercises via practical assistants and via Minerva. Individual feedback after examination.

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

(Approved)
Extra information on the examination methods

Oral open book exam

Details on permanent evaluation(exercises part):
• Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.
• Frequency: presence during the exercises is mandatory. Only two absences that are justified, are accepted.
• Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.
• Feedback: by appointment

The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based their assignments in their portfolio.

Calculation of the examination mark

Ramifications of the unfounded absence or non-participation in (part of) the permanent evaluation: students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

Students must be enrolled in the teacher training program by October 15 at the latest; Seeing presence in the exercises is mandatory a student must be present in the first lesson. This is also the case for the students in a LIO trajectory.