

Curriculum

For the the full study programme of Subject:	History B.Ed Curriculum (four academic year long)
Country/University	Malta/University of Malta
In force since	Present programme since 2000
Short description	summary of courses in English

School Experience B.Ed

School Experience meetings are tutorial sessions which also involve school on site visits every Wednesday. The purpose of these tutorials is to enable student teachers to teach history in a way that pupils in schools find it interesting, enjoyable and purposeful. The course incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice and further investigation of particular aspects of teaching and learning in history. It helps student teachers to develop imaginative lessons with a focus on history thinking skills and concepts.

History Methodology 1: "New History" Methods

This course starts with a discussion on the nature of the discipline. The course will debate whether history is a specific 'form' of knowledge. A range of theories and academic discourses will be explored including the Carr versus Elton debate, positivists and postmodernist ideas on history and whether Thomas Kuhn's scientific revolutions and paradigm shifts are applicable at all to history. This will be followed by learning about the teaching approach known as 'New History'. How it came about and the origins of its philosophy. The basic framework of New History teaching methodology will be explored. Then in the form of seminars a series of practical case studies from the classroom will be explored.

In particular the question "What is Evidence?" will be explored in depth. This part of the study unit aims to help both teachers and secondary school pupils to be able to use both simple and more complex sources in order to answer historical questions. The lectures will then move from a theoretical discussion of the objectives, variety, use and misuse of source material in the classroom to an examination, evaluation and criticism of examples of this kind of work. On a more practical level students will be required to prepare differentiated sources from Maltese History and "attach" questions to them aimed as far as possible at specific cognitive skills. These will be discussed during the teaching/learning sessions. In the second part of this module we will examine in depth the importance of using a vast variety of different resources in the teaching of History in order to stimulate the students' interest and motivation; and so encourage a student-centred teaching approach. Through school observation, students would be able to see practical demonstration of using a variety of resources in the teaching of History.

History Methodology 2: History Teaching in an Inclusive Set Up

This study area hopes to empower student teachers as agents of change for a more just educational system where every person is valued for what s/he is and where everyone feels s/he belongs. The emphasis of this study area is on the development of individual programming the sharing of abilities, peer tutoring, team building, the celebration of diversity and solidarity amongst peers (student, pupils, teachers).

At the same time at different times in history there have been particular groups who have been unconsciously or deliberately marginalised and left out from mainstream historical narrative. These include certain social classes, races, ethnic minorities and of course women. These people have been 'hidden from history'. In this study area we examine this worldwide phenomenon as well as specifically what has happened in the Maltese context. Criteria for checking the gender, class or cultural bias in history textbooks and lessons will be explored. There will also be a discussion on how inclusive history can be promoted in our schools.

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History Methodology 3: Effective methods and accountability in history teaching

This study area will focus on three different aspects in History teaching. One of the aspects will deal with the use of I.T. (Information Technology) in the teaching of History in secondary classrooms. Various software materials on the market will be investigated. It will also be shown how data-handling software can help pupils in class to plan enquires, while data files can help them to see patterns in past events. The use of a wordprocessor will be considered especially how it can help students organise their thoughts and structure their writing. Students will also gain competence in making use of the Internet in planning and conducting history lessons.

Another aspect of this study area will be teaching History outside the classroom. History teachers have long realised that history teaching should not be confined within the classroom, historical experiences can be conveyed beyond the basic classroom teaching situation. There will be sessions on the drawing up of study guides and work-directives for use during educational visits, followed by an examination and analysis of some examples, commercial and otherwise of these types of resources. It will next be seen how Museum and objects can be utilized as training in intellectual skills.

This study area will also examine the various complexities of assessment as an essential factor towards effective teaching and learning. This will be done in the light of the theoretical background of teaching in general, and teaching history in particular. Various forms and styles of assessment, both judgemental and measuring, would be studied to see how far these genuinely support educational improvement. The main purposes of assessment, the criteria for assessment, the various assessment instruments used and the degree of accountability rendered would be examined. This would be done in the light of the assessment policies prevalent in Malta and the proposals of the New National Curriculum. In this unit the practical issues of assessing history in Malta would be widely discussed.