**Matrix for Designing the History Course**

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| **1** | **General Infomation:** | **Topic:** | **Course/Module Nr.**  |
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| **Planned for stage xxx in the TE program**  | **Temporal framework** |  **Participants** |
|  | 45/50 min | 90/100min | Block (from –to) | other | male: | female: |

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| **Emphasis on Substantive Concept(s)** |  **Use this field to indicate the substantive concept(s) which should be elaborated/strengthened during this course**:**For example:*** concept of power, domain, democracy, dictatorship, revolution, fascism …
* feudal-system, industrialisation, distribution of ressources …
* social stratification, diversity, gender, conflict …
* culture, renaissance, age of enlightment, modernity …
 |
| **Selected concept (incl. reasons for decision of this concept):** |

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| **Emphasis on Historical Thinking Concept(s)** | **Use this field to indicate concept(s) of Historical Thinking [second order concept(s)] which should be elaborated/strengthend during this course:****For example:*** Concepts of historical sense-making: traditional, exemplary, critical, genetic (Rüsen); identity, historical conscisousness
* Historical thinking concepts: evidence, significance, perspective, cause and consequence, continuity and change, ethical aspect (Seixas)
* Competences of historical learning: narrative c., interpretative c., methodological c., (Pandel, Gautschi, Boxtel …)
* other
 |
| **Selected concept (incl. reasons for decision of this concept):**  |

**Information about the target group & the teacher’s beliefs**

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| **Learning** **environment and target group**  | Please describe **empirically comprehensible aspects** about the target group (as far as available) which will help you to plan the concrete university course by referring to the first and second order concepts identified and described above. |
| Composition of the target group: * Gender relation
* Social background
* Cultural background
* Other relevant aspects of diversity
 |  |
| Expected subject knowledge following the status in the curriculum: |  |
| Methodological knowledge: |  |

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| **Teacher‘s** **beliefs,****expectations,****criteria for successful work**  | Please describe relevant **aspects of your beliefs about the target group**, your expectations and criteria for successful work during this course  |
| Expected quality of the learning process when looking on the composition of the target group: (Gender relation, social, cultural background, diversity) |  |
| Expected subject specific knowledge following your experiences with TE courses of this type: |  |
| Expected methodological knowledge following your experiences with TE courses of this type |  |
| Please describe 3 (min) to 5 (max) criteria for the success when working on this topic with this group: |  |

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| **2** | **Matrix for designing the course in detailed sequences** |

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| **➀** | **➁** | **➂** | **④** | **⑤** | **➅** | **⑦** |
| Organizational Structure Time, Function in learning process, Settings | Aims RationalesConcept of Historical Thinking | Topics, Sub-Themes Substantive Content | Structure of Communication/ Learning Organisation: Methods, Media | Analysis,Interpretation, TransferCompetence-building, Orientation  | Back-coupling Forms of FeedbackReference to the learning group | ReflectionIn Group and Self-Reflection |
| e.g. Opening, 5 min |  |  |  |  |  |  |
|  Introduction tothe topic |  |  |  |  |  |  |
| e.g. Deepening into the topic |  |  |  |  |  |  |
| e.g. Presentation of students’ work |  |  |  |  |  |  |
| e.g. Discussion & Final Reflection |  |  |  |  |  |  |
| e.g. Closing seqence |  |  |  |  |  |  |