Identifying the past: An exploration of teaching and learning sensitive issues in history at secondary school level

Margaret Conway

Abstract

My paper explores the apparent dichotomy between History as an academic school subject and information gleaned from the local myths which sustain the prejudices underpinning various community identities. Questions are asked about the extent to which school history can compete with external influences. Comparisons are made between students’ and teachers’ perceptions in two regions of the UK, Oxford in England and Mid Ulster in Northern Ireland. The findings appear to indicate that there are discrepancies between teachers’ and students’ views about the sources that are most influential in the learning process. I will suggest that these differences can be explained by not only conflicting interpretations of the nature of History as a discipline but also by the adopted methodological approach. However, the evidence suggests that History lessons in school make an important contribution to a young person’s knowledge of their country and, by inference, to the process of identity formation.

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Refbacks

There are currently no refbacks.

The school improvement movement has been slow to acknowledge the importance of middle managers in secondary schools. As schools take in the implications of target-setting and assign responsibilities aimed at producing the necessary improvements in classroom practice, the subject department has increasingly become the focus of attention. OFSTED puts emphasis on the role of Heads of Department (HoDs) as monitors of teaching and learning by stating in a recent publication that, the management role of the subject head of department in secondary schools is crucial if the quality of teaching is to be identified the past: An exploration of teaching and learning sensitive issues in history at secondary school level. ADD To my list.

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Questions are asked about the extent to which school history can compete with external influences. Comparisons are made between students’ and teachers’ perceptions in two regions of the UK, Oxford in England and Mid Ulster in Northern Ireland. However, the evidence suggests that History lessons in school make an important contribution to a young person’s knowledge of their country and, by inference, to the process of identity formation. My list. Download the list. You may be interested in The preceding chapter explored implications of research on learning for general issues relevant to the design of effective learning environments. We now move to a more detailed exploration of teaching and learning in three disciplines: history, mathematics, and science. We chose these three areas in order to focus on the similarities and differences of disciplines that use different methods of inquiry and analysis. A major goal of our discussion is to explore the knowledge required to teach effectively in a diversity of disciplines. We noted in Chapter 2 that expertise in particular areas invo