



óμιλος ιστορικού διαλόγου
και έρευνας **association**
for historical dialogue
and research tarihsel
diyalog ve araştırma derneđi

Association for Historical Dialogue and Research

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“Developing Historical Understanding” 22 October 2010, Friday & 23 October 2010, Saturday

Dr Arthur Chapman is Reader in Education at Edge Hill University, where he supervises research students and teaches on doctoral and masters level programmes. Before joining Edge Hill in September 2010, Arthur taught for five years on postgraduate training programmes for secondary history teachers at The Institute of Education, University of London and at The University of Cumbria and he taught history for twelve years in Surrey and Cornwall. Arthur is a co-editor of *Teaching History*, a member of the editorial board of *The International Journal of Historical Learning, Teaching and Research* and a member of the editorial panel of *The International Review of History Education*. Arthur has considerable experience of leading workshops for history teachers and is a regular presenter at the annual conferences of the Historical Association and the Schools History Project. *Constructing History 11-19*, jointly edited with Professor Hilary Cooper, was published by Sage in 2009 and collects case studies of active and constructivist historical teaching and learning across the secondary age range.

Arthur has a number of research interests, including an interest in the use of on-line discussion fora and interactive technologies to promote historical learning. His doctoral studies and current research interests focus on developing young peoples' understandings of historical accounts and interpretations. Beyond history education, Arthur has considerable experience of critical thinking pedagogy and of teaching to promote cognitive challenge and he has been involved in continuing professional development projects in these areas in the UK and in Saudi Arabia.

Workshop Description

What does it mean to 'think historically' and what do we know about how to develop children's historical thinking?

Arthur's workshop will address these questions

- by reviewing research into children's thinking about how we can know the past in order to identify potential barriers to understanding, and
- by exploring a number of practical teaching strategies that aim to help children learn to 'think historically'

Arthur will focus on making and evaluating knowledge claims about the past and on practical strategies that aim to develop children's understanding of historical evidence and their ability to construct historical arguments and to think critically about representations and interpretations of the past.

Christine Counsell is Senior Lecturer at the University of Cambridge Faculty of Education where she leads postgraduate training of secondary history teachers. Before moving to Cambridge as a teacher trainer in 1997, Christine had taught history in all-ability comprehensive schools for ten years and also worked as an 'advisory teacher' for history giving direct support to classroom teachers in history in a wide range of primary and secondary schools. Since 1998 she has been Editor of the UK-based journal *Teaching History*. Author of several books, articles and pamphlets, she is General Editor of two series – *History in Practice* (Hodder Murray) and *Think Through History* (Pearson), recently publishing a textbook for 11 to 13-year-old students on Islamic history: *Meetings of Minds: Islamic Encounters*. Since publishing her pamphlet, *Analytical and Discursive Writing*, in 1997, Christine has retained a strong interest in enabling low-attaining students who struggle with literacy to write extended and independently structured arguments. Christine has run in-service training for history teachers in over 60 Local Education Authorities in the UK. Invited lectures, consultancy and training for history teachers have also taken her to Cyprus, Norway, Sweden, Slovenia, the Netherlands, Belgium, Italy, Malta, Scotland and Ireland. She has twice run workshops for history teachers in Cyprus. Most recently in Slovenia, she was invited to talk on training history teachers in handling multiple perspectives in the history classroom in post-conflict situations.

A regular consultant to national policy-making bodies, she is co-author (with Arthur Chapman) of England's current National Curriculum 'Attainment Target' for history. In November 2005, at the invitation of England's National Academy for Gifted and Talented Youth, Christine chaired the first NAGTY National History Think Tank exploring ways of teaching history to exceptionally able pupils. In May 2006, the Historical Association awarded Christine a Centenary Fellowship for outstanding services to history education. In July 2006, Cambridge University awarded her the Pilkington Prize for excellence in teaching. Christine's current research interests concern the training of history teachers, especially the intellectual role of the experienced history teachers who act as 'mentors' of new history teachers in their pre-service training year. She is also examining the interplay of substantive and second-order knowledge in history teachers' planning.

Workshop Description

Christine will use practical classroom activities to model interactive approaches through which different types of historical thinking can be nurtured. The majority of the workshop will focus on ways of engaging students in constructing their own causal explanations. Participants will engage in collaborative problem-solving activities in the context of varied causation questions. Drawing on this experience, they will reflect on the properties of fruitful 'enquiry questions' which can structure and drive students' thinking about causation. Participants will also consider the relationship between oral and written activities in developing students' confidence and motivation to argue with independence, rigour, discipline and commitment. Finally, there will be a switch to a different second-order concept – historical change. Participants will examine how students' enquiries into historical change and continuity differ from enquiries about problems of

historical causation. They will reflect on ways in which students' interest in discerning and framing different question types can be fostered.

Rick Rogers studied History and Education at the University of Leeds and is currently the Head of History at Benton Park School in Leeds. As a member of the Big History Project (formerly the Frameworks Working Group) he has contributed to research on the use of frameworks through the Magna Carta Projects. He is an examiner, textbook author and has given workshops at the SHP Conference and for the Specialist Schools and Academies Trust.

Workshop Description

It is hoped that the presentations and activities within the workshop will drive a discussion throughout about the nature of content delivery with particular regard to the needs of the history education community in Cyprus.

The workshop will begin with an exploration of the problems of fragmentation and the issues surrounding the resolution of history as taught in British schools at Key Stage 3 (11 to 14 years). A mention of big picture history and historical consciousness will provide some of the theoretical basis from which the practical use of frameworks was developed.

The second part of the workshop will deal with how frameworks are used practically in the classroom. It will explore the difference between topic based frameworks and synoptic frameworks and then go on to outline the uses of each. Lessons drawn from the Magna Carta projects and research done at Benton Park School on the use of synoptic frameworks will be demonstrated and discussed. Delegates will be asked to complete some of the exercises undertaken by students being taught with a framework approach. The final part of the workshop will look at some of the second order concept issues that have come out of the work with frameworks and some of the problems that remain or have arisen because frameworks have been used within the classroom. It will end with a summary of where frameworks are with regards to British education, a précis of the issues raised through the workshop and a view to the future of the development of frameworks.

Denis Shemilt is formerly Head of Education at Trinity and All Saints, University of Leeds. Denis graduated with a first class degree from Manchester University. He taught history, mathematics and physics in comprehensive and selective secondary schools before moving to Leeds University and Leeds Trinity in which he taught statistics, research methods and psychometrics to first and higher degree students, and professional studies, mathematics and history education to postgraduate ITT students. Denis is one of the most influential figures in the area of history education, internationally. He is author of books on history education, including the seminal publication *History 13- 16 Evaluation Study (1980)* which is the most in-depth analysis of students' historical reasoning to date. *He was the evaluator and later project director of the Schools History Project 13-16 and co-director of the Cambridge A-Level History Project from 1985.* His major research interests include educational assessment and constructivist approaches to the teaching and learning of history.