

History in Higher Education

Alan Booth Paul Hyland

History In Higher Education New Directions In Teaching And Learning

Alan Booth, Paul Hyland



History In Higher Education New Directions In Teaching And Learning:

History in Higher Education Alan Booth, Paul Hyland, 1996 This collection brings together a range of international historians and educationalists interested in the future of history education The book is designed to provide a clear and critical account of current practice and recent developments in the teaching of history in higher education and to offer practical advice and assistance to tutors and all those interested in the development and enhancement of the subject *The Practice of University History Teaching* Alan Booth, Paul Hyland, 2000 This work provides a guide to good practice and its development in the teaching and learning of history in universities and colleges It examines recent thinking on the teaching of the subject surveys practices and provides advice to teachers *Teaching and Learning History* Geoff Timmins, Keith Vernon, Christine Kinealy, 2005-04-18 This book informed by exceptionally wide inquiry into current history teaching practices in the English speaking world is a real achievement The authors convey current context and challenges with great insight and they move through possibilities in sequencing content skills and assessment without strident comment extending our knowledge of options and pitfalls in the process Peter N Stearns Provost George Mason University Comprehensive persuasive and at all times accessible in style and argument this text both encourages and empowers university historians to review and enhance their teaching practices All key facets of programme development are explored with reference to an extensive and well chosen range of international examples The chapter on the historian's skills and qualities of mind is one of several that I will be referring to frequently Jeanine Graham Senior Lecturer History University of Waikato the varied findings make fascinating reading this book should be required reading for everyone involved in teaching history there is plenty here for us all to learn from ESCalate In providing such a clear informative and thoughtful exploration of the current state of history in higher education and in helping to raise the quality of critical debate about its future this book contributes greatly to the growing scholarship of teaching and learning in the discipline It should also become a vital resource for all historians who wish to honour the old dictum that in teaching as in research the one duty we owe history is to rewrite it Professor Paul Hyland Director of History in the Subject Centre for History Classics and Archaeology Extremely useful provides a thought provoking and useful discussion concerning the task of actually teaching history at university level This timely book needs to be read widely and the many issues it raises should command our closest attention Higher Education Review Over the last 10 years or so history as an academic discipline has become steeped in controversy and introspection Additional areas of interest have opened up fresh perspectives and approaches have been offered and new teaching and learning strategies have been advocated There has been an increasing emphasis on producing well qualified graduates equipped with the skills knowledge and attitudes to cope with the changing demands of the world of work This book suggests how these issues may be managed The authors identify and discuss the underlying principles and consider ways in which they can be applied at module and programme levels The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is

for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices

Perspectives on the History of Higher Education Roger L. Geiger, 2017-07-05 The early twentieth century witnessed the rise of middle class mass periodicals that while offering readers congenial material also conveyed new depictions of manliness liberal education and the image of business leaders Should Your Boy Go to College asked one magazine story and for over two decades these middle class magazines answered in numerous permutations with a collective yes In the course of interpreting these themes they reshaped the vision of a college education and created the ideal of a college educated businessman Volume 24 of the Perspectives on the History of Higher Education 2005 provides historical studies touching on contemporary concerns gender high ability students academic freedom and in the case of the Barnes Foundation the authority of donor intent Daniel Clark discusses the nuanced changes that occurred to the image of college at the turn of the century Michael David Cohen offers an important corrective to stereotypes about gender relations in nineteenth century coeducational colleges Jane Robbins traces how the young National Research Council embraced the cause of how to identify and encourage superior students as a vehicle for incorporating wartime advances in psychological testing Susan R Richardson considers the long Texas tradition of political interference in university affairs Finally Edward Epstein and Marybeth Gasman shed historical light on the recent controversy surrounding the Barnes Foundation The volume also contains brief descriptions of twenty recent doctoral dissertations in the history of higher education This serial publication will be of interest to historians sociologists and of course educational policymakers

Teaching History at University Alan Booth, Jeremy Black, 2003 Drawing on a wide range of international research reflections and experiences of university historians this book links theory and practice and examines how high quality history teaching and learning can be achieved today in universities world wide

History in Higher Education Alan Booth, Paul Hyland, 1996-01-23 This collection brings together a range of international historians and educationalists interested in the future of history education The book is designed to provide a clear and critical account of recent initiatives in the teaching of history in order to stimulate debate on the current scope and nature of history and its enhancement and development It also provides practical information and assistance for those wishing to refresh their own thinking in the light of recent research into teaching and learning

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and

policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Knowledge as Value ,2008-01-01 This book considers the place and value of knowledge in contemporary society Knowledge is not a self evident concept both its denotations and connotations are historically situated Since the Enlightenment knowledge has been a matter of discovery through effort and knowledge for its own sake a taken for granted ideal underwriting progressive education as a process which not only taught for and about something but also ennobled the soul While this ideal has not been explicitly rejected in recent decades there has been a tacit move away from a strong emphasis on its centrality even in Higher Education The authors address the values that inform knowledge production in its present forms and seek to identify social and cultural factors that support these values Against the background of increasingly restrictive conditions of academic work the first section of this volume offers incisive critiques of Higher Education with examples drawn from Australia and New Zealand The second group of chapters considers how academics have viewed and have tried to adapt to present circumstances The third section comprises papers that consider epistemological issues in the generation and promulgation of knowledge The chapters in this volume are indicative of the work that needs to be done so that we can come to comprehend and perhaps try and improve our relationship to learning and knowledge in the 21st Century This timely book will be of particular interest to workers in higher education it should also inform and challenge all those who have concerns for the future of the intellectual life of our civilization **The**

Scholarship Of Teaching And Learning In Higher Education Murray, Rowena,2008-12-01 This book is designed for lecturers on a wide range of professional courses It directly addresses questions that come up again and again in seminar discussions questions that are fundamental to the values and perspectives of academics across the disciplines **Teaching History** William Caferro,2019-10-08 A practical and engaging guide to the art of teaching history Well grounded in scholarly literature and practical experience Teaching History offers an instructors guide for developing and teaching classroom history Written in the author s engaging and often humorous style the book discusses the challenges teachers encounter explores effective teaching strategies and offers insight for managing burgeoning technologies William Caferro presents an assessment of the current debates on the study of history in a broad historical context and evaluates the changing role of the discipline in our increasingly globalized world Teaching History reveals that the valuable skills of teaching are highly transferable It stresses the importance of careful organization as well as the advantages of combining research agendas with teaching agendas Inspired by the Scholarship of Teaching and Learning movement the book encourages careful reflection on teaching methods and stresses the importance of applying various approaches to promote active learning Drawing on the

author's experience as an instructor at the high school and university levels Teaching History Contains an authoritative and humorous look at the profession and the strategies and techniques of teaching history Incorporates a review of the current teaching practice in terms of previous methods examining nineteenth and twentieth century debates and strategies Includes a discussion of the use of technology in the history classroom from the advent of course management Blackboard systems to today's digital resources Covers techniques for teaching the history of any nation not only American history Written for graduate and undergraduate students of history teaching and methods historiography history skills and education Teaching History is a comprehensive book that explores the strategies challenges and changes that have occurred in the profession

History, Policy and Public Purpose Alix R. Green, 2016-05-28 This book takes a fresh look at the connection between history and policy proposing that historians rediscover a sense of public purpose that can embrace political decision making and also enhance historical practice Making policy is a complex and messy affair calling on many different forms of expertise and historians have often been reluctant to get involved in policy advice with those interested in history in public tending to work with museums heritage sites broadcasters and community organisations Green notes however that historians have also insisted that history matters in public policy debate and been critical of politicians distortions or neglect of the past She argues that it is not possible to have it both ways

Theory and Practice of Adult and Higher Education Victor C.X. Wang, 2016-10-01 A volume on Theory and Practice of Adult and Higher Education or Foundations of Adult and Higher Education will appeal to both our graduate students and faculty as so many of them have been taking courses in both program areas and have been concerned with their defined areas of expertise Although theories and practices in Adult Education and in Higher Education are being used interchangeably there is a lack of scholarly work that connects existing theories and practices across the two fields The proposed ground breaking volume will cover topics theories practices in both fields of Adult Education and of Higher Education and in doing so will bring to the fore the connections that make these two fields truly inseparable The proposed volume will therefore generate new knowledge to share among faculty graduate students and other researchers who practice not only in Adult Education but also in Higher Education

Managing Educational Development Projects Carole Baume, Paul Martin, Mantz Yorke, 2003-12-16 Educational development is a major issue for higher education institutions HEIs It constitutes a major part of the research work of many academics This practical volume written by experienced practitioners in the field is a guide to successfully managing an educational development project

Doing History Linda S. Levstik, Keith C. Barton, 2015-01-30 Now in its fifth edition Doing History offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The premise is that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple

interpretations and creating evidence based historical accounts Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing discussion and debate The authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory Doing History emphasizes diversity of perspectives in two ways readers encounter students from a variety of backgrounds and students themselves look at history from multiple perspectives It provides clear guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning

Changing the Conversation about Higher Education Robert Thompson,2013-03-04 American colleges and universities are laboring with sharply reduced resources and being asked pointed questions about their efficiency and effectiveness in educating students like never before For those administrators faculty and all readers who want to understand how colleges can get better at their most important work they will find invaluable guidance in *Changing the Conversation about Higher Education* Robert Thompson has brought together the work of more than twenty professionals across thirteen universities to present important research on the obscure issues of vision structure and cultural transformation as they pertain to administrators and faculty The result is a much needed discussion on how to improve faculty and curricular reform for student success *Changing the Conversation about Higher Education* addresses the contributions and findings from this research and is intended for academic administrators faculty and graduate students who are dedicated to improving undergraduate teaching and learning The research was directed at two core aims of a liberal education critical thinking and writing

The Instruction Myth John Tagg,2019-04-05 Higher education is broken and we haven t been able to fix it Even in the face of great and growing dysfunction it seems resistant to fundamental change At this point can anything be done to save it *The Instruction Myth* argues that yes higher education can be reformed and reinvigorated but it will not be an easy process In fact it will require universities to abandon their central operating principle the belief that education revolves around instruction easily measurable in course syllabi credits and enrollments Acclaimed education scholar John Tagg presents a powerful case that instruction alone is worthless and that universities should instead be centered upon student learning which is far harder to quantify and standardize Yet as he shows decades of research have indicated how to best promote student learning but few universities have systematically implemented these suggestions This book demonstrates why higher education must undergo radical change if it hopes to survive More importantly it offers specific policy suggestions for how universities can break their harmful dependence on the instruction myth In this extensively researched book Tagg offers a compelling diagnosis of what s ailing American higher education and a prescription for how it might still heal itself

Public History Faye Sayer,2019-01-24 The 2nd edition of *Public History A Practical Guide* provides a fresh examination of history as practiced in its various worldly guises and contexts It analyses the many skills that historians require in the practice of public history and looks at how a range of actors including museums

archives government agencies community history societies and the media digital media make history accessible to a wider audience in a variety of ways Faye Sayer's exciting new edition includes Brand new chapters on Restoration and Preservation and history and the working world Substantial additions covering the growing fields of digital history and history in politics More images figures and international case studies from the US Australia the UK Europe and Asia Personal Reflection sections from a range of industry experts from around the world Historiographical updates and significant revisions throughout the text Expanded online Public History Toolkit resource with a range of new features Public History A Practical Guide delivers a comprehensive outline of this increasingly prevalent area of the discipline offering a distinctly global approach that is both accessible and engaging in equal measure Finally it explores future methodological possibilities and can be used as a reference point for professional development planning in the sectors discussed This is the essential overview for any student wanting to know what history means beyond the classroom

Higher Education in the United States James J. F. Forest, Kevin Kinser, 2002-06-21 Surveys the changing landscape of American higher education from academic freedom to virtual universities from campus crime to Pell Grants from the Student Privacy Act to student diversity In the years following World War II college and university enrollment doubled students revolted faculty unionized and community colleges evolved Tuition and technology soared as did the number of first generation minority and women students These changes radically transformed the American system of postsecondary education Today that system is in trouble Its aging professoriate prepares for retirement but low academic salaries can no longer attract the best minds to replace them A flood of corporate dollars funds commercial research but money for basic research the seedbed of American scientific preeminence has dried up Colleges and universities also face heated competition with for profit education providers for students faculty and external financial support along with the costs of providing remedial education to growing numbers of students who are unprepared for postsecondary education Higher Education in the United States provides a comprehensive analysis of these issues and others that scholars and practitioners of higher education study discuss and grapple with on a daily basis

Resources in Education, 2001-04 **American Educational History Journal** Paul J. Ramsey, 2014-08-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

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