

# INFORMATION TECHNOLOGY AND THE TEACHING OF HISTORY

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INTERNATIONAL PERSPECTIVES

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Edited by  
Allan Martin, Lez Smart and David Yeomans

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# Information Technology In The Teaching Of History International Perspectives

**Graham Orange, Dave Hobbs**



## **Information Technology In The Teaching Of History International Perspectives:**

**Information Technology in the Teaching of History** Allan Martin,Lez Smart,David Yeomans,2013-11-26 Information technology offers powerful tools to facilitate and to assist learning across the whole curriculum the computer is certainly the most significant development in educational technology in the twentieth century History may be thought of as a staid and perhaps tradition bound subject more resistant to change than some areas Yet in history too information technology is making an impact This volume shows how information technology is currently contributing to and bringing about changes in the way history is taught and learned The international selection of the contributions shows that these phenomena are not restricted to just one country The impact of information technology on history curricula is explored in depth in one section of the book whilst other sections focus on classroom activities and issues on the development of software for history and on the relevance of current information technology developments But the question which lies at the heart of it all remains that of how information technology can enhance the teacher s ability to offer situations in which learners can form and develop a real understanding of the nature of historical processes and the ways in which they can be studied *History, ICT and Learning in the Secondary School* Terry Haydn,Christine Counsell,2003 This is a practical guide for teachers who wish to improve the quality of teaching and learning in history by using ICT Reflective Teaching of History 11-18 Rob Phillips,2002-10-11 This series of textbooks is aimed at teacher training students and comprises two concerns the practice of teaching and how to use theory and research findings to improve that practice and how to meet the TTA standards whilst placing them in a wider context This comprehensive textbook is an accessible guide to all those who are new to the profession of teaching history Covering all aspects of the job from planning through to teaching and assessment Rob Phillips provides constructive practical advice to help subject teachers become more effective in their work **Computers, Visualization, and History** David J Staley,2015-04-16 This visionary and thoroughly accessible book examines how digital environments and virtual reality have altered the ways historians think and communicate ideas and how the new language of visualization transforms our understanding of the past Drawing on familiar graphic models maps flow charts museum displays films the author shows how images can often convey ideas and information more efficiently and accurately than words With emerging digital technology these images will become more sophisticated manipulable and multidimensional and provide historians with new tools and environments to construct historical narratives Moving beyond the traditional book based on linear narrative digital scholarship based on visualization and hypertext will offer multiple perspectives dimensions and experiences that transform the ways historians work and people imagine and learn about history This second edition of *Computers Visualization and History* features expanded coverage of such topics as sequential narratives 3 D modeling simulation and video games as well as our theoretical understanding of space and immersive experience The author has also added *Guidelines for Visual Composition in History* for history and social studies teachers who wish to use technology for

student assignments Also new to the second edition is a web link feature that users of the digital edition can use to enhance visualization within the text

**Special Education International Perspectives** Anthony F. Rotatori, Jeffrey P.

Bakken, Sandra Burkhardt, Festus E. Obiakor, Umesh Sharma, 2014-07-18 This volume provides an international perspective on special education issues There is limited literature examining issues in special education from an international perspective as such this volume will add considerably to the knowledge base across the globe

**Issues in History Teaching** James

Arthur, UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS, 2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools

*International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives* Patricia

S. Moyer-Packenham, 2016-06-21 This book explores terminology frameworks and research being conducted worldwide on virtual manipulatives It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching By defining terminology explaining conceptual and theoretical frameworks and reporting research the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic By discussing these big ideas the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand held touch screen and augmented platforms

**Using IT in Primary School History** Lez Smart, 1996-01-11 The UK National Curriculum

requires children to develop an IT capability through the different subject areas This book for non IT specialists aims to help humanities teachers use IT to enhance and facilitate children s learning The author considers how children s historical and geographical knowledge skills and understanding can be better developed through use of IT and how their IT capability can be developed in this context

Initial Training for History Teachers Alois Ecker, 2003-01-01 The Council of Europe s work on

history teaching in secondary schools has three main thrusts curriculum development textbooks and teaching materials and teacher training which should take into account societal developments and the cultural needs of coming generations This pilot study is the first comparative study on the structures of initial training for history teachers to be carried out in several European countries Its aim is to provide information that will raise the level of professionalism not only of history teaching but also of teacher training Publisher s description

*International Perspectives on Higher Education* Trevor

Kerry, 2012-05-24 Trevor Kerry draws together contributions from leading academics in the field based in Europe Canada and Australia to examine key themes in higher education including academic freedom leadership and management the nature of learning and teaching ethical behaviour curriculum innovation attitudes to globalization and internationalization The contributors explore what might constitute effective higher education provision drawing on innovative practice from around the world and encouraging higher education practitioners to become more analytical and critical about their institutions

about their own roles and about the ways in which they and their work serve their client base In so doing the book confronts the contextual conflicts that arise from political social and fiscal agendas for higher education *Science, Technology, and Society* David D. Kumar, Daryl E. Chubin, 2000-04-30 This volume will take a comprehensive view of STS education the goals of which are manifold and include making science and technology literacy available for all Americans preparing those not bound for college to compete successfully in an increasingly science and technology oriented global market and equipping the average person with the information necessary for making informed personal and policy decisions concerning the role of science and technology in society *Resources in Education*, 1998 *Global Perspectives on the Role of Dialogue in History Education* Mario Carretero, Everardo Perez-Manjarrez, 2024-12-23 Providing the first volume length exploration of the role that dialogue can play in history education classrooms this book explores the socio cultural psychological and digital dimensions of dialogic practice to promote research into historical thinking historical consciousness and critical thinking in educational settings This book's novel approach is in its analysis of dialogical processes in various international and intercultural educational contexts chapters compare Israeli and Palestinian textbooks and classroom discussion and explore teachers challenges to shift monologic school culture as well as approaches to enhancing dialogic practices both in US contexts and in several EU countries Each case study provides an insight into the nature of dialogue as both shared historical inquiry and cultural practice How can dialogue be promoted and through what mechanisms In what ways can dialogue contribute to democratic societies thriving and dealing with and overcoming conflicts about different views on the past Ultimately the book looks to foster a nuanced and complex understanding of history prompting consideration of different perspectives and a collective approach to overcoming troubled pasts and trauma Featuring a truly international set of contributions from established and emerging scholars this book will appeal to scholars researchers and postgraduate students interested in the history of education education policy and politics and historiography more broadly This book was made possible with the support of the EU project [www.makinghistories.eu](http://www.makinghistories.eu) 10108606 coordinated by the first author

**From Vocational To Higher Education: An International Perspective** Moodie, Gavin, 2008-10-01 This book discusses current issues in vocational and higher education and the relations between them **Joined-up History** Arthur Chapman, Arie Wilschut, 2015-08-01 Debates about the identity of school history and about the nature and purpose of the learning that does can and should take place in history classrooms continue in many countries around the world At issue in many of these debates beyond the concerns about history and national identity are often unaddressed questions about the role and inter relationship of historical knowledge and historical understanding in historical learning Research on historical thinking is on going and a complex tradition of enquiry has developed across national borders in the last 30 years focusing in particular on developing students understanding of historical meta concepts such as evidence and causation There has been comparatively little focus however on the historical content that students study on how they study it and on how mastery of

historical content contributes to students overall picture of a historical past This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction What sense do students make of the history that they are taught Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so What are the relationships that obtain between history as an academic discipline as practised in universities and history as a subject taught in schools What can research tell us about the effects of instructional strategies that aim to help students join up what they learn in class into meaningful historical knowledge and understanding *International Perspectives on Tele-Education and Virtual Learning Environments* Graham Orange,Dave Hobbs,2018-02-05 This title was first published in 2000 Teaching learning and assessment methods are constantly evolving providing the educator with a range of issues and new challenges This book addresses these challenges through the use of information and communications technologies and presents a vision of how these may be deployed in the educational environments of the future **The Emperor's New Computer** ,2019-02-11 c ICT s subtle and seductive impact on educational administration globalisation curriculum design development and delivery and teacher roles and responsibilities has challenged the privileged notion of how education in society is or should be delivered Most schools and curricula require ICT enabled or supported courses as part of their mission or design Yet the seeming ubiquitous adoption of ICT has not made the technology s use any less controversial There is much that is still puzzling and troubling about Information and Communication Technology and its impact on teachers and learners The Emperor s New Computer ICT Teaching and Learning presents nine chapters that reflect international points of view on the intersection of Information and Communication Technology and education pose critical questions about ICT s use and examine ways of navigating the complex paths that ICT has carved in all aspects of global education society and culture **Women in Higher Education in India** Madhavi Kesari,Hari Ponnammma Rani,2018-07-27 Bridging the gender gap in higher education is fundamental throughout India Education is the yardstick by which the growth and development of a country are delineated and it helps to discipline the mind sharpen the intellect and refine the spirit There has been a phenomenal growth in the number of women enrolling in higher education in India since the country gained independence with around 45% of female admissions to such institutions in recent years This collection explores the role of women in higher education their emergence as a strong force for social change and the implications of this on society It also discusses technology s impact on women s education constraints on women in higher education and issues and challenges for women in the workplace *Australian national bibliography* ,1961 **Global Perspectives on Quality Assurance and Accreditation in Higher Education Institutions** Magd, Hesham,Kunjumammed, Siraj Kariyilaparambu,2021-09-17 Quality accreditation in higher education institutions HEIs is currently a buzzword The need to maintain high quality education standards is a critical requirement for HEIs to remain competitive in the market and for government and regulatory bodies to ensure the quality standards of

programs offered From being an implicit requirement that is internally addressed quality assurance activities become an explicit requirement that is regularly audited and appraised by national and international accreditation agencies HEIs are voluntarily integrating quality management systems QMS institutional and program specific in response to the political and competitive environment in which it exists Through its higher education department or by creating non profitable accreditation bodies many governments have implemented a quality framework for licensing HEIs and invigilates its adherence based on which accreditation statuses are granted for HEIs Global Perspectives on Quality Assurance and Accreditation in Higher Education Institutions provides a comprehensive framework for HEIs to address quality assurance and quality accreditation requirements and serves as a practical tool to develop and deploy well defined quality management systems in higher education The book focuses on the critical aspects of quality assurance the need to develop a concise and agile vision mission values and graduate attributes and to develop a system that effectively aligns the various activities of the HEI to the attainment of the strategic priorities listed in the institutional plans The chapters each cover the various facets of the quality assurance framework and accreditation agencies requirements with practical examples of each This book is useful for HEI administrators quality assurance specialists in HEIs heads of academic departments internal auditors external auditors and other practitioners of quality along with stakeholders researchers academicians and students interested in quality assurance and accreditation in higher education

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