



History Education and Historical Inquiry

Edited by **Bob Bain**, *University of Michigan*; **Arthur Chapman**,
University College London; **Alison Kitson**, *University College London*;
and **Tamara Shreiner**, *Grand Valley State University*

A volume in **International Review of History Education**

Series Editors **Arthur Chapman**, *University of College London*; **Stuart J. Foster**,
University College London; and **Arie Wilschut**, *Amsterdam University of Applied Sciences*

Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organising principle in history education in many countries around the world. Inquiry is also much debated, however, and although it has prominent contemporary advocates around the world, it also has prominent critics in education studies. This volume in the *International Review of History Education* explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions, including the following:

- What does historical inquiry mean in history classrooms?
- What forms does classroom based historical inquiry take, and to what extent is it understood in differing ways in different contexts?
- What do we know about the affordances and constraints associated with inquiry-based learning in history – what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning?

We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers, curriculum designers and history education researchers – seven papers from England, three from the US, two from Sweden and one each from Argentina, Australia, Belgium, Canada, and Singapore. The volume adds to our knowledge about teachers' thinking about inquiry and teachers' inquiry practices. It adds to our knowledge about the impact and value of inquiry in developing children's historical learning. It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice.

Publication Date: 2023

ISBNs:

Paperback: 978-0-88738-352-9

Hardcover: 978-0-88738-353-6

E-Book: 978-0-88738-354-3

Paperback: \$72.99

Hardcover: \$104.99

Trim Size: 6.14 X 9.21

Page Count: 438

Subject: History, Education,
Education Research, Curriculum,
History of Education

THEMA Code: NH

BISAC Codes:

ED0014000

HS0035000

HS0037000

ENDORSEMENT:

A wonderful overview of the global story of historical inquiry, canvassing everything from finding opportunities to teach history through all levels of education, through to the complexities of navigating different views on the past inside and outside of the classroom, *History Education and Historical Inquiry* provides a practical and empowering approach for educators around the world. Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times. — *Marnie Hughes-Warrington, University of South Australia*

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Historical Inquiry In Education A Research Agenda

Victor M. Corman



Historical Inquiry In Education A Research Agenda:

Historical Inquiry in Education John Hardin Best, 1983 Encyclopedia of Curriculum Studies Craig Kridel, 2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs Qualitative Research In Education Robert R. Sherman, Rodman B. Webb, 2004-08-02 Published in the year 1988 Qualitative Research In Education is a valuable contribution to the field of Education *Handbook of Historical Studies in Education* Tanya Fitzgerald, 2020-04-03 This book offers an in depth historiographical and comparative analysis of prominent theoretical and methodological debates in the field Across each of the sections contributors will draw on specific case studies to illustrate the origins debates and tensions in the field and overview new trends directions and developments Each section includes an introduction that provides an overview of the theme and the overall emphasis within the section In addition each section has a concluding chapter that offers a critical and comparative analysis of the national case studies presented As a Handbook the emphasis is on deeper consideration of key issues rather than a more superficial and broader sweep The book offers researchers postgraduate and higher degree students as well as those teaching in this field a definitive text that identifies and debates key historiographical and methodological issues The intent is to encourage comparative historiographical perspectives of the nominated issues that

overview the main theoretical and methodological debates and to propose new directions for the field *Research in the College Context* Frances K. Stage, Kathleen Manning, 2013-10-18 This handbook provides faculty students and researchers in the college environment with alternative methods and approaches for conducting research Readers will also find advice on research approaches using appropriate techniques and composing results History of Education: Studies of education systems Roy Lowe, 2000 **A Research Agenda for Leadership Learning and Development through Higher Education** Susan R. Komives, Julie E. Owen, 2023-06-01 Adopting a multilevel perspective this innovative Research Agenda offers a comprehensive and critical overview of research on all aspects of contemporary leadership education Bringing together enlightening contributions from experienced scholars of leadership education along with a team of early career critical scholars it examines essential dimensions of leadership education processes and outcomes and interrogates the knowledge bases that shape these dimensions **Constructing the Subject** Kurt Danziger, 1994-01-28 Constructing the Subject traces the history of psychological research methodology from the nineteenth century to the emergence of currently favored styles of research in the second quarter of the twentieth century Kurt Danziger considers methodology to be a kind of social practice rather than simply a matter of technique Therefore his historical analysis is primarily concerned with such topics as the development of the social structure of the research relationship between experimenters and their subjects as well as the role of the methodology in the relationship of investigators to each other in a wider social context The book begins with a historical discussion of introspection as a research practice and proceeds to an analysis of diverging styles of psychological investigation There is an extensive exploration of the role of quantification and statistics in the historical development of psychological research The influence of the social context on research practice is illustrated by a comparison of American and German developments especially in the field of personality research In this analysis psychology is treated less as a body of facts or theories than a particular set of social activities intended to produce something that counts as psychological knowledge under certain historical conditions This perspective means that the historical analysis has important consequences for a critical understanding of psychological methodology in general **NFB Kids** Brian J. Low, 2006-01-01 Imagine a society that exists solely in cinema this book explores exactly that Using a half century of films from the archival collection of the National Film Board NFB Kids Portrayals of Children by the National Film Board of Canada 1939 1989 overcomes a long standing impasse about what films may be credibly said to document Here they document not reality but social images preserved over time the NFB Society an evolving cinematic representation of Canadian families schools and communities During the postwar era this society in cinema underwent a profound change in its child rearing and schooling philosophies embracing modern notions based upon principles espoused by the American mental hygiene movement Soon after the introduction of these psychological principles into NFB homes in 1946 and schools in 1956 there was a subtle transformation in adult child relations which progressively over time narrowed the gulf of power between generations and

diminished the socializing roles of the NFB parents and teachers NFB Kids is a pioneering study within a new field of academic research cinema ethnography It adds to the growing body of knowledge about the function and the considerable impact of psychiatry and psychology in the post war social reconstruction of Canadian society and social history It will be of interest to academics over a broad spectrum of disciplines and to anyone thinking about the advancing arbitrary power of the cinematic state

Politics, Participation & Power Relations Richard C. Mitchell, Shannon A. Moore, 2012-10-01 Until recently youth have become the great absence regarding matters of citizenship justice and democracy Rarely are young people taken up with the important discourses of freedom and citizenship especially discourses that transcend national boundaries and academic disciplines Richard Mitchell and Shannon Moore have put together a brilliant book that not only fills this void but makes one of the most powerful cases I have read for addressing young people in terms that not only allow them to talk back be heard but also to enjoy those rights and freedoms that give democracy a real claim on its ideals and promises Every educator parent student and all those young people now making their voices heard all over the world should read this book Henry A Giroux This diverse collection will appeal to students in senior undergraduate and graduate courses looking into the new cosmopolitanism in social policy citizenship or cultural studies in child and youth studies and in post colonial approaches to education sociology and political science

The Century of the Child Theresa R. Richardson, 1989-01-01 In this book Richardson crosses disciplinary boundaries to examine mental hygiene issues of contemporary concern in both the United States and Canada The work juxtaposes a social history of the child in the twentieth century to shifts in private and public power as influenced by the mental hygiene movements in both countries The author shows how the historical record sheds light on current policy concerned with mentally emotionally and educationally handicapped children As a sociology of mental illness the book examines the relationship between mental hygiene as a form of knowledge and the social institutions that fostered the use of psychiatric perspectives concerning child and family life Significant topics covered in this regard include the history of early childhood and parent education the origins of child psychiatry in treating juvenile delinquency and the evolution of contemporary concepts of normal development

Understanding Curriculum William F. Pinar, 1995 Perhaps not since Ralph Tyler's 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike

Power and Moral Education in China Wangbei Ye, 2014-04-15 Chinese moral education reform in the last three decades represents the most significant decentralization of decision making power since the foundation of People's Republic of China in 1949 On one hand it shows how de politicized China's moral education curriculum has become following the introduction of China's Open door policy

and economic reforms and the resultant social transformations On the other hand it reveals persistent problems in moral education caused by political stresses and tight state control To explain these tensions Power and Moral Education in China analyzes the characteristics of power relationships in school moral education curriculum goal setting content and pedagogy selection and implementation The ultimate purpose is to identify not only what factors impact Chinese moral education curriculum decision making at the school level but also how and why Through a multiple case study conducted during 2008 in three schools in Shenzhen City and based on four major data collection instruments observation interview questionnaire and document review Wangbei Ye analyzes how power relationships have evolved in school moral education and how and why school power affects school moral education Contrary to the common belief that Chinese schools are passively impacted by external forces in moral education curriculum development this book suggests that school power is a semi emancipatory relationship that acts as a major force shaping moral education This means that although both the Chinese Communist Party and the state are positioned to control schools and moral education schools nonetheless have the power to either negotiate for more influence or partly emancipate themselves by collaborating with other external forces responding to grass root needs empowering school teachers and adjusting internal school management style This helps to explain the influence of Chinese schools in moral education and suggests a broader theory of power relationships in curriculum

Caring For Kids
Rodney R Cocking, Richard J. Altenbaugh, David E. Engel, Don T. Martin, 2013-07-23 The official school drop out figure in the US in recent years has been 25 per cent of the cohort Estimates from large cities are often double these rates and in some areas 60 per cent or worse This text focuses on this problem in US schools but from an unusual perspective It is a study gained from in depth interviews of 100 stop outs that is those who dropped out but then decided to return to school Four basic questions are posed by this text who drops out why did they drop out what caused them to return and what intervention policies can be formulated to prevent students dropping out in the first place The answers provided by this text for the last question are intended to make it of particular interest to school administrators

Education, Change, and the Policy Process
Harold Silver, 1990 The aim of this book is to track the historical elements of change in educational policy formation and implementation in relation to the specifics of responses to change the possibilities of change and attempts to achieve it Chapter 1 assess whether the future is in past historical change or is simply illuminated by it The notion of an explicit relationship between history and policy analysis is expounded in chapter 2 The answer for successful policy making in British higher education is looked for in chapter 3 Chapter 4 describes versions of accountability in public sectors of higher education Chapter 5 delineates the decline in the reputation of British higher education from the mid 1960s to the 1980s Chapter 6 places vocationalism in the context of further education describing its intentions and outcomes Chapter 7 contains a history of periods in British education from 1780 until now Chapter 8 examines the American zeal for change in education as a historical process beginning in the 1980s Chapter 9 describes the plight of socially disadvantaged children in school

from 1920 80 Chapter 10 reinforces the general thrust of the book as a concern for using historical policy analysis as a point of entry into considerations for educational change Notes at the end of each chapter and an index are provided EJS

Expertise Versus Responsiveness In Children's Worlds Jane Clark, 2003-09-02 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company

The Making of Geography as a Secondary School Subject John Mortimer, Tom O'Donoghue, 2021-06-02 No work has ever been produced previously that shows how historically geography has been constructed as a subject for the senior years of secondary schooling in Western Australia from 1917 to 1997 In doing so this book contributes to the existing corpus of international research on the history of curriculum and particularly the history of geography as a senior secondary school subject Much of it is based on primary sources including the textbooks and atlases used along with syllabus manuals and geography examination papers It also provides a framework for investigating the construction of senior secondary school geography curricula in other constituencies and could act as a model for engaging in further research in curriculum history for other school subjects state wide nationally and internationally The book also makes an important contribution to the fields of curriculum design curriculum development and curriculum innovation It will be of great interest to historians of education comparative educationists education leaders policy makers and librarians

Leaders in the Historical Study of American Education Wayne J. Urban, 2012-01-01 This volume consists of twenty six autobiographical essays by leading historians of American education which document the enormous variety of paths taken to get into this field A companion to earlier volumes on philosophy of education and curriculum studies the historians in this volume reflect a wide variety of interests that underlay accomplishment in this scholarly field They come from diverse backgrounds that have animated their scholarly careers in compelling ways Readers in any variety of educational or historical study should learn from this volume how unplanned careers can still result in highly successful sets of accomplishments That realization is a tribute both to the individual contributors and to the great attractiveness of educational history to committed scholars of various backgrounds and orientations

International Relations in Psychiatry Volker Roelcke, Paul Weindling, Louise Westwood, 2010 The decades around 1900 were crucial in the evolution of modern medical and social sciences and in the formation of various national health services systems The modern fields of psychiatry and mental health care are located at the intersection of these spheres There emerged concepts practices and institutions that marked responses to challenges posed by urbanization industrialization and the formation of the nation state These psychiatric responses were locally distinctive and yet at the same time established influential models with an international impact In spite of rising nationalism in Europe the intellectual institutional and material resources that emerged in the various local and national contexts were rapidly observed to have had an impact beyond any national boundaries In numerous ways innovations were adopted and refashioned for the needs and purposes of new national and local systems International Relations in Psychiatry Britain Germany and the United States to World War II brings together

hitherto separate approaches from the social political and cultural history of medicine and health care and argues that modern psychiatry developed in a constant though not always continuous transfer of ideas perceptions and experts across national borders Contributors John C Burnham Eric J Engstrom Rhodri Hayward Mark Jackson Pamela Michael Hans Pols Volker Roelcke Heinz Peter Schmiedebach Mathew Thomson Paul J Weindling Louise Westwood Volker Roelcke is professor and director at the Institute for the History of Medicine Giessen University Germany Paul J Weindling is professor in the history of medicine Oxford Brookes University UK Louise Westwood is honorary research reader University of Sussex UK

Old Ontario David Ross Keane, Colin Read, 1990-01-06 In ten original studies former students and colleagues of Maurice Careless one of Canada's most distinguished historians explore both traditional and hitherto neglected topics in the development of nineteenth century Ontario Their papers incorporate the three themes that characterize their mentor's scholarly efforts metropolitan hinterland relations urban development and the impact of limited identities gender class ethnicity and regionalism that shaped the lives of Old Ontarians Traditional topics colonial imperial tension and the growth of Canadian autonomy in the Union period the making of a compact in early York politics in pre Rebellion Toronto and the social vision of the late Upper Canadian elites are re-examined with fresh sensitivity and new sources Matters about which little has been written urban perspectives on rural and Northern Ontario Protestant revivals an Ontario style in church architecture the late nineteenth century ready made clothing industry Native Newcomer conflict to the 1860s and the separate and unequal experiences of women and men student teachers at the Provincial Normal school receive equally insightful treatment An appreciative biography of Careless an analysis of the relativism underpinning his approach to national and Ontario history and a listing of Careless's publications complete this stimulating collection

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