

## CIDREE: Assessment for learning, Influence of curriculum on designing assessment in history teaching

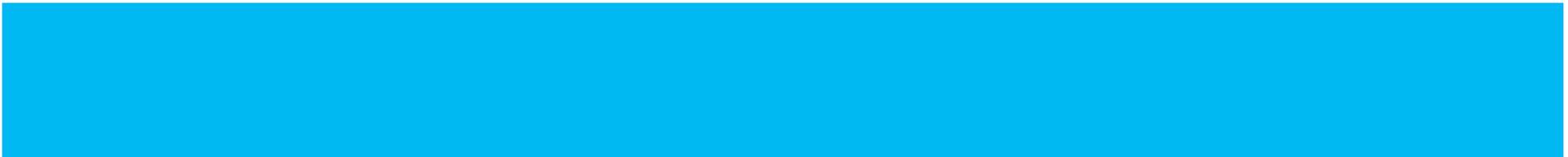


Mag. Vilma Brodnik; The National Education Institute of the RS

Operacijo delno financira Evropska unija iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost, kulturo in šport.

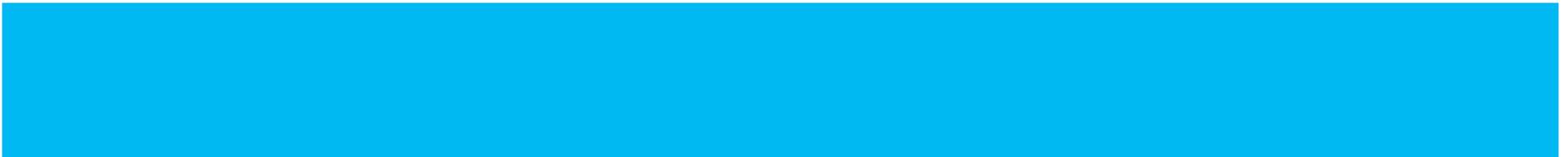
# History in grammar schools

- History is obligatory subject in all four grades of grammar school.
- It has 2 hours per week and 70 hours per school year in each grade.
- Latest renovated history curriculum is from 2008 - for the first time in slovenian school history it introduced a thematic and elective approach.
- Previous history curriculum was designed in an encyclopedic manner and included comprehensive history from prehistory to present time.



## Thematic and elective approach

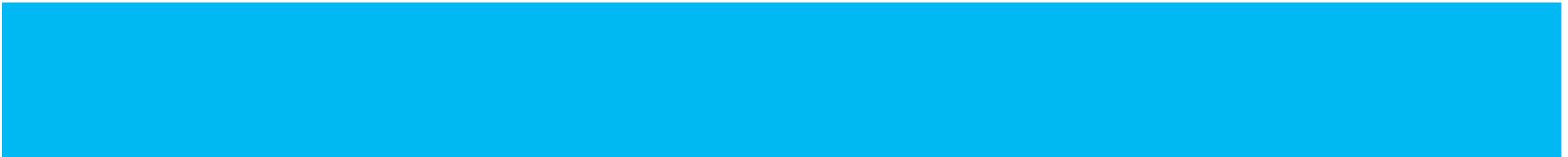
- History teachers must teach about 12 obligatory wider themes and
- according to students interest must choose between 16 elective wider themes – at least 4 wider themes should be elected in all four grade (one per grade).



## What kind of knowledge to develop?

- Content knowledge,
- Procedural knowledge,
- Knowledge related to values.

⇒ All three kinds of knowledge are expressed in three groups of goals.



**Goals related to knowledge and comprehension of historical events, phenomena and processes (content knowledge is included)**

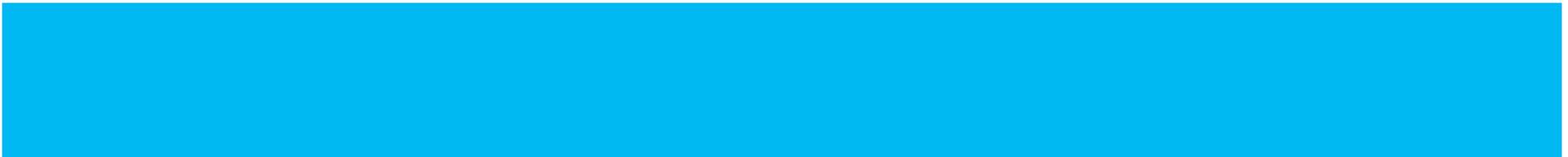
Students should be able to:

1. **Explain key events and processes** from World, European, regional, Slovenian and local history;
2. **Explain and evaluate the effect** of European and World events on Slovenian history;
3. **Explain and compare** different ways of life, ways of thinking and scientific achievements and their effect on economical processes, social relations and the environment in different historical periods;
4. Explain and evaluate human activity in the past and the present;

## Continue:

5. **Explore historical events and processes** from the perspective of the historical period in which they occurred and from the present perspective;
6. **Learn to differentiate between causes, triggers and implications**, and **determine the interdependency** of the different events and processes, **continuity and changes** in development;
7. **Use basic historical terminology correctly.**

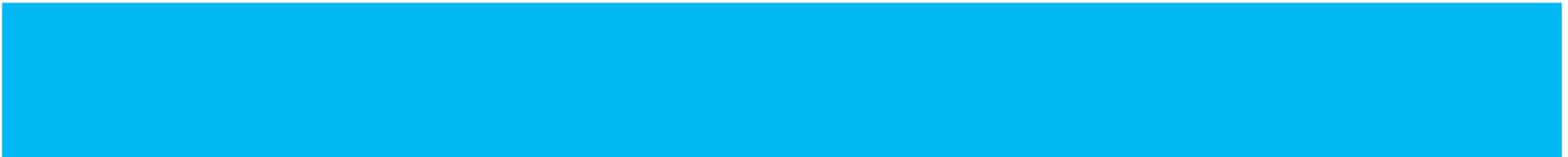
⇒ Traditional knowledge promoted in history teaching was content knowledge.



## **Goals related to development of skills and competencies (include procedural knowledge)**

Students should:

1. **Develop time and spatial orientate skills;**
2. Develop skills related to **collecting and selecting, analyzing, synthesizing, and critically assessing the value and usefulness of information and historical sources;**
3. **Appreciate the relativity of information;**
3. **Be able to form independent conclusions, opinions and interpretations** of historical events, occurrences and processes;
4. **Learn from multi-perspective historical sources** and sources which are available through including Information Communication Technology (ICT) in history lessons;
5. **Develop skills in various forms of communication** (in writing, orally, techniques of debate, through using ICT, etc.).

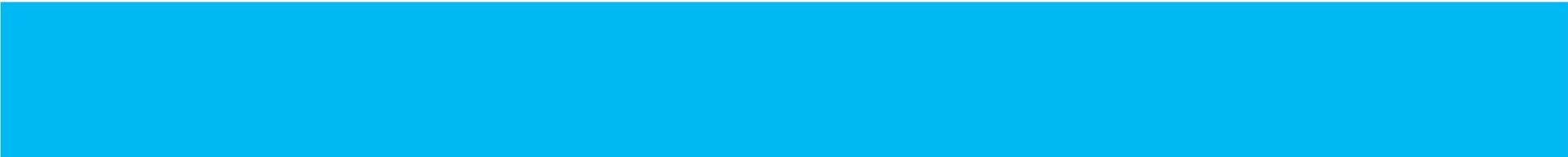


## Goals related to development of relations, behaviour and viewpoints (include knowledge related to values)

Students should:

1. **Develop an interest in the historical past and present of the Slovenian Nation and its achievements**, as well as strengthen their national consciousness and sense of affiliation with the state;
2. **Be able to emphasize the positive cultural influences** within the Slovenian nation and with neighbouring nations;
3. **Develop** their individual, national and European **identity**;
4. **Evaluate the meaning of preserving** Slovenian, European and World **cultural heritage**;
5. **Establish a responsible relationship to preserving the environment** and conservation of cultural heritage;
6. **Develop** through chosen examples in history such **views on the world that respect human rights, equality and democracy**, together with a **democratic and responsible citizenship**;
7. **Condemn crimes against humanity, genocide, the holocaust and other forms of mass violation of human rights**;

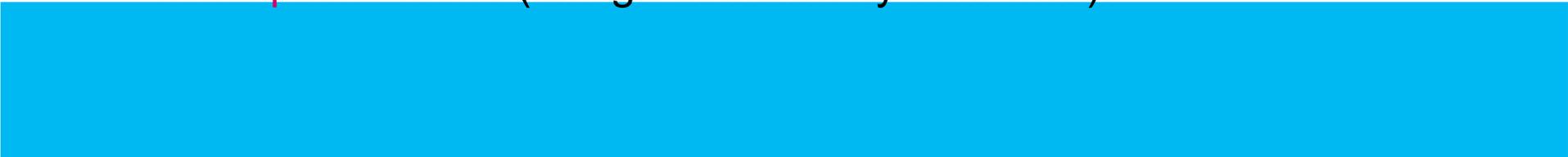
## Continue:

8. Promote understanding and **respect equality between the genders**;
  9. **Understand and respect differences between beliefs, cultures and communities**;
  10. Develop the ability to **surpass stereotypes and prejudice**;
  11. Have an open mind to new ideas and exercise caution before expressing judgments;
  12. Develop a **positive attitude towards diversity, multiculturalism**;
  13. Develop capacities to **choose and decide independently** and to develop their own views on history;
  14. **Have an open mind to different views or interpretations** and **understand why such differences occur**.
- 

# EVALUATING ACCOMPLISHMENTS (OUTCOMES)

- **How to assess** all three groups of goals/knowledge expressed in student's outcomes?
- **Content and procedural knowledge** should be reviewed and marked; **knowledge related to values** should be only monitoring and encourage.
- **Regulation** on evaluating and marking knowledge **should be considered**.
- Regarding to Regulation knowledge should be evaluated both **orally and in writing**.
- Various student **papers** resulting from projects are also reviewed and marked.
- **Alternative forms**: such as various debate formats etc.

## Fields of evaluating and marking knowledge

- Declarative knowledge and skills of working with historical resources **shall be reviewed and marked in the ratio** of 70% content knowledge and 30% skills of working with historical sources (procedural knowledge).
  - **Two fields of reviewing and marking of knowledge:**
    - a) Knowledge and understanding of historical events, phenomena and processes (content knowledge),
    - b) Analysis, synthesis, interpretation, argumentation and evaluation of historical sources (procedural knowledge).
  - **Criteria for measuring knowledge** (is written in curriculum), **descriptive criteria** (design teachers by their own).
- 

# Criteria for content knowledge

- Students:
  - **Demonstrate knowledge and understanding** of historical events, phenomena, processes,
  - **Use appropriate and significant data and facts**,
  - **Master the use** of historical terminology and terms **and use them to demonstrate an understanding** of historical events, phenomena, processes,
  - **Explain historical reasons, triggers and consequences, explain their meaning for history and differentiate between them**,
  - **Demonstrate an understanding of concepts**, know how to apply them in various historical contexts, position them in an appropriate historical period and critically evaluate their meaning and limitations posed by the historic period,
  - **Make conclusions concerning** the changes to historical space and time, as well as evaluate the interaction between the natural and geographical environment on historical development and the effect of historical development on the environment.

# Criteria for procedural knowledge

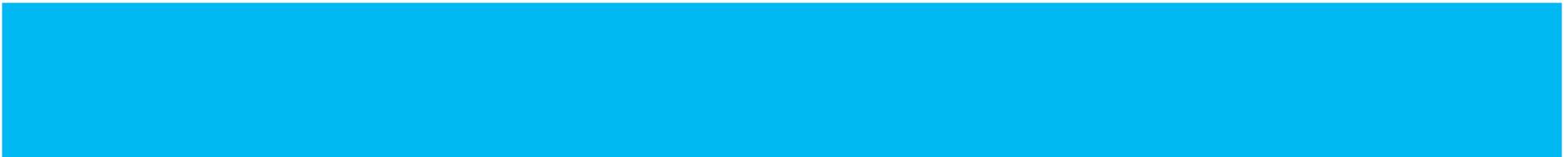
Students:

- Collect, select, analyse, and critically evaluate **authentic and useful data** from various or multi-perspective historical sources,
- **Differentiate between** significant and non-significant data,
- **Make independent** conclusions, opinions and interpretations of historical events, phenomena, processes on the basis of selected data,
- **Present** conclusions, opinions and interpretations in various forms (orally, in writing, on posters, papers, essays, etc).

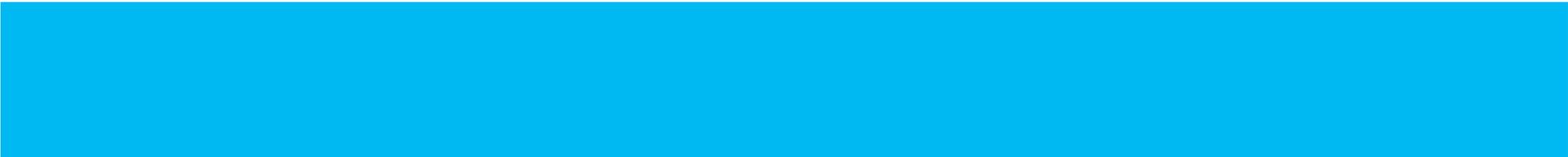
# Preparing, writing and presenting projects and various papers

Students:

- The product (paper) is **logically structured** and includes an introduction, body and conclusion,
- The **selected historical sources and literature are appropriate** for the selected topic,
- Historical sources and literature used have been **cited appropriately** and/or are **listed in the notes or bibliography section**,
- **Citations (in inverted commas) and summarised ideas are appropriately denoted by footnotes or references**,
- The product (paper) **is presented appropriately** by use of ICT, posters, etc.



## What we want to achieve?

- Example how to report feedback information about knowledge,
  - Example how to report student how to learn history effectively,
  - Example how in history teaching develop quality knowledge for life and career.
- 

Thank you very much for your attention!

