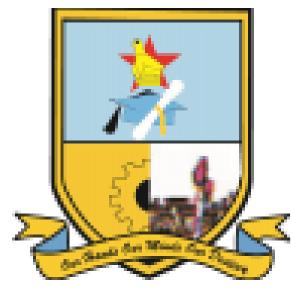
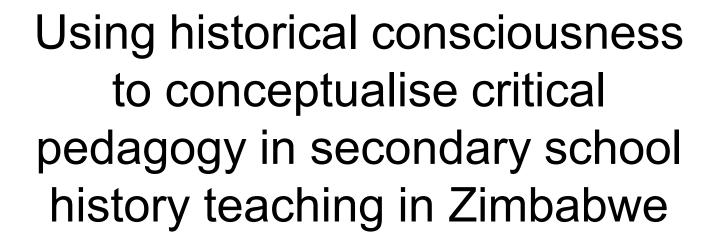
WORK IN PROGRESS



MIDLANDS STATE UNIVERSITY



Marovah T.

PRESENTATION OUTLINE

- Background of the paper/ my positionality
- Contribution of paper
- Argument
- History philosophy
- Conceptual issues
- Competence based curriculum
- Ubuntu
- Practical suggestions for classroom practice

Background/ my positionality

History school teacher and citizenship and teacher educator

 Taught in rural areas (marginalized and hard to reach)

Experimentation with teaching methods

Contribution of paper

- Contributes to debates on pedagogical practices in secondary school history
- Zimbabwe's school curriculum has shifted from a knowledge based curriculum to a competence based curriculum.
- Not much debate on how this can be accomplished despite a general consensus on learner centred teaching

Argument

- Historical consciousness as the highest level of engagement in a history classroom
- It is a preferred level ahead of historical literacy and historical awareness because of its deep alignment to historical thinking and reasoning

History Philosophy: what is it?

- Philosophy of History means nothing but the thoughtful consideration of it- Hegel
- It invokes notions of human agency, change, the role of material circumstances in human affairs, and the putative meaning of historical events.
- It raises the possibility of learning from history.
- And it suggests the possibility of better understanding ourselves in the present, by understanding the forces, choices, and circumstances that brought us to our current situation.

Developments in History philosophy

- i) Speculative –theological approach (Absolute or Divine)- Unquestionable truths
- ii) Enquiry Age of enlightenment: the new science: Vico and Herder
- History as a process of dialectical change: Hegel and Marx (thesis-antithesis and synthesis)
- Later systems: Post modernist- Multi-perspectivity

Pedagogy: Three levels of engagement

Historical literacy

Historical awareness

Historical consciousness

Historical literacy

- Historical literacy' is a behaviouristic term
- Demands a mastery of the basic historical information, which enables historical reading and discussion

• It does not require a personal meaning-attribution to history

Historical awareness

 Ability to link a specific piece of historical information to some well-known basic events and phenomena

• It is a pragmatic requirement but it does not entail being personally bothered about history

 If one cannot do this, the implication is an inability to make sense of the past when encountering its traces or presentations

Consciousness/Black consciousness (BC)

- Usually defined from the field of psychology but that's not the field which excites us today
- Biko (1973) BC is the realization of the need to rally together around the cause of our oppression
- To realize that to [mimic the other], is to insult the intelligence of whoever created you
- It takes cognizance of the deliberateness of diversity in humanity

Historical consciousness

- Is an interaction between making sense of the past and constructing expectations for the future
- Its a rational, intellectually honest way of using history
- It is by no means a product of school alone, but a process of individual growth through reflexive relation with society

Sir Seretse Khama (1970)

- We were taught, sometimes in a very positive way, to despise ourselves and our ways of life
- We were made to believe that we had no past to speak of, no history to boast of
- The end result of all this was that our self-pride and our self-confidence were badly undermined

Sir Seretse Khama 1970

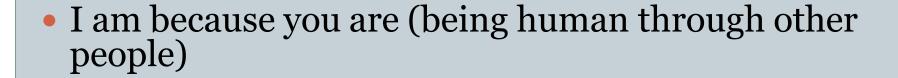
- We should write our own history books to prove that we did have a past, and that it was a past that was just as worth writing and learning about as any other
- We must do this for the simple reason that a nation without a past is a lost nation, and a people without a past is a people without a soul

(Parsons 1983)

Competence –based curriculum

- Critical thinking
- Research
- Problem solving
- Conflict resolution
- Communication
- Decision making

Ubuntu



- Deliberation
- Accommodation
- Trustworthiness
- Respect

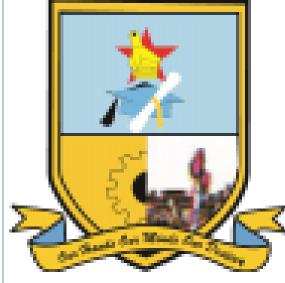
How do we deal with this

- Have a positive attitude, none but your self can change you
- Be your self (original) and participate in reflective practice
- Be a problem solver
- Learn the art to communicate and deliberate with others
- Respect others for who they are they will certainly do the same

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THE END!!!



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