

MHUM105 Teaching the Humanities: Pedagogy and Assessment

ECTS Value: 6 ECTS
Self-Study Hours: 72

Contact Hours: 30
Assessment Hours: 48

Overall Objectives and Outcomes

This module introduces course participants to how effectively apply current pedagogical theories to classroom practice in the teaching of Humanities-related subjects such as History, Geography, Sociology and Social Studies. The module will introduce the course participants to the most effective assessment techniques for these subjects. Technology enhanced learning will also be discussed and how this can enhance the learning experience. Participants will be given the opportunity to critically assess different teaching and assessment methods that will prove to be inspirational in helping their future students achieve their full potential.

By the end of this module, the learner will be able to:

Competences:

- a. Ensure that the current methodological approaches to teaching the Humanities are applied;
- b. Create the right assessment tools for Humanities-related subjects;
- c. Establish which are the best sources that can be used in teaching Humanities-related subjects;
- d. Autonomously identify the differences between primary and secondary sources in humanities;
- e. Produce tasks to cater for different abilities in Humanities-related subjects;
- f. ensure the best ICT software and applications to deliver interactive and interesting lessons and assessment is chosen;
- g. Apply AI-generated tools to enhance critical thinking, creativity and problem-solving skills in humanities-related projects;
- h. Adapt teaching methods to effectively integrate AI-generated tools, fostering student engagement and active participation.

Knowledge:

- a. Identify current methodological approaches to teaching the Humanities;
- b. Autonomously create a teaching file that should include the following components i) list of contents ii) Information about the school iii) Class and individual learner profiles iv) Scheme of work v) lesson plans vi) record of work vii) self-evaluation/reflections.
- c. Critically define the most effective assessment tool/s for Humanities-related subjects;
- d. Critically differentiate between the various sources that can be used in teaching Humanities-related subjects;
- e. Define primary and secondary sources in humanities;
- f. Describe tasks for differentiated teaching in Humanities-related subjects;
- g. Systematically identify and use the best ICT software and applications to deliver interactive and interesting lessons and assessment;
- h. Understand the concept of AI tools and its applications in generating tools for humanities education;
- i. Identify the benefits and limitation of using AI-generated tools in teaching and learning within the humanities.

Skills:

- a. apply the current methodological approaches to teaching the Humanities;
- b. design the right assessment tools for Humanities-related subjects;
- c. Critically Evaluate the various sources that can be used in teaching Humanities-related subjects;
- d. Categorise primary and secondary sources in humanities.
- e. Adapt the various task to different abilities with differentiated teaching for Humanities-related subjects;
- f. Demonstrate the ability to choose the best ICT software and applications to deliver interactive and interesting lessons and assessment;
- g. Reflect on the responsible and unbiased utilisation of AI-generated tools to ensure fair and inclusive education;
- h. Discuss ethical implications related to the use of AI in humanities education

Assessment Methods

This module will be assessed through: Teaching Pack and Presentation.

Suggested Readings

Core Reading List:

1. Hayden, t et al (2015 4th edition) 'Learning to Teach History in Secondary School' Routledge.
2. Hoffman, S. J. (2014). Teaching the humanities online: A practical guide to the virtual classroom: A practical guide to the virtual classroom. Routledge. <https://doi.org/10.4324/9781315700489>
3. Lambert, D. and Balderstone, D. (2010) Learning to Teach Geography: A Companion to School Experience , 2nd edn, Abingdon, Routledge.
4. Singer, A.J. (2015 4th Edition); Social Studies for Secondary Schools Teaching to Learn, Learning to Teach; Routledge

Supplementary Reading List:

1. Grigg, R., & Hughes, S. V. (2019;2018;). *Teaching primary humanities* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315206462>
2. Hughes, N. (2023). Student engagement, pedagogical imaginaries and the future of arts and humanities teaching and learning in higher education. *Arts and Humanities in Higher Education*, 22(1), 81-99. <https://doi.org/10.1177/14740222221125623>
3. Tomcikova, I. (2020). Implementation of inquiry-based education in geography teaching - findings about teachers' attitudes. *Review of International Geographical Education Online*, 10(4), 533-548. <https://doi.org/10.33403/rigeo.791713>
4. Johnson, E., Ramos, E., Ferlazzo, L., & Hull Sypnieski, K. (2020). The social studies teacher's toolbox: Hundreds of practical ideas to support your students. John Wiley & Sons, Incorporated.
5. Andreotti, V. and Warwick, P. (2007) Engaging Students with Controversial Issues through a Dialogue Based Approach [online]. Available at [http://www.citized.info/pdf/commarticles/ Post-16 Paul Warwick.doc](http://www.citized.info/pdf/commarticles/Post-16%20Paul%20Warwick.doc)
6. Lambert, D. and Jones, M. (eds) (2013) *Debates in Geography Education* London, Routledge,
7. Harris, R. Burns, K and Woollet, M (2014) 'The Guided Reader to Teaching and Learning History' David Fulton.
8. Geographical Association (2014) How Do Pupils Learn Geography? [online]. Available at <http://geography.org.uk/gtip/mentoring/geography/learning/#theories>