

Design principles of the History workplace: a teacher PD-programme historical reasoning in inquiry-based learning for elementary school students

Original

- A. Design principles of effective professional development programme**
- B. Design principles of a PD-programme historical reasoning**
- C. Design principles of a PD-programme inquiry-based learning**
- D. Design principles of a professional learning community**

A. Design principles of effective professional development programme

1. The PD-programme focusses on subject-specific content knowledge
2. During the meetings participating teachers are active and perform inquiry tasks.
3. The programme is coherent.
4. Participating teachers work together on historical reasoning activities (own skill) and co-design inquiry-based historical reasoning lessons for their students.
5. The programme is organised as a professional learning community (PLC), which ideally comes together every four weeks over a longer term.
6. The coach-trainer of the PD-programme teaches and supports the participants in the preparation of the activities, the design of educational materials and the preparation of teaching.
7. The starting point of the PD-programme, whether it is the choice of the theme, examples of class-organisation of school-wide principles, is always the participants' classroom practice.

B. Design principles of a PD-programme historical reasoning

8. The PD-programme focusses on subject-specific content knowledge of historical reasoning. Central topics are: the meaning of and relation between historical questions, studying and analysing historical sources, contextualising, using historical and meta-historical concepts and argumentation skills.
9. Participants experience and practice the six elements of historical reasoning through targeted exercises.
10. The emphasis of the PD-programme is on designing lessons and lesson activities for grade 3 to 6.
11. Lesson design starts from a current event or from a past event that relates to the present. Or the connection to the present is made at the end of the lesson.
12. Participants use primary and secondary historical sources in the design of their lessons. In the PD-programme they are assisted in finding, choosing and adapting these sources to fit the students' age-group.

C. Design principles of a PD-programme inquiry-based learning

13. The inquiry process starts from wonder to trigger curiosity.
14. Asking questions is a central aspect of the inquiry process. Participants learn to ask different types of questions, like research questions, coaching questions, questions which help to build an argument and reflective questions.
15. Participants learn to set up a historical inquiry lesson for students in which they learn to read, assess and analyse historical sources.
16. Participants develop coaching skills for historical reasoning in inquiry-based history lessons.

D. Design principles of a professional learning community

17. Learning in the PLC focusses on both individual and collective professional development.
18. Reflective professional enquiry plays a central role in the PLC.
19. Participants work together (cooperative learning and mutual dependence).
20. Openness, mutual trust, respect and support are main principles of collaborative learning in a PLC.

Adapted after the pilot

A. Design principles of effective professional development

B. Design principles of a PD-programme historical reasoning in inquiry-based history lessons

When we want to design an effective professional development programme aimed at teaching in-service teachers to develop and teach historical reasoning in inquiry-based history lessons in grade 3-6, we have to give that programme the following characteristics (Van den Akker et al, 2006):

A. Design principles of effective professional development

1. Underlying the programme is a theory of improvement, a well-defined understanding of the “relation between specific features of the intervention and the intended learning goals, comprising both teacher learning (‘theory of change’) and student learning (‘theory of instruction’)” (Van Veen et al., 2012, p. 14-15).
2. The focus of the PD-programme lies on high-quality pedagogical content knowledge, for participants’ strengthened subject expertise and subject pedagogy is expected to improve their teaching and have a positive effect on students’ results (Kennedy, 2016, p. 971; Van Veen et al., 2012, p. 12-13).
3. The content of the meetings and the support given during the meetings closely connects to daily classroom practice of the participants, for engaging in concrete tasks of teaching, assessment, observation and reflection provides them with the opportunity to make connections between their learning and their classroom instruction (Desimone, 2009, pp. 184; Borko et al., 2010, p. 549; Van Veen et al., 2012, p.12).
4. The coach-trainer facilitates enactment of participants by modelling, collaborating on lesson development and providing a model of strategic planning (Kennedy, 2016, p. 972-973).
5. The PD-programme is a longer-term programme, because a substantial amount of time (both span of time and actual hours) is needed in order for PD-programmes to be effective (Desimone, 2009, pp. 184; Kennedy, 2016, p. 972; Van Veen et al., 2012, p. 14).

B. Design principles of professional development in historical reasoning in inquiry-based history lessons

6. During the meetings participants are actively engaged and learn in a collaborative setting, by performing inquiry tasks that promote historical reasoning, because by doing this they construct new understandings based on what they already know and believe (Borko et al., 2010, p. 549-550; Desimone, 2009, pp. 184; Gibson & Peck, 2020, pp. 228-230; Van Veen et al., 2012, p. 13).
7. Participants collaborate in co-design of lessons that promote historical reasoning, and engage in “cycles of experimentation and reflection”, for in co-design and experimentation teachers learn from each other’s strategies and this will make it easier to put their designed lessons to practice (Borko, 2010, p. 550; Gibson & Peck, 2020, pp. 230).
8. Participants get acquainted with teaching approaches that promote historical reasoning in inquiry-based history lessons, for this will capacitate and inspire them to experiment with the teaching approaches suggested (Gibson & Peck, 2020, pp. 230; Levstik & Barton, 2015, pp. 25-29; Van Boxtel & van Drie, 2013, pp. 49).

Examples of these teaching approaches are:

- starting the lesson from current affairs or ending the lesson with a connection to the present;
- formulating research questions that stimulate historical reasoning;
- searching and selecting fitting primary and secondary historical sources;
- developing inquiry tasks that promote students to analyse and corroborate historical sources.

Literature:

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