

## Curriculum

For the the full study programme of Subject:	History
Country/University	Czeck Republic Charles University Prague Faculty of Arts
In force since (date)	2008
Valid until (if known)	
Short description (in key words)	abstract in English overview and description of courses in English

### ITT Curriculum

#### Faculty of Arts, Department of History, Charles University in Prague

##### **Abstract:**

- academic courses and research institutes (e.g. Institute of Czech history, Institute of European and World history)
- wide variety of courses
- latin, german and one foreign language are mandatory
- ITT courses for history teachers are incorporated from the beginning of the university training, recommended in the first two years of the whole five year study

##### **Note:**

- *Specifics of the faculty: pre-graduate students seeking to be accredited as history teachers are trained together with future professional historians, but have also to undergo pedagogical and didactic training.*
- *This text is a brief excerpt from the ITT (e.g. compulsory reading has been left out). The pre-graduate students are advised to take part in pedagogical and didactic training in the first two years of the full duration of study. Pedagogical and didactic courses are incorporated in the study program, besides history courses. In the following years the curriculum is predominantly based on the science of history , but students are entitled to complete their pedagogical training.*

##### **Selective and Diploma Thesis Course (seminar)**

Mandatory for future history teachers, 2 classes a week (seminar format)

Recommended year of study: 1st or 2<sup>nd</sup>

Students have to write a seminar paper in the first year, in preparation of the diploma thesis.

Diploma theses can either relate to history or to the didactics of history teaching. Students who are enrolled in the study of two or three subjects are free to write their theses also on topics from subjects other than history.

Concluded with 3 credit points

Description of the course:

This course is intended for students interested in history teaching and in the theory of history teaching, e.g. in research. It embraces three items: didactics of history teaching, empirical methods of research focused on the status and character of subject teaching at elementary and secondary schools, and on research on the day-to-day teaching environment.

The aims of the course:

- to train pre-graduate students in methodology and the methods of didactic research with the emphasis on the scientific components of subject related didactics
- to train the ITT students in pedagogical and psychological strategies and the theory of subject teaching
- to study and analyze history textbooks and curricula and to draw comparisons with foreign textbooks
- to be trained in and acquire different teaching strategies

The choice of diploma theses focused on didactic issues will be based on the requirements of present-day history teaching

Study sources:

- history textbooks, history teaching curricula, teaching aids and other teaching materials

### **Course in Didactics of History Teaching**

Mandatory course, 2 classes a week, lectures

Recommended year of study: 1st and 2nd

Concluded with a test or an examination

This course is a mandatory part of the complex of pedagogical-psychological disciplines and history teaching didactics. Accreditation as history teacher is conditional on meeting all the course requirements.

The course is conceived as an integral teaching and learning process, combining school history and theory and its practical application and training in basic and indispensable skills required for teaching the subject history in school. The course consists of lectures and practical training or a combination of the two. Hence the course is not merely conceived as an introduction to the methodology and to the training of practical skills, but as a single unit combining theory and practice, whose goals are to communicate and spread information on history within the society. With this in mind, practical training, teaching strategies and teaching methods are presented within a cultural framework.

### **Course Syllabus:**

- The Czech school environment and the status of the subject of history, incorporating social-humanities aspects.

### **- Didactics of history teaching as a discipline, concept and aims, categories, professional terminology, international cooperation**

- Standards, curricula, syllabi, topic contents, subject structures, teaching and learning goals

- Pedagogical agenda and school and class management: curricula, teaching programs, the basic aspects of their construction taking account of prevailing state curricula and programs, training in the crafting of teaching units

-Practical training of pre-graduate history students for the teaching profession, practice sessions in the school environment

**- Profile of a history teacher as disseminator of historical awareness and intellectual cultivation, including his/her competences in the science of history, pedagogical skills, communication skills**

- Crafting a teaching unit, including didactic analysis
- Pupil/student profile: motivation and interest in history, building historical awareness, critical thinking and rational decision-making
- Pedagogical - historical communication skills: teaching and learning methods, the relationship between history and subject didactics, out-of school impact on education, cultural and semiotic aspects of history teaching
- Empirical research methods in history didactics

**- The role of educational media and their practical impact on history teaching**

- Educational media, their functions, structures and use in history teaching
- History textbooks, theory and practice of formulating them
- Work with text sources, the structures and features of didactic-historical sources
- Verbal and literature sources and their use in history teaching
- Iconic sources: images, documentary photography and their use in history teaching
- Iconic sources: paintings, drawings, cartoons
- Verbal-iconic sources, films and their didactic use in teaching
- Verbal-didactic sources: advertisements and propaganda
- Historical maps as educational media and as didactic-historical source
- Systems and other symbolic sources in history teaching
- Future aims and requirements of Czech history didactics and history teaching; final summary, conclusions and discussion.

**Practical Training of ITT Students**

Mandatory course, 2 classes a week, concluded with 2 ECTS, practical training

Recommended years: 1st, 2nd year of the full study period

This course is mandatory for students who study Didactics of History Teaching (a parallel course), which is an integral part of the Didactics of History Teaching, though predominantly focused on practical ITT training.

Therefore its content is in accordance with the syllabus of the Didactics of History

**Syllabus:**

- The Czech school system, the status of history and the role of education in social sciences
- Didactics of history teaching as an academic discipline, its concepts, categories, terminology, international cooperation
- The syllabus concept. Selection of teaching themes; their possible structures; the aims of history teaching
- Pedagogical management, curricula and teaching programs - design and implementation in compliance with pertinent government legislation; designing teaching units
- History teachers – academic, pedagogical, language and communication competencies; the structures of teaching units; didactic analysis; history teachers as a creators and disseminators of historical consciousness.
- Pupils/students as active participants: motivation and interest in history; cultivation of young people through teaching; the development and the character of historical consciousness; fostering of a rational historical attitude

- Pedagogical-historical communication. Teaching and learning methods; historical and didactic communication. Cultural and semiotic aspects of history teaching; out-of- school activities
- Empirical research on the didactics of history teaching
- Educational media and their role in education
- The content and concept of educational media, their structure and their use in history teaching
- Textbooks, their development and practical use
- Verbal texts I as a didactic-historical source
- Verbal texts II: literature
- Iconic texts I: documentaries and photos
- Iconic texts II: arts and cartoons
- Verbal-Iconic texts I: film and its didactic use
- Verbal-Iconic texts II: advertisements
- Historical maps as an educational tool and a didactic-historical source
- Systems, charts and other symbolic expressions
- Perspectives of Czech didactics of history teaching and school history, final summary and discussion

### **History Science Courses**

*Note: these courses are conceived chronologically. Below you find a brief overview of the initial study stages Prehistory*

2 classes a week, recommended years: 1st and 2nd year of study; lectures plus seminar work, concluded with a written test or an oral examination.

European and Czech pre-historic environment and development; archeology of Pre-history and Early Middle Ages

### **History of Antiquity**

2 classes a week; lectures and seminars. Concluded with a graded credit; a paper of 6-7 pages on the chosen topic, and a final test/ exam.

Ancient Civilizations: Egypt, Mesopotamia, Crete, Mycenae

Ancient Greece, Hellenism, Etruscans, Ancient Rome, beginnings of Christianity, Fall of the Roman Empire, Barbarians, and beginnings of Medieval Europe

### **Course on Techniques and Use of Professional Language and Creative Writing**

2 classes a week, optional, recommended years : 1st and 2<sup>nd</sup> year of study; lectures; concluded with a test/exam.

Aims:

- acquiring the correct use of professional terminology
- acquiring the skills of critical text analysis and of using bibliographies
- learning to manage the language of professional history and educational texts.

### **Course in Regional History Teaching**

Optional course; seminar work; 2 classes a week; recommended years: 1st and 2nd year of study; lectures and training; presentations; concluded with ECTS

The aims of the course:

- learning and using the methodology for studying regional history, regional historiography; learning how to use regional history in teaching and learning

- learning how to incorporate case studies
- fostering students' creative attitude to teaching

### **Course in Interdisciplinary Relations in History Teaching**

2 classes a week; mandatory; recommended years of study: 1st and 2nd year of study; lectures and practical training; concluded with ECTS

Syllabus:

- developing practical skills in using history and other social sciences in school teaching and learning
- researching relations between history and civics; Czech language and literature; arts; sciences

### **Historiography and Methodology**

Mandatory; recommended years: 1st and 2nd year of study; 2 classes a week; lectures and seminars; final test/ exam

Syllabus:

- historiography and methodological strategies; relationship with other humanities
- heuristics; critical methods and the work of historians
- the prominent works in historical education; great personalities in historiography
- the history of historiography from antiquity to the present
- historical anthropology
- the function of historiography in public education; historiography and themedia

### **Course in Problems of Contemporary Historiography**

Mandatory; 2 classes a week; recommended years of study: 1st and 2nd; lectures; final test /exam

Course content: an overview of and follow up to analytical research focused on selected basic questions concerning contemporary history; critical analysis of mandatory reading

### **Alternative Mandatory Seminar**

Mandatory for ITT history students, but can also be opted for by other interested students.

Students not attending this course, which is concentrated on history, have to participate in this type of seminar in another subject, e. g. in the students' second field of study

2 classes a week; recommended years: 1st and 2nd year of study; lectures and presentations

Students have to write a paper on the chosen topic under the guidance of their tutor professor.

The aim is for students to learn how to write a professional paper, such as the reconstruction of a historical event, or a social phenomenon; a research paper, using the knowledge and intellectual skills acquired during the study course.