

**Project Overview**

History educators face the challenge of teaching an often unrealistic amount of content in fast-paced courses and giving students a strong understanding of the historian’s tools. Due to school district- and state-level testing standards, teachers prioritize teaching history content rather than teaching historical-thinking skills. The rationale behind this is that teachers are judged based on how their students perform on assessments which test for content knowledge rather than skills development. This is a perfectly understandable choice that winds up working against teachers. If students have a strong understanding of history as a professional field and mastery of historical thinking skills then retaining, communicating, and synthesizing content becomes efficient, effective, and easier for students.

This 2-hour online module will give teachers an understanding of why historical thinking skills including chronological thinking, historical comprehension, historical analysis and interpretation, historical research skills, and historical analysis and decision making need to be incorporated, an overview of each skill, an opportunity to practice their understanding of the skill (giving them an already prepared example that they can use in their classes), and an exercise and rubric for each skill that teachers can use in their classes within their pre-existing curriculum. The training is broken down into each skill so that teachers can complete the training either all at once or on a weekly basis prior to teaching the skill. As a subject matter expert who speaks with other history teachers, this project is using the SME approach of addressing a need that SMEs regularly identify as a gap. After completing this training, history teachers will be prepared to teach and incorporate professional skills into their lesson plans without sacrificing time or content.

Gap Analysis Diagram

<b>Desired Status</b>	<b>-</b>	<b>Actual Status</b>	<b>=</b>	<b>Gap</b>
Teachers are prepared to teach professional historical thinking skills, including chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, and historical analysis & decision making to secondary school students in their introductory courses.		Teachers do not teach professional skills for the sake of meeting content standards		A teaching workshop, available online, that will prepare teachers to teach professional historical thinking skills in their introductory courses without sacrificing content

## **Instructional Goal**

Secondary school history teachers will be able to incorporate historical thinking skills (i.e. chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, and historical analysis & decision making) training into their introductory history survey courses using the definitions, concepts, and exercises given and developed through the online training module.

## **Reflection**

As a historian with a background in history teaching, I knew that I wanted to create a project that would help other teachers improve the quality of their introductory survey courses. Once I narrowed down my scope for this particular project, I was able to conceive of a strong starting point for supporting teachers: how to teach the foundational concepts upon which a high-quality class is built. Across the field, history teachers struggle with how best to teach historical thinking skills while meeting expectations regarding history content mastery. Any time history educators get together, we inevitably brainstorm ways to teach historical thinking skills seamlessly, but lack the time to develop robust lesson plans that address the need. Given this background, the conceptual aspect of this project has gone well so far. I am passionate about the work and have personal experience to build upon. The mechanics of the ID process are completely new to me, so applying the knowledge I've learned so far to create the instructional goal and goal diagram proved to be the most challenging. The process of training myself to think as an instructional designer rather than a teacher is an enjoyable growing-pain experience that is the best sort of challenge.

Luckily, becoming an instructional designer through this project was greatly eased by the peer feedback process. My peers gave insightful comments on how to improve the look and flow of my diagram, which was by far the most challenging component of this project, in a manner that was helpful, kind, and supportive. I also received feedback on clarifying my instructional goal. This was particularly helpful because, as a history educator, I am deeply in the trenches. The biggest risk of this project is taking too much for granted in what I know about the history education process. As a result of the peer feedback I received, I cleaned up my diagram and increased the specificity of my instructional goal. I incorporated all peer feedback into my project. Overall, this project has been really exciting and I am looking forward to putting in the work to see what it develops into with the hope that I will be able to offer this training to my colleagues at the independent school in which I work in the near future.

**Learner Analysis**

The target population for this training is a potentially unlimited number of independent school secondary school history teachers who currently teach introductory history courses who are looking to increase the historical thinking skills education in their courses, but are fearful or nervous about sacrificing content. The source of data used for this work was interviews of the history department of an independent school. As learners engage with and complete components of the training, adjustments will be made to accommodate their goals and needs in relation to understanding and teaching historical thinking and its skills.

Information Categories	Data Resources	Learner Characteristics
Entry Skills	Interviews: 5 History Teachers from an independent school	Learners have taught historical thinking related subjects before. They have not taught historical thinking skills explicitly in their classes.
Prior Knowledge	Interviews: same as above	Learners are aware of the definition of historical thinking and its skills. They have discussed historical thinking issues with colleagues. They are practiced in incorporating content into their syllabuses and instruction.
Attitudes toward Content	Interviews: same as above	Learners are eager to learn how to incorporate historical thinking principles directly into their lesson plans.
Attitudes toward Potential Delivery System	Interviews: same as above	Learners have participated in online learning. They have not, however, completed content pedagogy training online. Learners are nervous about the effectiveness of the delivery system in comparison to face-to-face training.
Motivation for Instruction (ARCS)	Interviews: same as above	Learners are motivated to complete the training to meet departmental expectations, but are concerned about the amount of time required and the need to complete this

		training during the school year. They would prefer to put it off until summer.
Educational and Ability Levels	Interviews: same as above	Learners all have college degrees and have previously demonstrated high abilities to learn and implement content-related pedagogy.
General Learning Preferences	Interviews: same as above	Though learners have experience with a wide range of learning environments, they prefer formats that focus on practical application of specific information. Their ideal learning scenario would be brief lesson/reading, opportunity to practice skill/information, feedback from instructor and/or fellow learners, then application of training.
Attitudes toward Training Organization	Interviews: same as above	Learners feel positively about the training organization and opportunity to train online rather than carve out class day time. They believe that the training will improve their courses and are appreciative of the school to provide this training.
General Group Characteristics A) Heterogeneity B) Size C) Overall Impressions	Interviews: same as above	A) Learners are all college-educated and have taught in independent schools. Some learners were trained to teach history. Other learners were trained in social studies education.  B) Minimum of 5 and up to 25 learners  C) Instruction will need to be practical, convenient, and clear.

## Performance Context

The performance context for learners will be an independent school secondary school history classroom. The exercises and assessments will reflect what learner-teachers will need to produce/instruct within the performance context. Data were collected through interviews with independent school secondary school history teachers and a personal understanding of the performance context as a history teacher who works in an independent school.

Information Categories	Data Sources	Learner Characteristics
Managerial/ Supervisory Support	Interviews: 5 history teachers at an independent school	The Academic Department fully supports professional development that encourages skills-building curriculum. The Academic Department and Department Chair will allow history teachers to take the time to complete the training and experiment with ways to implement what they learn in the classes they teach.
Physical Aspects of the Site	Interviews: same as above	Learners will use their new teaching skills in their secondary school introductory history survey courses.
Social Aspects of the Site	Interviews: same as above	Learners will work with their secondary school students and fellow history teachers to implement the historical thinking skills learned during the training.
Relevance of Skills to the Workplace	Interviews: same as above	Learners will directly apply their learning to their classrooms.

## Learning Context

The training module will take place online which is different than the performance context. However, the exercises and assessments that learners will engage in and complete are directly applicable to the performance context, i.e. the physical high school classroom. Learners will have several opportunities to evaluate, produce, and adapt exercises and assessments that they

can use in their classes throughout the training process. Data were gathered through interviews with independent secondary school history teachers.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	Interviews: 5 Secondary School History teachers in an independent school	Learners will engage in the training in a singular online environment. Learners will be equipped with their school-issued laptop computers and WIFI to use during the training. Learners may complete training either while on-campus or off-campus.
Site Compatibility with Instructional Needs	Interviews: same as above	<p>Instructional Strategies: The training will complement the learning styles of professional teachers who are most interested in instruction that gives concise information and opportunities to practice and perfect application with feedback and encouragement for final application.</p> <p>Delivery Approaches: The course is delivered online to support the flexibility needed in the learner's schedule to participate in professional development</p> <p>Time: The training is designed to be 2 hours overall with the option for learners to engage in the training either all at once or in segments over the course of a term or semester.</p> <p>Personnel: The course requires one facilitator that could be affiliated with the school or not depending on the context. To complete the course, learners will only need the required feedback of the instructor.</p>
Feasibility for Simulating Workplace/Performance Site	Interviews: same as above	While the training site is online and the performance site is a physical classroom, the training provides learner-teachers with

		<p>exercises and assessments that are contextualized around the performance context. Learner-teachers will be able to apply the exercises and assessment to their learners in a physical performance context in the same manner that they engaged with it in the learning context.</p>
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### **Assessment Plan**

Learners will be assessed regularly throughout the training. Learners and the instructor will confirm skill-building in each unit before the posttest which asks learners to use all of the learned skills to generate a product that they can apply directly to their courses once the training is completed.

#### Entry Skills Test

Before this training, teachers who are currently teaching introductory history courses will be invited to participate in this professional development opportunity. Otherwise, there will not be any other prerequisites or an entry skills test since the training covers basic concepts.

#### Pretest

Learners will be given a brief pretest that asks for a definition of historical thinking, a list of historical thinking principles, and a short answer which asks learners how they do, or do not, incorporate historical thinking skills into their introductory history courses. Based on this pretest, learners will be advised on what sections they should focus on. Though learners will not be advised, or allowed, to skip any sections regardless of demonstrated mastery of content.

#### Practice Tests

Learners will participate in a practice test in each unit. After completing the information presentation, learners will be asked to generate a product that uses the information given to demonstrate understanding and build towards the final product/assessment. In each unit, learners are given the opportunity to edit/revise their submission before moving on to the next unit.

## Posttest

At the end of the final unit, learners will complete a posttest that assesses learners' comprehension of historical thinking and its principles and submit one revised syllabus which highlights where/when they will teach historical thinking skills in their introductory history courses.

## **Performance Objectives**

Instructional Goal	Terminal Objective
Secondary school history teachers will be able to incorporate historical thinking skills (I.e. chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, and historical analysis & decision making) training into their introductory history survey courses using the definitions, concepts, and exercises given and developed through the online training module.	In secondary school introductory history survey courses (CN), incorporate lessons and exercises to teach the concept of historical thinking and each historical thinking skill (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, and historical analysis & decision making) (B) that students will use to successfully complete course assignments and assessments (CR).

Main Step in Instructional Goal	Objective
Define historical thinking	1.0 After reading the American Historical Association's definition of historical thinking and five historical thinking skills (CN), identify the correct definition of historical thinking and the titles of each historical thinking skill (B) exactly as presented in the lesson (CR).
Subordinate Skill	Objective
Read the American Historical Association's article on historical thinking	1.1 Given the AHA article on historical thinking (CN), identify the key concepts (B) that construct the overarching concept of historical thinking (CR).
Create a definition of historical thinking in the learner's own words	1.2 With the AHA article as reference (CN), write a definition of historical thinking (B) which includes the titles of all five historical thinking skills and states that historical thinking is a "critical literacy skill for evaluating and analyzing historical evidence" (CR).

Main Step in Instructional Goal	Objective
Identify historical thinking skills	2.0 From memory (CN), correctly list the five historical thinking skills (B) as learned in the lesson (CR).



Subordinate Skill	Objective
Complete the provided lesson on historical thinking skills	2.1 In the training module (CN), read the information and complete the activity provided (B) completely and accurately (CR).

Main Step in Instructional Goal	Objective
Develop exercises to teach the concept of historical thinking	3.0 Using the training module examples as reference (CN), create a historical thinking exercise (B) that emphasizes the definition and purpose of historical thinking (CR).
Subordinate Skill	Objective
Review exercises examples provided in the training module	3.1 After reading the exercise examples provided in the training module (CN), analyze the exercises (B) to select the elements that will be included in the learner's exercise (CR).
Create lesson to use in an introductory survey course	3.2 Using the elements of the historical thinking exercise that the learner wants to include in their own work (CN), craft a historical thinking concept exercise (B) that includes the definition and purpose of historical thinking (CR).

Main Step in Instructional Goal	Objective
Develop exercises for each historical thinking skill: chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, and historical analysis & decision making	4.0 Using the exercise resources provided in the training module and following the same procedures as those for developing and including a historical thinking concept exercise (CN), create an exercise for each historical thinking skill (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and add it to the syllabus (B) right before each skill will need to be used by the students taking the secondary school introductory history survey course (CR).
Subordinate Skill	Objective
Develop and add an exercise for Chronological Thinking	4.1 With exercises provided in the training module as a resource (CN), create and add a Chronological Thinking exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use chronological thinking in their class work (CR).

Develop and add an exercise for Historical Comprehension	4.2 With exercises provided in the training module as a resource (CN), create and add a Historical Comprehension exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical comprehension in their class work (CR).
Develop and add an exercise for Historical Analysis & Interpretation	4.3 With exercises provided in the training module as a resource (CN), create and add a Historical Analysis and Interpretation exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical analysis & comprehension in their class work (CR).
Develop and add an exercise for Historical Research Skills	4.4 With exercises provided in the training module as a resource (CN), create and add a Historical Research Skills exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical research skills in their class work (CR).
Develop and add an exercise for Historical Analysis & Decision Making	4.5 With exercises provided in the training module as a resource (CN), create and add a Historical Analysis & Decision Making exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical analysis & decision making in their class work (CR).

Main Step in Instructional Goal	Objective
Demonstrate understanding of historical thinking and its skills (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and prove inclusion of historical thinking exercises in one of the learner's syllabi	5.0 Based on the information provided in the training module (CN), demonstrate comprehension of historical thinking and its skills (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and inclusion of historical thinking and its skills in the learner's syllabus (B) by answering comprehension questions correctly and submitting a syllabus updated with historical thinking exercises included in their proper place within the course schedule (CR).
Subordinate Skill	Objective

Complete assessment to demonstrate comprehension	5.1 From memory (CN), answer comprehension questions (B) which demonstrate that the learner knows the definition of historical thinking and the five historical thinking skills covered in the training module (CR).
Prove inclusion of historical thinking exercises in one of the learner's syllabi	5.2 With the work previously completed in the online training (CN), present a syllabus with all historical thinking exercises included (B) in their proper places before students will need to use the skills in their class work (CR).

### **IDer Reflection**

So far in this process, my personal passion for the subject has been the strongest component. I am deeply passionate about teaching history and historical thinking skills to students of all ages. The most difficult component of this process is crafting objectives. Before this process, I felt confident that I could write accurate objectives. After embarking in the Instructional Design process, I learned that writing objectives is my weakest point and my greatest opportunity for positive change.

Through peer feedback, I have received excellent information on how to hone in on the verbiage of my objectives to make sure that I articulate the precise parameters of each objective and subjective skill. I actively have incorporated feedback from my peers. I will never be in a position when I should ignore or disregard feedback from my peers; they always have so much to contribute to my learning as an instructional designer.

**Design Evaluation Chart**

<b>Instructional Goal</b>	<b>Terminal Objective</b>	<b>Test Item</b>
<p>Secondary school history teachers will be able to incorporate historical thinking skills (chronological thinking, historical comprehension, historical analysis &amp; interpretation, historical research skills, historical analysis &amp; decision making) training into their introductory history survey courses using the definitions, concepts, and exercises given and developed through the online training module.</p>	<p>In secondary school introductory history survey courses (CN), incorporate lessons and exercises to teach the concept of historical thinking and each historical thinking skill (chronological thinking, historical comprehension, historical analysis &amp; interpretation, historical research skills, historical analysis &amp; decision making) (B) that students will use to successfully complete course assignments and assessments (CR).</p>	<p>The test will be two-fold. First, there will be a test with six questions which will ask for the titles and definitions of historical thinking and the five historical thinking skills. Then, learners will submit one of their syllabi that includes the historical thinking exercises developed during the online training module.</p>

<b>Main Step in Instructional Goal</b>	<b>Objective</b>	<b>Test Item</b>
<p>Define historical thinking</p>	<p>After reading the American Historical Association's definition of historical thinking and five historical thinking skills (CN), identify the correct definition of historical thinking and the titles of each historical thinking skill (B) exactly as presented in the lesson (CR).</p>	<p>Quiz at the end of the lesson which includes fill-in-the-blank for the definition of historical thinking and checklist of eight titles from which learners must choose the title of the five historical thinking skills</p>
<b>Subordinate Skill</b>	<b>Objective</b>	<b>Test Item</b>
<p>Read the American Historical Association's article on historical thinking</p>	<p>Given the AHA article on historical thinking (CN), identify the key concepts (B) that construct the overarching</p>	<p>Knowledge check which asks the learner to construct the definition of historical thinking out</p>

	concept of historical thinking (CR).	of a list of words and phrases
Create a definition of historical thinking in the learner's own words	With the AHA article as reference (CN), write a definition of historical thinking (B) which includes the titles of the five historical thinking skills and states that historical thinking is a "critical literacy skill for evaluating and analyzing historical evidence" (CR).	Short answer response block which prompts learner to write out the definition of historical thinking from memory

<b>Main Step in Instructional Goal</b>	<b>Objective</b>	<b>Test Item</b>
Identify historical thinking skills	From memory (CN), correctly list the five historical thinking skills (B) as learned in the lesson (CR).	Series of short answer responses which asks the learner to list out the five historical thinking skills
<b>Subordinate Skill</b>	<b>Objective</b>	<b>Test Item</b>
Complete the provided lesson on historical thinking skills	In the training module (CN), read the information and complete the activity provided (B) completely and accurately (CR).	No formal test, but 100% completion of lesson is required to move on to the next lesson

<b>Main Step in Instructional Goal</b>	<b>Objective</b>	<b>Test Item</b>
Develop exercises to teach the concept of historical thinking	Using the training module examples as reference (CN), create a historical thinking exercise (B) that emphasizes the definition and purpose of historical thinking (CR).	Submission of historical thinking exercises which is evaluated on a rubric which requires the definition and purpose of historical thinking
<b>Subordinate Skill</b>	<b>Objective</b>	<b>Test Item</b>
Review exercise examples provided in the training module	After reading the exercise examples provided in the training module (CN), analyze the exercises (B) to select the	Written reflection that states which parts of the given exercise will be included in their lesson

	elements that will be included in the learner's exercise (CR).	and which parts will not. Rubric based on whether all sections of the exercise are addressed
Create lesson to use in an introductory survey course	Using the elements of the historical thinking exercise that the learner wants to include in their own work (CN), craft a historical thinking concept exercise (B) that includes the definition and purpose of historical thinking (CR).	Submission of learner-crafted historical thinking exercise. Rubric will address whether it includes the definition and purpose of historical thinking

<b>Main Step in Instructional Goal</b>	<b>Objective</b>	<b>Test Item</b>
Develop exercises for each historical thinking skill: chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making	Using the exercise resources provided in the training module and following the same procedures as those for developing and including a historical thinking concept exercise (CN), create an exercise for each historical thinking skill (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and add it to the syllabus (B) right before each skill will need to be used by the students taking the secondary school introductory history survey course (CR).	Exercises for each historical thinking skill will be submitted after each historical skill lesson
<b>Subordinate Skill</b>	<b>Objective</b>	<b>Test Item</b>
Develop and add an exercise for Chronological Thinking	With exercises provided in the training module as a resource (CN), create and add a Chronological Thinking exercise to the syllabus (B) before students taking the secondary	Submission of Chronological Thinking exercise

	school introductory history survey course will need to use chronological thinking in their class work (CR).	
Develop and add an exercise for Historical Comprehension	With exercises provided in the training module as a resource (CN), create and add a Historical Comprehension exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical comprehension in their class work (CR).	Submission of Historical Comprehension exercise
Develop and add an exercise for Historical Analysis & Interpretation	With exercises provided in the training module as a resource (CN), create and add a Historical Analysis and Interpretation exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical analysis & interpretation in their class work (CR).	Submission of Historical Analysis & Interpretation exercise
Develop and add an exercise for Historical Research Skills	With exercises provided in the training module as a resource (CN), create and add a Historical Research Skills exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical research skills in their class work (CR).	Submission of Historical Research Skills exercise
Develop and add an exercise for Historical Analysis & Decision Making	With exercises provided in the training module as a resource (CN), create and add a Historical Analysis & Decision Making exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use	Submission of Historical Analysis & Decision Making exercise

	historical analysis & decision making in their class work (CR).	
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<b>Main Step in Instructional Goal</b>	<b>Objective</b>	<b>Test Item</b>
Demonstrate understanding of historical thinking and its skills (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and prove inclusion of historical thinking exercises in one of the learner's syllabi	Based on the information provided in the training module (CN), demonstrate comprehension of historical thinking and its skills (chronological thinking, historical comprehension, historical analysis & interpretation, historical research skills, historical analysis & decision making) and inclusion of historical thinking and its skills in the learner's syllabus (B) by answering comprehension questions correctly and comprehension questions correctly and submitting a syllabus updated with historical thinking exercises included in their proper place within the course schedule (CR).	Short test with short answer response for historical thinking definition and matching for each historical thinking skill and the content it covers and submission of the learner's syllabus which indicates where the historical thinking exercises will be taught
<b>Subordinate Skill</b>	<b>Objective</b>	<b>Test Item</b>
Complete assessment to demonstrate comprehension	From memory (CN), answer comprehension questions (B) which demonstrate that the learner knows the definition of historical thinking and all five of the historical thinking skills covered in the training module (CR).	Series of short answer responses which require learner to write out the definition of historical thinking and the titles and content of teach of the five historical thinking skills
Prove inclusion of historical thinking exercises in one of the learner's syllabi	With the work previously completed in the online training (CN), present a syllabus with all historical thinking exercises included (B) in their proper places before students will need	Submission of a syllabus which now includes exercises on historical thinking and the five historical thinking skills



	to use the skills in their class work (CR).	
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### Instructional Strategy Alignment

Learning Component	Instructional Strategy
<p><b>Cluster 1:</b> Define historical thinking</p>	<p><b>Objectives:</b></p> <p>1.0 After reading the American Historical Association’s definition of historical thinking and five historical thinking skills (CN), identify the correct definition of historical thinking and the titles of each historical thinking skill (B) exactly as presented in the lesson (CR).</p> <p>1.1 Given the AHA article on historical thinking (CN), identify the key concepts (B) that construct the overarching concept of historical thinking (CR).</p> <p>1.2 With the AHA article as reference (CN), write a definition of historical thinking (B) which includes the titles of all five historical thinking skills and states that historical thinking is a “critical literacy skill for evaluating and analyzing historical evidence” (CR).</p> <p><b>Content Presentation:</b>  <u>Content</u> Online lesson on historical thinking based on the American Historical Association’s work on historical thinking education  <u>Example</u> American Historical Association article with definition and explanation  <u>Student Grouping/Media Usage</u> The training is individualized so no student groupings.</p> <p><b>Student Participation:</b>  <u>Practice Items &amp; Participation</u></p> <ul style="list-style-type: none"> <li>• Definition building exercise</li> <li>• Short answer response for definition of historical thinking</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training is individualized so no student groupings</li> <li>• Practice items and knowledge check built into module</li> <li>• Reference list with articles to read for further information</li> </ul>
<p><b>Cluster 2:</b> Define historical thinking skills</p>	<p><b>Objectives:</b></p>

	<p>2.0 From memory (CN), correctly list the five historical thinking skills (B) as learned in the lesson (CR).</p> <p>2.1 In the training module (CN), read the information and complete the activity provided (B) completely and accurately (CR).</p> <p><b>Content Presentation:</b>  <u>Content</u> Online lesson which details each historical thinking skill’s definition and purpose  <u>Examples</u> Each skill includes an interactive component with definition, purpose, and examples of how students encounter the skill in their coursework  <u>Student Grouping/Media Usage</u> Training is for individuals so no student groupings. YouTube videos will be provided as an example for each skill</p> <p><b>Student Participation:</b>  <u>Practice Items &amp; Participation</u></p> <ul style="list-style-type: none"> <li>• Matching Exercise with skills and definitions</li> <li>• Knowledge Check: short answer responses asking for examples of each skill and reflecting on when learner thinks students will need to use the skill within their syllabus</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training is for individuals so no student groupings.</li> <li>• Resources will be available to articles, blogs, etc. where educators discuss the historical thinking skills and their uses</li> </ul>
<p><b>Cluster 3:</b> Create exercises for historical thinking and historical thinking skills</p>	<p><b>Objectives:</b></p> <p>3.0 Using the training module examples as reference (CN), create a historical thinking exercise (B) that emphasizes the definition and purpose of historical thinking (CR).</p> <p>3.1 After reading the exercise examples provided in the training module (CN), analyze the exercises (B) to select the elements that will be included in the learner’s exercise (CR).</p> <p>3.2 Using the elements of the historical thinking exercise that the learner wants to include in their own work (CN), craft a historical thinking concept exercise (B) that includes the definition and purpose of historical thinking (CR).</p> <p><b>Content Presentation:</b>  <u>Content</u> Online lesson on crafting exercises for secondary school introductory history survey courses  <u>Examples</u> Multiple examples of exercises for historical thinking</p>

	<p><u>Student Grouping/Media Usage</u> Training is individualized so no student groupings.</p> <p><b>Student Participation:</b>  <u>Practice Items &amp; Participation</u></p> <ul style="list-style-type: none"> <li>• Analyze given exercises for components that would fit the learner’s classroom</li> <li>• Exercise building exercise</li> <li>• Frankenstein exercise building activity (use components of given exercises to create a custom exercise)</li> <li>• Create a historical thinking concept exercise</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training is individual so no student grouping</li> <li>• Resources available for articles, blogs, videos, etc. that speak to historical thinking concept education</li> </ul>
<p><b>Cluster 4:</b> Create exercises for historical thinking skills</p>	<p><b>Objectives:</b></p> <p>4.0 Using the exercise resources provided in the training module and following the same procedures as those for developing and including a historical thinking concept exercise (CN), create an exercise for each historical thinking skill (chronological thinking, historical comprehension, historical analysis &amp; interpretation, historical research skills, historical analysis &amp; decision making) and add it to the syllabus (B) right before each skill will need to be used by the students taking the secondary school introductory history survey course (CR).</p> <p>4.1 With exercises provided in the training module as a resource (CN), create and add a Chronological Thinking exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use chronological thinking in their class work (CR).</p> <p>4.2 With exercises provided in the training module as a resource (CN), create and add a Historical Comprehension exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical comprehension in their class work (CR).</p> <p>4.3 With exercises provided in the training module as a resource (CN), create and add a Historical Analysis and Interpretation exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical analysis &amp; comprehension in their class work (CR).</p> <p>4.4 With exercises provided in the training module as a resource (CN), create and add a Historical Research Skills exercise to the syllabus (B) before students taking the</p>

	<p>secondary school introductory history survey course will need to use historical research skills in their class work (CR).</p> <p>4.5 With exercises provided in the training module as a resource (CN), create and add a Historical Analysis &amp; Decision Making exercise to the syllabus (B) before students taking the secondary school introductory history survey course will need to use historical analysis &amp; decision making in their class work (CR).</p> <p><b>Content Presentation:</b>  <u>Content</u> Online lesson on the purpose of each historical skill and its use in a secondary school introductory history survey course  <u>Examples</u> Examples of exercises for each historical thinking skill  <u>Student Grouping/Media Usage</u> Training is individual so no student grouping</p> <p><b>Student Participation:</b>  <u>Practice Items &amp; Participation</u></p> <ul style="list-style-type: none"> <li>• Exercise Editing process activity</li> <li>• Frankenstein exercise building activity</li> <li>• Short answer response reflection on each historical thinking skill and its place in the secondary school introductory history survey course</li> <li>• Knowledge check on important components of teaching historical thinking skills</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training is for individuals so no student groupings</li> </ul>
<p><b>Cluster 5:</b> Add exercises to syllabus and demonstrate comprehension of historical thinking and historical thinking skills</p>	<p><b>Objectives:</b></p> <p>5.0 Based on the information provided in the training module (CN), demonstrate comprehension of historical thinking and its skills (chronological thinking, historical comprehension, historical analysis &amp; interpretation, historical research skills, historical analysis &amp; decision making) and inclusion of historical thinking and its skills in the learner’s syllabus (B) by answering comprehension questions correctly and submitting a syllabus updated with historical thinking exercises included in their proper place within the course schedule (CR).</p> <p>5.1 From memory (CN), answer comprehension questions (B) which demonstrate that the learner knows the definition of historical thinking and the five historical thinking skills covered in the training module (CR).</p> <p>5.2 With the work previously completed in the online training (CN), present a syllabus with all historical thinking exercises included (B) in their proper places before students will need to use the skills in their class work (CR).</p>

	<p><b>Content Presentation:</b>  <u>Content Review</u> module on historical thinking and each historical thinking skill, teaching historical thinking, and syllabus development</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> <li>• A completed syllabus with historical thinking exercises included</li> <li>• Checklist with requirements for historical thinking-based syllabus</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training for individuals so no groupings</li> </ul> <p><b>Student Participation:</b>  <u>Practice Items &amp; Participation</u></p> <ul style="list-style-type: none"> <li>• Draft of syllabus with historical thinking exercises included</li> <li>• Knowledge Check on historical thinking and historical thinking skills</li> </ul> <p><u>Student Grouping/Media Usage</u></p> <ul style="list-style-type: none"> <li>• Training is for individuals so no student groupings.</li> </ul>
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### **Implementation Plan**

I will pilot the module with three individuals. One is a current history teacher. The other two individuals are educators who do not have any experience teaching history or studying historical thinking. I want to test out the module on one person who has experience with historical thinking and two who do not so that I can get a good sense of whether the module teaches the content or relies on prior knowledge. I also want to know if the scaffolding leads the learner to the terminal objective or assumes prior skill in order for learners to be successful.

### **Evaluation Plan**

Evaluation of the online training module will be two-fold:

Testers will complete a survey which asks

- a. How long did it take you to complete the module?
- b. How confident do you feel that you achieved the (terminal) objective?
- c. How interactive did you find the online training? If you did find the training to be interactive, what sections stood out? If you did not find the training to be interactive, what would you have liked to see in the training?
- d. Did the knowledge check/assessments occur naturally or take you by surprise?
- e. Do you feel confident that you are prepared to teach historical thinking exercises to secondary school students?

Following the survey, testers will be interviewed and asked the same questions from the survey.

The choice to ask these questions in a survey and in interviews is deliberate. The survey will allow testers to be candid immediately after completing the online training. The interview will allow testers to express their experiences in a different mode.