

1. Record Nr.	UNINA9911015958903321
Autore	Barsch Sebastian
Titolo	Inclusive History Education / / Sebastian Barsch
Pubbl/distr/stampa	Frankfurt am Main, : Wochenschau Verlag, 2025
ISBN	3-7566-1725-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (0 pages)
Collana	Kleine Reihe - Geschichte
Soggetti	<div> <div>diversity</div> <div>inclusive teaching</div> <div>history classes</div> <div>differentiation</div> <div>subject orientation</div> <div>lesson planning</div> <div>diagnostics</div> <div>language sensitivity</div> </div>
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>1. Introduction Inclusion and history education 2. Theoretical perspectives Learning on the common object Dialogic learning Core concepts as a 'common object' 3. Didactic diagnostic assessment Diagnostic methods Document the learning process 4. Elements for planning inclusive lessons Visualisation Promote teamwork Project-based learning Lesson planning Aesthetic approaches to historical learning Accessibility 5. Five steps to inclusive history lesson planning 6. Exemplary lesson idea Step one: diagnosing the initial learning situation Step two: Documenting the process and learning progress Step three: Tasks and objectives Step Four: Design lessons that are as open as possible and offer a variety of pathways Step five: Present and reflect on the results and the working process 7. Looking ahead</p>
Sommario/riassunto	<p>Inclusion brings with it new challenges for the planning of history lessons. The increasing heterogeneity of the student body also demands new ways of differentiation and subject orientation from history teachers. This volume brings together ideas and practical</p>

examples to meet these challenges and provide teachers with guidance when designing history lessons in inclusive classes. The focus is on diagnostics and individual support planning. In addition, general principles of inclusive teaching such as the Universal Design of Learning, language sensitivity and aesthetic approaches to historical learning are presented. The volume is not solely focused on inclusive teaching for children and young people with special educational needs. Rather, it is based on a broad understanding of inclusion that takes school diversity as a whole into account. Translated with DeepL.com (free version)

---