

Toolkit for History

Section A: Headline Information	
Module title	Toolkit for History (Introduction to Historical Enquiry I)
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Margaret Murphy
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, workshops, in-class group activities and discussion and web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture hall with internet access, round tables for group work, access to library and computer resources.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify) Group meetings outside of class (2 hrs per week)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
12	1:10	12	1:6				77	24		125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The module provides a foundation to the study of history and an essential first step in the achievement of the programme's learning outcomes in the areas of knowledge, skills and competencies. It complements the Academic Skills module by bringing a disciplinary focus to bear and by providing opportunities for learners to apply learning from one module to the other.
Module Aims and Objectives	This module is designed to develop the practical skills needed to work successfully as a learner of history. By the end of the module learners should have assembled an essential 'toolkit' of skills along with the confidence to start using these tools themselves. They should also have an understanding of some of the issues involved in studying history as an academic discipline.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Understand the value of the discipline of history and demonstrate this through verbal and written arguments. (MIPLO 1, 4) 2. Distinguish between different types of primary and secondary historical sources. Locate these sources in the library and online and cite them correctly. (MIPLO 2, 5) 3. Differentiate between the eras of history and the fields of historical study

	<p>and understand the work of historians at Carlow College. (MIPLO 3, 4)</p> <p>4. Demonstrate understanding of what is expected in terms of academic practice and integrity as an historian. (MIPLO 1, 2)</p>
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>The module is divided into four sections. Each section will comprise lecture-delivered content and group work exercises, which will result in an assessment piece.</p> <p>Lectures 1 and 2 Why study history? The uses of history</p> <ul style="list-style-type: none"> • The relevance of history • The importance of history in our own lives • The skills that learners of history develop <p>In groups, learners will construct a defence of history, choosing what they consider to be the most persuasive arguments. Groups will present opinions for verbal and peer feedback. Each group will contribute a piece to a module wiki. Learners start to develop skills in debate and group work.</p> <p>Lectures 3-6 Sources for History</p> <ul style="list-style-type: none"> • Primary sources – narrative sources, record sources, maps, visual art, archaeological artefacts, architectural heritage, etc. • Secondary sources – text books, monographs, scholarly articles, ‘popular’ books and articles, internet sources, supplementary sources • Introduction to library, archive and online sources for history <p>In groups, learners will practice differentiating different types of sources. Groups will present opinions for verbal and peer feedback. Groups will then be assigned a topic and will produce a detailed listing of the types of primary and secondary sources that can be matched to that topic. Learners will start to develop skills of evaluation and discernment.</p> <p>Lectures 7-9: Historical Fields/Historians at Carlow College</p> <ul style="list-style-type: none"> • Historical eras and periodisation • Varieties of history – traditional and innovative • Method of history • Historians at Carlow College <p>In groups, learners will devise a questionnaire aimed at finding out about the historians in Carlow College and their fields and methods of study. Interviews of historians will take place at the next lecture. Groups will upload interview transcripts to the Moodle page. Learners will start to develop skills of enquiry and synthesis.</p>

	<p>Lectures 10 -12: Historical Practice.</p> <ul style="list-style-type: none"> • Shared Values. • Why it is important to acknowledge the work of others. Distinction between cumulative historical knowledge and research results. • What does peer-review mean? • Understanding academic integrity in the discipline of history <p>In groups, learners will compare good and bad practice in historical research and writing. Each learner will then chose a topic and produce a correctly-referenced short report on the topic. Learners will improve skills of discernment and written presentation.</p>
<p>Module Teaching and Learning Strategy</p>	<p>The two-hour lecture slot is divided into one of hour of content delivery with regular question and answer slots and one hour of group work. The group work is structured with different roles assigned to learners – time-keeper, note-taker etc. Peer-learning is encouraged. Discussion within the group is followed by facilitated discussion between the groups. Verbal and peer feedback is given. Groups are then instructed to meet informally outside the classroom to produce the assessments. This will initially be facilitated by the module coordinator but increasingly learners will be encouraged to take control of this themselves.</p> <p>The activity where learners interview a Carlow College historian will assist their understanding of different fields and eras of history.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/a</p>
<p>E-Learning</p>	<p>Moodle will be used by the coordinator to upload readings and links to websites and videos. Learners will upload contributions to a wiki and to module databases.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 30 learners</p> <p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Assessment is 100% Continuous Assessment.</p> <p>Formative assessment takes place during the group work sessions where verbal and peer feedback is given.</p> <p>Summative assessment comprises the following four tasks. Three are group assessments and one is an individual assessment.</p> <ol style="list-style-type: none"> 1. As a group, construct a defence of history and upload to a module wiki. (25%). This tests achievement of MIMLO 1 2. As a group, compile a list (with correct citations) of relevant primary and secondary sources for a topic. (25%) This tests achievement of MIMLO 2 3. As a group, compile a questionnaire and interview a historian. Transcript of the interview to be uploaded to a Module database. (25%) This tests

	<p>achievement of MIMLO 3</p> <p>4. Produce a correctly-referenced short report on a historical topic. (25%) This tests achievement of MIMLO 4.</p>
<p>Sample Assessment Materials</p>	<p>Group Project: Interview a Historian</p> <p>Drawing on your knowledge of historical eras and historical topics and themes, compile a questionnaire which can be used to interview a historian. The aim is to get a full picture of research interests and expertise along with views on the discipline of history and advice for learners. Carry out the interview sharing tasks of asking questions and recording answers within the group. Produce an accurate transcript for upload to the Moodle page</p> <p>Marking Criteria</p> <ul style="list-style-type: none"> • Teamwork and organisation (25%) • Completeness and originality of the questions (25%) • Conduct of the interview (25%) • Accuracy of written transcript (25%)
	<p>Essential Reading:</p> <p>American History Association, <i>Standards of Professional Conduct</i> (Updated 2017) https://www.historians.org/</p> <p>Black, J. and D. MacRaid, <i>Studying History</i> (Basingstoke: Palgrave, 2000)</p> <p>Institute of Historical Research, University of London: <i>Interviews with Historians</i> http://www.history.ac.uk/makinghistory/resources/interviews/</p> <p>Loughran, Tracey, (ed) <i>A Practical Guide to Studying History: skills and approaches</i> (London: Bloomsbury Academic, 2017)</p> <p>Mabbutt, W., <i>Writing History Essays. A learner's guide</i> (Basingstoke: Palgrave, 2000)</p> <p>Other Reading:</p> <p>Arnold, J.H., <i>History: A Very Short Introduction</i> (Oxford: OUP, 2000)</p> <p>Kelleher Storey, William, <i>Writing History: a guide for learners</i> (Oxford: OUP, 2015)</p> <p>Essential Viewing:</p> <p>OUP Blog: Oxford University Press's Academic Insights for the Thinking World. Interviews with Historians (March, 2016) https://blog.oup.com/2016/03/interviews-historians-oah-video-series/</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with projector, round tables and access to internet and speakers</p>