



PART 4

Resources
and tools

This section compiles resources and tools that can facilitate the use of the Shared Histories materials. A wide range of information is available, including online. This section does not aim to replace a complete set of manuals and trainings. It only presents some examples and provides selected links and references for those interested in reading further. Readers shall evaluate if these tools are useful to them and search for other options when needed.

4.1. Active learning techniques

4.1.1 Activities commonly used in the Shared Histories materials

The Shared Histories lesson plans propose a selection of activities, mostly based on the following techniques.

Exit pass

Exit passes are a fast way to help students reflect on and clarify their learning. They also provide teachers with quick feedback on the lesson and on what content may be most challenging.

In their most common format, students write down three pieces of new information they learned during the lesson, two things they found interesting and one question that remains unanswered and they hand the Exit pass to their teacher before leaving the class. Alternatively, for example during a very complex lesson, students can write down what they least understood during the class. This could be done in an anonymous way to generate more sincere and usable feedback.

3	Things I learned today...
2	Things I found interesting...
1	Question I still have...

Exit passes can also be customized to capture specific elements of the lesson. The example below is used in Unit 3 Lesson 5, 'Spice, rice, and the economic histories of Southeast Asia'.

Exit pass	
4	Southeast Asian ports that rose to prominence due to the spice trade
3	Ways the spice trade transformed Southeast Asia
2	Southeast Asian port cities that rose to prominence during the spice trade
1	Big question I still have

Fishbowl discussion

A small group of students participate in the discussion while the others listen. In some cases, members of the audience can participate in the discussion or replace a person in the discussion group.

Gallery walk

Several questions are posted in various areas of the classroom. Each small group of students is assigned to one station. They write their thoughts about this question. The groups move to another question and add their answer, complementing or criticizing the finding of the previous group(s). Once the students are back to their initial station, they synthesize the comments and present them to the class for discussion.

In its simpler version, students move around the classroom to collect information from various stations. They present their findings and discuss them as a group.

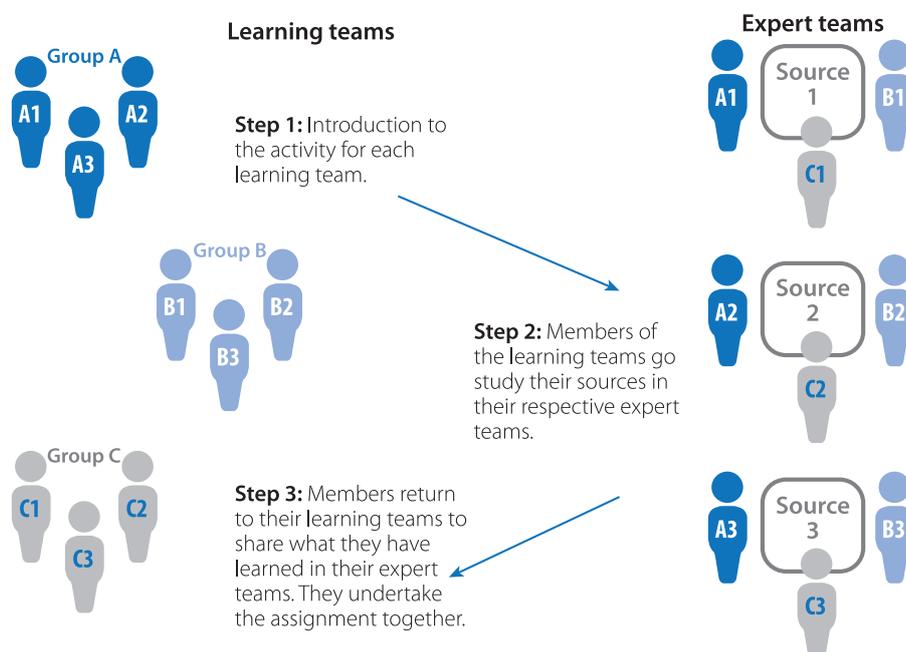
Group reflection or group work

Students work together to analyse some sources, answer some questions and share their findings with the class. To fully benefit from these cooperative efforts, it may be useful to assign roles including a facilitator to keep the discussion moving, a recorder to write down the group's answers, a reporter to share answers with the class, and a timekeeper to make sure the task is completed. Some lessons propose a template for graphic organizers, which can be used by the group to record their findings.

Jigsaw

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks assignments into pieces. Each small group undertakes part of the assignment. Then each small group brings their input to the whole group, which assembles it to complete the (jigsaw) puzzle.

Example: Students are to undertake an assignment in Learning Teams A, B and C. Members of the group are assigned to an Expert Team 1, 2 or 3 to study one of the sources 1, 2, or 3. Then, they return to their Learning Team Group to teach team members about the sources that they have learned about from their respective Expert Teams. The shared knowledge allows them to undertake the assignment.



K-W-L (Know–Want to Know–Learned)

This tool works best as a support for text analysis. It uses a chart with three columns: K, W and L. Students brainstorm everything they 'Know' about a topic. They record this information in the K column. Then, they generate a list of questions about what they 'Want to Know' about the topic. They record this information in the W column. During or after reading, students answer the questions that are in the W column and record the new information that they have 'Learned' in the L column.

Topic- _____		
K	W	L
What I know	What I want to know	What I have learnt

Think-Pair-Share

This technique is one of the simplest and fastest to use in class. The teacher raises a reflection question. Students spend one minute reflecting by themselves or writing down their ideas, two minutes talking in pairs, and three minutes sharing their ideas with the whole class. In this technique, students have the opportunity to learn by reflection and verbalization.

4.1.2 Active learning for history lessons

Some activities involving acting, storytelling, or investigating are particularly suitable for historical themes. The following examples, although not used in the Shared Histories materials, can engage the students in a very successful manner.

Alternative storytelling

Students report on a historical theme using various formats such as scrapbooks, photo albums, storyboards, comics, short stories, newspaper articles, press releases, diary entries, letters to a relative, exhibition labels, etc. Multimedia products such as podcasts, films, and animation can also be used if students are already proficient with the relevant software. If they have access to computers, students can create a fake social media profile for a historical character – classtools.net allows the creation of fake Facebook and Twitter profiles.

Hands-on activities

Students live a very concrete and practical experience through hands-on activities as they have the opportunity to create or manipulate tangible outputs. These can include organizing a cooking class, practising a form of local crafts, or recreating historical objects with wax or dough. In lessons involving architecture, students can prepare a model, or produce architectural plans or drawings to understand the building and its history through its decorative and architectural elements.

Headlines exercise

Students read different headlines covering the same event and discuss the assumptions and motivations behind each. Teachers can divide students into groups and give each group a different headline to analyse, before reconvening and discussing.

Numbered heads

Students are grouped into teams where they are numbered (usually four per group). Each group studies various sources and comes up with an agreed answer to several questions. Then, the teacher calls a specific number to answer one of the questions. The team members designated by this number respond as spokespersons for the group.

Play-acting

Students reconstruct a historical event, or imagine how things could have turned out, for example 'What if x? What would have happened if y?'

'Tableau' exercise

Students research a historical character. In class, they stand together, and remain still. Teachers tap and then interview them as the figures they are portraying.

The 'not-so-famous person report'

Students focus their research on a secondary character and analyse the role the latter may have played in a major event. Alternatively, students can also research people in their own community and reflect on their contribution.

4.1.3 Beyond the classroom

Some projects require a stronger and longer-term commitment from the students and cannot be undertaken during class time. Instead, they can be proposed as a home assignment or an extracurricular activity. In addition to research and analytical skills, they may also help develop other skills, such as planning, time management, various technical skills, etc. Long-term projects often have the potential to be shared with a broad audience, beyond the classroom and sometimes even beyond the school, and therefore provide additional incentives for the students to perform. The following projects are well suited for historical themes.

History curators

Students prepare an exhibition on a historical theme. They may prepare the exhibits by themselves (for example posters or audiovisual materials) or collect items from their community.

History journalists

Students launch a class blog, a newspaper, or a website presenting historical topics.

History play

Students create their own history-based play or show. The creation can be performed during a school or community event.

Learning in the field

Teachers take students out on a visit to local arts centres, museums or places of historical value. Alternatively, resource persons can also be invited to discuss with students in class.

Where appropriate, students can explore their neighbourhoods by themselves, identify and document buildings or locations based on what they have learned about their neighbourhood's history, and talk to owners.

Oral historians

Students interview older family members, neighbours, shopkeepers and food vendors, so that they understand history not only as an academic topic but as a part of life. Students will also perceive changes at the local level, such as in their own neighbourhoods, over the years.

School connections

Teachers facilitate direct exchange or dialogue between students from different school areas or countries. Students can exchange emails, photographs, oral histories, videos, etc. via an online platform.

Then and now

Students study old photographs, investigate where they were taken, take new photographs of the same location, and reflect on changes through time, causes, and contexts.

4.1.4 More resources on active learning

Several online sites propose information and a selection of student-centered activities for more inspiration.

The Center for Research on Learning and Teaching, Introduction to Active Learning.
www.crlt.umich.edu/active_learning_introduction

TeachThought: Heick, Terry. 4 Phases of Inquiry-based Learning: A Guide for Teachers.
www.teachthought.com/pedagogy/4-phases-inquiry-based-learning-guide-teachers

TeachThought: Clifford, Miriam. 20 Collaborative Learning Tips and Strategies for Teachers.
www.teachthought.com/pedagogy/20-collaborative-learning-tips-and-strategies

TeacherVision: Cooperative Learning.
www.teachervision.com/professional-development/cooperative-learning

Facing History and Ourselves: 60 Student-Centered Teaching Strategies to Strengthen Students' Literacy Skills, Nurture Critical Thinking, and Create a Respectful Classroom Climate.
www.facinghistory.org/resource-library/teaching-strategies

4.2 Gender equity

As history has been overwhelmingly presented and recorded from a male perspective, it is important to avoid perpetuating gender bias and stereotypes during the teaching and learning of historical themes. Teachers can introduce a gender perspective by proposing sources related to the situation of women, introducing famous women's characters, or encouraging students to consider women's perspectives in discussion.

Several organizations have developed guides to facilitate gender mainstreaming in educational materials.

Brugeilles, C. and Cromer, S. 2009. *Promoting Gender Equality through Textbooks: A Methodological Guide*. UNESCO. unesdoc.unesco.org/ark:/48223/pf0000158897_eng

RTI International. 2015. *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials*. Washington D.C.: U.S. Agency for International Development.
pdf.usaid.gov/pdf_docs/pa00kt5n.pdf

UNESCO. 2015, *A Guide for Gender Equality in Teacher Education Policy and Practices*. UNESCO.
unesdoc.unesco.org/ark:/48223/pf0000231646

UNESCO. 2018. *Connect with Respect: Preventing Gender-based Violence in Schools; Classroom Programme for Students in Early Secondary School (ages 11-14)*. UNESCO.
unesdoc.unesco.org/ark:/48223/pf0000243252

UNESCO. 2019. *Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education*. UNESCO.
bangkok.unesco.org/content/gender-education-network-asia-pacific-genia-toolkit-promoting-gender-equality-education

4.3 Online tools

Many online tools are now available to facilitate the production of hand-outs and quizzes. Here is a non-exhaustive selection of sites that offer free access.

Development of quizzes and polls

Quizworks is a free tool to create unlimited quizzes of up to fifteen questions each, featuring multiple choice questions, free text and fill in the blanks: www.onlinequizcreator.com

QuizStar is a free tool to develop online quizzes: quizstar.4teachers.org

Poll Everywhere is free poll tool for up to twenty-five responses: www.polleverywhere.com

Kahoot! is a free tool for creating learning quiz games. It can be used with mobile phones: getkahoot.com

Qzr has a free basic plan that enables the creation of online quizzes: www.qzr.com

Puzzles, word games, board games

Quizlet.com is a tool to create sets of words and definitions to print out. Teachers can display the flashcards on screen. Students can also access them on mobile phones to practise out of school. The programme offers a number of interactive vocabulary review games that can be played live: quizlet.com/latest

Other sites offer a large selection of tools for teachers.

www.classtools.net

puzzlemaker.discoveryeducation.com

www.puzzle-maker.com

www.toolsforeducators.com/boardgames

4.4 Lesson study

Lesson Study originated in Japan in the 1990s. It involves a team of teachers working together to plan, teach, observe, refine and review lessons in order to improve student learning in the classroom. It has been adopted in many countries as a tool to support teachers' professional development and has been instrumental in the development of learning communities.

Several articles provide guidance for teachers to learn about and practice lesson study.

American Federation of Teachers (AFT). 2004. What is Lesson Study?. www.aft.org/sites/default/files/pd_whatislessonstudy_2004.pdf

Australian Institute for Teaching and School Leadership (AITSL). 'How-to' Guide. Lesson Study. www.aitsl.edu.au/docs/default-source/default-document-library/how-to-guide---lesson-study.pdf?sfvrsn=96acec3c_2

Isoda M. 2010. Lesson Study: Japanese Problem Solving Approaches. Paper presented at APEC Conference on Replicating Exemplary Practices in Mathematics Education, Koh Samui, Thailand, 7-12 March 2010. www.apec.org/-/media/APEC/Publications/2010/7/Replicating-Exemplary-Practices-in-Mathematics-Education-among-APEC-Economies-July-2010/TOC/Masami-Isoda--Lesson-Study-Japanese-Problem-Solving-Approaches.pdf

Learning First. Q&A on Japanese Lesson Study. learningfirst.com/ganda-on-japanese-lesson-study

Lesson Study Alliance. What is Lesson Study? A Primer. www.lsalliance.org/lesson-study-primer

Makinae, Naomichi. 2010. The Origin of Lesson Study in Japan. University of Tsukuba. www.lessonstudygroup.net/lq/readings/TheOriginofLessonStudyinJapanMakinaeN/TheOriginofLessonStudyinJapanMakinaeN.pdf

Murata, A. 2011. 'Introduction: Conceptual Overview of Lesson Study'. In Hart, L.C. et al. (eds.) Lesson Study Research and Practice in Mathematics Education., Springer Science + Business Media B.V. www.lessonstudynetwork.com/wp-content/uploads/2017/03/Murata2011.pdf

National Institute of Education (NIE, Singapore). 2011. 'Lesson Study in Action'. Singteach, Issue 29, (March/April). singteach.nie.edu.sg/issue29-teachered

4.5 Additional resources and references

On classroom management

Teaching Tolerance. 2016. *Reframing Classroom Management: A Toolkit for Educators*. Teaching Tolerance. www.tolerance.org/sites/default/files/TT_Reframing_Classroom_Managment_Handouts.pdf

UNESCO IIEP. 2018. *Brief 4: Instructional Time and Classroom Management*. UNESCO International Institute for Educational Planning. learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/schools-and-classrooms/instructional-time-and-classroom-management

UNESCO. 2006. *Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators*. UNESCO Asia and Pacific Regional Bureau for Education. unesco.org.pk/education/icfe/resources/res10.pdf

UNESCO. 2006. *Practical Tips for Teaching Large Classes: A Teacher's Guide*. UNESCO Asia and Pacific Regional Bureau for Education. unesco.org.pk/education/icfe/resources/res15.pdf

On assessment and rubrics

Brookhart, S.M. 2013. *How to Create and Use Rubrics for Formative Assessment and Grading*. ASCD. www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx.

Butler, S.M. and Mcmunn, N.D. 2006. *Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*. San Francisco, John Wiley.

Chappuis, J. 2010. *Seven Strategies of Assessment for Learning*. Pearson Assessment Training Institute. www.sdcoe.net/lls/assessment/Documents/ContinuousLearning/Seven%20Strategies%20Chappuis%202017.pdf

J. McEachen. 2017. 'Assessment for Deep Learning.' *Deep Learning Series, Issue 4*.
npdl.global/wp-content/uploads/2017/09/Assessment-for-Deep-Learning.pdf

Looney, J.W. 2011. 'Integrating Formative and Summative Assessment: Progress Toward a Seamless System?'.
OECD Education Working Papers, No. 58. OECD, Paris.
[www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=edu/wkp\(2011\)4&doclanguage=en](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=edu/wkp(2011)4&doclanguage=en)

Myers, M. 2004. 'Assessment and Evaluation in Social Studies Classrooms: A Question of Balance.' *Challenges & Prospects for Canadian Social Studies*. www.learnalberta.ca/content/ssass/html/pdf/assessment_and_evaluation_in_social_studies_classrooms.pdf

Shepard, L.A. 2000. 'The Role of Assessment in a Learning Culture.' *Educational Researcher*, Vol. 29, No. 7, pp. 4-14. nepc.colorado.edu/sites/default/files/TheRoleofAssessmentinaLearningCulture.pdf

Soland, J., Hamilton, L.S. and Stecher, B.M. 2013. *Measuring 21st Century Competencies: Guidance for Educators*. Asia Society. asiasociety.org/files/gcen-measuring21cskills.pdf

UNESCO-IBE. 2017. *Training Tools for Curriculum Development: Inclusive Student Assessment*. Geneva. inprogressreflections.ibe-unesco.org/inclusive-student-assessment

UNESCO-IBE. 2017. *Training Tools for Curriculum Development: Personalized Learning*. Geneva. inprogressreflections.ibe-unesco.org/personalized-learning

On Differentiated Instruction

Weselby, C. 2014. *What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom*. Concordia University – Portland blog. education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction

Tomlinson, C.A. 2000. *What is Differentiated Instruction?*. Reading Rockets. www.readingrockets.org/article/what-differentiated-instruction

Watanabe-Crockett, L. 2019. *The Most Helpful Differentiated Learning Strategies for Busy Teachers*. Wabisabi Learning. www.wabisabilearning.com/blog/the-most-helpful-differentiated-learning-strategies-for-busy-teachers.