



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

History

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
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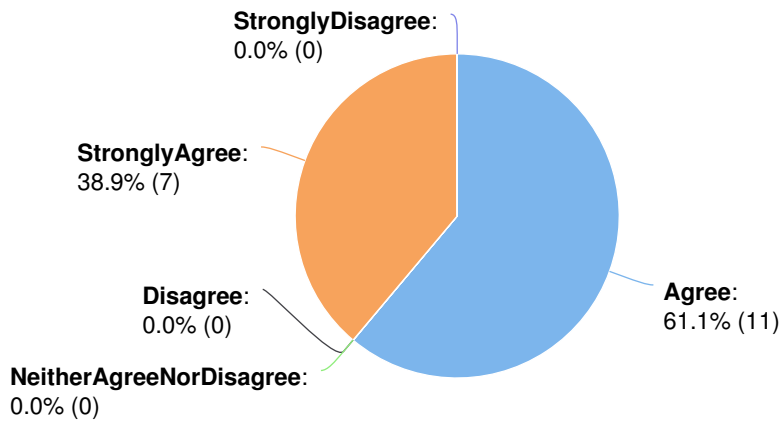


Investing in Your Future

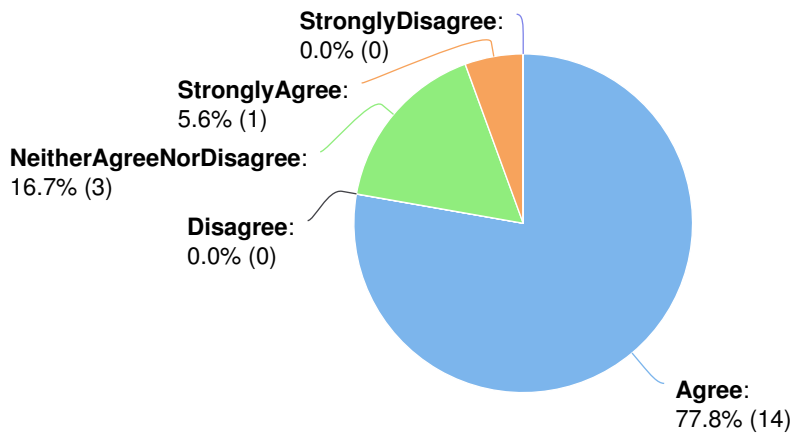
Number of respondents

Education Officers	1
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	2
Inclusion Coordinators	0
Learning Support Assistants	0
Other	4
Subject Specialists	0
Teachers	10
University Lecturers	1
Vocational Education Training Lecturers	0

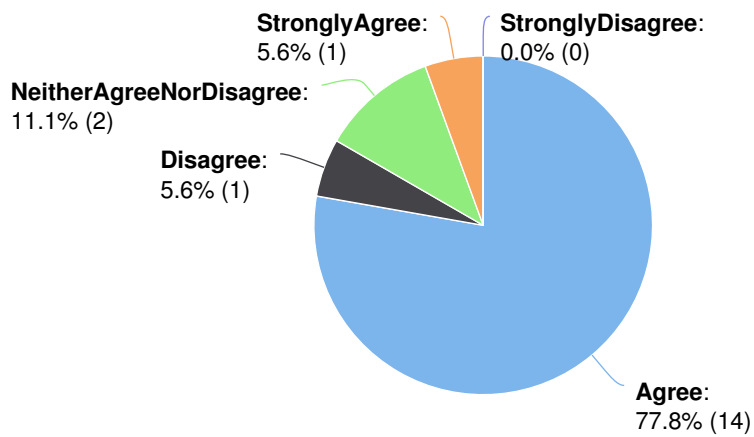
Focused on the learner



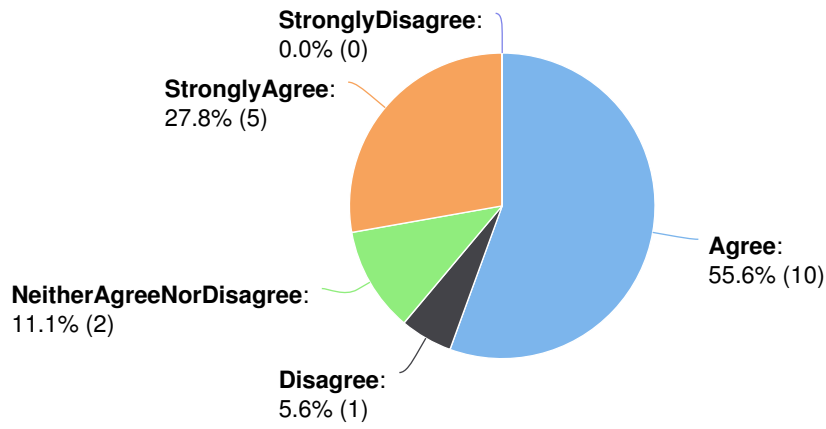
Comprehensive



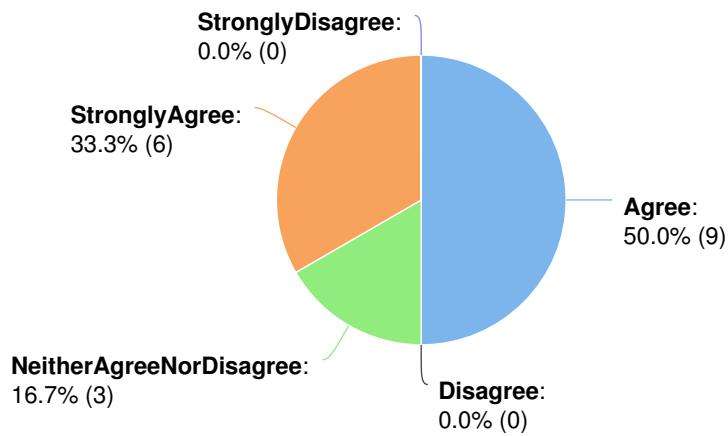
Clear



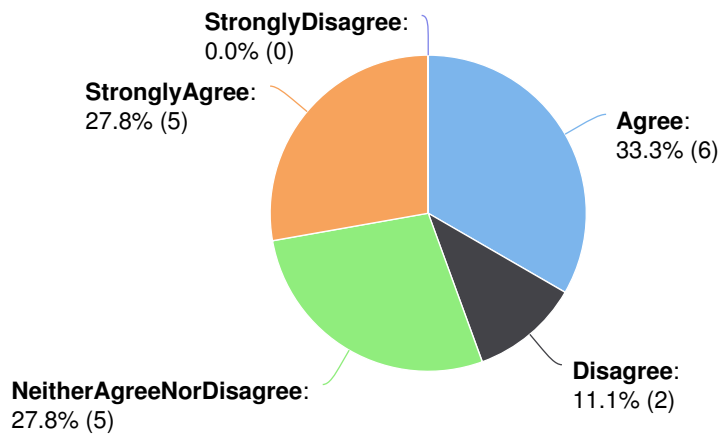
Articulate



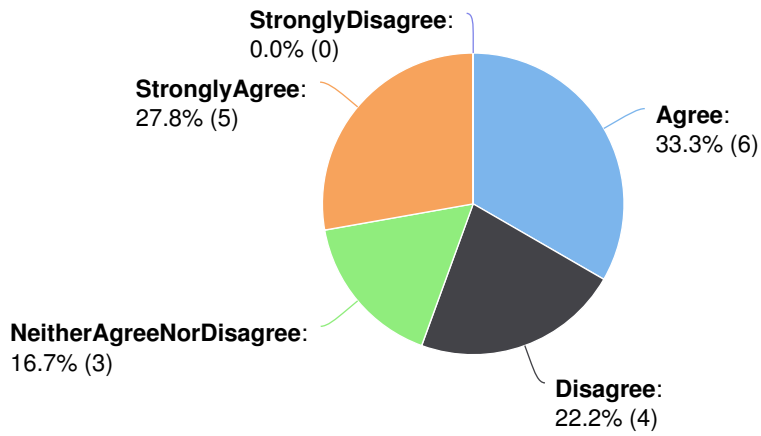
Good for providing direction for learning activities



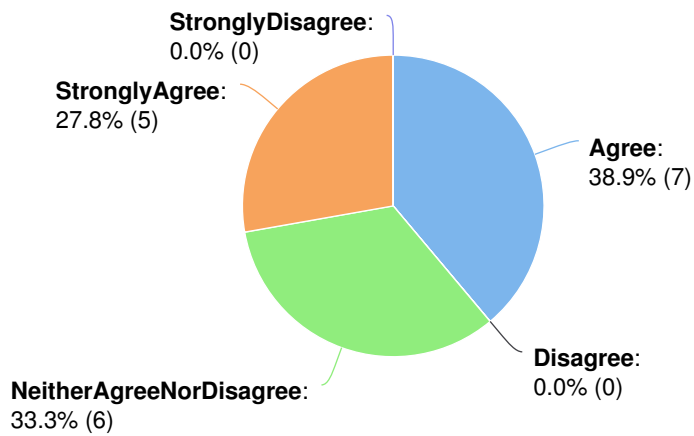
Good guidelines for teaching and assessment



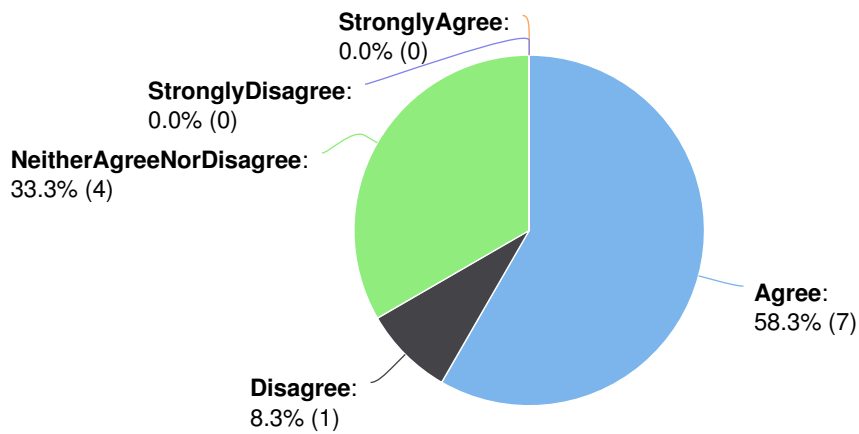
Measurable



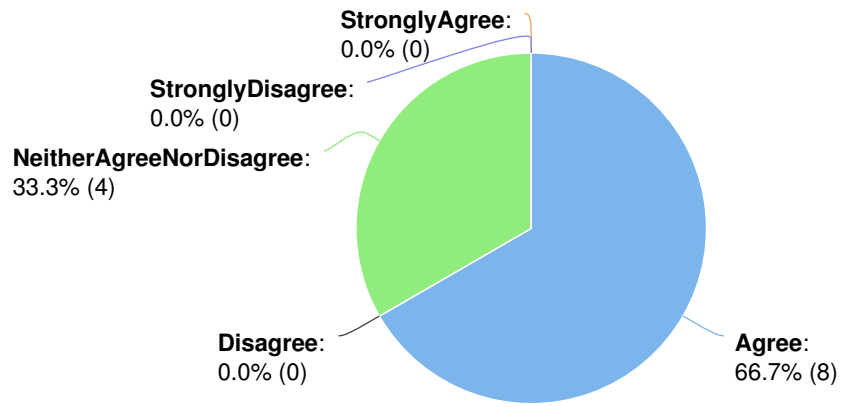
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#49

teacher history secondary state_school

General comments or concerns about the subject:

Through this framework students will grasp historical skills that are useful in everyday life. However History must remain an independent subject not incorporated in Environmental studies. Clearly Environmental Studies is more focused on Geography rather than History. History will lose its importance and it is a very important subject since apart from teaching students skills, we have an important historical and cultural heritage in Malta. We want people to work in the Tourism sector that are knowledgeable enough in this subject. If the number of history teaching hours in schools will reduce, that will highly affect this economic sector.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#88

teacher history secondary state_school

General comments or concerns about the subject:

1. I got the impression that category A are going to be the core subjects whereas B and C are sort of options. Am I correct? Does it mean that history has been dropped from a core subject?
2. Environmental Studies has cropped as an individual subject. Does it mean there is the intention to replace the current set up with it? Who is going to teach this subject?
3. The learning outcomes will be the basis of a new syllabus or a framework for organise the old syllabus?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#99

teacher history secondary state_school

General comments or concerns about the subject:

It is well divided and easy to comprehend.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No all are relevant in my opinion.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#165

head_of_department history secondary state_school

General comments or concerns about the subject:

With regards to History as an option subject I agree with the learning outcomes above. Amongst my concerns is that in some schools the subject is very often given the sidelines by the Heads of Schools and guidance teams. Each year I come across situations where guidance teams conducting the option talks for form 2 students discourage students from choosing this subject or by giving more importance to other subjects. I also come across Heads of Schools who do not form a History Option Class at Form 3 as there are few students who choose the subject but at the same time form Option classes for other subjects with one or two students. Students who love the subject but who were not allowed to choose History often feel betrayed by the system which could or would not provide them with the education they wanted.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#183

other history secondary church_school Dept chair of geo, hist, ss and env, studies

General comments or concerns about the subject:

Min-naha taghna nhossu li bhala outcomes huma pozittivi u tajbin peo' nhossu ukoll li jonqos xi ffit iktar informazzjoni dwar kif dawn ghandhom jigu applikati f'certu topiks tas-suggett taghna.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#184

other history secondary church_school dep chair re geo, hist, ss and env studies

General comments or concerns about the subject:

Min-naha taghna nhossu li bhala outcomes huma pozittivi u tajbin peo' nhossu ukoll li jonqos xi ffit iktar informazzjoni dwar kif dawn ghandhom jigu applikati f'certu topiks tas-suggett taghna.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#186

other history secondary church_school dept chair re geo, hist, ss and env studies

General comments or concerns about the subject:

Min-naha taghna nhossu li bhala outcomes huma pozittivi u tajbin peo' nhossu ukoll li jonqos xi ffit iktar informazzjoni dwar kif dawn ghandhom jigu applikati f'certu topiks tas-suggett taghna.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#187

other history secondary church_school dept chair re geo, hist, ss and env. studies

General comments or concerns about the subject:

Min-naha taghna nhossu li bhala outcomes huma pozittivi u tajbin peo' nhossu ukoll li jonqos xi ffit iktar informazzjoni dwar kif dawn ghandhom jigu applikati f'certu topiks tas-suggett taghna.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#192

teacher history secondary independent_school

General comments or concerns about the subject:

Not all areas of the LOF are clear, thus it is difficult to reach a conclusion as to whether you agree or not with the proposals as regards to certain outcomes.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#238

teacher history secondary state_school

General comments or concerns about the subject:

I am concerned that if History is joined with other subjects it will lose its importance especially if it won't be assessed through half yearly and annual examinations. However I think that the exam should not be 100%. Class work should be given more importance and weighting.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#239

teacher history secondary state_school

General comments or concerns about the subject:

I fear that my subject will not be treated equally important as other subjects. I don't want History lessons to be reduced. If students do not learn the basic concepts of our cultural heritage in contrast with what happened around the world, everything will be lost.

I agree with on going assessment and strongly believe that if students are given a project to be carried out through out the scholastic year, their motivation towards the subject will surely increase.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#274

teacher history secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#301

teacher history secondary state_school

General comments or concerns about the subject:

Too many details in History topics that are not necessary for a student's development

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#338

university_lecturer history

General comments or concerns about the subject:

I think the above learning outcomes are very laudable. The problem is the steady decline of history in secondary schools as it gets elbowed out by 'new' subjects that are more fashionable. A greater effort at all levels to enhance the subject is needed, including more direct communication with University. The syllabus at secondary level is very broad, a factor that will eat away at the effectiveness of the learning outcomes. A leaner syllabus that allows more freedom to teachers and students to explore themes, periods and personalities at their leisure and in creative ways would be welcome.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#364

teacher history secondary state_school

General comments or concerns about the subject:

I agree with the proposed learning outcomes, though some of them are not very specific and they should be more so to be measurable.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#390

teacher history secondary private_school

General comments or concerns about the subject:

Students enjoy History when it is presented in an interesting way. These outcomes should make the experience more enjoyable and interesting because it encourages a variety of activities, debates etc. But I think that with the current syllabus this is very difficult to achieve especially the closer we get to the SEC exam when it becomes a race to finish on time. This is killing most of the joy of studying History. I hope that with these new outcomes this may change. However, some of the outcomes are too demanding for the age of the students. The level of maturity required seems to be too high throughout the levels. Could more examples be included; sometimes it is difficult to understand exactly what the outcomes mean. How do they relate to the syllabus? How will students be assessed? How will teachers be trained?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#425

education_officer None

General comments or concerns about the subject:

I think it is a mistake to focus on the Skills and Attitudes alone. The whole point of having a History Curriculum is to identify the Key historical knowledge that pertains to a holistic education.

Local learners who has completed 11 years of compulsory schooling cannot say that they have a holistic education if this does not include knowledge of pre-history, the period of the Knights of St.John and Malta's role in British colonial history.

It would be a mistake to leave this decision up to each individual school. It is the curricular experts who have to pin-point these core areas out.

Carlos

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#666

head_of_department

history

secondary

state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning Area Outcome:

Subject Focus: Historical Enquiry: Making Use of Sources, including the Way History is Written. Learning about Events, People and Regions of the Past (GENERAL)

1. I can use a map to easily find the Maltese Islands, indicate the straits and canals within the Mediterranean Sea and identify the general geopolitical formations existent during the Order and British Period (Christian Europe/Muslim North Africa-Asia, important countries such as Britain, France, the Ottoman Empire).

This outcome is not consistent with the other Learning Outcomes.

1. It is content based as it makes reference to the Order and British period.

2. While a map can be used as a source it is not used in the History lesson to find and indicate the Maltese Islands, straits and canals. That I think would be Geography.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.
