



KATHOLISCHE UNIVERSITÄT
EICHSTÄTT-INGOLSTADT

Joint Project

Inclusive Living and Learning at School

Transfer Project

KLUG

Teaching History Inclusively



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KLUG* - TEACHING HISTORY INCLUSIVELY: A STUDY OF EFFECTIVENESS OF INNOVATIVE TEACHING CONCEPTS

*THE ACRONYM **KLUG** IS DERIVED FROM THE GERMAN PROJECT NAME

„IN**KLU**SIV **G**ESCHICHTE LEHREN“

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Project Description and Objectives

The KLUG project is a joint interdisciplinary project combining Didactics of History, Special Education and Educational Psychology, which is funded by the Federal Ministry for Education and Research from the budget allocated for the “Qualification of Educational Staff for Inclusive Education“. The project will run from 2018 to 2022. The **project partners** are Prof. Dr. Waltraud Schreiber and Susanne Sachenbacher from Didactics of History at the KU Eichstätt (Project Leads), Prof. Dr. Clemens Hillenbrand and Matthias Schulden from Special Education at the University of Oldenburg, and Prof. Dr. Ulrich Trautwein and Lisa Hasenbein from Educational Psychology at the Hector Institute, University of Tübingen.

The study began with the challenges currently facing history teachers. Good history lessons should help school pupils develop historical orientation in an increasingly complex world. At the same time, it should take into account skills orientation and the growing heterogeneity of classes, as well as make use of digital capabilities. In addition, the **right of all learners to high-quality education** should be safeguarded, as required by the internationally recognised conventions on inclusion. Furthermore, history teaching should provide wider and more in-depth opportunities for societal and cultural participation.

In order to further this aim, teacher training and continuing education also face major challenges. Traditional teaching alone cannot fulfil these goals. Concepts must be developed and implemented to help pupils develop their skills, bearing in mind that they have completely diverse learning and performance requirements as well as wide-ranging interests and orien-

tation needs. Barriers that hinder the ability to participate in education should not be allowed to develop in the first place. However, teacher education research has identified existing deficiencies, particularly in continuing and further education courses and complains of their poor sustainability and effectiveness (Darling-Hammond/Gardner/Hyler 2017; Lipowsky 2010; Lipowsky/Rzejak 2019).

As a result, innovative concepts have been developed, which among other things aim to make use of digital resources to support the learning of pupils as well as the continuing education of teachers. This is the basis of the **research question** of the KLUG project:

To what extent can the effectiveness of innovative, skills and inclusion-oriented teaching concepts, which aim to make use of digital resources, be evaluated and compared?

Design

The project uses a control group design with an experimental group and a self-study group to compare two concepts: a blended learning concept and a self-study concept. The latter is based on digital resources that can be accessed at any time. The subject sample consists of History teachers in the first year of secondary education who teach History in North Rhine-Westphalia; they were randomly assigned to the two groups.

Experimental Group

The experimental group will be trained based on a blended learning concept, which was developed as part of the KLUG project in consultation between the three disciplines of Didactics of History, Special Education and Educational Psychology. The training course consists of two face-to-face one-day training events and six interactive, online lessons, presented live and each lasting 90 minutes. The so-called e-sessions include assignments that are aimed at trying out the contents directly in the classes.

The basic aspects of dealing with the key challenges of history teaching are covered in the face-to-face training events. This includes cognitive activation, constructive support and classroom management as quality criteria for good teaching (cf. Kunter/Trautwein 2013) and

therefore also for good history teaching. In the e-sessions, subjects are gone into in more depth and combine skills-orientation, differentiation and individual support with the use of digital resources for teaching and learning. The training concept is based on the competence structural model of the FUER group (Körber/ Schreiber/ Schöner 2007), which is founded on historical theory and didactics.

As part of the training course, the participants become familiar with synchronous and asynchronous working methods, forms of digital interaction, and cooperative and collaborative activities. Consequently, they will not only be supported in the further development of their ability to give good history lessons in inclusive classes, but also in their digital skills (cf. [https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK_Kompetenzen - Bildung in der digitalen Welt Web.html](https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK_Kompetenzen_-_Bildung_in_der_digitalen_Welt_Web.html)).

Self-Study Group

To support their private study, this group has immediate access to on-demand training resources from different providers such as webinars, annotated lessons and collections of learning materials, blogs for self-organised communication with other learners and the resources made available in the digital schoolbook “mBook Gemeinsames Lernen NRW” (mBook Learning Together NRW) (cf. <https://digitale-schule.nrw>, with regard to the concept of the mBook: Sochatzy 2015).

Instruments and Methods

The **effectiveness** of both training concepts will be evaluated with regard to teachers and learners. Reliable and validated instruments will be used in the pre/post design. In line with the mixed method approach, the instruments will be extended and enhanced through qualitative studies (Schreiber et al. 2019).

Quantitative Instruments

The GEDIKO-T test will be used for teachers to measure characteristics of didactical skills in teaching history (cf. Zabold, in other areas of this section of the website, Zabold and others still under construction), their assessment of inclusion (PREIS, Lüke/Grosche 2017 and 2018)

and their own effectiveness, “Teaching in Inclusive Settings” (TSES, Tschannen-Moran/ Woolfolk Hoy 2001; Duffin/French/Patrick 2012). The teachers will additionally be asked questions about the individual training activities by use of a questionnaire.

The pupils’ historical competence will be evaluated (HITCH, Trautwein et al 2017) and their perceptions of the teaching quality will be collected (Göllner/Wagner/Klieme/ Lüdtke/Nagen-gast/Trautwein 2016; Jaekel/Göllner/Trautwein im Druck;). Relevant social data from both teachers and pupils will also be recorded.

Qualitative Surveys

To provide a more detailed insight, the teachers’ assessments of the practical relevance of the training activities will be ascertained. To this end, interviews take place directly after the e-sessions and face to face training events. The evaluations are conducted using content-analytical methods (Kuckartz 20, Mayering) and focus on “self-reflection” (Körper/Heuer/Schreiber et al, work in progress), that is to say the capacity, ability and willingness to undertake critical analysis and evaluate one’s own work as a teacher. Editor: Stefanie Hölzlwimmer

Similarly, content-analytical methods will be used to assess how well the training assignments have been completed. The assignments aim to relate the training contents to the next history lesson to be taught. The assessment will focus on the extent to which learners have completed the assignments reflectively, that is to say, on characteristics of the (theoretically) well-founded reflection on a lesson that should enable pupils to engage in historical thinking and historical orientation. Editor: Stefanie Hölzlwimmer

Finally, focused teaching observations will be carried out in the classes of some of the participants of the KLUG training programme. The aim of the observations is to assess to what extent and in what way: 1) training activities are used to enhance skills orientation; 2) the heterogeneity of the pupils is taken into account; 3) digital resources are used. The study is divided into pre and post-design stages because the observation questionnaires are used in lessons that take place before and after the respective subjects are dealt with in the e-sessions. Three teachers will be accompanied in their respective 1-3 history classes over a period of 10 weeks, whereby one observed lesson takes place before the training course begins, the

others take place in the week immediately after a teacher training event, and one takes place at the end, when the teacher training course is finished (Burger/Miceli 2017).

A further study analyses the mBook GL NRW with regard to the support it offers for skills-oriented teaching and learning, inclusion, and also with regard to the digital resources employed. The study applies the categorial schoolbook analysis approach (Schreiber/Schöner/Sochatzy 2013). Editor: Stephanie Wimmer

Finally, an analysis will examine whether there is a relationship between the results of the Gediko test of professional competence and the completion of the training assignments that are focused on professional competence. Editor: Katharina Sambeth.

The KLUG project is currently in the data capture phase.

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[For the results documentation of the transfer project \(posters and results documentation in German and English\)](#)