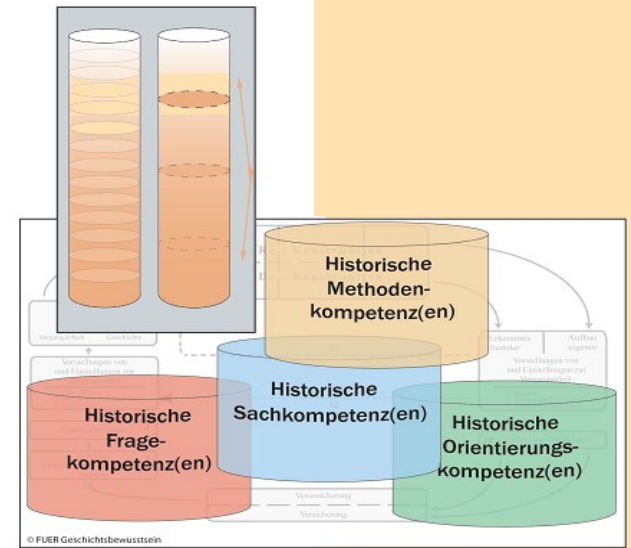


"From Historical Consciousness to Historical Competencies"



Andreas Körber (Hamburg)
 Neuengamme, October 31st, 2009

Outline

- Introduction
- The concept of „Historical Consciousness“ - assets and limits
- Historical Competencies as a differentiation of the „abilities and skills portion“ of HC
- A competence model
 - A process model of historical thinking
 - Re- and De-Construction
 - Dimensions of historical competencies
 - Levels of historical competencies
- Conclusions

The concept of Historical Consciousness – assets

- HC has
 - helped German History Didactics to develop a particular scientific profile and out of an (self-)image of a mere doctrine.
 - helped focus didactical theory, research and discussion on the empirical forms and structures of historical thought and thinking in society.
 - helped to direct didactic thought towards recognition of multiple perspectives and narrative forms of orientation

The concept of Historical Consciousness – assets (2)

- HC has ...
 - helped to develop and embrace new thematic dimensions for teaching (like history of gender, environment) and didactics (like intercultural didactics)
 - (only partly) helped re-directing the teaching of history from knowledge-transmission towards teaching and learning autonomous thinking

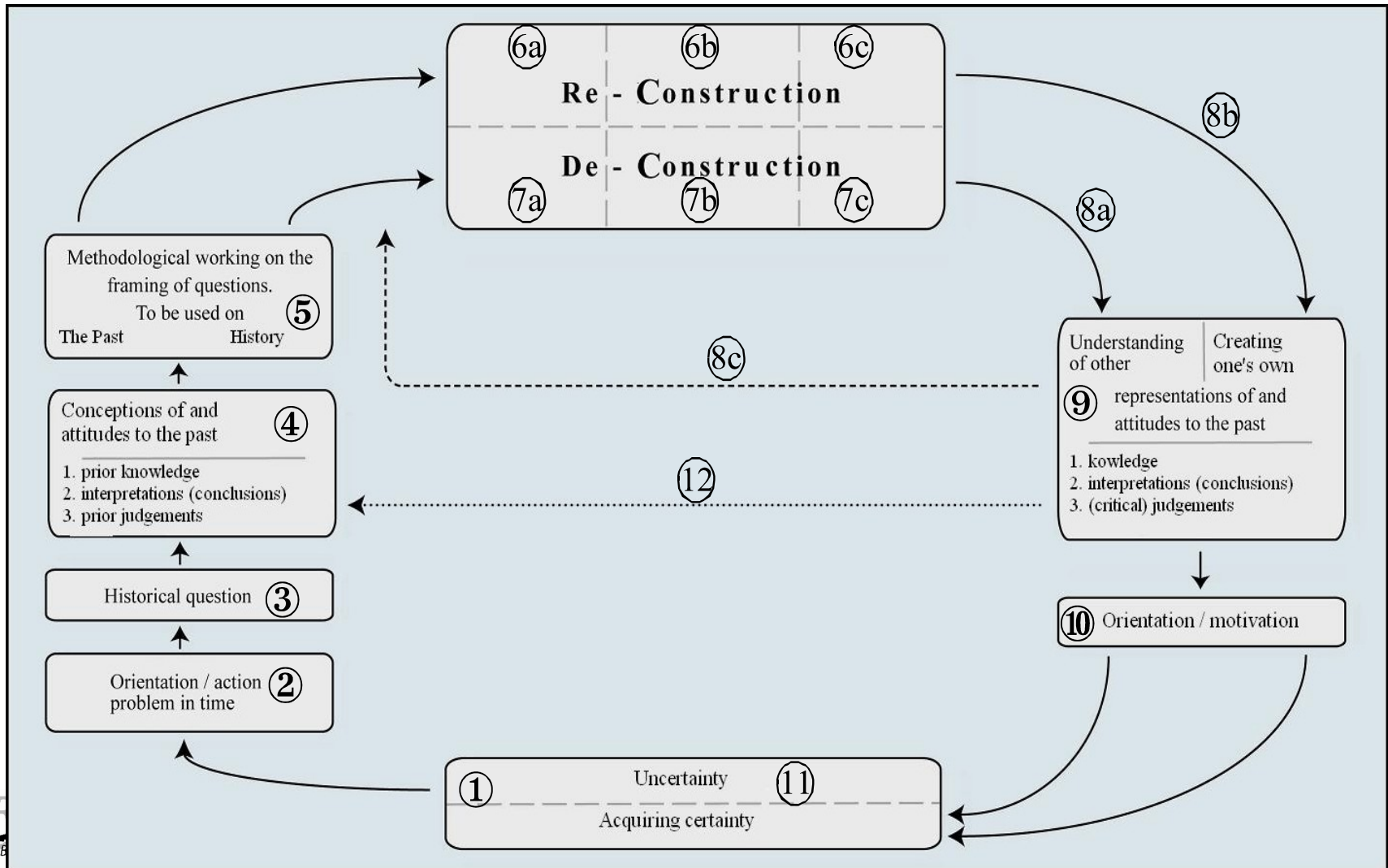
The concept of Historical Consciousness – limits (1)

- The concepts of HC has not ...
 - defended the modern didactical thought against material/objectivist notions of singular correct forms of historical knowledge,
 - provided the discipline with a clear and uncontested structural model, differentiating between insights, attitudes, knowledge (of different forms), dispositions, abilities and skills,

The concept of Historical Consciousness – limits (2)

- proven the right concept to embrace both
 - new pedagogical trends and questions reflecting societal differences and
 - the new ‘pedagogical’/’administrative’ trend to focus on measuring ‘educational outcome’.
- The concept of Historical Consciousness was not to be abandoned, but to be complemented by structurally more specific models of historical thinking.

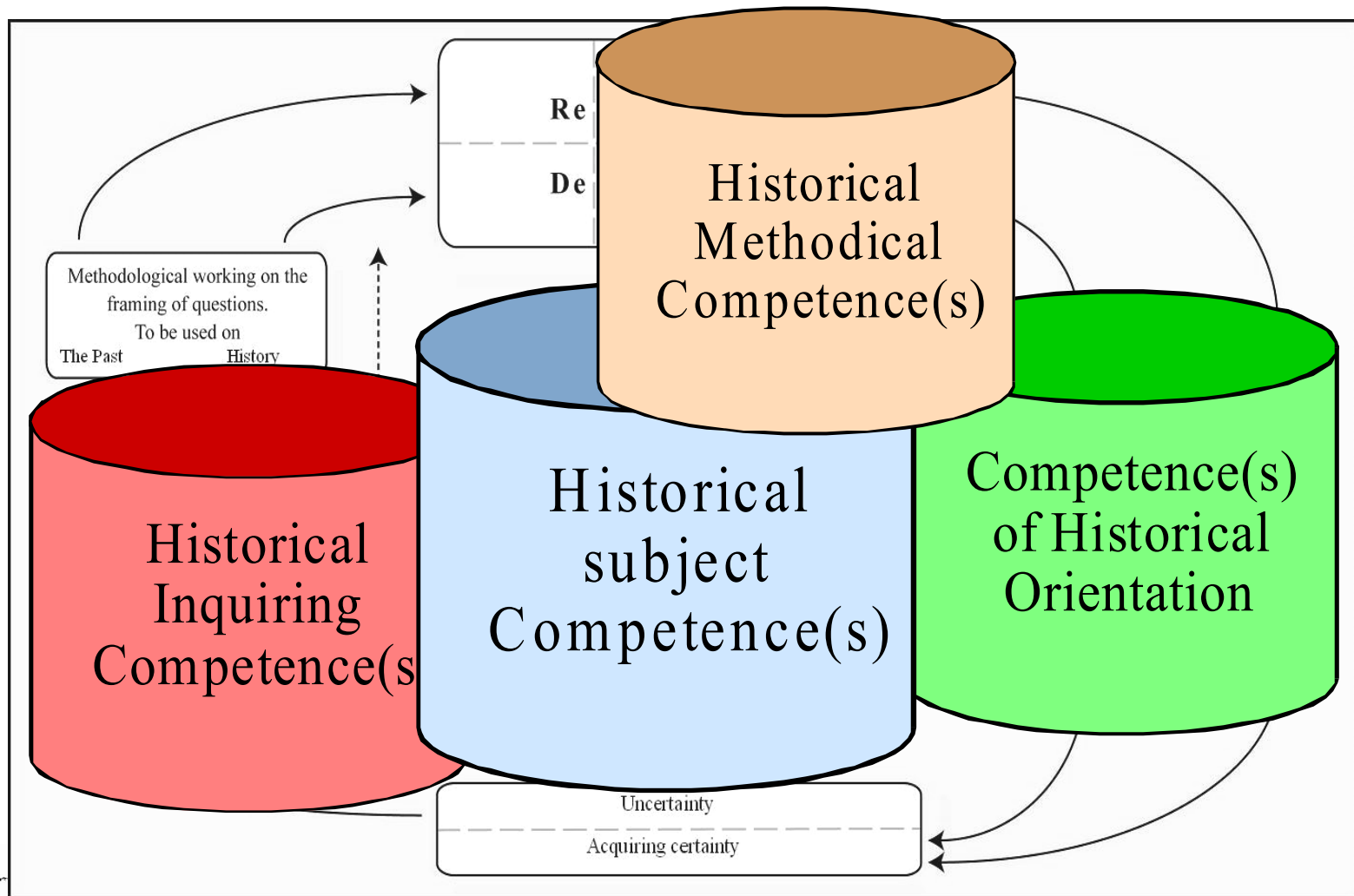
Process Model of Historical Thinking (Hasberg/Körper 2003)



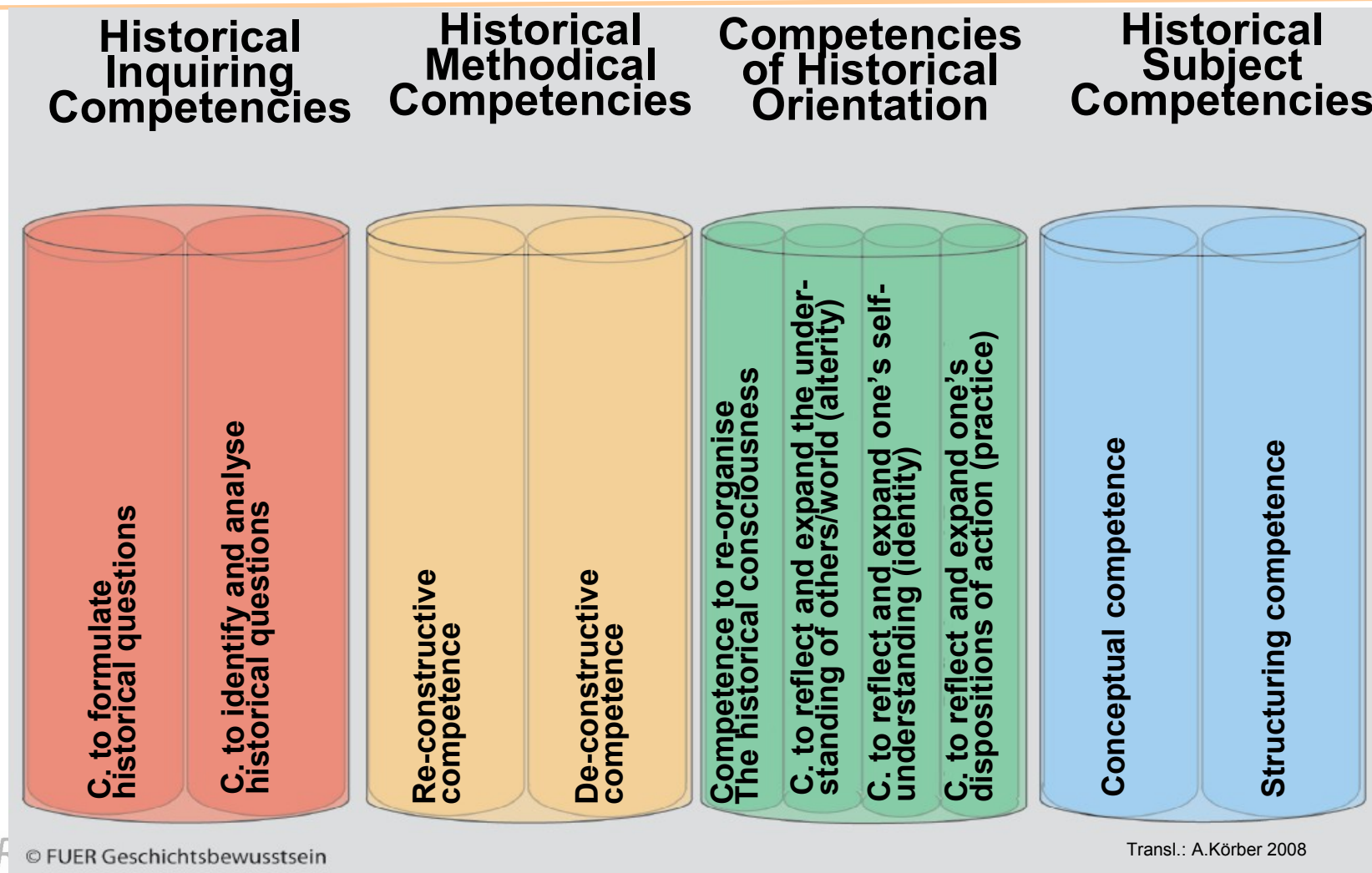
The 6-Field-Matrix of FUER (simplified)

	<i>Focus „past“</i>	focus „history“		focus „pre-sent/futu-re“
Handling the past „re-construction“	analysing „particles of the past“ from original sources	contextualising „particles of the past“		connecting re-constructed contexts to the own present and future
		a) syn-chronically (structures)	b) dia-chronically (developments)	
	perception	interpretation		orientation
Handling History „de-construction“	analysing „particles of the past“ from historical narratives	a) syn-chronically (structures)	b) dia-chronically (developments)	analysing historical narratives for their offers of orientation
		analysing contextualisations in historical narratives		

Areas/Dimensions of Historical Competencies



Core-Competencies



Transl.: A.Körber 2008

FUER © FUER Geschichtsbewusstsein

GESCHICHTSBEWUSSTSEIN



3 main Levels of historical competencies

- Basic level: „a-conventional”
 - Operations in all dimensions of historical competencies are performed without the command of any concepts, formulae, procedures etc., provided and used by „society” (or a societal group). The historical thinking is **solitary**.
- Intermediate level: „conventional”
 - Operations in all dimensions of historical competencies are performed with the ability to use concepts, fomulae, procedures etc., provided and used by society (or a societal group). The historical thinking is **connective**.
- Elaborate level:
 - Operations in all dimensions of historical competencies are performed with the ability to use concepts, fomulae, procedures etc., provided and used by society (or a societal group) and to critically reflect (and alter) them. The historical thinking is **reflective**.

Conclusions

- History Didactics will and should still focus on „Historical Consciousness”, but in a more structured way.
- History Teaching should more clearly be focused on enabling pupils/students to (further) develop skills of (autonomous) historical thinking.
- The concept of (Historical) Competencies (in the version discussed as a basis of performance standards) is a valuable tool for this task.

Conclusions (2)

- Standardization should, however, be avoided resp. restricted to small portions.
- Historical Competencies embrace the whole range of abilities and skills necessary for autonomous thinking – both in a re-constructive and a de-constructive way.