

## Template for summary of Tuning subject area findings

### *History*

#### Introduction to the subject area

[maximum 2000 characters including spaces]

On the simplest plane History is the study of the past. It is widely present in higher education institutions as well as in schools. It constitutes not only an academic subject or research area, but also an important aspect of 'general culture'. Above all, a training in History creates flexible individuals with the analytical, critical and communications skills essential to the emerging knowledge society.

In the context of European enlargement and today's rapidly changing world, History faces both particular challenges and remarkable opportunities. As one of the first forms of social consciousness and group and regional identity it is an important factor of social cohesion. Indeed, History properly understood and utilised can enable us to overcome the aggressive confrontations which have set nations and groups against one another.

Of all the subject areas involved in Tuning, History has turned out to present the most varied picture in the different countries represented. National university and school systems determine a context in which quite naturally a large part of 'contents' taught in each country linked to the national culture or vision of the past; furthermore, the History group has found that the theoretical and practical premises created by each national culture and teaching tradition differ, often very sharply. Hence the structure of studies, and ideas about what should be done at the beginning of degree programmes and what at a more advanced stage are quite different. For this reason, the History group did not consider it possible or useful to identify a core curriculum, but rather to create agreed reference points, based on both subject specific and key generic competences, around which programmes can be built in all countries.

Not only the intellectual premises of studies, but also the perceived role of history graduates in various European countries differs widely. In some countries a first or second cycle degree in History is a common general degree, often completed by young men and women who do not plan a career in history teaching or research. In others it continues to be considered to be of interest almost exclusively for future school teachers or as pre-doctoral preparation for university level academics and researchers. In the former, history studies seem to be in good health or even in expansion. In the latter, there is pressure to reduce the number of history students according to the availability of teaching posts.

#### Degree profile(s)

Typical degrees offered in the subject area:

Degree	Typical Degrees offered
First Cycle	Most commonly, institutions offer specific first cycle degrees in History, although in some cases History students simply take a more general degree (Arts, Letters or Humanities for example), giving particular attention to historically oriented course units. In some countries Art History or other related subjects are considered to be part of the subject area; in others they are separate. In the different academic and cultural contexts History may be linked to other major subject areas such as Philosophy, Geography, Literature, Archaeology, Classical studies, Archival studies, Economics, Law or Library Sciences.
Second Cycle	Second cycle degrees in History are frequently offered. In almost all cases the work leading to a second cycle degree comprises both course work and a relevant piece of research presented in written form. Second cycle degrees may be in a specific chronological or thematic area. In some countries and some institutions this is specified in the degree title (e.g. Medieval or Contemporary History; Women's History). In others the usual title is simply History, although the programme of studies depends on the area of particular emphasis. There are often second cycle degrees in such subjects as Economic History, or in History related subjects such as Archival studies, Museology, Archaeology and so forth. In some countries future teachers of History receive specific degrees; in others the degree continues to be in History and teacher training is either included or is taken as a separate study programme.
Third Cycle	Doctorates are normally in History (or in a sub or related discipline such as

	Economic History or History of Law). They require examination and defence of a substantial and original piece of research described in dissertation which normally has the dimensions and typology of a scientific monograph. The taught component of the degree varies, although at present in several countries the proportion is under discussion.
--	---

Typical occupations of the graduates in the subject area (map of professions)

Cycle	Occupations
First Cycle	First cycle degrees in History are useful for employment in nearly any service or communications related field: civil service, local, regional administration, personnel management, journalism, international organisations, tourism, administration and valorisation of the cultural patrimony in its various manifestations including archives, museums, libraries.
Second Cycle	Second cycle degrees in History according to the specifics of the national organisation of studies may give access to employment in secondary or even higher education. They also give a good basis for positions of greater responsibility in all the sectors mentioned for the first cycle.
Third Cycle	In most cases the doctoral degree in History is associated with an academic or research role.

Role of subject area in other degree programmes

[maximum 1000 characters including spaces]

Which programmes and in what way.

A significant part of History learning and teaching takes place in other degree programmes. For this reason the History subject area group carried out its consultations and defined competences and levels taking into account the case of even a single course unit.

Most Arts and Humanities programmes include the requirement that students complete some history course units, even a very small number of credits such as five. Particularly in the disciplinary areas that are related to History (different in different national traditions) such as Geography, Philosophy, Literary or Linguistic Studies, Art History, Archaeology, Archival Studies, Communications there are requirements for History courses. In some scientific and technological subjects or subjects such as Architecture or Law, there may be a requirement that students take a History course, or History may be an optional or elective course. History, particularly Contemporary History and non-European History is usually a requirement for Political Science degrees, and is also present in 'area' or European studies, in Tourism and Journalism courses.

**Learning outcomes & competences - level cycle descriptors**

Type of studies	Description of achievement
History courses* for students of other subject areas  *By course we intend a learning activity leading to assessment and credits.	A course (or courses) in History, which constitute a minor component of a degree in another subject should enable the student (to the extent possible in the time available) to develop a historical perspective on reality. This should include acquiring or experiencing: 1. A critical view of the human past, and the realization that the past affects our present and future and our perception of them. 2. Understanding of and respect for viewpoints moulded by different historical backgrounds. 3. A general idea of the diachronic framework of major historical periods or events. 4. Direct contact with the historians' craft, that is, even in a circumscribed context, contact with original sources and texts produced by professional historiographical research.
History as a relevant part of a degree in other or more general subjects (minor or double honours)	All of the above remain the general objectives. The level expected will be higher, the contents more ample and detailed, the experience of different methodologies and historiographical tools greater according to the amount of historical studies permitted in the study course organization.

<p>degree, degree in Letters, part of a teaching degree etc.)</p>	<p>In any case, to obtain mention of a relevant presence of historical studies in a degree, the student who has completed such a study programme should:</p> <ol style="list-style-type: none"> <li>1. Have general knowledge of the methodologies, tools and issues of at least two of the broad chronological periods into which history is normally divided (such as Ancient, Medieval, Modern and Contemporary) as well as some significant diachronic themes.</li> <li>2. Should have demonstrated his/her ability to complete, present in oral and written form —according to the statute of the discipline— a circumscribed piece of research in which the ability to retrieve bibliographical information and documentary evidence and use it to address a historiographical problem is demonstrated.</li> </ol>
<p>History for first cycle History Degrees</p>	<p>The general objectives remain as above; however the student at the end of a first level History degree should furthermore:</p> <ol style="list-style-type: none"> <li>1. Possess general knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological divisions in which history is normally divided, from ancient to recent times.</li> <li>2. Have specific knowledge of at least one of the above periods or of a diachronic theme.</li> <li>3. Be aware of how historical interests, categories and problems change with time and how historiographical debate is linked to political and cultural concern of each epoch.</li> <li>4. Have shown his/her ability to complete and present in oral and written form —according to the statute of the discipline— a medium length piece of research which demonstrates the ability to retrieve bibliographical information and primary sources and use them to address a historiographical problem.</li> </ol>
<p>History for a second cycle History Degree</p>	<p>A student completing a second cycle degree in History should have acquired to a reasonable degree the subject specific qualities, skills and competences listed below (Annex A). He/she will have built further on the levels reached at the first cycle so as to:</p> <ol style="list-style-type: none"> <li>1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of history, including different methodological approaches and historiographical orientations relating to it.</li> <li>2. Have acquired familiarity with comparative methods, spatial, chronological and thematic, of approaching historiographical research.</li> <li>3. Have shown the ability to plan, carry out, present in oral and written form —according to the statute of the discipline— a research-based contribution to historiographical knowledge, bearing on a significant problem.</li> </ol>

### **Consultation**

The initial consultation carried out in the Tuning 1 phase was, as with all subject area groups, directed towards graduates, employers and academics. Our consultation had two three specific characteristics: 1) because a large percentage of graduates in History are not employed in work directly related to History, there were complexities in identifying employers of History graduates; 2) because we were able to work with the History Thematic Network, academics from all present member states and candidate countries were consulted: 3) because History studies foster generic competences which are of interest for citizenship and personal satisfaction as well as employment we included three of these in our generic competence consultation, and we found that they were indeed considered very important by graduates, employers and academics. The Tuning results at all stages have been shared and discussed with the History Thematic Network (CLIOHnet) members and illustrated and discussed in national contexts in all countries eligible for Socrates. At present such meetings continue and through the member institutions of the History Network associations and reviews are involved in the discussion and hence the validation of the results. In the countries where curricula are now being reformed according to the Bologna structures, specific recommendations based on Tuning-CLIOHnet results have been applied.

### **Workload and ECTS**

Cycle	Number of ECTS Credits
First	180 is the most common, although some programmes use the 240 ECTS model for the first cycle.
Second	Most common is 120 ECTS.
Third	Credits are not always used. The minimum for a third cycle degree is generally three years although in some countries the period of study is longer, <i>de jure</i> or <i>de facto</i> . The variation in the overall time required seems to be in relation to whether the completion of the third cycle degree and the approval of a substantial research dissertation is seen as a sine qua non to begin an academic career or whether, as is the case in some countries, it is possible to have a University teaching or research post while working towards the third cycle degree. In the latter case the process may take longer as the programme of study and research is not full-time.

### **Learning, teaching & assessment**

[maximum 4000 characters including spaces]

The Subject Area has found that in various countries there are widely different systems for creating the appropriate learning environments for the acquisition of key competences in History. It seems clear that each national system has its own coherence and internal balance, in which, within the normal conventions of University learning-teaching-and assessment in each country, professors and students develop specific strategies for developing the necessary competences. This means that each system is to a large extent self-contained, and that partial or episodic imports of particular features from other systems may not have the desired results. It follows that the examples of 'good practice' indicated below have been selected among the many possible to show a variety of approaches.

Hence there is no prescriptive intent in listing certain examples of good practice. Rather, overall, the Subject Area agrees on certain principles to be applied in all countries:

- that each student should experience many different approaches to learning and teaching, both because this is the best way to provide appropriate environments for students who may learn more or less successfully in various contexts; and because the different generic competences are formed in different teaching and learning environments
- that teaching of History must not be separated from research: from the most general and elementary course unit in History, to highest level of research training, the learner must have direct contact, even if quantitatively limited, with original documents and with professional historiographical work.

Clusters of competences	Approaches to learning/teaching and assessment
Basic general knowledge of the subject Analysis and synthesis Awareness of differences in historiographical outlook in different periods Awareness of the on-going nature of historiographical debate Ability to identify historical problems Capacity to find new ways of using sources Capacity to connect and compare	[Bologna] Case studies are presented in lectures on the basis of the personal research of the teacher or using examples from scientific journals, of how historiographical problems can be identified; different methodologies for resolving them are discussed. Ways in which the discovery of new documentation influences understanding of existing sources are highlighted. In small group seminars, students are asked to look for sources of information for a given historical problem; they are also asked to define historical problems by themselves. Students are shown that all possible solutions and sources must be considered even if these contradict the working hypothesis. Thus intellectual honesty and the use of scientific method are encouraged. Students are required to work out their own hypotheses with rigorous scientific method. Students are asked to compare and connect the methodology and knowledge acquired in different subjects in order to be able to transfer innovative practice from one field to another. Students are asked to define a problem, identify sources, analyse them rigorously and give their results in written form. Whereas in the seminars the discussion is not assessed, in order to produce an environment of maximum openness and intellectual exchange, the

	written results are assessed for clarity, coherence and method; and the final exam is an oral exam where the student discusses general and specific questions with both the teachers and other staff members. In this context it is possible to both assess what has been achieved and guide the student in understanding critically the full implications of the results.
Awareness of the necessity of analysing any information, view, source or method critically; Awareness of the complex nature of information, attitudes and values Ability to express critical views in a constructive way Ability to think of one's own values, practices and perspectives critically	[Turku] Students take a first course in historiography. It focuses on the characteristics of 'knowing' the past and at the same time shows how values, knowledge and views are connected to cultural contexts and so change over time. The initial course is a lecture course but includes exercises and discussion on examples of historiographical texts taken from different centuries. In methodological courses critical and self-critical thinking is encouraged and assessed. After the initial stages of study, students participate in seminars (writing critical analyses of sources in their papers and expressing constructive criticism orally when their papers and those of other students are presented. In the second year pro-seminar, each student has to take the role of 'opponent' or critical discussant of the research paper of another student and to lead a seminar discussion. Courses are usually assessed through written examinations (two or three essays written during an exam session of several hours. Assessment is on the basis of the research papers, discussion and the written exam.
Critical and self-critical abilities. A critical awareness of the relationship between current events and processes and the past Awareness of and respect for points of view deriving from other national or cultural backgrounds.	[CLIOHnet] The History Network has placed on line ( <a href="http://www.clio.net">www.clio.net</a> ) a unit form of experimental web-based materials under the title "Core of the Core". The module requires from 50 to 60 hours of time for the normal student, and hence can be considered to carry 2 ECTS credits. The materials be used as an intensive unit to be offered over a very short period of time; they can be utilised by themselves for e-learning, for group work or as a base for classroom teaching/learning; they used as the introductory part of a larger module, or broken up into separate teaching units. The specificity of the learning environment 'Core of the Core' lies in its pan-European and comparative character. The materials themselves are the result of collaborative work of teachers and students from the many countries participating in Socrates. They are designed to stimulate students to compare other national views of history with their own. We may note that further work on Tuning competences and reference points in e-learning is being carried out in CLIOHnet Task Force C and in the e-HLEE pilot project, coordinated by the University of Turku for the History Network.

To conclude, we emphasize that one of the most useful aspects of Tuning is the sharing of knowledge and experience about approaches to learning and teaching. Especially in all situations where mobility of staff or shared experience can take place (Socrates mobility, Intensive programmes) staff and students can achieve a much higher degree of understanding of their own systems, their strengths and weakness, and or the usefulness of certain solutions used in other countries. It is significant that on the competences to be formed, including the overarching general competences which should be the objective of any History studies, however circumscribed, all members of the Subject Area Group and all those consulted are very much in agreement. The paths utilised to achieve those ends are, however, strikingly different.

A final aspect which deserves mention is that it seems to be very useful to share knowledge among different subject areas on how to foster, encourage and assess the generic competences.

### **Quality enhancement**

[maximum 2000 characters including spaces]

History Subject Area reference points and competences have developed in close synergy with actual on-going debate on quality of programmes and delivery. The possibilities of direct interaction have been particularly incisive because members of the subject area have been able to interact with the History Thematic Network, gathering experience in the use of Tuning tools in programme design, delivery, monitoring and improvement. On the one hand, in the many countries where the Bologna process was being applied, members of the

Subject Area Group were involved in drawing up new programmes based on competences and learning outcomes, and in building in useful elements for ensuring quality. Thus they could bring their concrete experience to the Subject Area Group; on the other hand, the pan-European results (reference points, competences, shared knowledge about learning, teaching and assessment) of Tuning could be used and evaluated in local and national contexts.

Furthermore, the History Subject Area Group, through the History Thematic Network, CLIOHnet, had the important opportunity of being able to participate in the TEEP 2002 project supported by the European Commission and carried out by ENQA (European Network of Quality Assurance Agencies). The TEEP 2002 project allowed us to test the applicability of our Tuning findings in a 'hands-on' quality assurance context. The project consisted of an experiment in transnational evaluation, based on Tuning criteria and reference points, in which five CLIOHnet institutions carried out a self-evaluation exercise; subsequently site visits were made by Tuning-CLIOHnet members working in cooperation with QAA. This experience gave useful practical knowledge about non-invasive, non-prescriptive ways of furnishing institutions with a methodology and support to develop quality. The History Network is now engaged in making these findings available to its member institutions and to other institutions.

## **ANNEX A: History Subject area subject specific competences**

### **List of Subject Specific Skills and Competences for History**

*Please note: the following is the list of 30 subject specific competences on which we based our consultation with academics. It is designed to suggest a broad array of competences which might be used in designing curricula and course units. It does not include all the competences which might be kept in mind in designing programmes and course units; it is not expected that any one student will develop all the competences listed.*

1. A critical awareness of the relationship between current events and processes and the past.
2. Awareness of the differences in historiographical outlooks in various periods and contexts.
3. Awareness of and respect for points of view deriving from other national or cultural backgrounds.
4. Awareness of the on-going nature of historical research and debate.
5. Knowledge of the general diachronic framework of the past.
6. Awareness of the issues and themes of present day historiographical debate.
7. Detailed knowledge of one or more specific periods of the human past.
8. Ability to communicate orally in one's own language using the terminology and techniques accepted in the historiographical profession.
9. Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession.
10. Ability to read historiographical texts or original documents in one's own language; to summarise or transcribe and catalogue information as appropriate.
11. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate
12. Ability to write in one's own language using correctly the various types of historiographical writing
13. Ability to write in other languages using correctly the various types of historiographical writing
14. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references
15. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g. palaeography, epigraphy).
16. Ability to use computer and internet resources and techniques elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.)
17. Knowledge of ancient languages
18. Knowledge of local history
19. Knowledge of one's own national history
20. Knowledge of European history in a comparative perspective
21. Knowledge of the history of European integration
22. Knowledge of world history
23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, and history of language, art history, archaeology, anthropology, law, sociology, philosophy etc.)
24. Awareness of methods and issues of different branches of historical research (economic, social, political, gender related, etc.)
25. Ability to define research topics suitable to contribute to historiographical knowledge and debate
26. Ability to identify and utilise appropriately sources of information (bibliography, documents, oral testimony etc.) for research project
27. Ability to organise complex historical information in coherent form
28. Ability to give narrative form to research results according to the canons of the discipline
29. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline

- 30. Knowledge of didactics of history
- 31. Other (specify)