




Making Histories, Making Graduates

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- What are the key learning outcomes (including graduate attributes) for final year students?
 - How can curriculum be designed to achieve these?
 - How might these outcomes be assessed?



SHS Capstones

- Ancient World Studies
- Australian Studies
- Classics
- Hebrew
- History
- Jewish Studies



Making History

- Approaches to historical inquiry

- The ability to understand and evaluate the conceptual and methodological frameworks which form the basis of historical knowledge and interpretation

Making History

- Archival research
- The ability to seek out knowledge
- The ability to manage large, disparate and often incomplete bodies of information from a wide variety of sources

IT / Archives



Pathways to the Past - Images

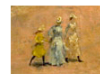
This module requires the [Flash 5](#) plug-in, audio capacity and a minimum monitor resolution of 800 x 600 pixels. Please allow approximately an hour to complete. Headphones are recommended for use in a class room situation.

Step 1: [Begin the module.](#)

- Open the module at [Image 1.](#)
- Open the module at [Image 2.](#)
- Open the module at [Image 3.](#)

Step 2:

- [Summary of key points.](#)
- [References & further reading.](#)
- Download a print version of the narration ([30k. PDF](#))
- [Credits](#)





Making History

- **Professionalism and community**
- The ability to use historical knowledge and skills to develop one's own insights and interpretations
- The ability to address and resolve problems
- The ability to think creatively within and beyond one's historical studies
- The ability to use knowledge and skills in a socially responsible and constructive manner



Pedagogy of engagement

- “higher education ought to play a key role in fostering more relational and caring individuals and that community service offers a pedagogical opportunity for encouraging the development of more caring selves” [**Community service and higher learning: explorations of the caring self** / Robert A. Rhoads. (1997)]
- “Research as ethical practice: when academic goals align with community needs” [**From the studio to the streets: service-learning in planning and architecture** / Mary C. Hardin, Richard A. Eribes, and Corky Poster, volume editors]



Student objectives

- understand key concepts in the development of history as a discipline and its internal debates, preoccupations and contestations
- develop a greater understanding of the possible uses and abuses of historical knowledge in the world
- acquire the skills to research and communicate history in the public sphere



Active learning

- responsibility for one's own learning
- a personal search for meaning
- reflection on the process of learning
- transferability of knowledge, skills and understanding:
- collaborative activity