

Widening the scope of learning environment in history teaching

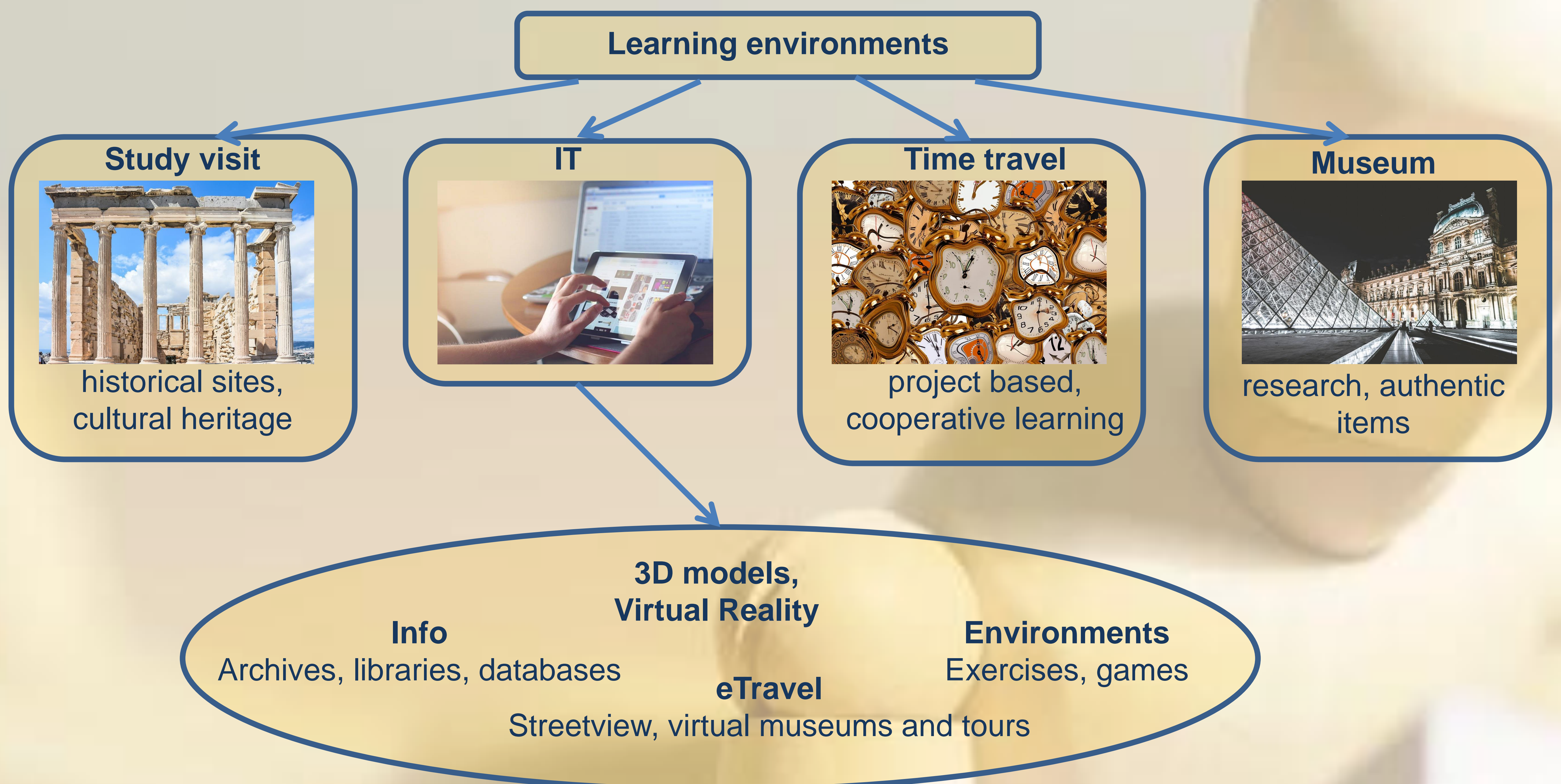
Mare Oja, PhD, Tallinn University
mareoja@tlu.ee

Open learning environment

...should provide experiences that the classroom does not allow, would be experiential. Affective relationships (great emotions, excitement, etc.) created as a result of learning activities support learning and memory and promote, among other things, historical thinking.

What to keep in mind

- objectives formulated based on the learner;
- selection of topics and activities, contextualization, integration;
- age and academic ability of students;
- clear learning instructions;
- conclusion and feedback;
- ex-ante and ex-post activities.



Learning experience

- promotes critical, divergent thinking and multiple perspectives are valued;
- provides self-directed learning, learners' autonomy, responsibility for learning, an active participation, cooperative learning;
- offers hands-on learning possibilities, specific experiences involving authentic problems;
- provides tools and resources to support the learners' efforts at learning;
- develops historical empathy, which broaden students' understanding about different times and events, it helps students grasp the complexity of problems and problem solving, to understand the choices of people, making personal connections.

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