

# *After* standards The Future of History

After Standards Workshop

8 – 9 July 2012

University of Adelaide



Australian Government  
Office for Learning and Teaching



UNSW  
THE UNIVERSITY OF NEW SOUTH WALES



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

## Contents

Programme

Workshop Participants

Map: Location of accommodation, workshop and banquet

Map: University of Adelaide, North Terrace Campus

Suggested Reading: Jeffrey L. Bernstein, "Defending Our Life: The Scholarship of Teaching and Learning in an Academy Under Siege", *International Journal for the Scholarship of Teaching and Learning*, 6 (1), January 2012, pp. 1-5.

Threshold Learning Outcomes (Levels 7-9)

Banquet Menu

*After Standards Workshop  
University of Adelaide  
8-9 July 2012*

**Sunday**

**8 July 2012**

**[All Sessions to be held in the Stretton Room (Room 420, Napier Building).**

**Please note: The Napier Building is locked over the weekend. If you experience difficulties in entering the building, please notify Adela Sobotkova (0478 001 400)]**

9 — 9.30am

Registration

9.30 — 10am

Welcome and introduction

10am — 11am

**Sector and International Developments Briefing**

Sean Brawley (UNSW)

Much is afoot and hopefully the briefing will bring you up to speed on recent developments.

11—11.30am

**Morning Tea**

11.30 — 12.30pm

**Institutional Reports**

Macquarie,  
Newcastle,  
Sydney,  
New England,  
Australian National University,  
University of Western Sydney

Each institution will provide a short five-ten minute briefing on recent developments.

12.30 — 1.30pm

**Lunch**

1.30 — 3.30pm

**Workshop 1: "Starting at the End: Disrupting the Rituals of the History Classroom"**

Leah Shopkow (Indiana University)

The final exercise of a history course is where we find out what our students have learned. Often, however, the students think we have offered them the same old questions and we think they have offered us the same old answers. The interchanges are highly ritualized and sometimes empty. What would it look like if we disrupted those rituals and instead if students produced work that clearly showed what they had learned? Participants are asked to bring an assortment of student work written at the end of one of their courses (five or six papers expressing the range of student performance), along with the assignment or examination itself. In the first part of this workshop, we will examine these to see what evidence of student learning they make visible and discuss what we might like students to show at the end of a course. In the second part of the workshop, I will introduce some untraditional final exercises, and we will discuss them. Participants will then design their own final exercise or suggest alterations to their final exercise to enhance its ability to reveal student knowledge. In the third part of the workshop, after a brief introduction to the idea of backward design, participants will discuss how to organize their course so that students arrive at end able to show their knowledge in the project the participants have designed.

3.30 — 4pm

Afternoon Tea

4 — 5pm

**Workshop 2: Honours**

Julie Kalman (Monash University)

Julie will present her plans for an OLT grant to examine Honours in History. We will workshop Julie's proposal and also examine ways your institution can become involved and we can give discipline community support to the proposal.

5 — 6pm

**Welcome Reception [Napier Building Lecture Foyer (Level One)]**

7 — 10pm

**Workshop Dinner — Lemongrass Thai Bistro, 289 Rundle Street**

**Monday**

**9 July 2012**

**[Sessions to be held in Room 209, Napier Building (Breakout Room: 210, Napier Building)]**

9 — 10.30am

**Workshop 3: AHA Accreditation Trial**

Led by Jennifer Clark (UNE)

This workshop reports on the accreditation trial run by the After Standards project. It will explain how the trial operated and identify the difficulties encountered. The workshop will propose new directions for the accreditation process in response to what was learned in the trial. There will be opportunity for participants to contribute to the terms of the new accreditation proposal.

10.30-11am

**Morning tea**

11 — 12 pm

**Workshop 4: Talking about Teaching: Lessons from Being a History Teacher in Higher Education**

**Alan and Jeanne Booth (University of Nottingham)**

This workshop will report findings from the UK-based 'History Passion Project' which is investigating how historians represent the teaching of their subject in higher education, its benefits to students and what constitutes history teaching 'at its best'. The focus of this session will be upon the experience of being a history teacher and especially historians' reflections about those teachers who inspired them and the lessons they would wish to pass on to others. The workshop will have a practical focus and encourage participants to reflect on and share their own experiences as teachers of the subject.

12 — 1pm

Lunch

1pm — 3pm

**Workshop 5: Capstones**

Led by Lisa Ford (UNSW) and Stuart Upton (UNSW)

The accreditation trial raised the importance of Capstone courses as the place where standards should be tested. This workshop will discuss current practice in capstone courses and their usefulness in a standards environment.

3 — 4pm

### **Workshop 6: The End of the History Survey Course**

Lendol Calder (Augustana College)

The title of the workshop refers both to the purpose of the introductory history course and to problems facing the course which portend its decline. In recent years, the "coverage model" for teaching introductory history courses has fallen under increasing criticism. To be sure, most history professors continue to teach introductory history courses as coverage-based "surveys," albeit usually as surveys that are enriched by primary sources and essay exams. But a number of factors suggest that alternatives to the coverage model will continue to gain ground. What are the leading alternatives to coverage? What goals, assessments, and activities might replace coverage-oriented surveys? What is the introductory, general education history course *for*? To prepare for the workshop, attendees will be asked to read Joel Sipress and David Voelker's chapter, "From Learning History to Doing History: Beyond the Coverage Model" in *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* (2009).

[<http://books.google.com.au/books?id=0SWec-nwL4EC&printsec=frontcover#v=onepage&q&f=false>]

4pm

Close

# *After* standards The Future of History

## Picture gallery of conference organisers and attendees

*After Standards Workshop*

*8<sup>th</sup>-9<sup>th</sup> July 2012*

*University of Adelaide*



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AUSTRALIA

## Conference Organisers

Sean Brawley – UNSW



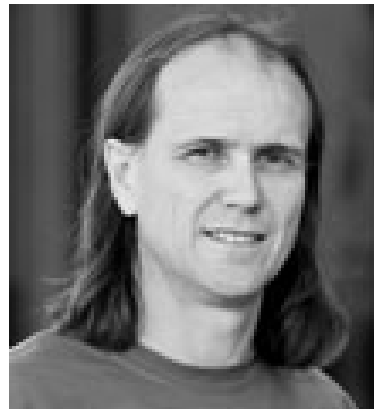
Shawn Ross – UNSW



Lisa Ford – UNSW



Chris Dixon – University of Queensland



Jennifer Clark – University of New England



## Project Staff

Stuart Upton - UNSW



Erik Nielsen - UNSW





## International Delegates

Alan Booth – University of Nottingham	Jeanne Booth – University of Nottingham
	
Lendol Calder – Augustana College	Leah Shopkow – Indiana University, Bloomington
	

Alan Booth is Professor of History at the University of Nottingham. He has written widely on the teaching and learning of history in higher education. In 2002 he was awarded a UK National Teaching Fellowship for excellence in teaching. He was Co-Director for History in the national Subject Centre for History, Classics and Archaeology from 2000-2007 and in 2006-7 was a member of the Working Party for the revision of the UK History Benchmark Statement. He is the current Vice-chair of History SOTL.

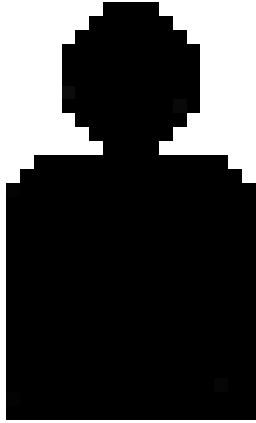
Lendol Calder is Professor of History at Augustana College, Illinois. A specialist in the history of American consumerism, his most recent publication reviews the historiography of money management in the Oxford Handbook of the History of Consumption (2012). Since being named a Carnegie Scholar in 1999, Calder has also worked to advance the field of history teaching and learning. His landmark 1996 essay "Uncoverage: Toward a Signature Pedagogy for the History Survey" called on teachers to demystify historical mindedness by uncovering historians' basic moves of thought and providing students the practice they need to internalize historical thinking as habits of their own.

Leah Shopkow is a scholar of medieval historiography in her disciplinary work, which provided a natural segue into history pedagogy. She is a founding co-director of the History Learning Project (HLP). Her most recent publications include "What 'Decoding the Disciplines' has to offer 'Threshold Concepts,'" in Threshold Concepts and Transformational Learning (2010) and, with the other HLP directors, "The Union of Epistemology and Teaching" in The Scholarship of Teaching and Learning In and Across the Disciplines (forthcoming 2012). She has presented papers and given workshops at IS-SoTL, the Wisconsin Faculty College, and the Teaching Professor Conference, among other places.

## Domestic Delegates

<p>Adele Nye – University of New England</p>	<p>Adrian Jones – La Trobe University</p>
	
<p>Alexander Cook – Australian National University</p>	<p>Alison Moore – University of Western Sydney</p>
	
<p>Andrew May – University of Melbourne</p>	<p>Barbara Webster – Central Queensland University</p>
	

David Roberts – University of New England



Deborah Gare – University of Notre Dame Australia



Dianne Hall – Victoria University



Elizabeth Roberts-Pedersen – University of Western Sydney



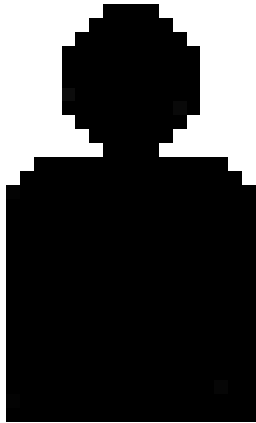
Fiona Paisley – Griffith University



Frank Bongiorno – Australian National University



Gareth Pritchard – University of Adelaide



Thomas Buchanan – University of Adelaide



Geoffrey Ginn – University of Queensland



James Crossland – Murdoch University



James Trotter – Murdoch University



Judith Nissen – Vice-President:  
Australian Council of Professional  
Historians Associations



Julie Kalman – Monash University



Leigh Straw – Edith Cowan University



Michelle Arrow – Macquarie University



Nancy Cushing – University of Newcastle



Nicholas Baker – Macquarie University



Paul Kiem – President: History Teachers' Association of New South Wales



Penny Russell – University of Sydney



Robert Mason – University of Southern Queensland



Robyn Priestley – Avondale College



Rosalie Triolo – Monash University/History Teachers' Association of Victoria



Sarah Paddle – Deakin University



Sonia Jennings – President: Australian Council of Professional Historians Associations



Stephen Mullins – Central Queensland University


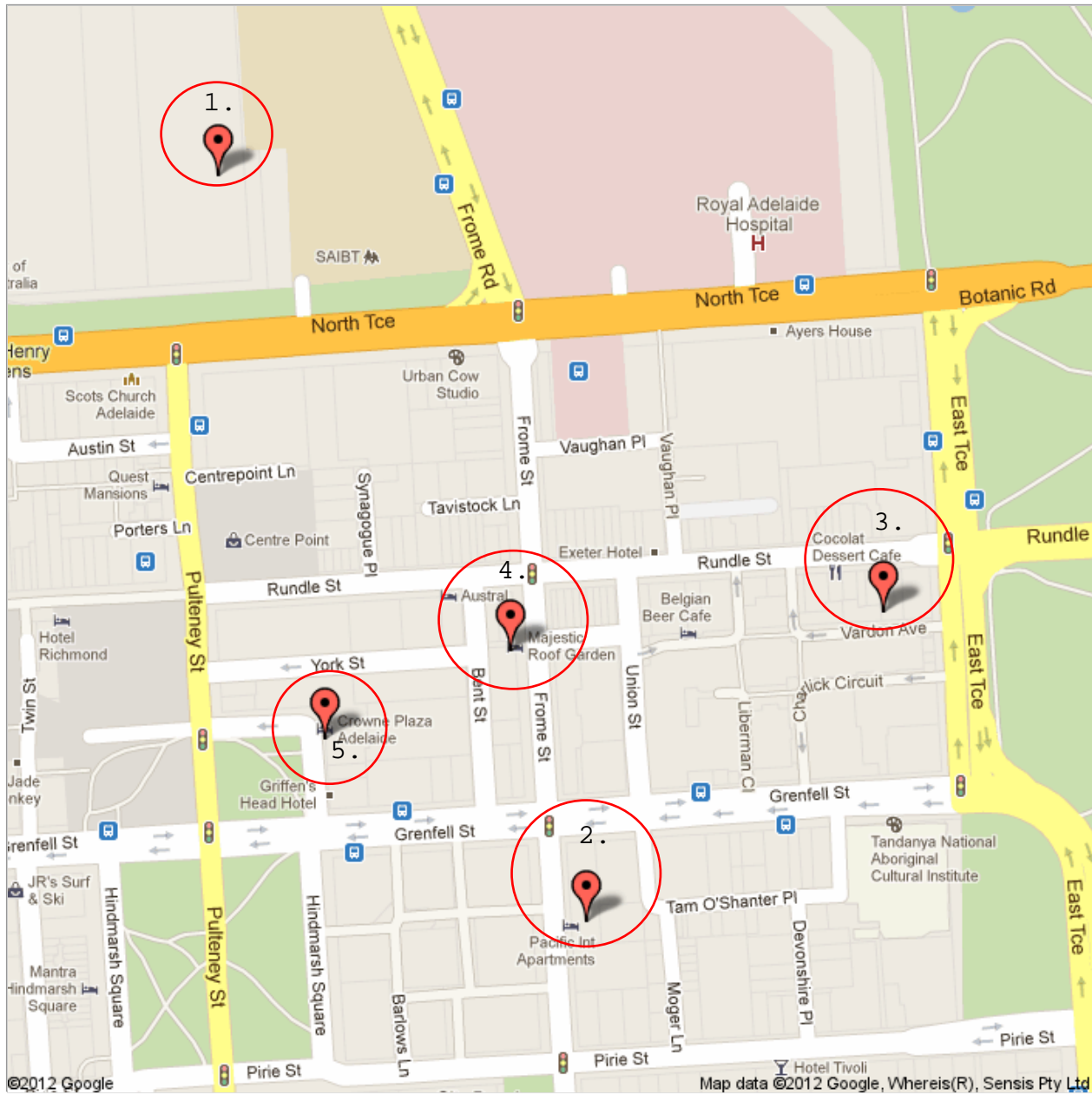


Stephen Robertson – University of Sydney





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




**After Standards Workshop 2012**

Locations for accommodation, functions and workshops

Unlisted · 4 Collaborators · 6 views

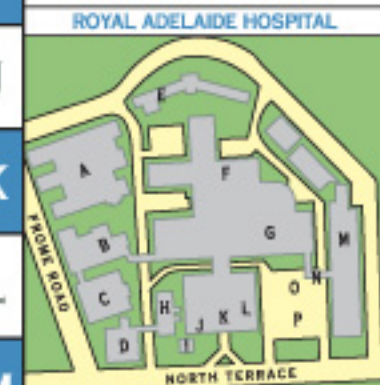
Created on Jun 20 · By · Updated < 1 minute ago

- 1.  Napier Building, University of Adelaide
- 2.  Mantra on Frome 88 Frome Street
- 3.  Lemongrass Thai Bistro 289 Rundle Street
- 4.  Majestic Roof Garden Hotel 55 Frome Street
- 5.  Crowne Plaza Hotel 16 Hindmarsh Square



**NORTH TERRACE CAMPUS BUILDINGS AND GROUNDS**

- |   |                                       |  |
|---|---------------------------------------|--|
| G8 Architecture *                         | J8 Hughes Building **                 | D13 Santos Petroleum Engineering Building ** |
| D3 Badger **                              | H8 Hughes Plaza                       | G2 Schulz **                                 |
| E7 Barr Smith Lawns                       | C2 Johnson **                         | F3 Scott Theatre *                           |
| F8 Barr Smith Library **                  | C1 Jordan **                          | Q10 Security House                           |
| C9 Benham Labs                            | C5 Lady Symon                         | E1 The Cottage                               |
| L11 Bonython Hall *                       | L13 Ligerwood *                       | J5 Workshop                                  |
| F5 Bragg *                                | J11 Lower Napier **                   | M12 Underground Carpark                      |
| B1 Brailsford Robertson **                | E3 Madley                             | D9 Union Hall **                             |
| D1 C.S.I.R.O. **                          | E10 Mathematics *                     | E5 Union House **                            |
| G6 Darling *                              | B11 Mawson Labs                       | J10 Walter Young Garden                      |
| P12 Education *                           | C15 Medical School Nth **             | L8 Wills **                                  |
| K9 Elder Hall                             | D15 Medical School Sth **             | K8 Wills Court                               |
| F13 Engineering Annex [a]                 | M8 Mitchell                           | J9 University Club                           |
| E13 Engineering Annex [b]                 | C11 Molecular Life Sciences Bldg. **  | Q13 University Senior College *              |
| D11 Engineering & Math. Sciences Bldg. ** | <b>K12 Napier **</b>                  | Q12 10 Pulteney Street **                    |
| F11 Engineering Nth **                    | F4 Observatory (Child Care Centre) ** | Q9 228/230, Nth Terrace **                   |
| H11 Engineering Sth **                    | L9 Old Classics                       | P13 251, North Terrace                       |
| D6 George Murray                          | H4 Oliphant *                         | Q17 11-13 Frome Street                       |
| M9 Goodman Crescent                       | F2 Piltzner Court                     | R16 Frome Street Carpark                     |
| F1 Harley *                               | H5 Physics *                          | R17 21-27 Frome Street                       |
| G9 Heddle Court                           | H9 Plaza *                            | R15 Old Gerrard Goodmans                     |
| G9 Horace Lamb *                          |                                       |  |



Regular guided tours Tuesday morning. Bookings are essential. (08) 8303 5800

**KEY FOR ROYAL ADELAIDE HOSPITAL INSET**

- |                       |                            |
|-----------------------|----------------------------|
| A IMVS/Hanson Centre  | I Sheridan                 |
| B Eleanor Harrold     | J McEwin                   |
| C Margaret Graham     | K Main Entrance            |
| D Women's Health      | L Bice                     |
| E Residential Wing    | M East Wing                |
| F North Wing (QRS)    | N East/Services Wings Link |
| G Services Wing 1-2-3 | O Staff Car Park           |
| H Allied Health       | P Visitors Car Park        |

**ACCESSIBLE TOILETS**

- |                              |     |                            |
|------------------------------|-----|----------------------------|
| Badger                       | D3  | Lower Ground               |
| Benham                       | C9  | Gnd., 1st Flr.             |
| Barr Smith Library           | F8  | Level 3                    |
| Education                    | P12 | Ground Floor               |
| Elder Hall                   | K9  | Ground Floor               |
| Engineering & Maths Sciences | D11 | All Levels                 |
| Engineering Nth.             | F11 | Ground Floor               |
| Engineering Sth.             | H11 | First Floor                |
| Hughes                       | J8  | Level 4                    |
| Johnson                      | C2  | Ground Floor               |
| Jordan                       | C1  | Ground Floor               |
| Medical School Nth.          | C15 | Ground Floor               |
| Molecular Life Sciences      | C11 | All levels                 |
| Napier                       | K12 | Gnd., 1st Flr. & Lwr. Gnd. |
| Plaza                        | H9  | Level 1                    |
| Schulz                       | G2  | Ground Floor               |
| Santos                       | D13 | All Levels                 |
| Union House                  | E5  | Level 4 & 5                |
| 228 North Tce                | Q9  | Level 1 & 2                |

**DISABILITY ACCESS INFORMATION**

For Assistance, Contact Security, Hughes Plaza, H8  
Open 24 Hours  
Ph. 8303 5990 [external]  
Ext. 35990 [internal]

\* Partly accessible (ground)  
\*\* Access by wheelchair (all floors)  
... Access routes upper to lower levels of campus via lifts

Accessible Toilets  
 Disabled car park

**Note:** An electric wheel chair battery charging point is available at Security office.



## **Defending Our Life: The Scholarship of Teaching and Learning in an Academy Under Siege**

**Jeffrey L. Bernstein**  
Eastern Michigan University  
Ypsilanti, Michigan, USA  
[jeffrey.bernstein@emich.edu](mailto:jeffrey.bernstein@emich.edu)

In academics, these are the times that try professors' souls. A sampling of recent book-length treatments of higher education suggests that our underachieving colleges (Bok 2006) are declining by degrees (Hersh and Merrow 2005) as our students are cast academically adrift (Arum and Roksa 2011). Faculty, responding rationally to the incentive structures in their jobs, spend so much time on research that they have little time to focus on teaching (Hacker and Dreifus 2010). Much of the responsibility for teaching ultimately falls to a poorly paid army of adjuncts toiling "in the basement of the ivory tower" with a teaching load so heavy that, of necessity, they have little time to devote to individual students, and minimal commitment to the particular institution(s) at which they work (Professor X 2011). Classes and intellectual pursuits matter little to contemporary students, who are interested in higher education not for the learning, but rather for the credentials it can offer them, for the opportunity it affords to live the "college life" and, in many cases, because there is no other logical next step in their lives after high school (Nathan 2005).

The above books, and others like them, paint with a broad brush; it is beyond the scope of this essay to assess all of the specific claims, and the evidence supporting them, in each. More often than we might care to admit, however, these essays raise intelligent and trenchant critiques of higher education today. While higher education has much to be proud of, our colleges and universities *can* do more to engage students intellectually. We *can* consider ways to modify the reward structure at many institutions and provide more professional incentives for faculty to devote time to teaching. We *can* improve our practices to help our students learn. What is more, in this current environment, we not only *can* do better, we *must* do better.

The days of higher education enjoying a privileged place in society, and operating largely outside the public eye, are over. As more young people head to college, higher education is less the province of the elite. Tightening state budgets and a weak global economy force schools to dramatically increase tuition at a rate far outpacing inflation. As more and more citizens pay more and more for education, they increasingly demand (as they should) that schools offer appropriate value for the cost. At the federal government level, the Spellings Commission Report in 2006 began a continuing process of demanding accountability. Perhaps more scary to faculty are efforts in states like Ohio and Wisconsin to curtail collective bargaining rights for university faculty. Certainly, many faculty legitimately oppose collective bargaining. And, to be sure, these efforts were motivated at least to an extent by ideology and a desire for fiscal restraint. With these caveats, however, we would be foolish not to also see in them an attack on universities, and on the pampered faculty within them. Like Albert Brooks' character in the 1991 movie, *Defending Your Life*, academics increasingly find ourselves undergoing a trial of sorts in the unforgiving courts of public opinion and of legislative bodies.

My argument in this essay is that the scholarship of teaching and learning may well provide the best vehicle we in the academy have of defending what we do, and of making what we do defensible. At the base of my argument is asking what our critics outside the academy, including critical stakeholders such as taxpayers or tuition-paying parents, demand from higher education? Most academics would agree that external constituencies do not have a particularly strong understanding of what we do with our time. Outside of the hours we spend in the classroom, doing our “real work”, what exactly do we do? Those of us in higher education can carefully explain that we prepare for classes, stay current in our fields, engage in scholarly research, participate in faculty governance at our institution, partake in professional activities within our fields, etc. These are generally valuable activities, to be sure. But many of these activities fall outside what our external constituencies want to see – rather than valuing the “research” that many of us legitimately hold so dear, they want us (not unreasonably) to teach students, and to engage students. And they want us to do these important jobs well.

So, to satisfy our external stakeholders, the ultimate aim is to improve teaching within the academy. How does the scholarship of teaching and learning help to do this? The first thing it does is to take teaching seriously as intellectual and scholarly work, and to encourage others to do the same (Boyer 1990; Hutchings, Huber and Ciccone 2011; Hutchings and Shulman 1999). By encouraging faculty to view problems in their teaching as something to be investigated and studied, rather than something to be hidden, we invite faculty to bring the same skills and energy to bear on teaching that they customarily bring to their research (Bass 1998). When the intellectual skills of professors engage around questions of teaching, then student learning will, inevitably, improve.

A second step, closely linked to the first, is to make teaching public. Good teaching need not disappear when the teacher walks out of the classroom and closes the door behind her; instead, treating teaching as a scholarly act provides us the opportunity to “put an end to pedagogical solitude” and capture what we have done so others may learn from it (Shulman 1993). When we become more self-conscious of teaching as a field in which earlier studies inform later work, we enable ourselves to use the literature on effective teaching to help others improve their practice. Like all scholarly pursuits, those who come first leave a trail of breadcrumbs to help those coming later to improve their practice.

A third step, and one in which the scholarship of teaching and learning already excels, is to respect the disciplines in addressing teaching and learning issues. While aspects of good teaching may be shared across disciplines, the nature of how we teach, and the nature of what we teach, dictates different methods in different disciplines. One would not teach *Beowulf* the same way one would teach differential calculus. Rather than proscribing a one-size-fits-all approach to teaching, which is bound to turn others against this work, scholars of teaching and learning concern themselves with finding the best way to teach *within any particular discipline*. Much good work in the scholarship of teaching and learning comes at the intersection of subject matter knowledge and general knowledge of effective teaching practice, what Shulman (1987) has termed “pedagogical content knowledge.” In my case, I believe I understand American political behavior, and I have more than a passing knowledge of active learning strategies and of effective classroom management techniques. When I blend the two, and use the tools in my teaching toolkit to most effectively teach the content of political behavior, I am at my best as a teacher, and my teaching becomes a disciplinary act of scholarship. It also becomes something I can share, very explicitly, with colleagues in my department (and them with me), helping to minimize pedagogical solitude within academic departments.

To return the problem with which we began, satisfying our external stakeholders in an academy under siege requires to a large extent that we demonstrate that we are paying greater attention to teaching, and to how our students learn. And, ideally, a professor engaging in scholarly investigations of his or her own teaching is motivated at least to a significant extent by a desire to do better in the classroom. Perhaps, following from Randy Bass (1998), we have had that epiphany moment when we look in the mirror and find some *problem* in our teaching. Perhaps our students are not engaged by a particular topic with which we think they ought to be engaged. Perhaps we have run into some kind of bottleneck that halts our understanding of the course material, and we need to help our students move past that bottleneck (Díaz, Middendorf, Pace and Shopkow 2008). The process of scholarly investigation forces me to identify the problem, suggest a solution, try it out, gather data (however formally or informally) on the efficacy of my solution, and then determine if I wish to continue using this solution (or try something different, or leave things alone). In so doing, I will improve my own teaching.

And, if the scholarship of teaching and learning gains a foothold among individual faculty, collectively we will improve the teaching of those all around us. If I go public with the results of my inquiry into teaching, I will enable others to learn from the work I am doing. At conferences, in the pages of journals and books, and at the water cooler, I can share the insights I gain from my teaching investigations with colleagues. When the scholarship of teaching and learning flourishes, our faculty development centers, and (dare to dream!) our academic departments can become trading zones (Huber and Hutchings 2005) for discussing teaching techniques, and for discussing ways in which we can gather and interpret evidence of student learning. When this happens, and we find acceptable and comfortable ways in which to problematize teaching, the results of these inquiries improve teaching as a whole.

For many years, academics have enjoyed a privileged position. Society has given us a high degree of trust to do the work we want to do, with minimal interference. As those days are ending, and as a culture of assessment begins to emerge, academics are being forced to show that the work we are doing is having an effect on student learning. Much of this comes from the top down, often from people who are not in as good a position as we are to talk about teaching and learning. As a case in point, during the various protests regarding unionization and public employees in Wisconsin, a campaign button appeared. Mocking the old saying, "Those who can, do. Those who can't, teach," this one read "Those Who Can't Teach Make Laws about Teaching." Again, at the risk of oversimplifying these issues, the button suggests that if university faculty do not answer the calls of those who regulate us, this regulation will be imposed on us. We do not want that.

In responding to these calls for reform, we must remember that we have a professional obligation to do our best work when entrusted with the sacred responsibility of educating the future leaders of our communities, and of our nations. The scholarship of teaching and learning helps to facilitate this by providing us a framework for taking teaching seriously as intellectual work, for enabling us to "go public" with what we have learned and build on past practice, and by respecting and valuing the disciplinary expertise of those who teach in higher education. When we engage in scholarly inquiries of teaching and learning, and when we are able to document our teaching effectiveness (and, relatedly, to document the struggles we go through in pursuit of teaching effectiveness), we show our stakeholders that we take this part of our job seriously. Doing so is no longer just an option; it has become a moral, and political, imperative.

Such work will not be easy. But, to return to an earlier analogy, the payoff can be high. In *Defending Your Life*, Albert Brooks faced the danger of being sent back to Earth for another life (rather than “moving on” to the next phase). His weakness here on Earth was being conquered by his fears, and not showing enough courage. Only when he made a dramatic show of courage at the end of the movie did he show he was worthy of moving on to the desired next phase. Likewise, I would suggest that failing to demonstrate courage to do things differently might doom us in academia to repeating the struggles of the last few years *ad infinitum*. I would hope that we can respond to this call and use the principles of the scholarship of teaching and learning as a vehicle to address these pressing issues in a scholarly manner. Time is most certainly of the essence.

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## **Level 7 Threshold learning outcomes**

Upon completion of a Bachelor degree with a major in History, graduates will be able to:

### *Knowledge*

1. Demonstrate an understanding of at least one period or culture of the past.
2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
3. Show how history and historians shape the present and the future.

### *Skills*

4. Identify and interpret a wide variety of secondary and primary materials.
5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
6. Analyse historical evidence, scholarship and changing representations of the past.

### *Communication*

7. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.

### *Reflection*

8. Identify and reflect on the knowledge and skills developed in their study of History.

## **Level 8 Threshold learning outcomes**

Upon completion of a an Honours degree in History, graduates will be able to:

### *Knowledge*

1. Demonstrate a broad understanding of a body of historical knowledge, historiography and theoretical concepts with advanced understanding in at least one period or culture of the past.
2. Demonstrate coherent and advanced knowledge of history's principles, methods, and concepts and the ability to apply them when researching a historical problem.

### *Skills*

3. Demonstrate cognitive and technical skills in historical research.
4. Demonstrate skills in reviewing, analysing, and synthesizing historical knowledge.
5. Practice ethical and inclusive enquiry and communication.
6. Demonstrate initiative and judgment in historical scholarship.
7. Exercise independence in identifying and formulating solutions to complex and historical problems.

### *Communication*

8. Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge and the capacity to disseminate historical findings in diverse contexts.
9. Create a history thesis/research project that demonstrates research and design skills, critical thinking, and judgment in developing new understanding.

### *Reflection and practice*

10. Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
11. Exercise autonomy in one's learning and responsibility in one's practice as a Professional Historian.



## **Level 9 Threshold learning outcomes**

Upon completion of a Masters degree in History, graduates will be able to:

### *Knowledge*

1. Demonstrate a broad understanding of historical knowledge, historiography and theoretical concepts with extensive understanding in one or more periods or cultures of the past.
2. Demonstrate coherent and extensive knowledge of history's principles, methods, and concepts and the ability to apply them when researching historical problems.

### *Skills*

3. Demonstrate cognitive and technical skills in historical research.
4. Demonstrate skills in reviewing, analysing, and synthesizing historical knowledge.
5. Practice ethical and inclusive enquiry and communication.
6. Demonstrate initiative and judgment in historical scholarship.
7. Exercise independence in identifying and formulating solutions to complex historical problems.

### *Communication*

8. Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge and the capacity to disseminate historical findings in diverse contexts.
9. Create a substantial research-based project that demonstrates research and design skills, critical thinking, and judgment in developing new understanding.

### *Reflection and practice*

10. Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
11. Exercise autonomy in one's own learning and responsibility in one's practice as a Professional Historian.

# LEMONGRASS

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## T h a i B i s t r o

### **Banquet Menu**

#### **Starter**

**Tom Yum Chicken:** spicy Thai soup

#### **Entrée**

**Spring Rolls:** with chicken, prawn and crab

**Salt & Pepper Squid**

**Satay Chicken:** with peanut sauce

#### **Mains**

**Lemongrass Prawns:** with spicy vegetables

**Green Chicken Curry**

**Beef in Peanut Sauce:** with vegetables

**Cashew Nut Chicken:** with vegetables

**Squid Sweet Chilli Sauce:** with snow peas and spring onions

**Hokkien Mee Noodles:** with squid shrimp and bean sprouts

**Steamed Rice**

[Please note: A Vegetarian option will be provided upon request]

#### **Dessert**

**Own Choice**

**Coffee or Tea**