

DAY 1: Wednesday 27 April (Webster 327)		
Session 1	1:00 – 2:15	Introductions, History's Standards & the Landscape Sean Brawley (UNSW)
	2:15 – 2.45	Implementing and Best Practices: Setting the Agenda Jennifer Clark (UNE)
	2:45 – 3:00	Introducing <i>Omeka</i> Shawn Ross (UNSW) & Mills Kelly
	3:00 – 3:30	Afternoon Tea — Foyer
Session 2	3:30 – 4:30	International Round Table on Standards Alan Booth (Nottingham), Paul Hyland (Bath Spa), Lendol Calder (Augustana), Mills Kelly (George Mason), Sarah Richardson (Warwick) & Geoff Timmins (Central Lancashire). Facilitated by Sean Brawley
	4:30 – 5:30	An Australian School History Curriculum and History Standards – Rhetoric & Reality Paul Kiem (President, Australian History Teachers Assoc.) The Texas Experience Keith Erekson (Texas – El Paso)
	5:30 – 7.30	Reception — Architecture Foyer

DAY 2: Thursday 28 April			
Session 3	9:00 – 10:30 Implementing Standards (Parallel)	Workshop A1 (Webster 331) Measuring Compliance Facilitators: Sean Brawley and Sarah Richardson	Workshop B1 (Webster 335) Content and Skills: Getting the Balance Right Facilitators: Alan Booth, Chris Dixon, Lendol Calder
Session Abstracts			
Workshop A1: Measuring Compliance			
<p>This workshop will explore issues around compliance and audit in a standards environment. Sarah will lead the first section of the workshop by discussing the UK auditing approach and bringing some examples of that process to the workshop which delegates will then work with in small groups. In the second half of the session Sean will discuss ways in which a department/discipline can both explore what they do and have information in a form that might be easily conveyed to an internal or external examination. An approach to Curriculum Mapping will be explored and will be the focus of group work. A brief discussion about the applicability and utility of portfolios will also be made.</p>			
Workshop B1: Content and Skills: Getting the Balance Right			
<p>This workshop will explore the vexed relationship between teaching Content and Skills in History. It will explore some of the common problems associated with "coverage" teaching, as well as difficulties that typically arise when an emphasis is placed on teaching "skills." We will then explore a range of strategies for dealing with these dilemmas, and will consider assessments and instructional activities that encourage an effective blending of skills and content. The workshop has been designed as an interactive one, with the active participation of the delegates.</p>			
	10:30 – 11:00	Morning Tea	

DAY 2: Thursday 28 April (Continued)			
Session 4	11:00 – 12:30 Designing the Past (Parallel)	Workshop A2 (Webster 331) Progression Facilitators: Shawn Ross and Geoff Timmins	Workshop B2 (Webster 335) Assessment Facilitators: Sean Brawley and Paul Hyland
Session Abstracts			
Workshop A2: Progression			
<p>This session is concerned with how degree-level history programmes place increasing demands on students as they move from level to level in their programmes of study and with the extent to which the demands placed on them become greater at each stage. Such progression and differentiation can be seen to underpin the other curricular dimensions of content selection, teaching and learning approaches, skills development and assessment methods and to bring considerable advantage to both teacher and taught. The session will focus on discussing examples of the ways in which progression is being achieved in HE history departments in different countries, paying particular attention to the underlying rationale. Examples of progression approaches implemented in participants own programmes will feature in the discussions.</p>			
Workshop B2: Assessment			
<p>As well as being of central significance in and of itself, Assessment is a key to any standards environment. In this workshop Paul Hyland will share with delegates some of the work he has been doing as a member of the UK Transforming the Experience of Students through Assessment (TESTA) Project. Paul will provide an "Assessment Overview" addressing issues such as the importance of assessment, key principles, key elements, common problems and key conditions for enhancement. The session has been designed to allow plenty of interactivity with delegates!</p>			
	12:30 – 2:00	Lunch	

DAY 2: Thursday 28 April (Continued)			
Session 5	2:00 – 3:30 Interfaces (Parallel)	Workshop A3 (Webster 331) Faculty/Discipline Interface: Negotiating Bureaucracy Facilitators: Jennifer Clark, Paul Hyland and Mills Kelly	Workshop B3 (Webster 335) Assessing Learning Facilitators: Chris Dixon, Lisa Ford and David Pace
Session Abstracts			
Workshop A3: Faculty/Discipline Interface: Negotiating Bureaucracy			
<p>In this workshop participants will discuss the tricky questions relating to the implementation of standards and curriculum renewal within the confines of current school/faculty/departmental practices. We may very well generate great ideas for best practice teaching but how do we marry those ideas with the expectations of university policies and regulations which can restrict practice and force us into a traditional teaching pattern. We will focus our attention on three main questions:</p> <ol style="list-style-type: none"> 1. How can we support curriculum renewal to embed standards within our own departments/schools/faculties? As part of this question we should consider how our standards implementation processes will fit with the Faculty /University processes and policies? 2. How can we encourage our discipline colleagues more widely across the sector to embrace standards while still maintaining autonomy and creativity? 3. How can we determine whether our efforts are effective within the current evaluation practices open to us? <p>In the workshop we will hear from Mills Kelly and Paul Hyland who have overseas perspectives on and experience of these issues. We will also have ample time to discuss these questions in small groups and together.</p>			

DAY 2: Thursday 28 April (Continued)

Workshop B2: Assessing Learning

David Pace will lead discussion about his History Learning Project which aims to tailor assessments to learning outcomes. The History Learning Project stresses the importance of breaking down and defining the operations that students must do to get past specific bottlenecks to learning. David will show some of the assessments that he has developed, then invite participants to workshop their own 'bottlenecks' to learning and work collaboratively to model assessments to meet those learning challenges. If you would like to prepare in advance, please see the History Learning Project website at:

<http://www.iub.edu/~hlp/>.

	3:30 – 4:00	Afternoon Tea
Session 6	4:00 – 5:00	Plenary — Reporting back on Workshops
Session 7	5:00 – 5:45	Proposals for Collaborative Research (I) Keith Erikson, Geoff Timmins, Lendol Calder and Sarah Richardson
	7:00 – 10:00	Conference Dinner: Chao Praya Thai Restaurant

DAY 3: Friday 29 April (Webster 327)		
Session 8	9:00 – 9.45	Proposals for Collaborative Research (II) Alan Booth, David Pace, Paul Hyland, Mills Kelly
Session 9	9:45 - 10:45	Problems of Innovation/Problems of Implementation
	10:45 - 11:15	Morning Tea
Session 10	11:15 – 12:30	Owning Standards – Formulating History’s Approach
Session 11	12:30 – 1:00	Observations, Establishment of Working Parties and Summing Up
Session 12	1:00 – 2: 00	Lunch and Working Party Meetings
	2.00	Close