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Thoughts on history, tuning and the scholarship of teaching and learning in the United States [Texto impreso]/ David Pace

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 419

The Tuning Movement and the scholarship of teaching and learning have each had a significant impact on teaching history in higher education in the United States. But the isolation of these initiatives from each other has lessened their potential impact. Interactions between the two might bring together the intellectual exploration of scholarship of teaching and learning and the activist engagement with practical challenges present in the U.S. Tuning Movement. The work of groups, such as the History Learning Project, could facilitate such interactions.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 415-419

1. American Historical Association 2. Decoding the disciplines 3. History Learning Project 4. SoTL 5. Tuning

2

Tuning and history [Texto impreso]: a personal overview / Ann Katherine Isaacs

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References: p. 408-409

The text places Tuning History in the context of the rapidly developing international collaboration among historians which began in Europe in 1989, with the ECTS Pilot project, and continued, from 2000 on, with the European History Networks (for research and for curriculum development) working in parallel and in collaboration with Tuning, in Europe and other continents. The History 'Subject Area Group' has often taken the role of pilot discipline, representing the Humanities in key European and other projects. The text points out the connection of this key role with the great diversity in History learning and teaching worldwide: historical narratives and debates are very different in different countries, and this very difference makes international collaboration a powerful heuristic tool. History training forms valuable competences for many professional and societal roles, and in student-centred higher education systems, learning outcomes can be defined with reference to competences rather than to specific subject matter.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 403-409

1. CALOHEE Project 2. CLIOH Nets 3. Competence-based learning 4. ECTS Pilot Project 5. European history networks 6. History 7. Tuning

3

Tuning history in Latin America [Texto impreso]/ Marco Velázquez Albo

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References: p. 369-370

This article analyses the development and achievements of the area of History in the Tuning-Latin America Project from its launch in 2004 to its completion in 2013. Through two phases and nine general meetings, academics from Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Guatemala, Mexico and Peru, along with academics from Spain, Portugal and Italy, discussed the professional formation of future generations of historians. The debate centred on the concept of "competences" as the axis of training, a concept which generated innovative thinking and understanding but also friction due to specific historiographic traditions and regions. The Tuning-Latin America Project generated a significant body of documentation on the new challenges implicit in training historians in a globalized world. However, it has not received sufficient analysis from the Latin-American perspective. This article contributes to this by providing insight on the Tuning Project's successes and limitations in Latin America, as well as evaluating its progress more than a decade after it was introduced.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 358-370

1. Competences 2. Higher education 3. History 4. Latin America 5. Tuning project

4

Tuning history [Texto impreso]: the French experience / Jean-Luc Lamboley

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References: p. 380

The paper shows that Tuning Project has generated indifference more than resistance within the French academic community. It proposes an analysis of the reasons of this situation: difficulties arising from Tuning itself, the resistance of the French academic tradition, the institutional inhibitors and facilitators. The impact of Tuning on French teaching history has not perhaps been as profound as it might have been. On the one hand, the national competence framework for the first cycle studies has been designed from the Tuning model based on both subject specific and generic competences and is a success, due in part to the perseverance of the French Bologna experts. On the other hand, the fact that today very few French academic programs are described in terms of learning outcomes signals the continued reluctance to embrace student-centred teaching and learning.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 371-384

1. Bologna process 2. Didactics 3. France 4. History 5. Tuning

5

Tuning the discipline of history in the United States [Texto impreso] : Harmony (and dissonance) in teaching and learning / Daniel J. McInerney

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización están accesibles a través del enlace al título de la publicación. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 352-356

Tuning's progress in the discipline of history in the United States since 2009 illustrates the project's continuing capacity to develop "educational structures and programmes on the basis of diversity and autonomy", maintaining the initiative's original European Union commitment in a markedly different academic environment across the Atlantic. Struggling initially against a backdrop of confusion, hesitancy, and resistance among US faculty, Tuning has been adopted by a steadily expanding number of educators in individual institutions, state systems, and the history discipline's premier professional society. Though operating, at times, in an uneven, imprecise, or pro forma manner, Tuning in the US manages to address several important goals: bringing a more coherent frame of reference to scattered conversations about higher education; framing a more meaningful discussion about the knowledge, skills, and non-monetized "value" developed through higher education; focusing on the central role of faculty discipline experts in the work of assessment, accreditation, and accountability; and engaging professional scholarly societies on questions of teaching and learning.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 337-357

1. American Historical Association 2. Arts 3. Assessment 4. Competencies 5. Discipline core 6. Historians 7. Humanities 8. Learning outcomes 9. Proficiencies 10. Tuning 11. US higher education

6

Using US Tuning to effect [Texto impreso]: the American Historical Association's Tuning Project and the first year research paper/ Elizabeth Belanger

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References: p. 400-402

While research has long been recognized as a high impact practice in undergraduate education, much of the scholarship on undergraduate research has focused on students in the final years of their degree. This article describes a study of the ability of first year students to undertake historical research in an introductory level course at a small liberal arts college. It discusses the challenges that first year students face in interpreting primary sources, working with multiple sources and crafting arguments based narratives about their findings. It also documents how a research paper assignment advances students' historical thinking skills and contribute to

the development of what the American Historical Association has termed the “core competencies” in the discipline.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 385-402

1. American Historical Association tuning project 2. First years students 3. Primary source work 4. Research methods 5. Undergraduate research

7

The yin and yang of Tuning History[Texto impreso]/ György Nováky

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References: p. 413-414

History as a subject area is facing increasing demands from the society to be more profitable and, sometimes, more conformist. The Tuning methodology, developed in cooperation with a large number of Universities worldwide, could offer a viable and sustainable way to take societal needs into account without compromising academic soundness.

Arts and Humanities in Higher Education. -- 2017, v. 16 (October), n. 4, p. 410-414

1. Educational strategies 2. History 3. The crises of humanities 4. Tuning 5. Tuning methodology
