

**Decoding Primary Sources and Historical Arguments:  
Defining what Students Have to Do  
History Learning Project  
Oxford, April 1, 2009  
Appendix 6**

**References:**

- Appleby, Joyce (1997). Reviving the teacher scholar ideal. *Perspectives* 35, no. 4, 3-4.
- Barton, Keith and Linda S. Levstik (2004). *Teaching History for the Common Good*. Mahwah, NJ: Laurence Erlbaum Associates.
- Baxter Magolda, Marcia (2004). *Learning partnerships: Theory & models of practice to educate for self-authorship*. Stylus Publishing.
- Booth, Alan, and Paul Hyland, eds. (2000). *The practice of university history teaching*. Manchester, U.K.: Manchester University Press.
- Díaz, Arlene, Joan Middendorf, David Pace, and Leah Shopkow (2008). The history learning project: A department "decodes" its students. *Journal of American History* 94/4 (2008): 1211-24.
- Donald, J.G. (2002). *Learning to think*. San Francisco, CA.: Jossey-Bass.
- Hartmann, Ulrike and Hasselhorn, Marcus (2008). Historical perspective taking: A standardized measure for an aspect of students= historical thinking. *Learning and Individual Differences* 18, 264-70.
- Leinhardt, Gaea, Isabel L. Beck, and Catherine Stainton (1994). *Teaching and learning in history*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1994.
- Levstik, Linda S. and Keith Barton. (2008) *Researching history education: Theory, method, and context*. New York: Routledge.
- Middendorf, J., Pace, D., Shopkow, L. & Diaz, A. (2007). Making thinking explicit: Decoding history teaching. *National Teaching and Learning Forum*, 16(2). 1-4.
- Middendorf, J. and Pace, D. (2007). Easing entry into the scholarship of teaching and learning through focused assessments: The "Decoding the Disciplines" approach. In D. Robertson & L. Nilson (Eds.), *To Improve the Academy: Resources for faculty, instructional and organizational development*, 26, 53-67. San Francisco: Jossey-Bass.
- Meyer, J.H.F. and Land, R. (2003). Threshold concepts and troublesome knowledge(1): linkages to ways of thinking and practicing. In Rust, C. (ed.), *Improving student learning – ten years on*. Oxford: OCSLD.
- Meyer, Jan H. F. & Land, Ray (Eds.) (2005). *Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge*. London: Routledge.
- Pace, D. (2004a). The amateur in the operating room: History and the scholarship of teaching and learning. *American History Review* 109/4 (October), 1171-1192.
- Pace, D., & Middendorf, J. (Eds.) (2004b). Decoding the disciplines: Helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, 98. San Francisco: Jossey Bass.
- Pace, D (2008). Opening history's "black boxes": Decoding the disciplinary unconscious of historians." In Caroline Kreber, ed., *Teaching and learning within and beyond disciplinary boundaries*. London: Routledge, 96-104.

- Perkins, David (2005). Constructivism and troublesome knowledge. In Meyer and Land 2005, 33-47.
- Stearns, Peter N., Peter Seixas, and Sam Wineburg, eds. (2000). *Knowing, teaching, and learning history: National and international perspectives*. New York: New York University Press.
- Timmins, Geoff; Keith Vernon, and Christine Kinealy (2005). *Teaching and learning history* London: Sage Publications.
- Wineburg, Sam (2001) *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA.: Temple University Press.
- Zembylas, Michalinos (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. *Teaching and Teacher Education: An International Journal of Research and Studies* 23, no. 4, 355-67.

### **Links**

Oncourse: Teaching History <<https://oncourse.iu.edu/portal/site/0d96cd0e-4149-4632-0010-04b8dce7721c/page/cd18581d-ce03-41d7-80a2-bdeb0343a205>>

History SoTL <<http://www.indiana.edu/~histsotl/blog/>>

History Department Research and Writing Resources for History J300 & J400  
<<http://www.indiana.edu/~histweb/seminars/index.html>>