The LEAD Graduate School & Research Network at the University of Tübingen invites you to attend the lecture by

Prof. Dr. Christine Baron
Teachers College, Columbia University

The Pedagogical Problem Space of Historic Sites

Monday, December 18th, 2017, 10.15–11.45 hrs
Europastraße 6, 72072 Tübingen, Seminarraum 204

Abstract: After family members, historic sites are seen as the most reliable sources for historical information. As a result, policy-makers consistently advocate for using historic places for teacher education. However we know very little about what and how people learn from these complex semiotic spaces. This problem is amplified when those people are teachers and are supposed to take what they learn and use it to improve classroom practice. This talk will focus on the historic site as a pedagogical problem space—a space in which we expect teaching and learning to occur—highlighting some of the conceptual, methodological, and logistical challenges to understanding what teachers learn on-site. Dr. Baron will present some of her current research related to teacher professional development, based at Thomas Jefferson’s home, Monticello, and how this work seeks to address some of the challenges that using historic sites as educational spaces present.

Biography: Christine Baron, Assistant Professor Social Studies and Education at Teachers College, Columbia University, is a former high school history teacher and museum educator. Prior to her academic post, Dr. Baron directed the development of educational and interpretation programs at the Old North Church, Boston. Dr. Baron’s research focuses on using museums and historic sites as laboratories for history teacher education. Her related interests include examining historical thinking related to non-traditional texts and teaching and teacher learning in informal settings. She is currently the Principle Investigator for Evaluating Teacher InSites, a 3-year Institute for Museum and Library Services National Leadership Grant project to develop a broad-based assessment for understanding what teachers learn in historic site-based professional development programs. She has published research in journals such as American Educational Research Journal, Journal of Educational Psychology, Teaching and Teacher Education, and practitioner pieces in The History Teacher, Journal of Adolescent and Adult Literacy, and the Journal of Museum Education.

Important Publications:

Contact: Sophie Freitag, LEAD Graduate School & Research Network, sophie.freitag@uni-tuebingen.de