

Using the **ranking method** in working with educational information affects the development of skills of assessing historical events in students

(based on materials from Action Research, history teacher
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Problem

Students give one-sided, “black-and-white” assessments of historical events, or find it difficult to explain why they take this or that position or even cannot take a position at all, which forces them to turn to a teacher for help.





The purpose of the study is to determine the degree of effectiveness of the ranking method for developing the skills of assessing historical phenomena among students.





The main objectives of the study

1. To consider the possibilities of practical application of the ranking method in working with educational information,
2. To evaluate the effectiveness of this method through the analysis of products and educational activities of students on the lesson.

Research methods



Theoretical
analysis of
literature

Observation of the
educational process
and the analysis of
pedagogical
experience

Conducting an experimental
verification of the practical
application of **the ranking
method** in the organization of
educational activities of
students

Analysis of the results of
educational activities of
students and statistical
processing of research
results.



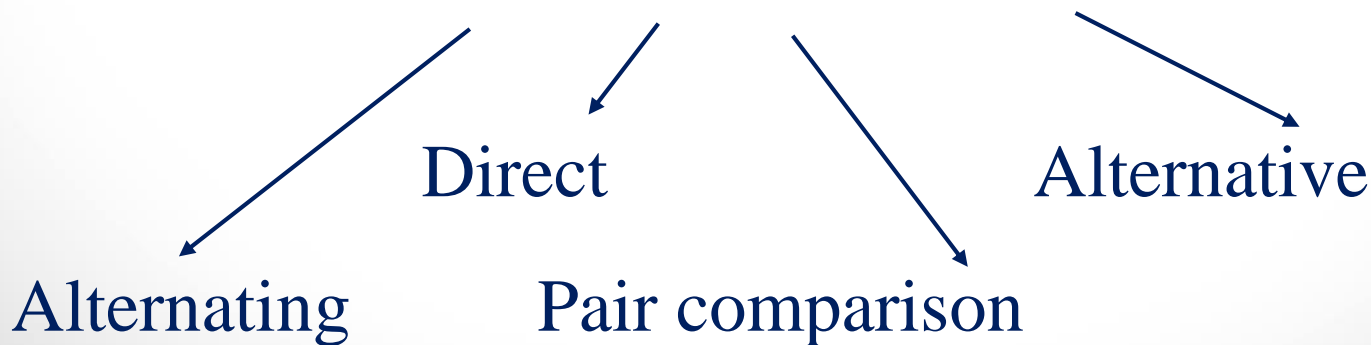
What is ranking?



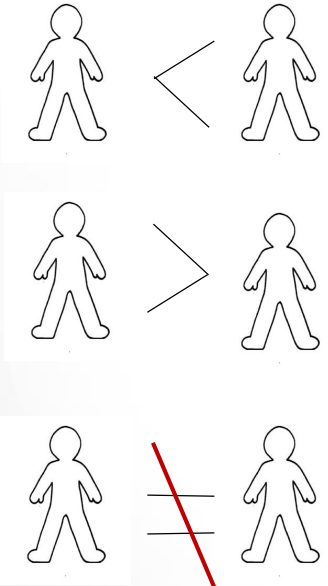
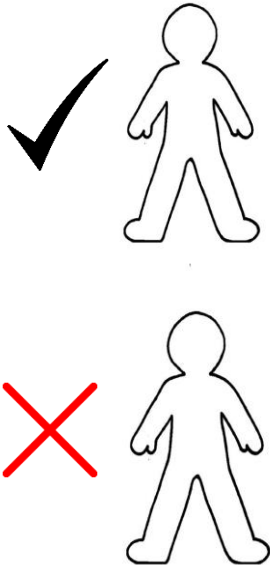
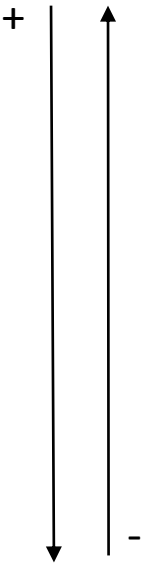
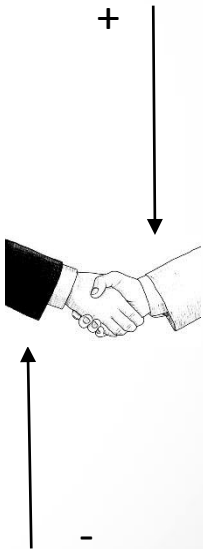
Ranking - the arrangement of the collected data in a specific sequence (decrease or increase in indicators), determining the place in the series of studied objects.



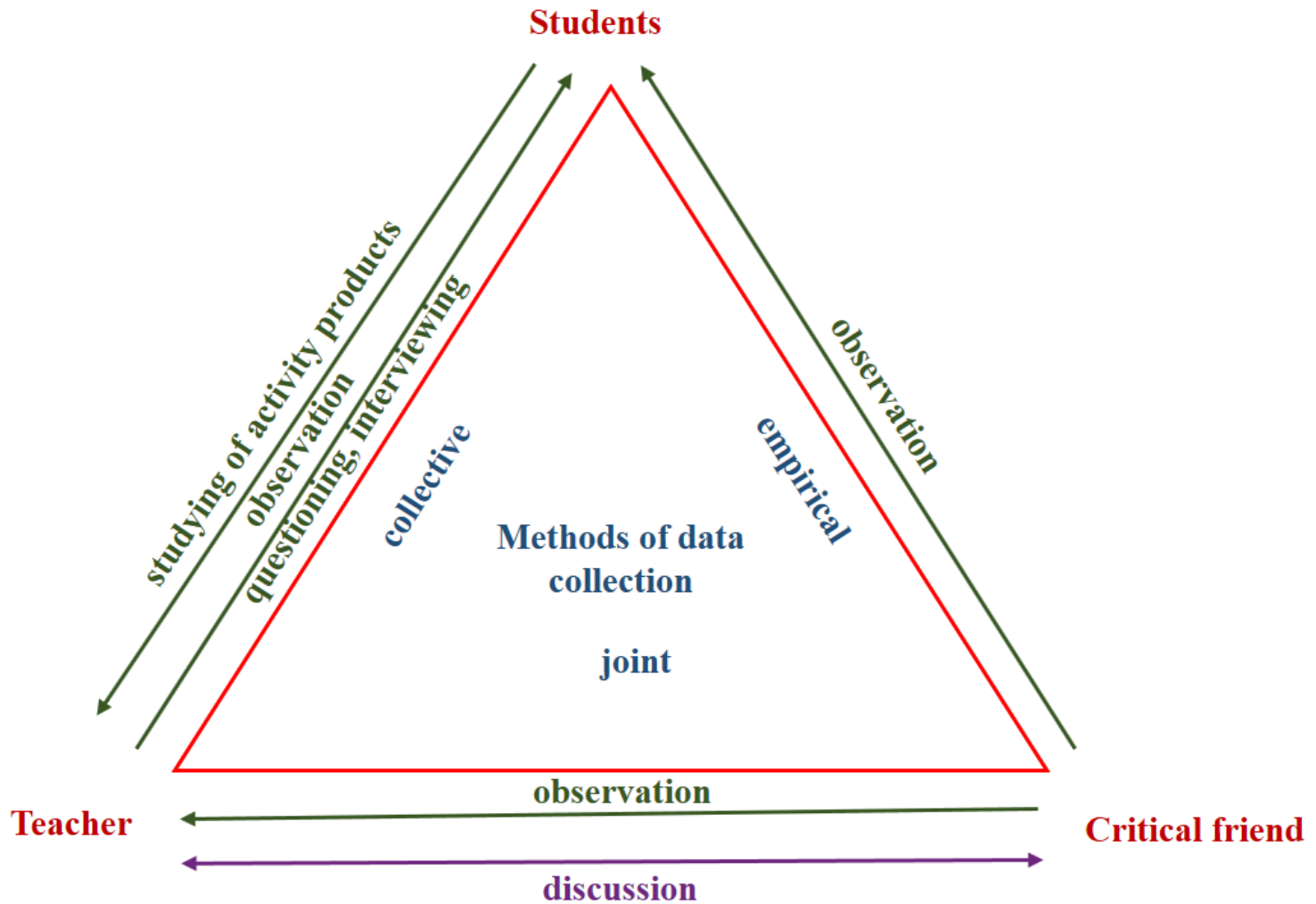
Types of ranking





| Pair comparison | Direct ranking | Alternative ranking | Alternating ranking |
|---|--|--|--|
|  |  |  |  |

CRITERIA





Grade 9

Topic 1. Why did fascism develop in Italy and Germany after the First World War?

Topic 2. What impact did Nazi politics have on people's lives in Germany?

Topic 3. How totalitarian was Japan in the interwar period?

9.1.2.1 - analyze the influence of the spread of reactionary ideologies on changing the life of society (fascism, racism, chauvinism, Nazism)

| Topic | Task |
|--|---|
| <p>Topic 1. Why did fascism develop in Italy and Germany after the First World War?</p> | <p>This task consisted of 3 stages - 1) analysis of historical sources - determining the prerequisites and reasons for the development of fascism in Italy and Germany after the WWII; 2) synthesis-generalization of the obtained data into one list for two states and 3) assessment - determination of the significance of certain factors that determined the rise of Nazis to power in Germany and Italy after the First World War. The assessment was carried out using the alternating ranking method.</p> |
| <p>Topic 2. What impact did Nazi politics have on people's lives in Germany?</p> | <p>The students' task is to determine the degree of influence of Nazi ideology on German society and evaluate the negative / positive aspects of Nazi politics in various areas of the political, socio-economic life of the country, to explain their answer with reason. The assessment was carried out using the direct ranking method.</p> |
| <p>Topic 3. How totalitarian was Japan in the interwar period?</p> | <p>Students were given the opportunity to independently determine the ranking method that they consider most appropriate in this case. This task was given individually to everyone at home, as an advancing one, so that students, based on the topic and goals of the lesson, were able to determine the method of ranking assessment, draw up a task and explain why they made such a choice.</p> |

Student A - pair Comparison

He indicated the impossibility to rely only on time, since during this period there was too frequent change of cabinet of government and he selected five prime ministers of Japan, who during the interwar period played a significant role in the political changes of the country. In his opinion, comparing their activities according to specific criteria, one can more fully characterize the development of totalitarianism in Japan and give an objective assessment of this phenomenon.

Student B - direct Ranking

In his opinion, a clearer and more complete picture of the development of totalitarianism in Japan can be obtained only by a detailed examination of the signs of totalitarianism in the 20s and 30s of the twentieth century, i.e. during the periods of its formation and development.

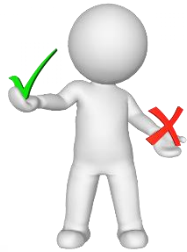
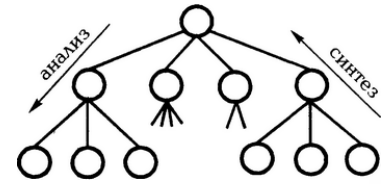
**Topic 3. How
totalitarian was Japan
in the interwar
period?**

Student C - alternating ranking

In his opinion, this method would allow students to determine whether this symptom took place in Japan during the given period and the degree of its manifestation..

Conclusions

Using the ranking method **orientates the student to the deep analysis of historical sources**, synthesis, comparison, generalization, evaluation and critical attitude to various interpretations of historical facts.



The ranking method creates a more objective basis for conclusions, because it clearly shows the relationship between any facts, phenomena, thereby excluding the possibility of making decisions on the basis of data that are conditional to one degree or another

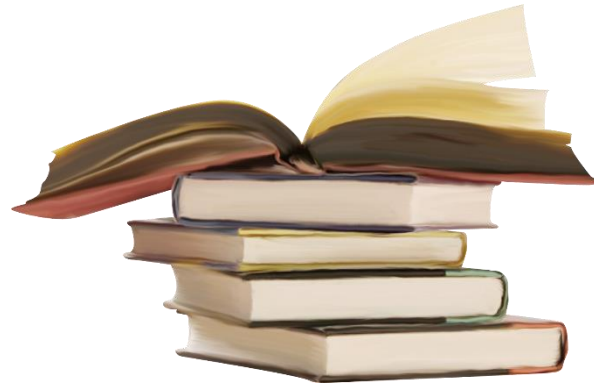
In the ranking process, **the student establishes a relationship between all objects**, considering them as a single collection.



The ranking method allows you to consider the historical phenomenon from different perspectives, depending on the research situation, the problematic issue of the lesson.



The application of the ranking method requires from the teacher **the careful selection of educational materials and historical sources**, since it is important to have the necessary information in materials while comparing the objects.



It is not always possible to find information on assessed indicators in one document, and the **teacher takes time (sometimes a lot!)** to search and select educational material from different sources.

Ranking should be applied only in cases where **the priority is to compare something or someone with each other** in order to highlight specific indicators that make it possible to objectively approach the assessment of historical events under study





THANKS FOR ATTENTION!