



Simplifying the assessment of heritage assignment

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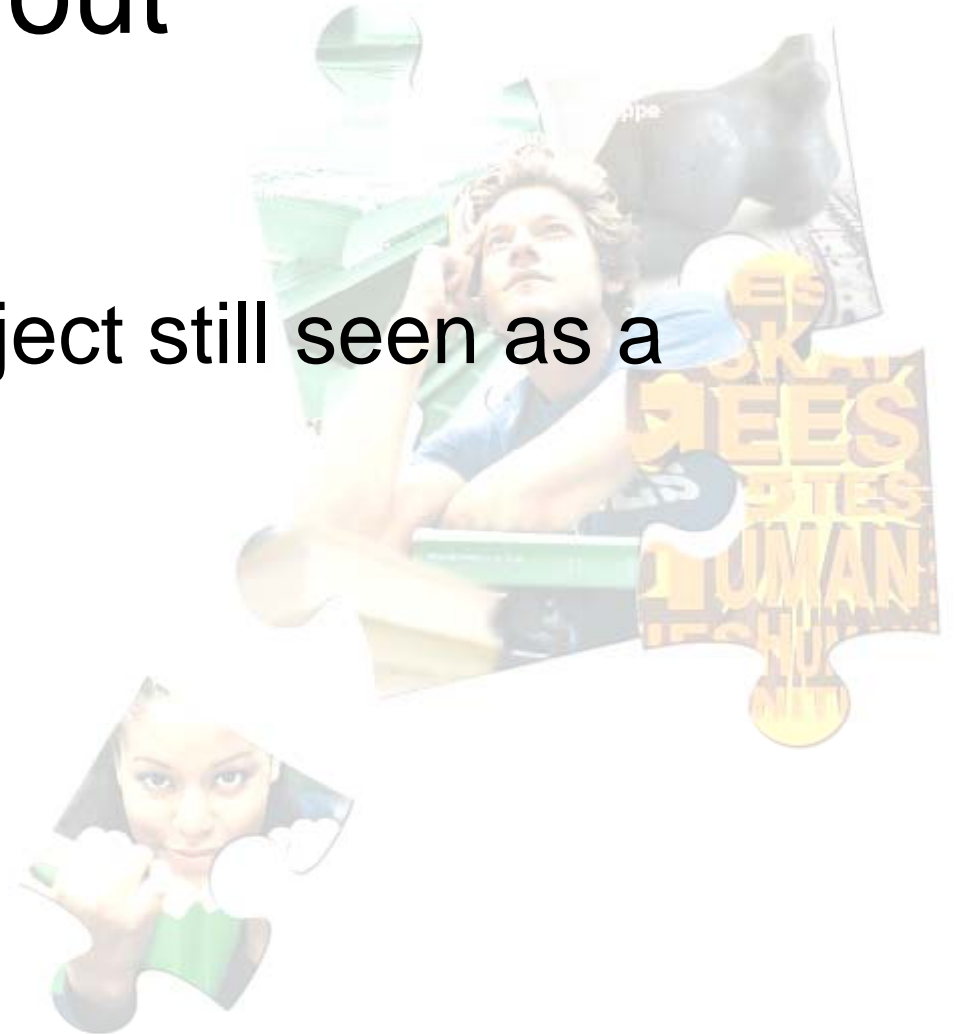
SASHT 15th Annual Conference,
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Layout

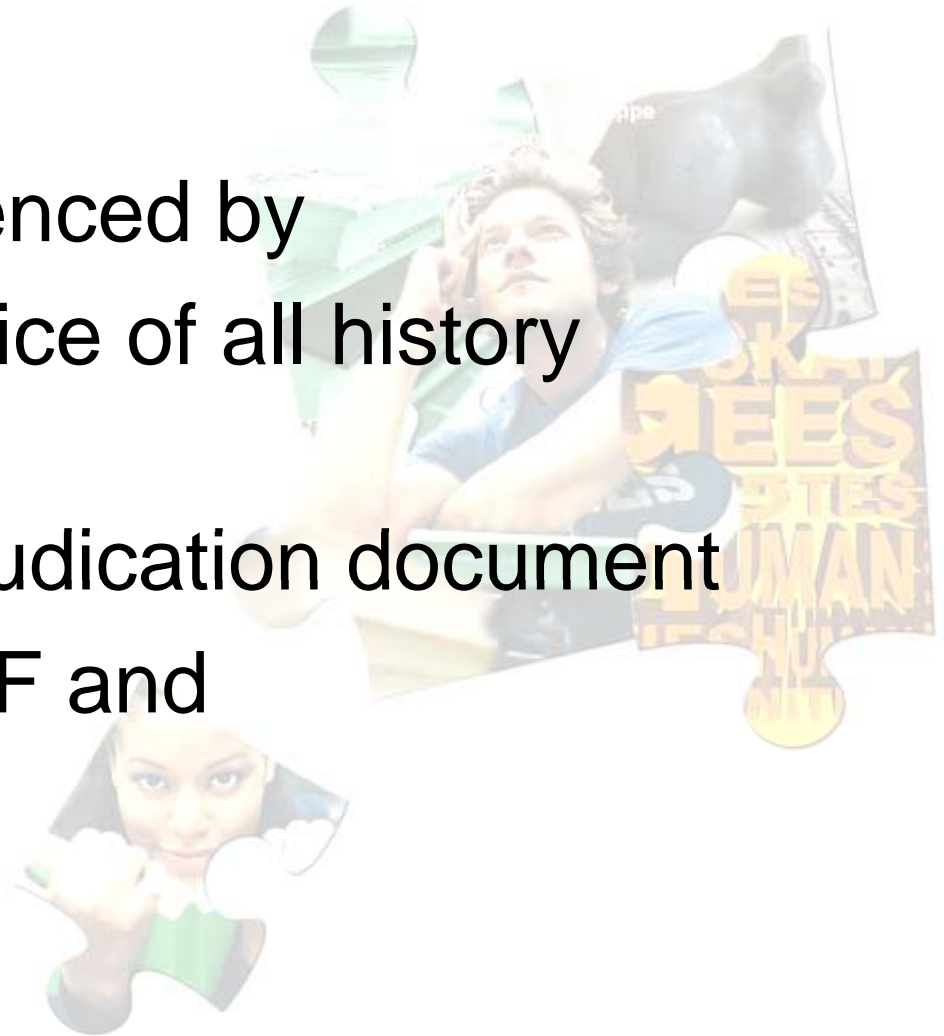
1. Introduction
2. Why is heritage project still seen as a taboo?
3. Hints to teachers
4. Recommendations



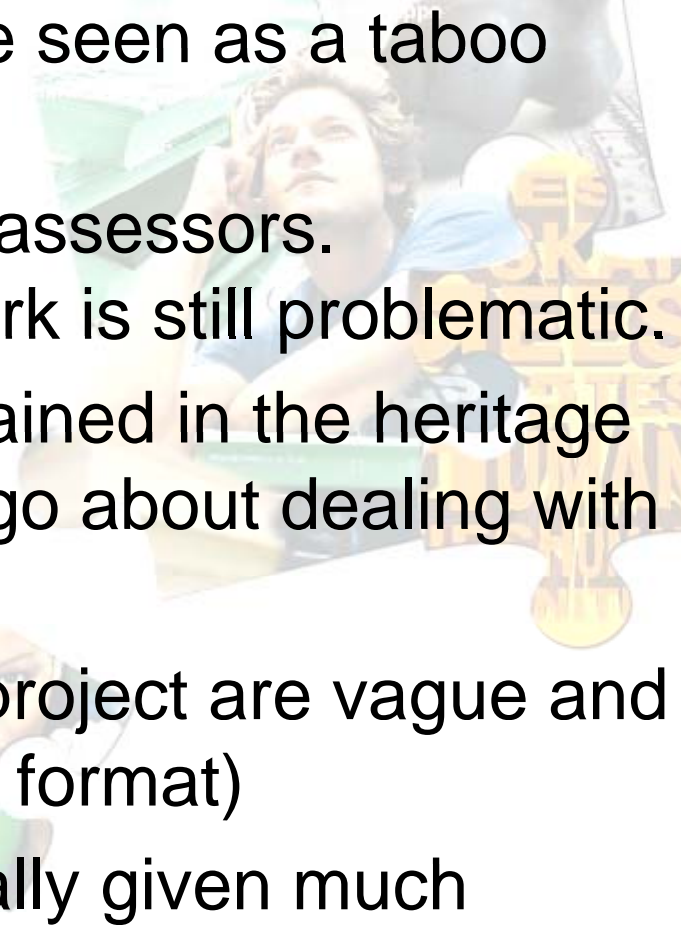
1. Introduction

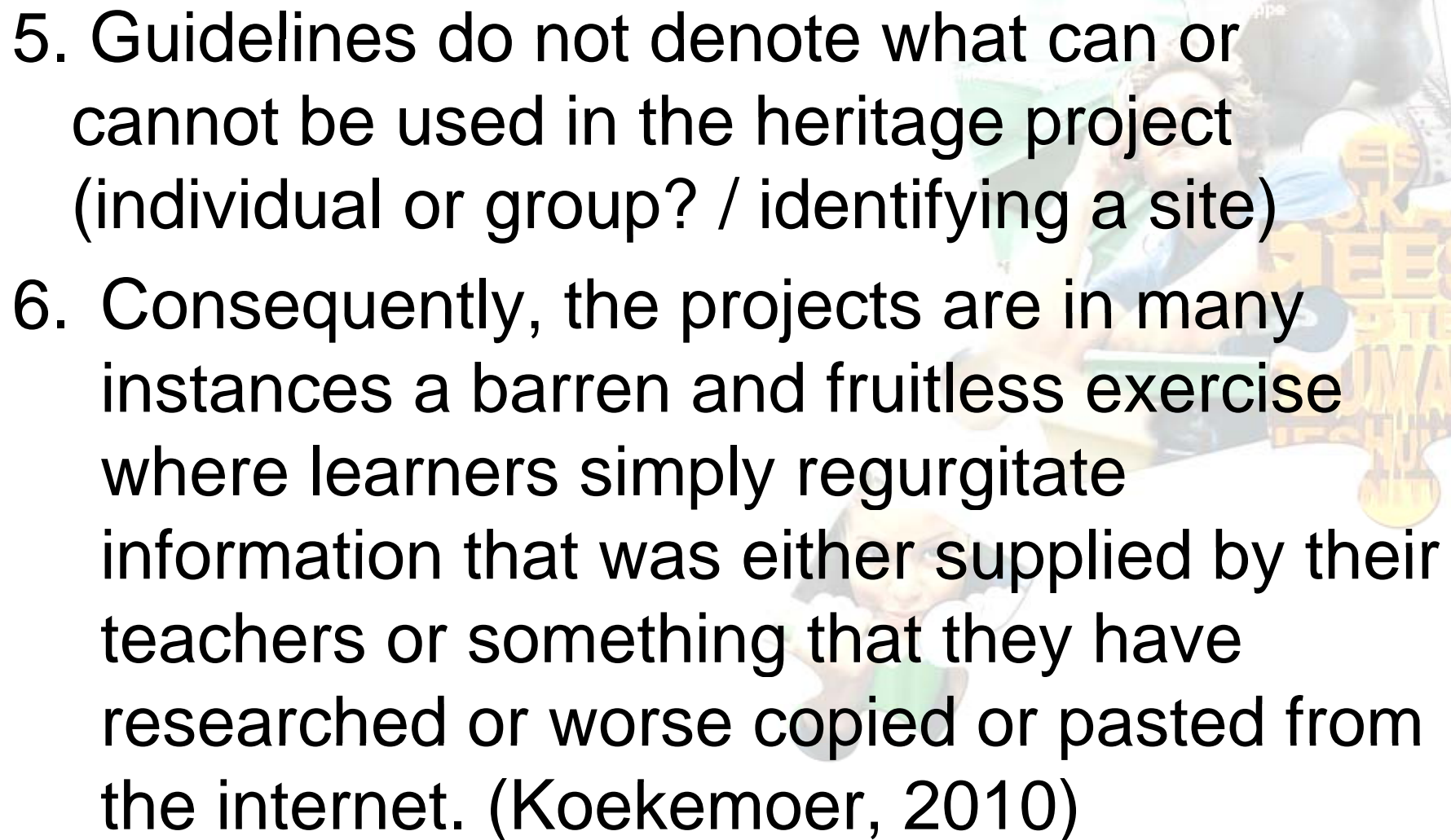
Confusion still reigns over the introduction of heritage assignment as a compulsory theme for history classes in the FET band since 2008. This confusion is not about introduction but about the fact that history teachers are still not confident and comfortable with the teaching and assessment of heritage assignments. Skills related to doing the project are not given the necessary emphasis they deserve. Teachers themselves have not been sufficiently 'trained' to assess heritage with confidence and zeal. The presentation therefore, seeks to highlight the ways that could be employed to make the assessment of heritage project more interesting and user-friendly.

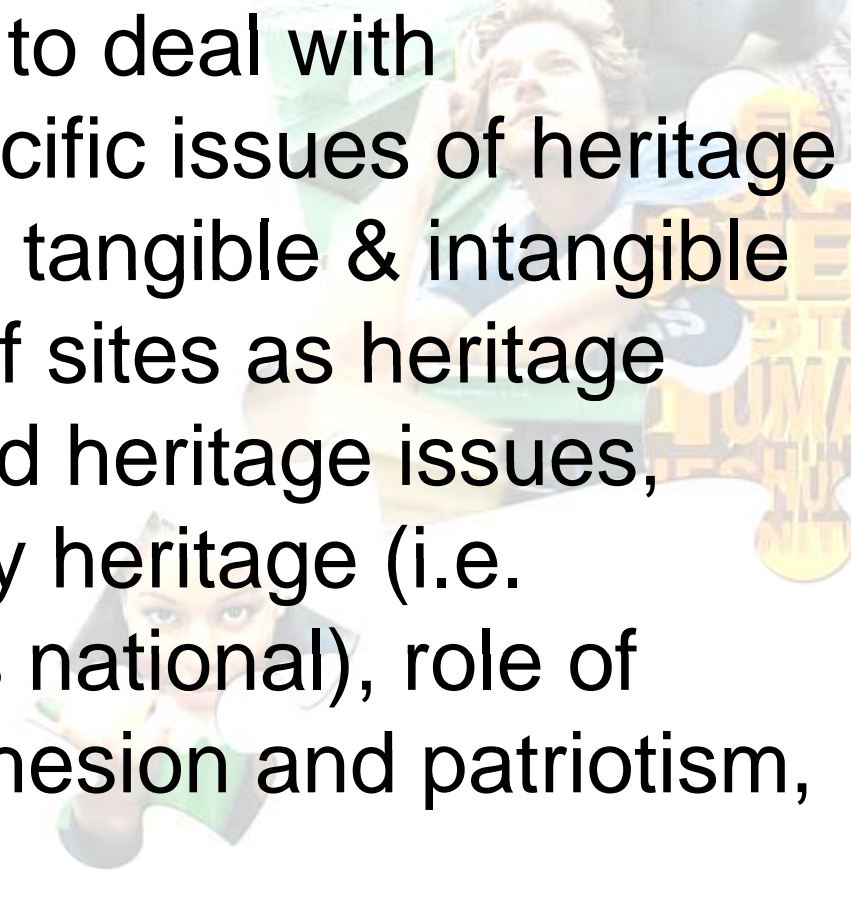
- Presentation is influenced by
 - a. M. Koekemoer = voice of all history teachers
 - b. FS Oral History Adjudication document
 - c. My experience as LF and
 - d. CAPS



2. Why is heritage project still seen as a taboo?

- Heritage project is and will still be seen as a taboo because;
 1. Most teachers are not qualified assessors. Designing / using a rubric to mark is still problematic.
 2. Most teachers have not been trained in the heritage field. They do not know how to go about dealing with heritage in a meaningful way
 3. Current guidelines on heritage project are vague and inadequate (all ASs? / length & format)
 4. Subject Specialists have not really given much needed guidance to teachers.(M. Koekemoer, 2010)
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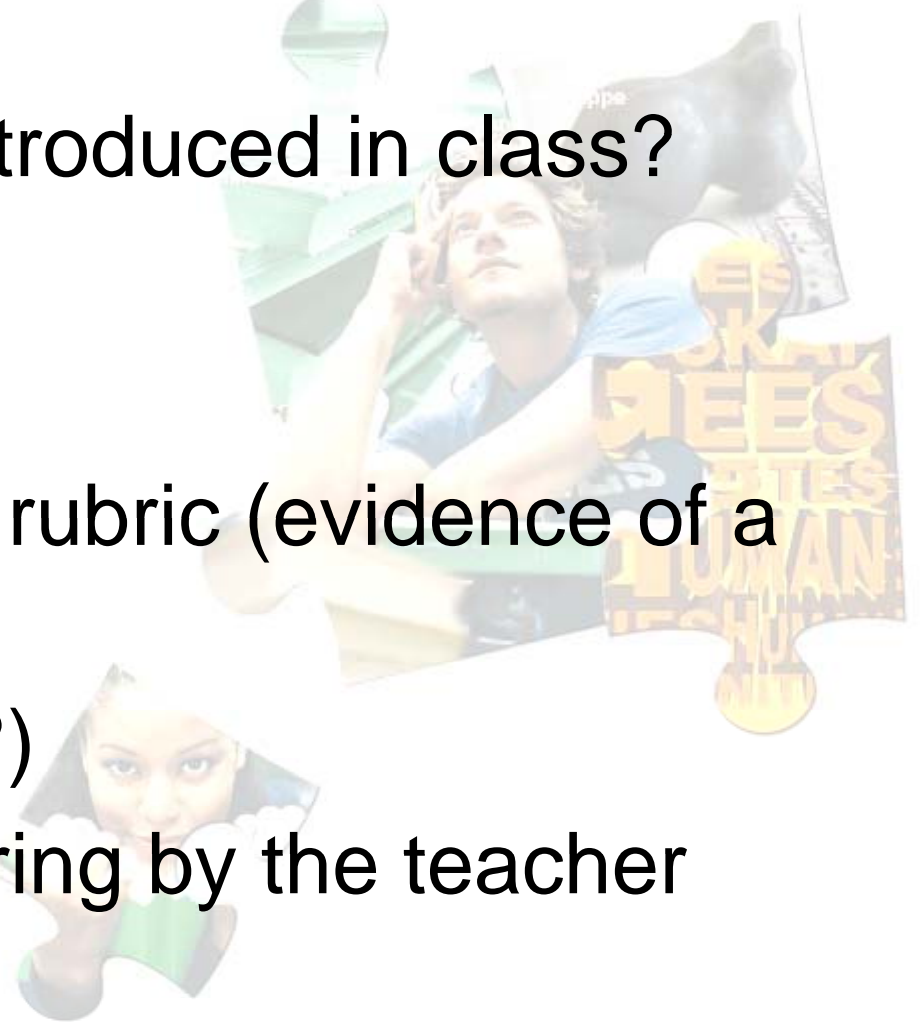
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- The background features a collage of educational icons including a globe, a graduation cap, a lightbulb, a book, and a person. A prominent sign on the right reads "ESKAT REES BIES HUMAN" in yellow and black text.
5. Guidelines do not denote what can or cannot be used in the heritage project (individual or group? / identifying a site)
 6. Consequently, the projects are in many instances a barren and fruitless exercise where learners simply regurgitate information that was either supplied by their teachers or something that they have researched or worse copied or pasted from the internet. (Koekemoer, 2010)

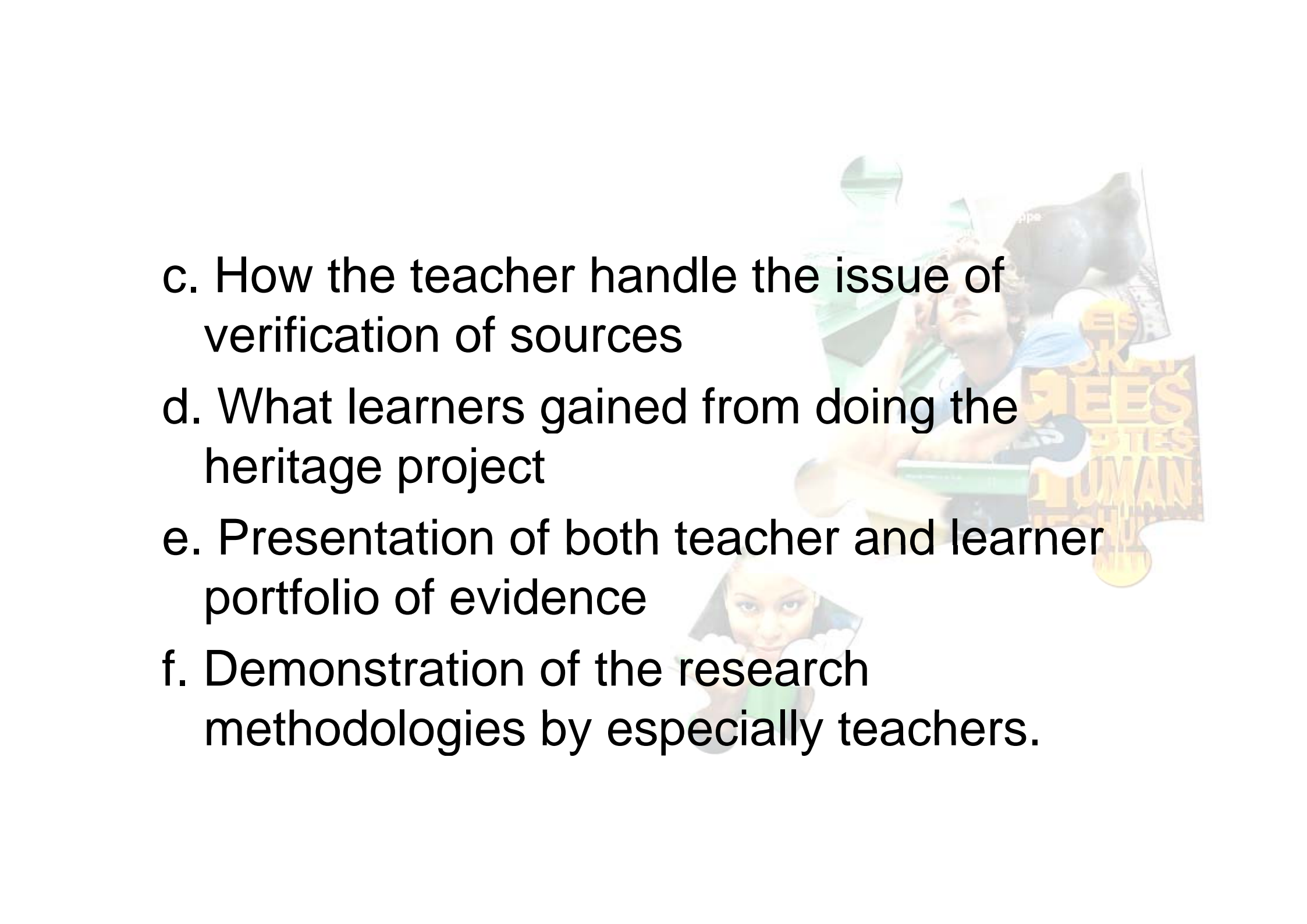


7. There is no chapter to deal with overarching and specific issues of heritage like what is heritage, tangible & intangible heritage, declaring of sites as heritage sites, debates around heritage issues, your heritage and my heritage (i.e. local/regional versus national), role of heritage in social cohesion and patriotism, etc.

3. Hints to teachers

- a. How heritage was introduced in class?
 - i. Lesson plan
 - ii. Learning activity/ies
 - iii. Marking guideline & rubric (evidence of a marked project)
 - iv. Focus on LO 4 (AS?)
- b. Intervention / monitoring by the teacher during the project



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- The background features a collage of images. At the top, a person is seen in a classroom setting, possibly a teacher or student, with a computer monitor visible. Below this, there is a prominent graphic with the text 'ESKAT MEES' in large, bold, yellow letters, with 'HUMAN' written below it. At the bottom, a woman is shown looking directly at the camera. The overall theme appears to be related to education, social issues, and human rights.
- c. How the teacher handle the issue of verification of sources
 - d. What learners gained from doing the heritage project
 - e. Presentation of both teacher and learner portfolio of evidence
 - f. Demonstration of the research methodologies by especially teachers.

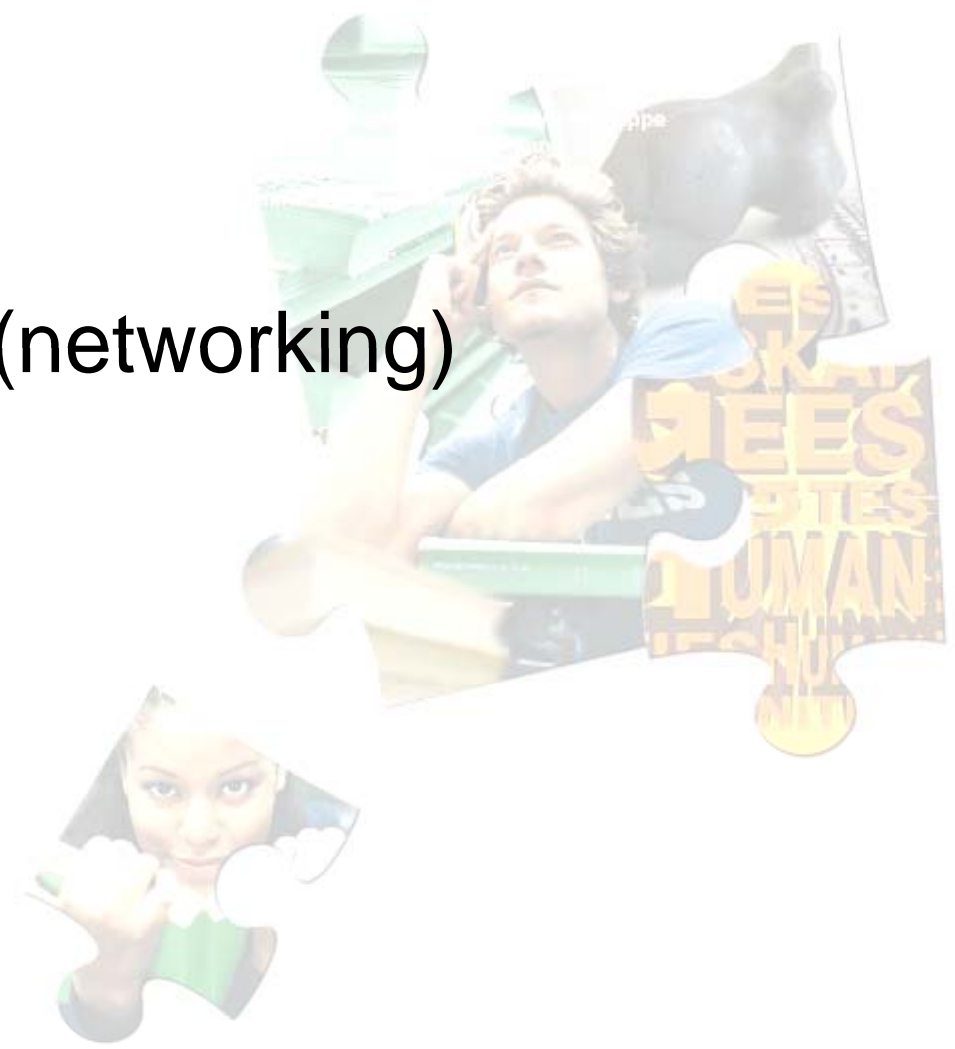
Recommendations

How could the assessment of heritage be simplified for both teachers and learners?

1. Assessor training
2. Heritage workshops on continuous basis
3. Short modules / courses on heritage
4. development of a clear and unambiguous heritage assessment guidelines
5. A section/chapter dealing with overarching issues of heritage and oral history

6. Good practise

7. Clusters / societies (networking)



Conclusion

- Presentation = a call to all involved in history to make a concerted effort to make heritage teaching and assessment.

THANK YOU

