

Why are you here today?

After one month,
you will not remember the content
of today's sharing session...

In average, how much time
do you spend on preparing for
one lesson?

After one month,
your student will not remember
the content of your lesson...



Learning History

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The Existing 4-Re

- **Receive** knowledge in history lessons
- **Remember** the “important” historical facts
- **Recite** as much information as possible in examination
- **Return** everything to the teacher

Teaching Philosophy

- Offer an **Eye-and Mind-Opening** history learning experience
- By using 4-Re History Learning Method

Reconstruct



Reread



Reflect



Research



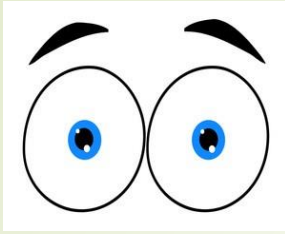
Taking
constructive
steps together
in history lessons

Developing a
meaningful
engagement
with the past

Pedagogical Approaches to History Learning

- Use **experiential learning**
- Going beyond **texts** & **facts**
- Balance of **emotion** & **rationality**





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- Step 1: *Reconstruct*

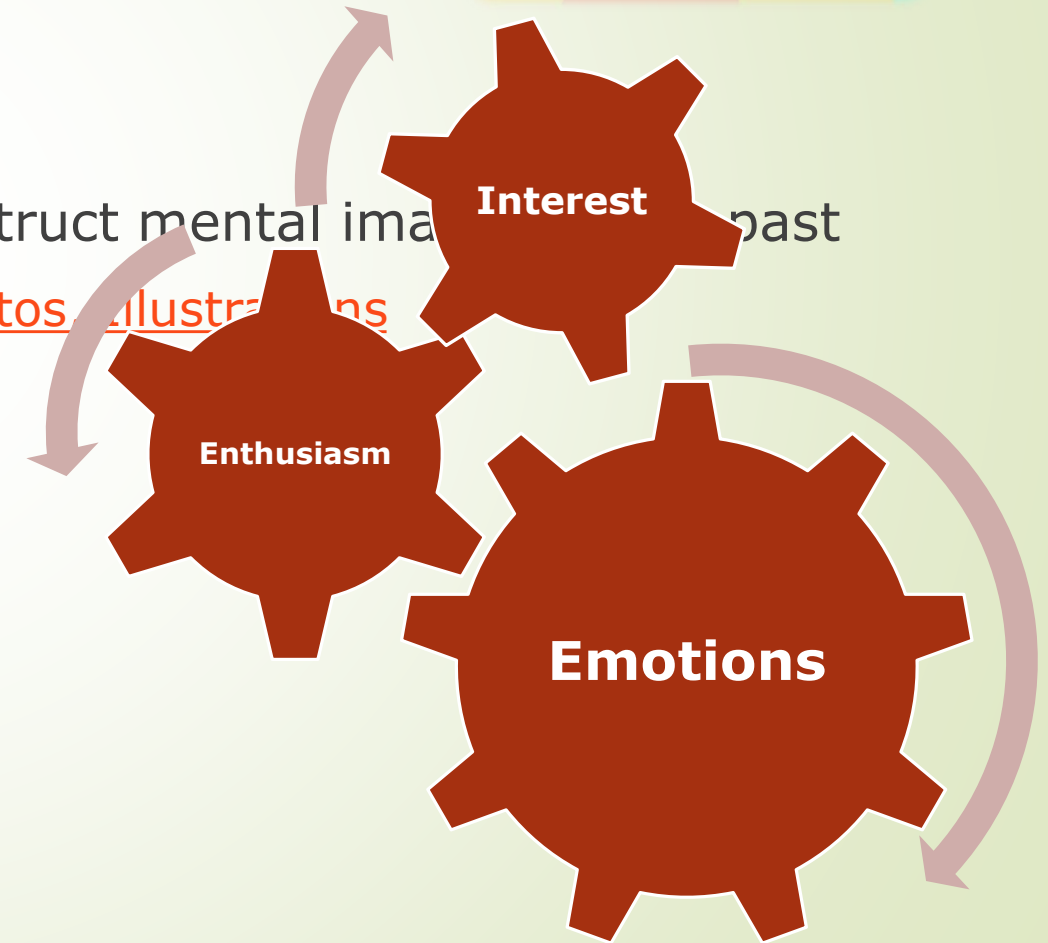
- **Storytelling Pedagogy**

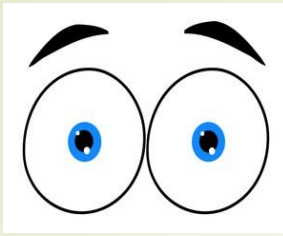
- Visualizing History- to construct mental image of the past

- Documentaries, Films, Photos, Illustrations

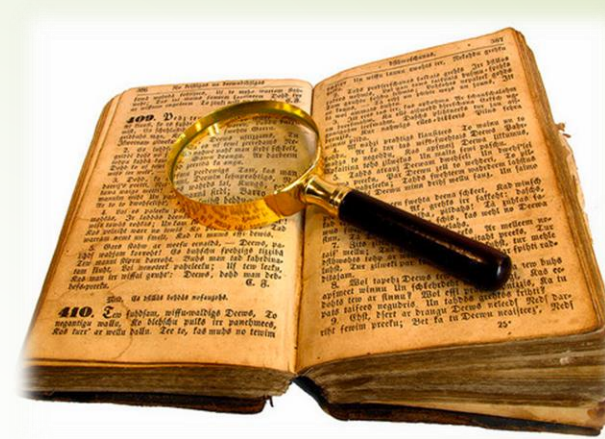
- Tours

- Popular Culture





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➤ Step 2: *Reread*

- History ≠ Fiction
- Historical Accounts, Narratives, Documents, Writings, Reports, Oral Histories
- **Cooperative Learning**: group discussions and leadership

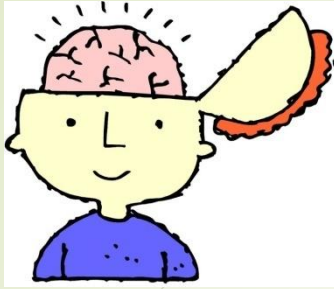
Group
Discussion



Online
Forum



Lead
Discussion



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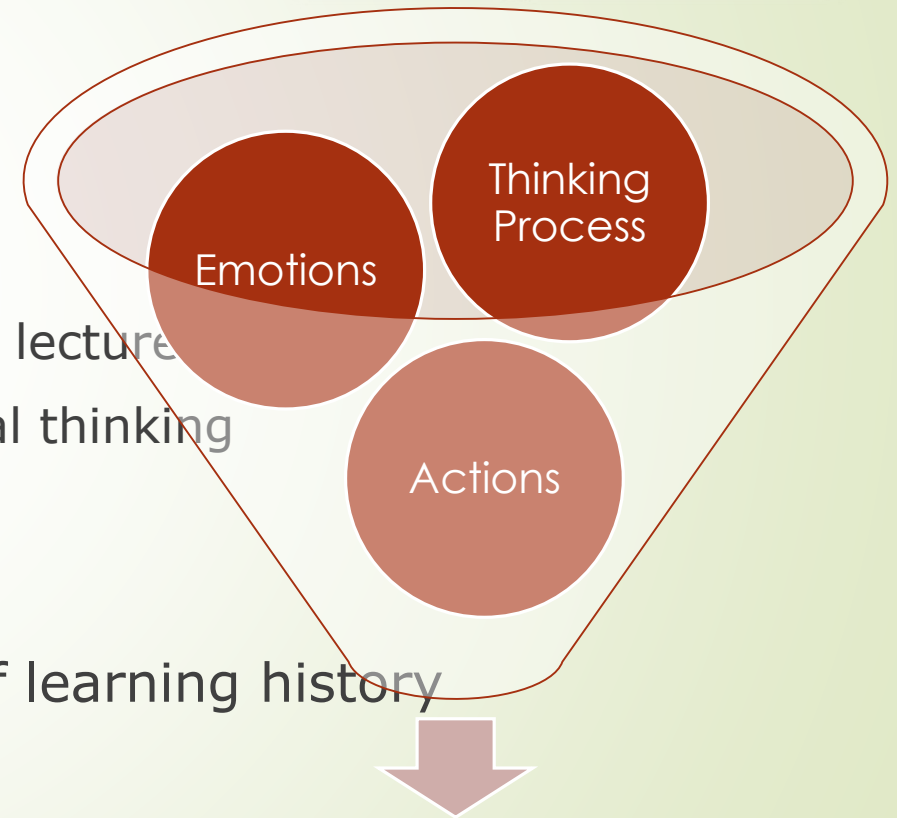


➤ Step 3: *Reflection*

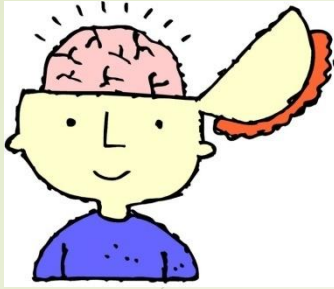
➤ **Reflective Learning**

➤ Weekly learning logs

- Key **Features** learned from the lecture
- Critical **Comments** on historical thinking
- Concerns or **Questions**
- Remarks or **Actions**
- Documenting their **journeys** of learning history



Learning History



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➤ Step 4: *Research*

➤ **Project-based learning**

➤ **Collecting** Sources: written material and oral histories from Home and Neighborhood

➤ **Analyzing** the historical issue

Select a
Topic

Select an
Interviewee

Design
Questions

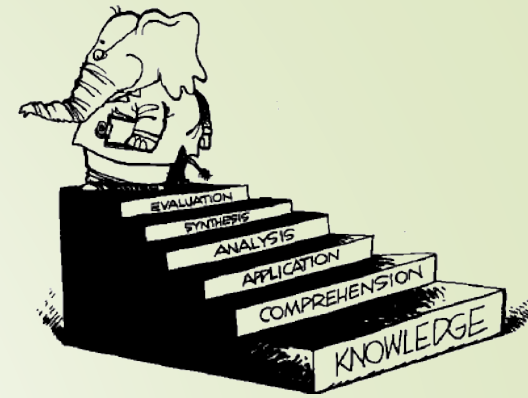
Conduct
Interview

Peer
Review

Follow-up
Interview

Analysis

Assessment and Learning Outcomes



Reconstruct

- Open-book Exam

Recall historical facts accurately with the help of references

Reread

- Group Discussions and Leadership

Interpret different historical narratives in small groups, and **Examine** the ways how different stories interacted with the historical event through student discussion leadership

Reflect

- Learning Logs

Identify the elements of continuity and change; **Explain** the actions, beliefs and circumstances caused the historical event to occur; **Evaluate** the lessons they could learn from the past by rendering ethical judgement in weekly reflection journals

Research

- Research Paper

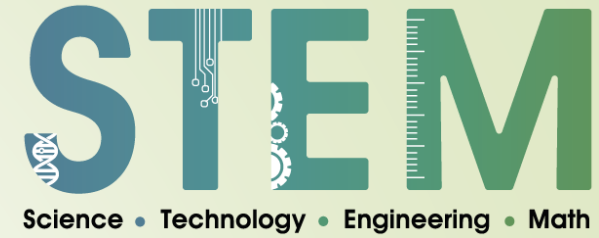
Design historical research/projects; **Collect** relevant historical sources (written or oral histories) and **Analyze** the selected historical issue

Extending the Impact of 4-Re

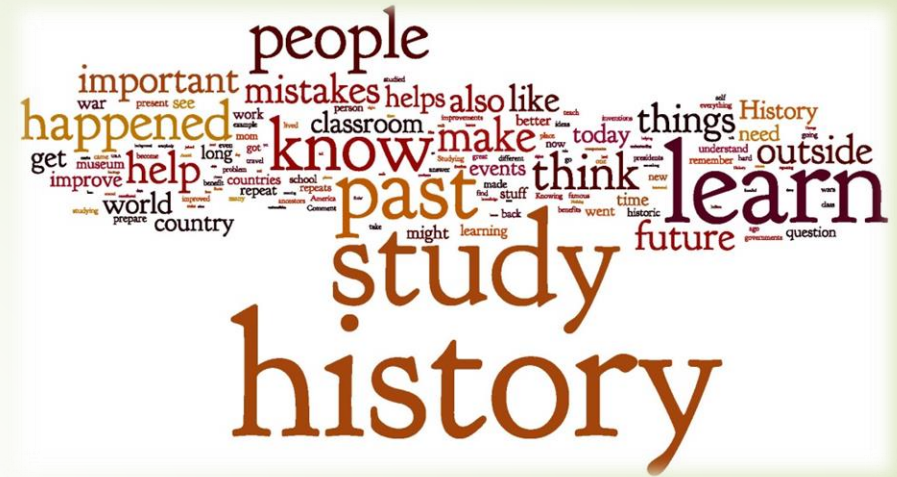
- Working with BEd and PGDE students doing **teaching practicums**
- Introducing 4-Re to **HK Secondary Schools** through EdUHK history students
- Nurturing students' **passion** to learn history
- Producing **ambassadors** of good history education!



Current Progress of 4-Re



- Chinese History + STEM = problem solving
- Use STEM to **reconstruct** and **reflect** on history
- Partnership with our **students**
- Collaborators:
 - HK Applied Science and Technology Research Institute (ASTRI)
 - Other Universities



- History is a **powerful** subject
- History is about facts and **people's stories**
- History is often the **answer** to our problems
- My commitment- continue to provide **eye- and mind-opening** history **learning experience**, so that **teachers** and **students** can establish a meaningful engagement with the past



Student Responses...

- In the past, I had **no interest** in learning about the Massacre of Nanking...but in today's lesson, I couldn't hold back my tears
- I studied history for more than 6 years, I am familiar with the details of the Massacre of Nanking, but I have never been so touched...everything felt so **real**





Student Feedback



- In the future, I will incorporate these types of pedagogical activities in my curriculum so that the lessons **will be not bounded in classrooms**.
- The field trip introduced Hong Kong history in a **different approach** compared with the syllabus of History in secondary school. The students can understand that there are many perspectives to studying history. **I will include such activities in my teaching without hesitation**.
- The activity actually provided a way for them to apply what they learned **from class to their real life**. Besides only learning from textbooks, I suggest that field trip should be held for secondary school students to learn how to connect their knowledge **from classroom to their surroundings**.

Packaging History with Pop Culture

- The 3rd International Conference of Popular Culture and Education
- “History, Popular Culture, and Education: A Case Study of Teaching K-Pop in Hong Kong”
- TDG project: Popular Culture Pedagogy in Hong Kong **History Classroom**



Massacre of Nanking

二、幸存官兵的回忆 495

南京大屠杀见闻

耿九青

1937年12月日军侵占南京后,我曾在南京城内的难民区里渡过了艰难的三个月,亲眼目睹了震惊中外的南京大屠杀的一些情景。

南京市内的难民区是在淞沪战争期间设立的。淞沪战争爆发后,日军飞机对沪宁线反复进行轰击,大批百姓流离失所,像潮水般涌入南京。为了安置这些难民,当时国民党当局与国际红十字会在南京市内设立难民区,让这些无家可归的人们居住。难民区内还设了数十个粥厂,每天向难民赈发两次大米粥。所谓赈发,并不是白给,而是让难民自己花钱购买,不过价钱很便宜,一角钱可买到十个竹签,每个竹签可换到一大铜勺大米粥,可够两个人充饥。

1937年12月初,日军大举进攻南京时,我在南京宪兵第十团当兵。12月12日,我团奉命撤至下关渡江。当时,南京卫戍总司令唐生智早已乘火车逃走,部队无人指挥,想过长江也找不到渡船。一时间大批军队混乱不堪,官兵纷纷各自逃生。在这种情况下我不知所措,就又回到南京城里,混入难民营里避难。在难民营我碰到了我们宪兵十团的两个弟兄,一个是九连的王仲良,一个是二连炊事兵王松林。我们为寻找住处费了些周折,一般老百姓不愿收留国民党官兵,幸亏我们碰到了一位姓赵的老木匠师傅,是河南人,与王仲良是老乡,才让我们暂时在他那里住下。

12月13日,日军进入南京城。日本兵十分凶狠,不管有无抵抗,都是以榴弹炮开路,然后端着刺刀进行搜索。按国际公法规定,军队是不能进入难民区的。但日本军队不管那一套,照样从难民区里穿行,还经常到那里骚扰。收留我们的赵师傅怕出事,让我们离开他那里另找住处。我们找了些破席和木棍,在乱坟岗上搭起了一个席棚子,算是有了

四、马吉

马吉(John G. Magee)牧师1884年10月10日出生于宾夕法尼亚州。在康州完成中学学业后,1906年在耶鲁得到学士学位,1911年又在麻省剑桥圣公会神学院获得神学硕士学位。1912年被圣公会任命为牧师并派往中国。他在中国结识内地会英国女传教士菲丝·E·巴克浩司,1921年7月结婚。他们有四个儿子。

马吉参与援救成千上万面临日军屠杀的中国平民,设立难民医院治疗受伤的士兵与平民,并担任国际红十字会南京分会主席和南京安全区国际委员会委员。马吉在南京拍摄并带到西方的影片是有关南京大屠杀的最早的影像文献之一。这部影片发现于纳粹德国的波茨坦档案馆,并于两个德国统一后解禁,受到传媒关注并引起全世界众多人士的兴趣。在德国档案馆保存两套拷贝,系马吉用16mm摄影机拍摄的以英语解说画面的4卷影片。这两部拷贝,尽管编排不同,但内容一致,亦与在耶鲁发现的福斯特文献中的拷贝相同,但后者包含12卷而不是4卷影片的解说。以马吉次子大卫提供的影片为基础,王彼得编辑制成《马吉的证词》录影带,曾在美国、日本等地播出,引起很大反响。战后马吉作为证人出席东京审判。沈谷次郎《目睹南京屠杀事件》(东京,1993)一书记载了大屠杀期间马吉的工作。

1938年夏天,马吉在中国服务28年之后,首次回到美国,曾长途旅行讲演介绍南京大屠杀。1953年9月9日马吉在匹兹堡去世。

本书收录了马吉牧师写给夫人的日记体书信,他所拍摄影片的解说词,还有一篇报告及一封重要信件。

1. 致妻子函

(1937年12月12日—1938年2月5日)

南京 珞珈路25号
1937年12月12日

亲爱的:

过去几天对这个城市可怜的居民来说真是可怕。据我们所闻,今天下午日军突破水西门,中国士兵正沿着中山路和其他道路撤退。在我写

288 外国媒体报道与德国使馆报告

这里所有的德国人给您送去最好的新年问候,我们非常希望很快再听到您的回音。

希特勒万岁!

您的

签名:约翰·拉贝

[德国外交部档案]

(郑寿康 译)

9. 寄往德国驻华大使馆(汉口)的报告①

(1937年12月30日于北平德国大使馆办事处)

文书编号:2722/4379/37

附件二

副本二

内容:日军占领南京时和在华北时对中国人的大屠杀

现将两份报告的副本②寄给大使馆。这些报告是由美国的朋友提供的,是关于日军在占领南京后对城市居民进行的长达三天的大屠杀的目击报告。

较短的报告是金陵大学的M.S.贝德士教授写的,另一份则是美国记者A.T.斯提尔所写。他们两人都是极其冷静而且客观的观察者,其描写值得信赖。另外,据刚刚从南京回来的斯提尔说,日军在攻

① 本文中“C”中所增加文字为日文翻译者所加。以下所引《德国外交官所见的南京事件》(石田勇治、笠原十九司、田嶋信雄、吉田裕译,大月书店,2001年)均同此。

② 见下文两个12月30日的文件。

附:松井石根“支那事变日志摘录”193

军司令官统帅,即归我指挥。从11月上旬开始驱逐当时仍在江南及浙江东部的敌军,进而攻打南京。

至此,我又立即命令部下的这两个军,驱逐各自前方敌军。并电告各军要继续开进到南京东部紫金山一带,继续追击敌军。然而,因这次作战原本就与我国政府的政策相悖,又鉴于当时在上海作战时的经济情况,因此,非常担忧今后如果在江南地区进行大规模作战,会大大影响日支关系。所以,在下达上述追击命令时,我也曾仔细考虑过对策,并特地发出指示,恳切要求各部队,一定要命令将士严格遵守军纪。在训诫文

的最后,我还特地添加了一些文字。全文如下:

虽然现在敌军已丧失了抗战意志,但我军还是要以宽宏慈惠的态度对待他们。另外,对待一般官员和民众,要努力对他们进行安抚宣传。使皇军所到之处,当地官民均能仰慕皇军的显赫和恩德,欣然归顺皇军。

另外,因为担心在攻打南京的战斗中,会给当地官民带来很大牺牲,还会破坏中山陵和明孝陵等南京城内的文化古迹。因此,我向各部队下达命令,要求各部队首先在南京城外整装列队,然后再堂堂正正、秩序井然地开进城。我在向各部队恳切地发出指示的同时,还向南京城里的敌军也散发了恳请他们投降的劝降传单。我们希望尽量采用和平手段达到攻占南京的目的。但是,敌军的态度是不合作的。因为敌军要死守南京城,最终导致在南京城内外发生了非常激烈的战斗。战祸范围相当广泛,实在是令人遗憾至极。再加上,因为我们推测许多败退的支那兵会扔掉武器,变成所谓的“便衣队”,试图继续顽强抵抗。而我军将士也很难分辨支那军人和普通居民,不难想像,这必定难免会连累普通良民。

五、我军的暴行、抢劫事件

因为有过在上海周边地区作战的经验,所以,在开始攻打南京之际,



Student Feedback



- In this lesson I was able to learn history through **different approaches**; I never knew learning history could be so **meaningful**
- The class helped me to **think** about historical issues from various angles, it really changed my **understanding** of what history is
- This lecturer helped me to **understand history**, inspired me to **learn history**, and motivated me to **reflect on history**
- This class break my old **perceptions**, broaden my **horizon**
- I am inspired to reflect on what are the different **causes** of an event