

Rounding out the conversation

Use this worksheet to chart the shape of the conversation that you're orchestrating in your annotated bibliography. By this point, you should be able to identify which source(s) will serve you in which capacities. Articulating that here will also help you to determine where there are gaps in your research that you will need to address. Please note that you may identify multiple uses for any given source (so that a source may appear in more than one block).

<p>Source(s) that provide examples/illustrations I can explore</p> <p>Bracey, P. (2015). 'Shaping the Future', Black history and diversity: TEACHER perceptions and implications for curriculum development. <i>Education 3-13</i>, 44(1), 101–112. https://doi.org/10.1080/03004279.2015.1095216</p> <p>Hoodless, P. (n.d.). Equality, inclusion and diversity as part of the history curriculum. <i>Teaching History in Primary Schools</i>, 133–144. https://doi.org/10.4135/9781446278574.n12</p> <p>(Illustrates my point of the importance of a more diverse history curriculum)</p>	<p>Source(s) that provide useful vocabulary or theory I can borrow</p> <p>López, L. (L. (2017). The making Of Indigeneity, Curriculum history, and the limits of diversity. https://doi.org/10.4324/9781315392424</p> <p>(New terms such as indigenism really help me in showing my point about historical perspectives)</p>	<p>Source(s) that complicate my thinking—raise questions or issues that I need to explore further</p> <p>Bracey, P. (2006). Teaching for diversity? Exploring an irish dimension in the school history curriculum sincec.1970. <i>History of Education</i>, 35(6), 619–635. https://doi.org/10.1080/00467600600966330</p> <p>(This source about the lack of trauma about a minority taught in schools reflects the progress in diversifying history education but its consistent need for change)</p>
<p>Source(s) that represent influential thinking on the subject (i.e. seminal works and/or those by respected scholars)</p>	<p>Source(s) that I want to counter in some way</p>	<p>Source(s) whose thinking I really appreciate—whose values, language, approach have been formative for my project</p>

<p>VanSledright, B. (2011). <i>The challenge of rethinking history education: On practices, theories, and policy</i>. Routledge.</p>	<p>Eybers, O. O. (2019). Applying Ayittey's Indigenous African institutions to generate EPISTEMIC plurality in the curriculum. <i>Transformation in Higher Education</i>, 4. https://doi.org/10.4102/the.v4i0.68</p> <p>(I partially disagree with Eybers' views on decolonialization of history and would like to counter those views somehow)</p>	<p>Hutchins, R. (2016). Nationalism and history education. https://doi.org/10.4324/9781315754857</p> <p>(I really appreciate Hutchins' approach to the sensitive topic of nationalism and its encroachment of unbiased historical education)</p>
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