Reference Articles, Books and Links:

Recent literature on history teaching has emphasized "doing history"—whether as "active learning", cognitive science, or with simple photocopies of primary sources. This article extends the discussion of a "signature pedagogy" of history to include all aspects of the work of historians, from archival research through public presentation. It presents an approach for engaging undergraduates in historical research by identifying a public need, introducing the tasks to the students, teaching them to research and write historical work, and guiding them in the planning and execution of a public poster session and awards ceremony. Evidence for increased student engagement and understanding comes from classroom assessment and observation and both formal and informal student feedback gathered in upper-level college classes taught in Indiana (fall 2007) and Texas (spring 2009). By placing student learning outside of the context of the classroom, the approach promotes deep engagement with historical knowledge and the research process.

**American Political Science Association's Civic Education Network**
A project of the [American Political Science Association (APSA)](http://www.apsanet.org/content.asp?contentid=343) the Civic Education Network provides materials for Civic Education teachers at all levels, and includes such resources as major reports on civic society and university centers working on civic education. Resources are divided into three areas: Scholarly Essays; Civic Education Organizations; and Teaching and Research Resources. *Teaching Civic Engagement: From Student to Active Citizen*, a 2013 publication, demonstrates how to bring civic questions and pedagogies to the heart of the disciplines.