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Wer als Dozent je vor einem schweigenden Seminar gestanden hat, weiß um die Bedeutung didaktischer Kompetenzen und Methoden. Das Buch zeigt anhand grundsätzlicher Überlegungen, aber auch an vielen Beispielen aus dem Lehralltag, wie die Hochschullehre im Fach Geschichte verbessert werden kann. Mit Beiträgen von Carsten Dams, Myrle Dziak-Mahler, Sabine Geldsetzer , Gunnar Grüttner, Jan Hodel, Esther-Beate Körber , Simone Lässig, Frank Möller, Rainer Pöppinghege, Karl Heinrich Pohl, Michael Stolle, Meret Strothmann, Bärbel Völkel



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