

School of Education

**The Introduction of Document Study to the Western Australian
Ancient History Course and its Implications for Pedagogy**

Annette Julie Moon

**This thesis is presented for the degree of
Master of Philosophy (Education)
Of
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Declaration

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

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ABSTRACT

This study investigated the impact of the introduction of Document Study to the Western Australian Senior Secondary Ancient History Course in 2009–2010. A survey of the literature suggested a new set of skills and a revised pedagogical approach is required to teach the historical skills and concepts necessary for document study. Thus, a primary focus of the study was the implications for teaching practices, which flow directly from this change in the curriculum and assessment regime. The literature also pointed to a number of factors that may determine a teacher's preparedness to adopt and successfully teach the requisite skills for document study. These factors, along with the teachers' responses to and perceptions of the curriculum and assessment change, have been explored. The survey instruments were constructed specifically for this study using a theoretical framework derived from the literature and confirmed by the results of a pilot survey of two curriculum experts. A sample of thirteen practising Ancient History teachers was surveyed using a questionnaire to elicit quantitative and qualitative data. The data from the survey were analysed using descriptive statistical methods and content analysis.

The results of the survey revealed that the curriculum change had indeed impacted significantly on the teaching of Ancient History, with all of the participants reporting the necessity to change their teaching practices through the introduction of new historical skills and concepts and to employ new strategies for teaching their students to conduct document studies. Three clusters emerged from the data based on the content analysis of the responses: negative perceptions of the change, positive perceptions of the change, and neutral responses. Analysis of the quantitative and qualitative data supported the findings of the literature that factors such as personal view of history, educational background, and professional development experiences could have an impact on how readily a teacher adopted the new skills, concepts and methodology required to teach document study. Interrelationships were revealed between such factors as personal view of history and acceptance of the new historical skills and concepts. The findings provide strategies for better-targeted professional development and pre-service training for History teachers. The adoption of the

Australian Curriculum History course in Western Australia may mean that the findings have broader implications. Teachers in Primary Schools and Lower Secondary Schools will need to become familiar with document study techniques in order to teach the new compulsory History curriculum. Currently few Primary School teachers have training in History methodology and many Lower Secondary Society and Environment teachers are trained in disciplines other than History (Geography, Economics, Politics, and Law among others).

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LIST OF INITIALISMS AND ABBREVIATIONS

ACACA	Australasian Curriculum, Assessment and Certification Authority
ACARA	Australian Curriculum and Reporting Authority
AHAWA	Ancient History Association of W.A.
AQF	Australian Qualifications Framework
ARM	Assessment, Review and Moderation Panel
AISWA	Association of Independent Schools
BSCHP	British Schools Council History Project
CAC	Course Advisory Committee
DoE	Department of Education
GCSE	General Certificate of Secondary Education
ICT	Information and Communication Technology
MCEETYA	Ministerial Council on Education, Employment and Youth Affairs
NAPLAN	National Assessment Program–Literacy and Numeracy
PD	Professional development
SCSA	School Curriculum and Standards Authority
SHP	Schools History Project
TDC	Teacher Development Centre
TEE	Tertiary Entrance Examinations
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WACOT	Western Australian College of Teaching

CHAPTER 1

INTRODUCTION

1.1 Introduction

This study explores the impact of curriculum change on the Western Australian Ancient History Course prompted by the introduction of document study in 2009–2010. The initial focus of the study is on the introduction of the new set of historical skills and understandings necessary to the successful implementation of document study or source analysis. The historical skills and understandings under investigation have been identified through a survey of current literature (Chapter Two) and include the use of evidence; judgement of historical usefulness or significance; identification and interpretation of historical perspectives; understanding of contestability and the tentative nature of history; historiographical skills; and the understanding and use of historical empathy. A second focus of this study is the consequent implications for pedagogical or teaching practices, which follow directly from this change in the curriculum and the introduction of new historical skills and understandings.

Document study has been introduced into the Western Australian Certificate of Education (WACE) Ancient History Course as both an in-class assessment type and as one-half of the external WACE examination. Students are required to analyse a series of sources or documents, such as letters, speeches or passages out of texts; photographs of buildings or battle sites; and artefacts such as coins or weapons, in order to determine what evidence might be drawn from these sources concerning a particular event or time-period. As part of the external WACE examination students are provided with a series of questions and a set of sources. The sources are to be analysed for such things as perspectives presented, potential bias, evidence provided, and evidence omitted by the sources (Curriculum Council, 2008).

The introduction of document study to Ancient History takes place against the backdrop of much wider debates concerning the place and nature of history in the school curriculum. The current debate has been given sharper focus in Australia with the development and writing of the *Australian Curriculum*. These debates about

history in school are considered in full in Chapter Two as part of the section on factors which led to the introduction of document study to the Western Australian Ancient History Course.

In Section 1.2 that follows, the role of the Curriculum Council in the introduction of document study to the Ancient History Course is examined, as a part of its role in shaping the direction of Western Australian education through the creation of the WACE. The WACE Courses have replaced the previous Tertiary Entrance Examinations (TEE) system. During the development of the WACE Courses the two previous TEE subjects (History and Ancient History) were combined and the assessment regime of History was adopted. As discussed below, TEE History has included document study as an assessment type and as part of the external examination since 1997.

The purpose of the study is outlined in Section 1.3 and the research methodology employed in the study is outlined in Section 1.4. As this is an exploration of the impact of a curriculum change and introduction of a new assessment type on pedagogy or teaching practices, a case study approach has been adopted. This research approach has allowed for the collection of a range of data, and both quantitative and qualitative analysis of the data. Three questions form the basis of the research. The conceptual framework for the study, which has informed the construction of the research instruments, is outlined in Section 1.4.1.

1.2 Background to the Study

The introduction of document study to Ancient History takes place against the backdrop of much wider debates concerning the place and nature of history in the school curriculum. The current debate has been given sharper focus in Australia with the development and writing of the *National Curriculum* now re-named the *Australian Curriculum* (2008–2010) which has designated History (ancient and modern) as a compulsory subject for all Australian students from Foundation level to Year 10 (ACARA, 2009). At the same time, some of the deliberation over school History was part of the so-called History Wars initiated by then Prime Minister, John Howard, in 1996, which was publicly aired in the Australian media (Clark, 2006).

The arguments centred on the elements of history that should be taught in schools, or perhaps more pointedly, whose history should be taught (the colonised or the colonisers), and how this history should be taught (traditional methodology or constructivist or “new history” approach). Similar discussions, at times very heated, have taken place over the last two decades in the United Kingdom, the U.S.A. and Canada; the theoretical frameworks that developed from arguments within these countries were adapted to underpin the *Australian History Curriculum* (Clark, 2006).

For the purpose of this study the question of whose history should be taught has been left to one side. This is not to say that this is not an important issue. If the history to be taught is that of the “colonisers” or “leaders”, whoever they may be, then this will affect the historical narrative that is presented and the perspective that is taken. If on the other hand, the history to be told is a history of the “colonised” then the evidence to be used and the narrative to be told may differ. The decision regarding what should be included as school History is often a political question, or can be seen as such; hence the fierce debates in the United Kingdom, the U.S.A., and Canada, and recently in Australia, where the issue was brought into sharp relief by the History Wars debate (Clark, 2006). However, no matter what the focus of the history being taught, the question of approach or methodology will need to be addressed. A traditional methodology with a focus on historical narrative, chronology and facts could be employed in a history of both the “colonisers” and the “colonised.” This is also the case with a “new” or constructivist approach to teaching history which could equally be used to teach a history of the “leaders” or of “those who are led.”

This question of how school History should be taught is of paramount importance to this investigation of the introduction of document study to the Western Australian Ancient History Course. The current debate has its origin in the 1950s. The common method of teaching history, as a chronology with an emphasis on historical facts, came into question in Britain and elsewhere in the 1950s. It was no coincidence that the movement to place children at the centre of the learning process began at the same time (Clark, 2006). Discovery learning and investigation were introduced as two major facets of “child-centred” or “constructivist” learning and the use of primary sources or documents became central to teaching and learning in this “progressive” approach (Henry, 2002). From the research literature it appears that the

skills required by document study are closely aligned to the skills that are reinforced under a constructivist historical methodology. This approach had its critics (and still does) and the methods were not adopted universally in schools. The debate over how best to teach history has continued (Clark, 2006).

In Western Australia, the Curriculum Council Act (1997) gave the Curriculum Council a key role in shaping the future direction of education for the State. This independent statutory authority was made responsible for Senior Schooling and was to report to the W.A. Minister for Education. The Curriculum Council comprised of representatives from all sectors of the School Education system along with Universities, the Training sector, industry and the community (Curriculum Council, Nov. 2001). In March 2012 the Curriculum Council was replaced by the School Curriculum and Standards Authority (SCSA), which was given responsibility for all School Education from Pre-Primary to Year 12, in Western Australia.

The Curriculum Council Act (1997) designated the Curriculum Council as having responsibility for curriculum development, and accreditation and certification of student achievement in the W.A. School system. As one of its first acts the Curriculum Council initiated the *Post-Compulsory Education Review*. National imperatives which defined the review came from *Common and Agreed National Goals of Schooling in the Twenty-First Century* (MCEETYA, 1999), the National Training Framework (VET), and the Australasian Curriculum, Assessment and Certification Authority (ACACA) (Curriculum Council, Nov. 2001). A key outcome of the proposed changes which flowed from the Post-Compulsory Review was to be the provision of an “inclusive post-compulsory education system that will accommodate the learning needs, interests and aspirations of all students” (Curriculum Council, Nov. 2001, p. 11). In fact, in 2008 the compulsory school age was raised to seventeen, which removed the issue of post-compulsory schooling; however, the need to provide appropriate education for all Year 11 and Year 12 students remained.

The Western Australian Certificate of Education developed out of the Post-Compulsory review process and is recognised nationally in the Australian Qualifications Framework (AQF). The WACE replaced the previous Tertiary

Entrance Examination system. Courses (formerly called Courses of Study) were written across three Stages to accommodate the needs of different students in the senior years of schooling (Year 11 and 12). Stages 2 and 3 of each course were to require students to sit compulsory external examinations in their final year of the course. Ancient History, a former TEE subject, was to become a WACE Course with an external examination for Stages 2 and 3. One-half of both the Stage 2 and 3 examinations was to employ document study – a new assessment type for Ancient History.

TEE History and Ancient History, as taught up until the end of 2009 in W.A., employed different approaches to history, both as a discipline and as pedagogy, with different assessment types and teaching practices. The TEE History syllabus had undergone three significant changes beginning in 1983 when the use of primary sources was first introduced to the subject. (Primary sources in a school History context are documents or photographs of artefacts, which were written or created at the time of the event under investigation. An example of this source type would be a letter written by a First World War soldier to his wife describing his experiences of the “Front.”) At the same time, a more “constructivist” approach was employed in TEE History with the students engaged in investigation and analysis of source materials. Allen (2008, p. 1) contends that these changes were ostensibly to make history more acceptable to students given the “popular perceptions of its irrelevance in a period of increased emphasis on utilitarian, technical school curricula”, and to stop the decline in the proportion of students taking the subject. As a final change, document study was included in the external TEE History Examination in 1997.

TEE Ancient History in W.A. did not undergo the same process of change as History. The syllabus, which remained relatively static from the introduction of the subject in the early 1980s, was taught primarily as a chronology and narrative with an emphasis on learning historical facts. There was no addition of a document study component to the external Ancient History Examination and no formal requirement to use primary source analysis as a part of internal school assessment (Curriculum Council, 2008b, p.115). Ancient History Teachers could employ a constructivist methodology if they wished but there was no compulsion to do so.

According to the *Rationale* of the *E306 TEE History (Year 12) - 2006-2007* syllabus “History is the study and practice of making meaning of the past. It is also the study of the problems associated with establishing and representing that meaning” (Curriculum Council, 2005, p. 159). The concept that there is no one “definitive story of the past” is stated to be the basis of the syllabus (p. 159). The *Rationale* also states that each unit will introduce the students to the “historiographical and methodological issues which underlie the work of historians” (p. 159). The students were to be engaged in “active learning through the practice of history”, and this included among other things the “evaluation of historical interpretation and representation and the formulation of independent historical accounts” (Curriculum Council, 2005, p. 159). Thus, the students of TEE History were to be engaged in the work of historians, as well as learning about the past through historical narrative and chronology.

The *TEE Ancient History Rationale* on the other hand presented history as “a discipline which draws upon most other fields of study – literature, religion, politics, for instance – to build up the many sided picture of civilisation” (Curriculum Council, 2005, p. 105). Thus it was concerned with investigating historical narratives drawing on techniques from a number of other disciplines to understand societies of the past. The students were also to be given the opportunity to work with primary sources and to “assess the quality and value of the testimony provided by writers contemporary with the period, and the usefulness of important secondary sources” (Curriculum Council, 2005, p. 105). So, some analysis of source material was recommended; however, there was no reference to the examination of historiographical issues, nor were the students required to do the work of historians, but rather they were taught to learn about and investigate the narratives presented to them by their teachers. Ostensibly TEE History students were to both “learn history” and “do history”; that is they were to make their own interpretations of an historical event or period. By contrast TEE Ancient History students were primarily involved in “learning history.”

The move to create new WACE Courses saw Ancient and Modern History combined, as two contexts in the one course, with the adoption of the same methodologies and assessment practices for both. The resultant course, History:

Ancient and Modern, was accredited by the Curriculum Council in 2006. The students were to be involved in historical inquiries through which they would “learn that historical judgements are provisional and tentative in nature”, and they were to be “encouraged to use evidence from sources to formulate and support their own interpretations...” (Curriculum Council, 2006, p. 3). Course Outcomes were written for each WACE Course providing details of what the students should know, understand, value, and be able to demonstrate. The four History outcomes were based on the Society and Environment learning area outcomes, which were mandated for all W.A. schools as part of the Curriculum Framework in 1998 (Curriculum Council, 2008). *Outcome 4: Interpretations and perspective* of the new WACE combined History course dealt with historiographical issues of how and why interpretations change and how histories are constructed (Curriculum Council, 2006, p. 4). Document Study was included as both a school-based assessment type to constitute 20–30% of the school assessment and 25% of the external examination.

Concern was expressed by teachers, professional associations, academics and education sector representatives regarding the proposed new course when feedback was requested by the Curriculum Council through their consultation processes. Issues such as the implementation of different pedagogies in the delivery of the two histories, the difficulty of constructing equitable examination questions, and the denial of student choice to study both histories as separate courses were raised. At a July 2007 consultation meeting, teachers, academics, and Association representatives (including the two History curriculum experts interviewed for this study) affirmed that the only effective solution for their concerns would be the separation of the course into two discrete History courses. The Curriculum Council acted on this advice and Ancient History and Modern History were reborn as separate courses once again.

The revised WACE Ancient History Course was implemented in 2009 with external examinations commencing in November 2010. The major change to the previous TEE syllabus was the inclusion of “Historical explanation and representation” comprising one-third of the course with a new assessment type, the “Document Study” (Curriculum Council, 2008, page 8). This addition of document study was made to bring Ancient History into line with current historical thinking and practice

around the world, and to make it comparable to the Modern History Course. The *Australian Curriculum: History, Foundation to Year 10*, which is being implemented in Western Australian schools between mid-2012 and mid-2015, lends further support to the inclusion of document study to Ancient History, as it is a key feature of the *Australian Curriculum: History, Foundation to Year 10* course and of the two Draft Australian Curriculum Senior History Courses.

1.3 Purpose of the Study

This study investigated the impact of curriculum change in response to the introduction of document study to the Western Australian Senior Secondary Ancient History Course in 2009–2010. Analysis of the current literature suggested a new set of skills and a revised pedagogical approach, or teaching practice, are required to teach the historical skills and understandings necessary for document study. These skills and concepts include the use of evidence; judgement of historical usefulness or significance; identification and interpretation of historical perspectives; understanding of contestability and the tentative nature of history; historiographical skills; and the understanding and use of historical empathy (Seixas and Peck 2004; Taylor 2005; Hoepper 2006; Yilmaz 2008; Macintyre, et al. 2008; and Whitehouse 2009). The literature also pointed to a number of factors that may determine a teacher's "readiness" or preparedness (ability and willingness) to adopt and successfully teach the requisite skills and understandings to their students. These factors include the teacher's personal view of history; the teacher's academic training in history and historiography; the teacher's pre-service training, and professional development experiences (Reynolds and Green 1991; Yeager and Wilson 1997; Stearns, Seixas, and Wineburg 2000; Taylor 2000; Lee 2002; Taylor et al., 2003; Seixas and Peck 2004; Romeo 2005; Tan 2005; Burn 2007; Hall and Scott 2007; and Mucher 2007). These factors, along with the teachers' responses to and perceptions of the curriculum change, have been explored through a teacher questionnaire and content analysis of teacher responses and materials.

The following questions informed the research:

1. How has Ancient History pedagogy or teaching practice changed with the introduction of the new curriculum?

2. What new historical skills and understandings have teachers introduced as a result of the curriculum change?
3. What factors influenced the teachers' "readiness" or preparedness (ability and willingness) to implement curriculum change?

1.4 Research Methodology

The aim of this study was to explore a complex social phenomenon (the impact of curriculum change on teaching practice) and for this reason a qualitative approach was chosen as one that allowed for "in-depth and holistic understanding of a problem or situation" (Punch, 2005, p. 238). A case study approach was employed as this allowed for an empirical inquiry into the curriculum change within its "real-life context", the Ancient History classroom, and allowed for the use of a variety of sources of evidence (Yin cited in Punch 2005, p.145). Data collection for this study included surveys through interviews and questionnaires, which provided both qualitative and quantitative data.

A review of the literature revealed a need to design new instruments for the questionnaire and interview schedules. However, the literature did provide a theoretical framework to guide the design of the instruments (see 1.4.1 on the following page for a discussion of this framework). A pilot survey was undertaken, which involved semi-structured interviews and was used to confirm the conceptual framework and to construct the research instrument. A teacher questionnaire was sent to all schools offering the Stage 2 and/or 3 Ancient History Course in 2010. This questionnaire included closed questions using categorical scales, continuous scales for attitudinal questions, and open-ended questions to provide for more in-depth responses (Creswell, 2009).

Data analysis was conducted in two stages. Firstly, deductive analysis using descriptive statistics was used for the quantitative and categorical data collected through the teacher questionnaires. The small sample size of thirteen has placed limitations on the analysis conducted on these responses and the inferences that have

been drawn from such analysis. In the second stage the open-ended survey responses and teacher documents were subjected to an inductive analysis through content analysis. For this study, the coding categories were predetermined (Fraenkel and Wallen, 2006) and informed by the conceptual framework and responses to the pilot interviews. The content analysis has been used for triangulation and validation of the quantitative analysis of the results of the questionnaire, as well as to provide for a rich description of the impact of the curriculum change and teachers' responses to change.

1.4.1 Conceptual Framework

The review of literature provided a conceptual framework for research into the impact of the introduction of document study to the Western Australian Ancient History Course and its implications for pedagogy (see below). This theoretical framework was used to inform the construction of the research instruments.

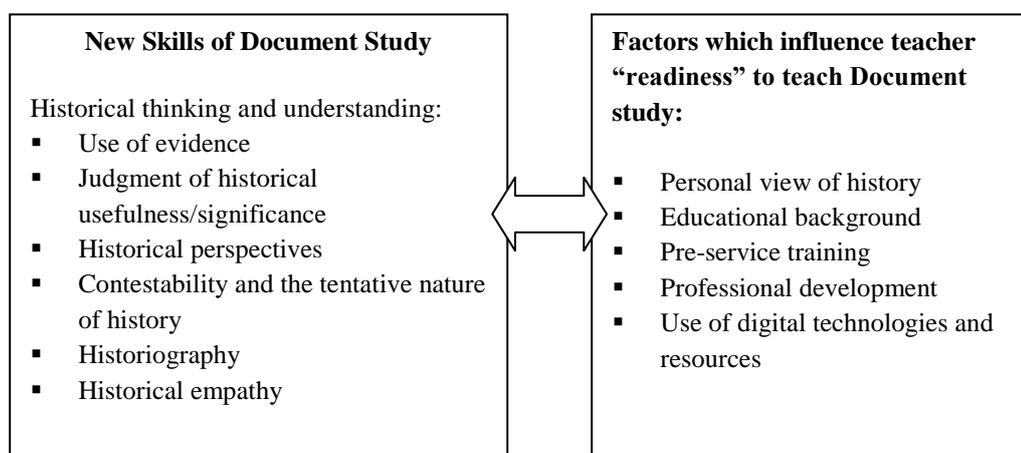


Figure 1: Conceptual Framework for the Study

From the literature (Chapter Two) it appeared that historical skills and understandings, such as those of historiography and use of evidence shown above, are necessary for students to complete document studies. The research into History teaching revealed that these skills are often new or unfamiliar to History teachers. According to the literature, teachers have taught history mostly through narrative and chronology, but they have not taught students how history is constructed or how to interpret evidence or multiple perspectives, which are the goals of these new skills

and understandings of document study. The literature pointed to a number of factors, such as one's own view of history, which may affect how readily teachers adopted and taught these new skills and understandings to their students (see Figure 1 above). There appears to be an interplay between these new skills of document study and the factors identified in the literature, which is highlighted by the two-way arrow in Figure 1. The new skills of document study present a challenge to such things as personal view of history and so they may act as a pull factor, as the participants respond to this challenge through adapting their teaching to deliver the new curriculum. This study sought to explore the impact of this introduction of document study to Ancient History teaching, along with the teachers' responses to and perceptions of the curriculum change.

1.5 Significance of the Study

A review of the current literature revealed that little research had been done nationally or internationally into the teaching and learning of Ancient History as a discipline separate to Modern History. In fact, prior to the work of Taylor (2000), little substantial Australian research had been conducted into the teaching of Modern History, which is the more widely taught of the two branches of history in most States of Australia. Therefore, this project offers insights into a branch of History teaching and learning (Ancient History) that has seen little investigation. The study also serves as an addition to the Australian research into the teaching and learning of history in general.

It is anticipated that this research will have significance by informing practicing Ancient History teachers and their students of the impact the introduction of document study has had on the curriculum and associated pedagogy. It is intended that the research provide insights into the historical skills and understandings that teachers need to impart to their students in order for them to successfully conduct document studies. The research has also attempted to elicit and illuminate the factors that have aided or impeded teachers in the introduction of these new skills and understandings to their classrooms (see Figure 1). Pre-service teachers and teacher-training courses may also benefit from the findings of this study, as the current

literature suggested that this is an area of pre-service training that needs greater focus.

Finally, this study may have significance for Australian History teaching and learning more generally, as the *Australian Curriculum: History* course becomes compulsory in Foundation level to Year 10 in W.A. from 2015. The Australian History Curriculum requires the incorporation of historical skills and understandings, including the identification and understanding of multiple perspectives, the understanding of the concept of contestability and the tentative nature of history, and the use of evidence, which are all necessary to document study. Teachers in Primary Schools and Lower Secondary Schools will need to become familiar with document study techniques in order to teach the new compulsory History curriculum. Currently few Primary School teachers have training in history methodology and many Lower Secondary Society and Environment teachers are trained in disciplines other than History (Geography, Economics, Politics, and Law among others).

1.6 Summary

Chapter One introduces this study into the impact of curriculum change through the introduction of document study to the Western Australian Ancient History Course in 2009–2010 and the implications for teaching practice, as revealed in the responses of thirteen classroom teachers. A review of the current literature highlighted a set of new historical skills and understandings, that teachers would need to impart to their students, in order for them to successfully conduct document studies for class assessment, and as part of the new WACE external examination. At the same time, research identified a number of factors, which may affect the teachers' preparedness (ability and willingness) to introduce the new historical skills and understandings to their classes. The new historical skills and understandings of document study and the factors, which may assist or impede teachers in their introduction of document study, became foci for this case study into the impact of curriculum change.

The conceptual framework drawn from the literature review was used to inform the construction of the research instruments: interview and questionnaire schedules. At

the heart of the study were three questions regarding the changes to pedagogy prompted by the introduction of document study, the new historical skills and understandings that had been introduced, and the factors which influenced the participants' preparedness for curriculum change. Both qualitative and quantitative data were gathered through use of the research instruments to investigate these three questions. Descriptive statistics and content analysis were used to analyse the data. The analysed data has allowed for a rich description of the impact of the curriculum change on Ancient History teaching and learning in Western Australia.

The following chapter presents a review of current literature concerning the teaching and learning of history in schools and the place of document study or source analysis in the classroom. This literature survey revealed that little research has been conducted into the teaching and learning of Ancient History, as a discipline separate from Modern History, and so there was a need to investigate history more generally. By way of introduction, the origins of document study are traced back to the writings of the Ancient Greek historians Herodotus and Thucydides (Whitehouse, 2009). The chapter is then divided into three sections. The first section deals with the national and international factors, which have led to the introduction of document study into history. Secondly, the new skills and understandings required of teachers and students to conduct document studies are examined. Finally, the factors, which influence teacher "readiness" or preparedness to teach the requisite skills for document study, are identified and discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The objective of this study was to investigate the impact of the introduction of document study to the WACE Ancient History Course and its effects on teaching practices. Consequently, this chapter provides a review of current literature concerning the teaching and learning of history in schools, the place of document study or source analysis in history, and the requisite skills and understandings of such analysis. Additionally, the literature review surveys the impact of curriculum change on teaching practices in history, and the factors that may determine a teacher's preparedness to implement such change. An initial survey revealed little national or international research into the teaching and learning of Ancient History as a discipline separate from Modern History. Thus, there was a need to investigate history in a more general sense. In fact, little Australian research into History teaching of any sort was evident prior to Taylor's work (2000), and so the majority of the material surveyed comprised international studies.

By way of introduction for the literature review, the origins of document study are traced back to the foundations of historical writing in Western philosophy and the work of Herodotus and Thucydides (Whitehouse, 2009). The chapter is subsequently divided into three sections, as revealed by the literature itself. The first section deals with the national and international factors that have led to the introduction of document study into history, and more particularly to school History. The second section examines the skills and understandings required of teachers and students to conduct document studies successfully, along with the changes to teaching practices the introduction of new skills and understandings may necessitate. Section three discusses the factors identified in the literature that may influence teacher "readiness" or preparedness (ability and willingness) to teach the requisite skills and understandings for document study.

2.2 History and Document Study

Document study, or source analysis, has been a feature of historical inquiry and historical writing since its beginnings in Western philosophy. The two writers credited as “Fathers of History” in the Western tradition were the ancient Greek authors, Herodotus and Thucydides. Whitehouse (2009) explains the process of historical inquiry first seen in Herodotus’ writings: “...he poses a question that drives investigation of the past. Historical inquiry takes place through engagement with sources. The historian constructs an account of the past on the basis of this material” (p. 5). Thus, written and archaeological sources are the raw materials of history, which are collected and analysed for evidence, which is used to form the basis of an historical account. Both sources and historical accounts are the “documents” which students are asked to interrogate when they undertake a document study in Ancient History.

Cicero, the great Roman orator, named Herodotus the “Father of History”; but he was also named the “Father of Lies” by scholars of the Nineteenth century. These scholars, steeped in the Enlightenment tradition of the scientific method and empiricism, followed the methodology of von Ranke, the founder of the science of history or the objective writing of history. Von Ranke developed a system of authoritative criticism of sources, which is still in use today (von Bruch, 1999). His method allowed for the use of only official documents. In consequence, these nineteenth century scholars judged Herodotus in a critical light because he included myths alongside trustworthy sources in his writings (von Bruch, 1999). This was regarded as an inclusion of irrelevant and misleading stories, which obscured the information Herodotus presented from reliable sources. Herodotus, however, stated that he had a duty to report everything, but that he did not have to give equal credence to all the sources, “I am not obliged to believe it all alike...” (Whitehouse, 2009, p. 5). The onus for deciding the accuracy and relevance of the information presented was placed on the reader, by Herodotus.

In antiquity, Thucydides was regarded as the greatest of all historians. He set out his historical method in the introduction to his History of the Peloponnesian War. He used source material and eyewitness accounts, and through “rational inquiry” he

constructed his History of the War. Despite Thucydides' adoption of a "scientific" methodology, Whitehouse (2009) reminds us that the author included speeches that he admits are not verbatim. "I have found it difficult to remember the precise words used in the speeches ... so my method has been, while keeping as closely as possible to the general sense of the words that were actually used, to make the speakers say what, in my opinion, was called for by each situation (1.22.1)" (Whitehouse, 2009, p. 5). Consequently, Thucydides at times strays from his intention to present an accurate record of the past through a rigorous process of inquiry and instead provides what is "called for" to tell his story. Thus even the writings of the "scientific historian", Thucydides, require judgements to be made by the reader regarding the veracity of the content and the purpose of the author. These are the skills required of document studies, where students are asked to judge the information presented for relevance and historical usefulness.

The works of both Herodotus and Thucydides point to the tension at the heart of historical inquiry and writing still evident today. Curthoys and Docker (as cited in Whitehouse, 2009) have characterised this contradiction in historical writing thus: "[O]n one hand, history is a rigorous process of inquiry: the historian must interrogate sources and assess evidence. On the other hand, the historian is engaged in a literary task: the writing must capture the imagination of the audience" (p.4). These authors contend that it was in fact Herodotus and Thucydides who established this dual nature of history through their writings, employing both empirical methods of inquiry and literary techniques of narrative and drama (Whitehouse, 2009). Historians today have continued this use of a forensic approach to sources of evidence coupled with a storyteller's technique.

These two often-contradictory facets of history and historical writing are what teachers and their students must grapple with. To undertake document study requires an analysis of sources to assess the evidence they provide. This is a complex task, as the student must contend with issues such as determining the purpose of the source, and what perspective or point of view the source presents. The student may also be asked to assess what information the source omits, or how the information presented fits with the evidence obtained from other sources. Document study is made an even more complicated task when the student must decide where the historian has become

an author of literature, engaging their audience by embellishing the facts or filling the gaps without having supporting evidence. The student must decide where the rigorous historical inquiry gives way to historical drama. Little wonder that some teachers and academics consider document study too sophisticated for school students, believing school History should be concerned solely with historical narrative and chronology. This debate concerning school History and whether students ought to be engaged in historical analysis and the task of document study is a recurrent theme in the research as shown below.

2.3 Research

A review of the current literature reveals that little research has been done nationally or internationally into the teaching and learning of Ancient History, as a discipline separate from Modern History. Taylor's research, *The Future of the Past* (2000), revealed that little substantial Australian research had been conducted into the teaching and learning of even Modern History prior to his own work. Thus, the focus of this literature review has necessarily become the numerous international studies that have been conducted into the teaching of Modern History and the introduction of document study, or primary source analysis. These international studies are applicable to the current research as Ancient History and Modern History are similar disciplines and share common theoretical constructs and practices. This is despite the somewhat different pedagogical approaches and assessment regimes employed by the two courses in Western Australian schools as outlined in Chapter One. The literature surveyed falls into three broad categories: the national and international factors that have led to the introduction of document study into history (Harvey, Maxwell and Wilson 1996; Yeager and Wilson 1997; Taylor 2000; Henry 2002; Seixas 2002; Clark 2006; and Fisher 2011); the new skills and understandings required of teachers and students to successfully conduct document studies (Seixas and Peck 2004; Taylor 2005; Hoeppe 2006; Macintyre, et al. 2008; Yilmaz 2008; and Whitehouse 2009); and the factors influencing teacher "readiness" or preparedness to teach the requisite skills for document study (Reynolds and Green 1991; Yeager and Wilson 1997; Stearns, Seixas, and Wineburg 2000; Taylor 2000; Lee 2002; Taylor et al. 2003; Seixas and Peck 2004; Romeo 2005; Tan 2005; Burn 2007; Hall and Scott 2007; and Mucher 2007).

2.3.1 Factors Leading to the Introduction of Document Study into History

The debate over how history should be taught at school has existed since the 1950s. At various times the advocates of a progressive historical methodology, with their constructivist approach, have been dominant; but at other times since the 1950s the “Back to Basics” or traditionalists have held sway. Under the constructivist approach, primary source analysis and historical interpretation were the major foci of teaching, and students were required to construct their own interpretations of the history. A key component and assessment tool of this teaching approach is the document study. On the other hand, under the traditional approach to teaching history, narrative, chronology and facts are seen as the key components of school History curricula.

In 1959 the British education researcher, J.T.I. Gilchrist, examined the English History curriculum and found the chronological method (in which the memorisation of historical facts was emphasised) was the common pedagogical approach in schools. He characterised this as “bad history and bad teaching” (cited in Clark, 2006, p. 93). Correspondingly, there were criticisms of the general approach to schooling in Australia. The Australian educationist, Sheila Spear, quoted in Clark (2006), argued that the whole Victorian secondary curriculum of the 1950s and 1960s was too selective, and oriented towards University. At this time, there were growing numbers of students who wanted to complete high school but who did not want to undertake tertiary studies and so had to be accommodated by the school curriculum. Clark (2006) points to a perceived crisis in education. In the 1960s there was also the rise of what Pring cited in Clark (2006, p.93) had termed “new vocationalism,” which called for an emphasis on vocational training and personal development alongside academic achievement, to make education more relevant to life after school. As a result of these pressures, changes were made to secondary curricula with the intention of placing “the child at the centre of the learning process” using an inquiry model (Clark, 2006, p. 97). These changes took place most notably in the United Kingdom, the United States, and Australia.

History curricula changed dramatically because of the movement to child-centred, inquiry-based and constructivist learning. Henry (2002) points out that in the United

States the “new social studies” recommendations of the 1960s and 1970s emphasised primary source materials, “[D]ocuments...are the vehicle that students use to practice historical skills as they construct new meanings” (p. 2). Pierce (2008) notes that document study has been a feature of History teaching in the United Kingdom since the 1970’s “new history movement.” Harvey, Maxwell and Wilson (1996) put this interest in using and interpreting primary source materials down to resurgence in the interest of Bruner’s work in 1960, “the spiral curriculum,” in which it was theorised that children of any age can be taught any subject provided this was done at an appropriate level for the child. Thus, it was argued that primary source analysis, which had been the sole province of historians, could be undertaken by school students, as long as the materials were accessible to them.

The British Schools Council History Project (BSCHP), established in 1972, was both a response to and an impetus for change. Clark (2006) states that the BSCHP, also known as the Schools History Project (SHP), was based on the ideas of Hirst, who claimed every subject had a “knowledge” that can be understood by its methods and language. The SHP challenged notions of what children could learn, and, at the same time, the project was intended to reinvigorate school History. Harvey, Maxwell and Wilson (1996) cite Honeybone, a British educator writing in 1971, who believed that Bruner’s approach should be adopted in History teaching with children working in the style of historians, “discovering and interpreting the types of evidence, which an historian might encounter” (p. 77). Honeybone considered this an adaptation of the inquiry model of learning to the history classroom, and the only way students could truly understand history.

Bruner’s methodology was adopted by the SHP and included in the 1972 New South Wales syllabus. This syllabus included “survey and depth studies” and encouraged skills such as “analysis of primary sources and empathy with different actors, as well as an understanding of historical concepts” (Clark, 2006, pp. 95–96). Thus, in Australia document study and the use of primary sources became key features of Modern History syllabi, and continue to be so today. Pierce (2008, p. 4) argues that “[P]rimary sources are the foundation of academic historical enquiry; it makes sense that such material shapes the [Victorian] curriculum.”

Central to the debate about how children should be taught history were questions concerning the purpose of school History and, more fundamentally, the key elements of school History. These issues still resonate today with the writing of the new Australian History Curriculum. Harvey, Maxwell, and Wilson (1996) contend that although history as a discipline (and school History in particular) has been difficult to define, as it has elements of both the arts and sciences, the processes a historian should undertake to investigate the past, or the methodology, have been agreed upon. “[T]he willingness to investigate primary source material, to compare contradictory accounts of the same events, to discard theories when unsupported by evidence... to use the imagination to enter the world of the past, all have been identified as important features of the historian’s craft (Carr, 1961; Thomson, 1969; Dickinson and Lee, 1985; Cowie, 1985)” (Harvey et al., p. 76). It can be seen that these historical processes have changed little from the methods employed by Herodotus and Thucydides some two and a half thousand years ago.

Seixas (2002), when addressing the question of the purpose of school History, cites Denis Shemilt’s evaluation of the Schools History Project, in which Shemilt stated that school History must provide students with two things. They must gain, first, a deep understanding of the past and, second, a deep understanding of history. It is not enough for students to develop an understanding of such things as a chronology of events, or concepts of continuity and change, and cause and consequence. Students must also develop an understanding of “the processes of knowledge-making, the construction of a historical narrative or argument, the uses of evidence, and the nature of conflicting historical accounts” (Seixas, 2002, p. 5). Once again, the use and interpretation of documents and source material (document study) is identified as being of fundamental importance to learning history.

This is not to suggest that the “new history” of the 1960s and 1970s replaced traditional methods of school History immediately or entirely: the reality did not match the theory. Harvey, Maxwell, and Wilson (1996) refer to a survey of the quality of British History teaching conducted by Booth in 1969. Interviews of students and teachers revealed that history was most often taught through lectures, note-making, and reading of textbooks. “The reason given for this style of instruction

was the O-level examination, which teachers saw as placing a ‘premium on the retention of information’ with little regard for issues of interpretation and ideas (Booth, 1969: 73)” (Harvey, et al., 1996, p. 85). Even by the mid-1980s, many schools in Britain were still ignoring the new history. Some schools followed the Schools History Project methodology in the first year of secondary school only and then reverted to traditional history teaching methods. Australian History educator, Larson, visiting Britain in 1985, reported that the Certificate of Secondary Education examinations, which were taken by 80% of examination candidates, were “not likely to test skills” (Harvey, et al., p. 88). Similar findings were reported in 1989 by Lang, regarding A-level History teaching and examinations. Teachers were teaching to the examinations and so there was a preponderance of textbook memorisation and teacher lecturing, rather than critical thinking, use of source materials and research, or inquiry skills (Harvey, et al., 1996, p. 88).

Child-centred, inquiry-based learning in all fields came under fire in the 1970s along with the “new history.” Clark (2006) refers to the “Back to Basics” movement that developed in the USA in the 1970s and 1980s as a direct reaction to the new pedagogy. In this movement, there was a demand for accountability, teaching of “core knowledge,” and standardised testing. There was a similar demand in Australia for education to return to traditional methods. Accountability and National testing have remained key features in Australian education with the introduction of National Assessment Program–Literacy and Numeracy (NAPLAN) tests in 2000.

In the 1990s, “progressive” educationists, particularly in the USA and Canada (Downey and Levstik 1991; Brophy et. al. 1992; Van Sleidright and Brophy 1992; Seixas 1993; Gabella 1994; Barton 1997; and Foster et. al. 1999), returned to the debate over how best to teach history, suggesting that the transmission method of history instruction “results in students who are misinformed and bored” (Milson, 2001, p. 6). They insisted that inquiry learning was more powerful than the learning of historical facts alone. “People learn when they seek answers to the questions that matter to them; their understanding changes only when they become dissatisfied with what they know. ...This research base has indicated that students learn history most effectively when they are engaged in asking historical questions, collecting and analysing historical sources, and determining historical significance” (Milson, 2001,

pp. 5–6). Thus, the collection, use and interpretation of sources was once more highlighted as a key feature of learning history.

Yeager and Wilson (1997), U.S. education researchers, pointed out that the use of document study in U.S. history classes was supported by the results of numerous studies (Downey and Levstik 1991; Van Sleidright and Brophy 1992; and McKeown and Beck 1994). The studies challenged the existing ideas regarding students “capabilities in the study of history...” and gave attention to teaching practices “that enable pupils to become aware of historical problems and be better able to grasp the interpretive nature of history” (Yeager and Wilson, 1997, p. 121). These findings were in line with those from the earlier Schools History Project in the United Kingdom. Yilmaz (2008) contended that the use of source analysis also stemmed from the belief in the U.S.A. that the role of social studies was to “help students become responsible, critical, reflective and active citizens... and should teach students how to approach and use historical information critically from multiple perspectives” (p. 40).

Singapore implemented changes to school History teaching more recently with the introduction of a new History syllabus in 2000. Tan (2005) refers to two major changes: the requirement to teach the process of history in the new syllabus and the introduction of a source-based document study question into the external examination. With the advent of the new syllabus, Singaporean teachers were required to teach students how history is constructed, along with such things as the use of evidence and interpretation of sources, as document study skills. Prior to this change, history in the Singaporean school system was taught primarily through historical narrative, chronology, and key facts. The inclusion of a source-based document study question in the external examination has meant that these skills are now given prominence in the Singaporean teaching and assessment program (Tan, 2005).

Taylor (2000, p. x), writing about Australian teaching, contends that “good history teachers have, for the past thirty years, worked with students on source evaluation.” The N.S.W. 1972 History Syllabus emphasised the use of primary source analysis as an essential skill of history. The evidence from research in the U.K., Canada and the

U.S.A. suggests that the use and interpretation of sources has indeed been part of the school History curriculum from the 1960s (at least in some schools). The School History Project, established in 1972 in the U.K., promoted the use of primary source analysis, as did the recommendations of the “new social studies” of the 1960s and 1970s in the U.S.A. (Clark, 2006).

That is not to say that this inquiry-based approach to History teaching is universally accepted even today. Fisher (2011) cited an article by Sandbrook in which the latter wrote in favour of a return to “the heroic myths that once made up our patriotic narrative” (p. 39). This was seen as a way to stop what Sandbrook saw as a decline in the numbers of students taking History in the United Kingdom. Sandbrook, according to Fisher, appears to lay the blame for the apparent decline in student numbers on the Schools History Project approach to teaching history. Fisher (2011) refuted this argument, indicating that History numbers have held steady for the past 30 years: 32% of students take General Certificate of Secondary Education (GCSE) History voluntarily, and in the A levels in 2010 History was the fifth most popular subject. He also argues that “the old style chronological Island story and rote learning approach died for good reasons. It dominated schools half a century ago, with dire results. In 1968, Mary Price drew attention to a survey of 9,677 secondary pupils, which revealed that students rated History as the least relevant and interesting of all subjects. Just as damningly, history came second from top of the list of subjects considered ‘useless and boring’” (Fisher, 2011, p. 39). Thus, Fisher (2011) argued that the modernisation of history teaching with an emphasis on inquiry and source analysis was entirely justified.

The authors of the *National History Curriculum Framework Paper* (Macintyre, S. et al., 2008) cite research that has identified core components of historical understanding that will be central to the new *Australian Curriculum: History, Foundation to Year 10*. Five of these eight components (evidence; historical perspectives; historical empathy and moral judgement; contestation and contestability; and problem solving) are skills and concepts that are required of students when conducting document studies (Macintyre, S. et al., 2008, p.p. 5–6). It is no accident that they are also the skills identified in research in the U.K., Canada and the U.S.A., as being fundamental to learning and “doing” history in schools, as it

is this research that serves as the theoretical underpinning of the *Australian Curriculum: History, Foundation to Year 10* (Macintyre, S. et al., 2008).

As this review of the literature reveals, the introduction of document study to the Western Australian Ancient History Course became almost inevitable once the traditional methods of History teaching were called into question in the 1950s and a new history pedagogy was developed and adopted. Firstly, the Modern History TEE course in Western Australia adopted the “student-centred” and “constructivist” pedagogy employed in the U.K., U.S.A., and Canada, introducing the use of primary sources in 1983, and adding document study to the external examination in 1997 (Allen, 2008). During the writing of the WACE History: Ancient and Modern Course in 2005–2006, it was recognised that Ancient History would need to adopt the same pedagogy and assessment types as Modern History in order for the two histories to be taught as part of a combined course (Curriculum Council, 2006). Despite the subsequent division of this course into two distinct history courses, the changes to the curriculum and assessment types remained features of the WACE Ancient History Course.

Ancient History teachers in Western Australia, prior to the introduction of document study in 2009, mostly followed a traditional methodology. They prepared their students for an external examination, which required the candidates to demonstrate an understanding of the chronology and historical narrative of a certain time-period and to make some interpretation of the narrative they had learned. Students were asked questions in the Tertiary Entrance Examination such as “*Question 5(a) Describe the main features of Caesar’s consulship in 59 BC*”; “*Question 5(b): Identify and explain the tensions within the so-called First Triumvirate that led to the Conference of Luca in 56 BC*” (Curriculum Council, *Tertiary Entrance Examination Paper*, 2008, p.3). Thus, the students were engaged in explaining events through the provision of salient parts of the historical narrative and key facts about the time-period. One question in the examination, Question 11, asked the students to discuss the writings of either Cicero or Sallust in light of their careers and political views (Curriculum Council, *Tertiary Entrance Examination Paper*, 2008, p.4). Therefore, in one question the students were asked to “assess the quality and value of the testimony provided by writers contemporary with the period” (Curriculum Council,

2005, p. 105). However, the students were required to write answers to only four out of the twelve examination questions, and candidates rarely selected this type of question. There was no formal requirement for primary source analysis in either class assessment or the external examination (Curriculum Council, 2005). Consequently, teachers of Ancient History did not have the same necessity as teachers of Modern History to teach the historical skills and understandings required for document study. From the literature, it appears that this set of document study skills differs qualitatively from the critical reasoning skills of other disciplines, and so the introduction of document study to the WACE course has also introduced a requirement for an apparently new set of historical skills and understandings, which are described in Section 2.3.2 below.

2.3.2 New Skills Required to Conduct Document Studies

From the literature it appears that conducting document studies, which necessitates students engaging in historical reasoning, requires the acquisition of a new set of skills and historical understandings distinct from the skills of critical thinking and problem-solving required in other disciplines. At the same time, the skills of document study do not simply fall under the purview of common sense: “[h]istorical reasoning is not a natural mode of thought, but must be taught” according to Sam Wineburg cited by Whitehouse (2009, p. 6). Estes (2006, p. 4) says there is a need to understand the “relationship between facts, questions and interpretations, and the ways in which these relate to each other in the study of the past.” Hoeppe (2006) argues that students must learn to interpret evidence through recognising the difference between the “source” and the “evidence that they can extract from the source” when they are conducting their document studies (p. 18). He also states that they need to be taught that sources are “partial” in two different senses of the word. First, they are only ever one part of the possible sources about an event. Second, they are “partial” because they reflect the author’s point of view (Hoeppe, 2006). It seems probable that these apparently distinctive skills may in fact be new to teachers along with their students.

The authors of the *Framing Paper* for the Australian History Curriculum have acknowledged this requirement for new skills: “... [it] will also require empowering

teachers to meet the substantial challenge of developing the knowledge and skills required for historical understanding” (Macintyre, et al., 2008, p. 19). The writers also noted that “historical thinking [is] as foundational and challenging as the disciplines of science, mathematics and English” (*National Curriculum: Initial Advice Paper*, 2009, p. 5). “Historical thinking requires the mastery of the methods, procedures and tools that constitute the discipline of History... It differs from the intuitive memory-based understandings of the past because it requires negotiating between the familiar and unfamiliar, and involves investigation, debate and reasoning about the past” (*National Curriculum: Initial Advice Paper*, 2009, p. 7).

Levesque (2008) makes a similar argument about historical thinking, which he states is “far more sophisticated and demanding than mastering substantive (content) knowledge, in that it requires the acquisition of such knowledge to understand the procedures employed to investigate its aspects and conflicting meanings” (p. 27). In order to engage in the historical thinking required by document study the student must learn “the work of historians” and be able to understand how to investigate history (that is the processes involved in investigation) and how to examine different viewpoints and contradictory messages in the sources. Levesque (2008) further contends that “to think historically is thus to understand how knowledge has been constructed and what it means. Without such sophisticated insight into ideas, peoples, and actions it becomes impossible to adjudicate between competing versions (and visions) of the past” (p. 27). This adjudication between competing versions of the past appears to have become a fundamental element of Ancient History, as both a classroom practice, and as a part of the WACE External Examination with the introduction of document study.

Seixas and Peck (2004) identify the elements of historical thinking and understanding as significance; epistemology and evidence; continuity and change; progress and decline; empathy (historical perspective taking), and moral judgement; and historical agency. The *Australian Curriculum: History, Foundation to Year 10* appears to follow the framework devised by Seixas and Peck quite closely; however, epistemology, and progress and decline are not included as elements of the historical skills or understandings in the *Australian History Curriculum* (Macintyre, S. et al., 2008). Other education researchers, such as Yeager and Wilson (1997) and van Drie

and van Boxtel referred to in Whitehouse (2009) have labelled these historical skills and understandings somewhat differently. Whitehouse (2009) explains this diversity by pointing out that as “history is a multi-faceted discipline; it is not surprising that there are many ways to comprehend historical thought” (p. 7).

For the purposes of this study, the skills of historical thinking and understanding necessary to document study have been termed: use of evidence; judgement of historical usefulness/significance; identification and interpretation of historical perspectives; understanding of contestability and the tentative nature of history; historiographical skills; and understanding and use of historical empathy. This list of skills and understandings derives from an amalgamation of the ideas of researchers such as Yeager and Wilson (1997), Seixas and Peck (2004), Wineburg and Martin (2004), Yilmaz (2007), and van Drie and van Boxtel in Whitehouse (2009), among others. Many of these skills and concepts also appear in either the *WACE Ancient History Syllabus* (Curriculum Council, 2008), or the *Ancient History Terminology* list (Curriculum Council, 2009), and as such they are terms that the Western Australian Ancient History teachers should have been introduced to.

There is considerable overlap between the skills and understandings delineated in this study and of those defined by Seixas and Peck (2004). For example, the use of evidence is foregrounded in both as being important, as is historical empathy and historical perspectives. While Seixas and Peck cite understanding historical significance as an important skill, the same types of processes in document study in the WACE Ancient and Modern History Courses can be identified as use of evidence and judgements of historical usefulness/significance. Historical concepts such as continuity and change, and progress and decline, identified by Seixas and Peck (2004), are important to Ancient History teaching and learning in Western Australia, and they can be investigated in document studies; but they are not always central to students working with documents.

In order to conduct document studies, students need to be able to use and interpret evidence and make judgements about historical usefulness or significance. This is the set of skills that Seixas and Peck (2004, p. 111) refer to as “epistemology and evidence.” A variety of accounts exists regarding historical events and people.

“Students need to develop abilities to assess these accounts and ask questions such as ‘what are the problems with these accounts?’ and ‘shall I take them as is, or do they need revision’... Students need to be taught what makes sources reliable” (Seixas and Peck, 2004, p. 111).

Yilmaz (2008, p. 39) argues that “historical knowledge is not value-free but subjective as well as theory-laden, and thus it inevitably reflects a point of view...multiple interpretations of the past stem from the nature of historical knowledge...” As a result of the multiple interpretations of historical events, teachers and students need to develop the skills of historiography. Taylor (2005, p. 1) defines historiography as the “study of how historians and others interpret the past...mainly as a study of their writing.” Consequently, the students must consider questions regarding the author of the history being told and the ways in which the perspective of an event changes with the person who is recounting the event. The students are required to make judgements about the reliability of the sources being investigated or the historical account they are examining.

Students also need the skills to recognise and interpret varying historical perspectives, along with an understanding of how and why historians construct histories, in order to conduct their own document studies. “Students need to feel comfortable with the idea that our knowledge of the [p]ast is always partial rather than fixed. There is always the promise of fresh understandings to be gained by rethinking and questioning historical representations” (*Deconstructing Empathy in History*, 2007, p. 3). Thus, history is “tentative in nature,” not fixed, and it may be “contested” by different interpretations. “The nature and function of historical explanation is not fixed but gets changed as new evidence and innovative conceptual frameworks make a shift in historians’ perceptions of the past” (Yilmaz, 2008, p. 39).

If students must grapple with the concepts of contestability and the tentative nature of history, which arise from the multiple interpretations of the past, then the questions regarding what historical facts or whose history should be taught are insufficient. In document studies, the questions for students and teachers must revolve around the authorship of the primary sources, or documents, and the perspectives or viewpoints being presented in the documents. The question of who

has constructed the history from the documentary evidence is also of fundamental importance and will be coupled with the issue of the selection of different primary sources, which may change the perspectives being presented. Historical thinking and understanding and historiographical skills will be needed by the students in order for them to make judgements and interpretations concerning the primary sources and the histories constructed from these sources. The students will also need an appreciation of how new evidence leads to re-interpretations of the past.

Perhaps the most contested skill students are required to develop is historical empathy. Yilmaz (2007) explains that historical empathy is the ability to, “see and judge the past in its own terms by trying to understand the mentality, frames of reference, beliefs, values, intentions, and actions of historical agents using a variety of historical evidence” (p. 1). Thus, students need to interpret documents from the perspective of the author and the culture that existed at the time. Van Drie and van Boxtel in Whitehouse (2009, p. 7) identify this process as “contextualisation.” In order to make sense of source material or documents, students have to understand the society in which they were produced. Seixas and Peck (2004) explain that students often assume people of the past thought the same as people now, “[T]he error of ‘presentism’ is a failure to realise how much they don’t know about the past” (p. 113). Empathy needs to be based on historical evidence. “The paradox of empathy, then, is that it involves an effort to confront difference, which, at every turn, tempts us to impose our own frameworks of meaning on others. Moral judgements require empathetic understanding, that is, an understanding of the differences between our moral universe and theirs, lest they be anachronistic impositions of our own standards upon the past” (Seixas and Peck, 2004, p. 113).

Yilmaz (2007) further contends that historians do not yet agree on a definition for historical empathy and the concept has not been fully accepted as a part of historical understanding. Australian research into empathy supports this claim and suggests this lack of an accepted definition is not confined to history but also occurs in philosophy and psychology, among other disciplines (*Deconstructing Empathy in History*, 2007). Despite this unfamiliarity with the concept of historical empathy across disciplines, it has been identified as one of the core components of historical

understanding by the *Australian Curriculum: History, Foundation to Year 10* and necessary to the conduct of document study.

Each of the skills, understandings and practices described above (with the exception of historical empathy, which is still a contentious issue) are those of practicing historians, and students (and perhaps teachers) will require explicit training to acquire them. It appears from the research that a number of factors may assist or impede a teacher's ability and willingness, their "readiness" or preparedness to teach the new document study skills and understandings. These factors are discussed in Section 2.3.3 below.

2.3.3 Factors that may Influence Teacher Preparedness to Teach the Requisite Skills for Document Study

From a survey of the current literature it appears that there are a number of factors that determine whether teachers are willing, or indeed able, to support their students in learning these new historical skills, understandings, and practices. The first factor is the teacher's personal view of history and their view of the purpose of history. The results of a 2008 Queensland survey of pre-service Society and Environment teachers encapsulate the diversity of personal views about history and History teaching. A pre-service history teacher in the survey commented that "history teaching was 'straight forward...I don't have to worry about the values aspect'" (Tambyah, 2009, p. 17). The student teacher was making a comparison between history and the other Society and Environment subjects. Therefore, history for this respondent was clear-cut and about "facts." Other pre-service teachers in the survey commented that they took pride in being a history teacher and "viewing subject matter from the eyes of a 'historian'" (Tambyah, 2009, p. 17). These students viewed teaching history as being part of the discipline of history requiring them to take on the role of the historian.

Tan's (2005) research into the Singaporean system's introduction of source analysis questions into the syllabus and external examination in 2000 focused on teachers' views of what constitutes historical understanding. Most of the teachers characterised it as "a study of the past"; or "studying the past so we can understand our present" (Tan, 2005, p. 15). Levesque (2008) contends that there is a common belief (not just

among teachers) that history is supposed to give us lessons from the past; he further promulgates that this reflective view is most often expressed in times of uncertainty. Levesque (2008) points to the aftermath of 9/11 as an example of people looking to history for meaning. This view of history and History teaching is likely to give precedence to pedagogical strategies, which emphasise chronology, narrative and the learning of “facts”, and where interpretation is limited to looking for comparisons between time periods.

Many of the teachers in Tan’s (2005) study had not heard of historical understanding and only five of the eighteen survey respondents believed history to be a discipline with a distinct theory and set of practices and concepts. Similar views from History teachers are recorded in the literature from the U.K. and the U.S.A. Seixas and Peck (2004) assert that in Canada, history is taught as part of Social Studies and little historical thinking is taught. Teachers spend most of the time just teaching “facts” and so they “don’t help students make sense of the information presented” (Seixas and Peck, 2004, p.p. 110–111).

Even if teachers themselves believe that historical understanding involves interpretation, making judgements about the validity of information, and selecting between different perspectives, they do not believe that high school students should be engaged in this interpretation. Taylor et al. (2003) trace the idea that children cannot learn history, or perhaps more correctly cannot learn historical thinking and reasoning, to Jean Piaget’s work. In particular, this idea arose from Roy Hallam’s use of Piaget’s framework. Hallam concluded in his study that students only reach formal operations in history at 16 and a half years old, and so school students were too young to learn historical thinking and reasoning (Taylor et al., 2003).

According to Wineburg and Martin (2004), at school “students amass piles of information, and sometimes even become quite articulate about what they learned. But the moment the discussion turns to assaying the quality of the information, voluble students turn mute” (p. 2). It stems from a belief that, “[Y]oung people should first learn the facts...and only when they get to an Advanced Placement class or to a College Seminar, would they learn that historians argue over competing

interpretations and sometimes even question the veracity of accepted facts” (Wineburg and Martin 2004, p. 2).

The 1972 U.K. Schools History Project followed a new approach to teaching history based on Bruner’s belief that children of any age can learn any discipline if the structures are made explicit: this is the notion of the “spiral curriculum” (Taylor et al., 2003). Inquiry-based learning, historical thinking and understanding, and source analysis, were all key features of this new approach. According to Taylor et al. (2003), Booth’s critique of Hallam’s work on historical thinking and reasoning suggested that 14 to 16 year olds could develop sophisticated historical understanding. This lent further support to the adoption of the new approach to school History in the United Kingdom and elsewhere. The empirical evidence on how adolescents learn to reason historically, drawn from the Schools History Project, has led to the adoption of “new history” in education systems in Australia, Canada and the U.S.A. This evidence has also formed part of the theoretical framework for the *Australian Curriculum: History, Foundation to Year 10* (Macintyre, S. et al., 2008).

A range of views on what school History is, what its purpose is and how it should be taught, still exists amongst teachers and academics. The traditional view of the type of history students can and should learn, based on narrative and chronology, still has currency. This is despite the fact that many researchers and theorists in the U.K., U.S.A., Canada and Australia have rejected the traditional methodology. The “new history” methodology is not as firmly entrenched in schools, as the professional historians and education theorists would like. In fact, until the introduction of document study in 2009, Ancient History teachers in Western Australian schools followed the traditional approach, and assessment, even in the external examination, required a demonstration of knowledge of historical narrative, chronology and “facts” rather than a demonstration of historical thinking and reasoning.

Yeager and Wilson (1997, p. 121) argue that “[H]istory teachers’ knowledge of their subject knowledge that goes beyond the accumulation of historical facts—is a major factor in the way history is taught...” Yilmaz (2008) points to research by Wineburg and Wilson (1991) that indicates that a lack of understanding of the conceptual

foundations of the subject can lead to teachers misrepresenting the content through over-simplification. Whitehouse (2009) explains that “[t]he knowledge base of the teacher is crucial. Teachers must understand that historical knowledge is contingent on the types of questions posed by historians, as well as the ways in which sources are selected, analysed and applied. These are the processes of inquiry that define the work of historians” (Whitehouse, 2009, p. 6). History teachers also need to know and understand historical methodology, skills and understandings in order to be able to teach the requisite skills to their students. The use of primary source material to construct historical knowledge is determined by method. Students need to be taught how to select sources to make a convincing argument and how the exclusion of certain sources changes representations of the past (Whitehouse, 2009, p. 7). Yilmaz (2008, p. 42) also maintains that “...an understanding of what it means to know and do history is essential for history teachers...”

From the literature, a second factor emerges as a possible determinate for the “readiness” or preparedness of teachers to impart the new historical skills and understandings, and this is their own history education at tertiary level. The question to be examined is whether the teachers themselves have learned historiographical skills and historical methodology through their own studies of history. This includes an examination of the teachers’ engagement with and use of primary sources in their tertiary studies. A further point to consider is that teachers may have studied history at tertiary level but they may not have trained in inquiry-based teaching, which is also necessary in order to impart the new historical skills and understandings to their students (Stearns, Seixas and Wineburg, 2000, p. 159). This issue of whether teachers have received instruction in historiography, historical reasoning, and inquiry-based teaching as part of their academic training may have a bearing on their ability to impart the required historical skills and understandings to their students.

This issue of lack of training of History teachers in the necessary historical skills and understandings is brought into sharper relief when non-History specialists are required to teach senior school History. The 1996 U.S. Department of Education statistics showed 53.9 % of students in grades 7 to 12 were taught History by teachers who lacked at least a minor qualification in the subject (Stearns, Seixas, and Wineburg, 2000, p. 144). In the U.S., teachers are certified in Social Studies

education and not in History, and at the same time, Education Department staff-members in U.S. Universities are most often not History specialists. The situation has not improved since the late 1990s and Ravitch's research cited by Yilmaz (2008) reveals that History in the U.S. still has more "out-of field" teaching than mathematics or science.

Taylor's (2008) research in Australia parallels these findings "55–60 % of secondary teachers [in Victoria] take classes outside their subject areas and it has traditionally been integrated social education [Society and Environment in W.A.] that has suffered badly under this arrangement" (p.p. 4–5). This is despite the fact that international research (1980–2000) suggests "the study of history has several unique aspects and attributes which require expert teaching" (Taylor, 2000, p. iii). Taylor (2000) also pointed out that there has been little research into History teaching or learning recently and there was no current text on teaching history that could serve as a handbook for teachers. Thus while teachers' own knowledge of historical thinking and understanding may well be critical to how they will teach history it appears questionable whether many teachers will actually have the appropriate training in historical methodology to impart such knowledge and understanding.

A survey of current research suggests that the pre-service training of teachers is an important factor in developing teachers' historical pedagogy and so this could be considered a third factor in determining teachers' preparedness to teach the skills and understandings of document study. Yeager and Wilson (1997) contend that pre-service teachers need to "do history" and learn to use and interpret primary sources. These researchers saw a need for more history training in the U.S. Social Studies method courses, as there is a preponderance of history in school social studies courses. This will become a consideration for Australian Education Courses, as the Australian Curriculum gives history a central and compulsory place in the school timetable as a distinct discipline. Tambyah (2009, p. 13) states that "the importance of adequate teacher preparation in history to successfully implement the new curriculum has been noted (National Curriculum Board, 2008)."

Yeager and Wilson (1997, p. 123) discovered that pre-service teachers deemed historical thinking activities to be "risky." It became apparent from their research that

the co-operating/supervising teachers were not a source of historical thinking and learning strategies or expertise for their pre-service teachers but they did encourage experimentation. Some pre-service teachers thought didactic methods were an efficient pedagogical strategy especially if their supervising teacher thought this was so. Yeager and Wilson (1997, p. 123) characterised this as “defensive teaching,” as the pre-service teachers were worried about control. Middle school student teachers in the survey were even less likely to use historical thinking with classes as they saw the students as too young and too immature (Yeager and Wilson, 1997).

More recently, Burn (2007) conducted research into areas of historical enquiry and interpretation. The UK research focussed on the Oxford Internship Scheme and found that mentor teachers were not familiar with the areas of enquiry and interpretation even though they are part of the National syllabus. While the mentor teachers encouraged their student teachers to experiment, they had little practical advice or models they could provide to students (Burn, 2007). The student teachers were reluctant to use the suggestions of the academics as they “challenged much conventional practice in schools at the time of their own secondary education...” (Burn, 2007, p. 453). These student teachers did not have specific strategies for teaching about historical evidence by the end of this year of study under the Internship Scheme. At the same time, the experienced teachers felt deskilled and unable to help in contested areas such as enquiry and interpretation (Burn, 2007). It became clear that the mentor teachers needed to become learners too in order to support the development of their student teachers’ historical pedagogy (Burn, 2007).

Vinten-Johansen and McDiarmid (1997) conducted a study of five History student teachers who were taught to write historical narratives in an effort to help them learn about historical knowledge and understanding. The researchers investigated whether the student teachers developed the skills which would enable them to teach their school students historical reasoning from their own studies of historical narrative. The results suggested that teachers do need to understand the rules and conventions of constructing historical narratives in order to support their students’ learning of evaluation of arguments and understanding of multiple perspectives (Vinten-Johansen and McDiarmid, 1997).

The situation differs somewhat between Australian and U.S. History classes: students in the U.S. write short answers not essays to learn and evaluate arguments (Vinten-Johansen and McDiarmid, 1997). In Western Australia, students of Modern History and Ancient History are required to write essays as part of school assessment and external examinations. In fact, the former W.A. TEE Ancient History Examination required students to write four essays based in historical narrative but with minimal historiography or interpretation of multiple perspectives. Thus, Ancient History students in W.A. prior to 2009 were able to construct, or re-construct, historical narratives, but were not expected to interrogate the narrative by looking for other perspectives or interpretations. This has changed with the introduction of document study where there is such a requirement for interpretation and historiographical skills.

Taylor's (2000) report into Australian History teaching and learning stated that "graduate teachers appear history deficient" (Taylor, 2000, p. vii), as most are being given pre-service training in Society and Environment rather than History as a separate and distinct discipline. This is despite the international findings that "school History is unique" (Taylor, 2000, p. viii). He ascribes this uniqueness of history to its "adductive nature (speculative/ imaginative/vicarious/persuasive) and its idiographic underpinning (dealing with individual events and individual matters of fact)" (Taylor, 2000, p. viii). History is "opposite to nomothetic (arriving at general laws) subjects like psychology, law and economics," (Taylor, 2000, p. viii), which are all taught as part of Society and Environment courses. The suggestion appears to be that while there is a need for both methodologies to be taught in Australian pre-service courses, students are not receiving thorough training in historical methodology.

A further concern for pre-service training and the development of teachers' historical pedagogy is that beginning with the "Razor Gang" of the Fraser Government in the 1970s and continuing under Hawke, teacher training underwent a fundamental change. This change was from what Reynolds and Green (1991, p. 29) termed the "binary system" of Teacher Training Colleges and Universities to a system where everyone (teachers, nurses, architects and doctors) was to go to University. This was a cost-cutting exercise, as was the rationalisation of courses at University. For both

undergraduate and post-graduate levels, Schools of Education in Australia, since this reform, have provided teacher training that is in general education or pedagogy rather than curriculum. There is very little provision for teacher training in disciplines according to the research (Taylor, 2000). The solution offered by Reynolds and Green (1991) was involvement of other faculties in training teachers, but these faculties also need to be aware of what teachers need: historical methodology and thinking in this case. Reynolds and Green (1991) used research from Stanford (1986) and the British School Council project (1978) to prove the need for “Content and Pedagogy” and the importance of this for teacher pre-service training (Reynolds and Green, 1991, p. 31). Kennedy’s work in Australia in 1991 supported this view of the importance of linking instruction in content and methodology for trainee teachers (Reynolds and Green, 1991). Taylor (2000) more recently highlighted the lack of discipline-based studies for pre-service History teachers.

Thus, while researchers and theorists cite pre-service training as an important factor in the development of teachers’ historical pedagogy, it appears that many pre-service teachers are not being trained in specific historical methodology, and instead receive training based in more general Society and Environment and Education pedagogies. However, training for most teachers does not end with pre-service training. The majority of teachers seek to update their knowledge either in their discipline or in teaching methodology throughout their careers. In Western Australia, professional development became a requirement to enable teacher registration with the Western Australian College of Teaching (WACOT). Since 2005, teacher registration has become a mandatory requirement for teaching in W.A. schools. Thus, professional development is a potential opportunity for History teachers to learn the new historical skills and understandings necessary to document study.

In fact, Tan’s (2005) research points to professional development as a fourth key factor that influences experienced teachers’ preparedness to teach historical skills and understandings. Tan (2005) suggests that the Singaporean experience of three half-day workshops on setting and marking source-based questions provided the teachers with ideas of how to teach to the examinations, and did not provide instruction in the necessary historical skills and understandings for classroom teaching. “[M]any teachers thus teach the skills of history mechanistically, without

fully understanding the nature of the use of sources and this will impact on their pupils' understanding thus defeating the skills objectives of the syllabus" (Tan, 2005, p. 18).

Mucher (2007) reported that the *Teaching American History Grant Scheme* generated a great deal of interest amongst teachers and academics in researching the teaching of history. As a part of the *Grant Scheme*, the researcher attempted to encourage greater use of primary sources by teachers through professional development, as part of a three-year study (Mucher, 2007). Mucher discovered that most History teachers in the study viewed themselves as, "acquirers of content knowledge and as conveyors of historical drama", not as historians working with evidence to help students create interpretations (Mucher, 2007, p. 4). The study also found that teachers "thought studying history was to determine 'what really happened'", rather than holding the view that "written history is an interpretive act that is grounded in evidence" (Mucher, 2007, p. 2).

Taylor's (2000) report into school History in Australia indicated the important role State-based History Associations play in the professional development of teachers despite the limited resources of these organisations. From this research there appeared to be no contact between History teachers, academics and teachers of History at Universities. Neither was there contact between History teachers and heritage-based professional historians (for example, those based at museums), which would be useful for the professional development of teachers (Taylor, 2000). Mucher (2007) suggested that introducing teachers "to new historical research is important because it provides clear examples of the interpretive nature of the discipline and offers new tools for organizing their understanding" (p. 3). Research shows however that "implementation and practice of historical thinking in the classroom has been rare" in the U.S.A. up until now (Mucher, 2007, p. 3).

Hall and Scott (2007) through the *Central Michigan University Alpena-Montmorency-Alcona Teaching American History Project* created a model for professional development that would improve teachers' historical knowledge and their understanding of the "nature and practice of historical thinking" (p. 257). Hall and Scott's (2007) findings confirmed that the most meaningful and effective

professional development occurs when “the content of teacher learning is strongly linked to the curriculum the students are learning” (Hall and Scott, 2007, p. 258). The researchers used a case study approach in order to bring historical skills into direct focus and to model the use of primary source material in classroom teaching. The intent of the case studies was to force the participating teachers to think like historians when working with a range of sources to answer particular questions, so that they might model these skills for their own students (Hall and Scott, 2007).

Hall and Scott (2007) noted that the teachers were not interested in thinking like historians and were disappointed at not being given “classroom-ready materials” instead (p. 260). Participants were more satisfied when the content and methodology were integrated more fully, and so, a clearer link to classroom teaching was drawn in later workshops. In concluding, the researchers noted that the two-week long professional development courses saw modest improvements in the construction of historically sound lessons by the participants, and there was some evidence in their lesson plans that the teachers were attempting to aid their students in developing historical thinking skills (Hall and Scott, 2007). It appears that professional development in this area of historical pedagogy needs to have obvious connections to classroom teaching to be deemed effective by the teachers themselves.

Finally, the role of digital technologies and resources in assisting the teaching of historical skills and understandings is cited in a substantial portion of the current literature as a factor in determining the preparedness of teachers to impart the new historical skills. A great deal of research has been conducted into the use of digital technology to support what Prensky (2008) calls the “*new pedagogy of kids teaching themselves with teacher’s guidance*”, or constructivist pedagogy (p. 1). Constructivist pedagogy underpins both the new WACE Ancient History Course and the *Australian Curriculum: History, Foundation to Year 10*.

“Digital history is the study of the past using a variety of electronically reproduced primary source texts, images, and artifacts as well as the constructed historical narratives, accounts, or presentations that result from digital historical inquiry” (Lee, 2002, p. 504). Lee contends that History in schools is an area that has benefited greatly from the growth of digital technology. This is not simply because there is

now much greater access to primary source materials and greater search capabilities, but because it allows for nonlinear historical narratives and multiple narratives to be developed, which allow students to examine the construction of evidence and of historical perspectives. “By shifting the focus from the teacher to the learner, web-based digital historical resources empower students to construct a more personal understanding of history” (Lee, 2002, p. 504).

Allison (2008) further argues that virtual reality tools have opened up greater possibilities for History education by allowing multiple viewpoints to be explored simultaneously in an immersive environment. There is now the possibility of using digital virtual reality tools to examine sites of ancient battles for example, or even just the layout of ancient towns and cities, which can lead to a better understanding of ancient societies and their physical resources and constraints. Taylor et al. (2003) point out that the effective use of computers in the classroom allows teachers to “build communities of learners,” and support the development of cognitive skills (Taylor, Young, Hastings, Hincks and Brown, 2003, p. 126). Martin (2008) reported positive results for Year 9 GCSE students’ development of historical understanding using inter-school online forums. Romeo (2005) cites research by the British Educational Communications and Technology Agency in 2004, which suggests that information and communication technology (ICT) has the potential to aid History teachers’ own learning as well as the learning of their students. It appears that ICT is particularly useful to the development of historical thinking and enquiry skills.

Lee (2002) warns that there are critics of the use of digital historical resources, and ICT in general, as there is a belief that they create information overload, and there are other problems, such as plagiarism and questions regarding the authenticity of materials. Nevertheless, the majority of research appears to support the use of digital technologies in historical pedagogy. Teacher expertise with such technology may be a factor in “readiness” to teach the skills and understandings of historical thinking and interpretation. While the Western Australian Ancient History Course requires the use of appropriate resources and technologies to undertake research and to communicate findings, it does not specify the use of digital resources and technologies. The *Australian Curriculum* does specify “competence in information and communication technology (ICT)”, as one of the seven “general capabilities”

necessary to “life and work in the twenty-first century” (ACARA, v1.2, 2011, p. 7). It is a requirement that all the Australian Curriculum Courses will provide opportunities to develop and use these seven capabilities.

2.4 Summary

In summary, the review of literature suggests that the introduction of “Historical explanation and representation” to the curriculum and the new assessment type of document study to the W.A. Ancient History Course is a response to changes in the study of History both nationally and internationally. Further, research suggests that the introduction of document study requires the teaching of new historical skills and understandings such as the use of evidence; historical perspectives; historiography and historical empathy. These skills and understandings are those employed by historians but were not a formal requirement of the previous TEE Ancient History syllabus. Consequently, teachers may need to change their pedagogy to successfully teach these new skills to their students. A range of factors emerged from the literature as potential determinates of whether teachers are willing or able to adopt the new historical pedagogy. These factors include personal views of what it means to “do history”; personal educational background; pre-service training; professional development experiences; and expertise in using historical digital resources and technologies. The six new historical skills and understandings and the five factors identified in the literature provide a framework for research into the impact of the introduction of document study to the W.A. Ancient History Course and its implications for pedagogy.

The following chapter presents the methodology employed in this study. Firstly, the philosophical approach of this study will be explained and the reason for the choice of a qualitative methodology and a case-study approach. Secondly, the sample of teachers for the study and their selection will be outlined along with the limitations of the small sample size. Thirdly, the research design, research instruments and two phases of the study are presented. Following this, the data collection and analysis methods are discussed along with the ethical issues connected to this research. Finally, a summary of the research design is presented in tabular form (see Table 3.4).

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the impact of the introduction of document study to the Western Australian Senior Secondary Ancient History Course in 2009–2010. A survey of the current literature suggested a new set of skills and a revised pedagogical approach, or teaching practice, is required to teach the historical skills and understandings necessary for document study (Seixas & Peck 2004; Taylor 2005; Yilmaz 2008; and Whitehouse, 2009). Thus, a primary focus of the study was the implications for pedagogical practices that flow directly from this change in the curriculum and assessment regime.

The literature also pointed to a number of factors that may determine a teacher's readiness or preparedness (ability and willingness) to adopt and successfully teach the requisite skills for document study (Stearns, Seixas & Wineburg, 2000; Taylor et al., 2003; Seixas & Peck, 2004; Romeo 2005; Tan 2005; Burn 2007; Hall & Scott, 2007; and Mucher 2007). These factors, along with the teachers' responses to and perceptions of the curriculum and assessment change, have been explored through a teacher questionnaire and content analysis of teacher responses.

Three questions informed the research. The first question focussed on the changes to Ancient History teaching practice, which had been prompted by the introduction of the new curriculum, and, in particular, document study. The second question examined the new historical skills and concepts which teachers had felt compelled to introduce. Finally, factors that influenced the teachers' preparedness to implement the curriculum change were investigated.

This chapter presents the methodology employed in this study. Firstly, the philosophical approach of this study is discussed. Next the sample of teachers for the study and their selection is outlined along with the limitations of the sample. The research design, research instruments and phases of the study are presented. Following this, the data collection and analysis methods are discussed, along with the

ethical issues connected to this research. Finally, a summary of the research design is presented in tabular form (see Table 3.5).

3.2 Philosophical Approach

This study sought to explore a complex social phenomenon, the impact of curriculum change on pedagogy. A number of variables required examination including teachers' response to and perceptions of the impact of curriculum change and the factors that may affect a teacher's preparedness to deal with change. For this reason a qualitative approach was chosen as one that allows for "in-depth and holistic understanding of a problem or situation" (Punch, 2005, p. 238). A case study approach was employed, which Yin cited in Punch (2005, p. 145) suggests can provide "an empirical inquiry that: investigates a contemporary phenomenon within its real-life context; when the boundaries between the phenomenon and context are not clearly evident; and in which, multiple sources of evidence are used." This allowed for an exploration of the impact of curriculum change on the Ancient History classroom, the effects on teaching practices and the teachers' perceptions of this change, along with the use of both quantitative and qualitative data collection techniques including survey and interview, and data analysis utilising descriptive statistics and content analysis.

The open-ended survey responses from the teacher questionnaires were subjected to a content analysis. Krippendorff (2004, p. 18) defines content analysis as, "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." The coding categories were predetermined using the conceptual framework of this study (see Figure 1) and responses to the pilot interviews as a basis. Manual processing of the data led to the identification of additional keywords and phrases to be used in the coding categories. The Closed responses have been analysed using descriptive statistical techniques, and the data has been used to provide further corroboration of the findings of the content analysis. The analysis of the data has allowed for the formulation of inferences regarding the introduction of document study and has provided evidence for a rich description of the impact of this change on classroom practices and the teachers' views of the changes to pedagogy.

The qualitative approach employed in this study did not attempt to establish objectivity, but instead sought credibility, confirmability, consistency, and applicability in the techniques employed and the inferences drawn (Fraenkel & Wallen, 2006). Krippendorff (2004, p. 18) contends that if the “research effort is open for careful scrutiny and the resulting claims can be upheld”, then the results can be judged valid or credible and confirmable. Reflexivity was also employed to combat researcher bias through self-reflection (Ary, et al., 2006). There was a requirement for both personal reflexivity and epistemological reflexivity due to the researcher’s own prior experience with the teaching of Ancient History and construction of document study tasks and activities, and the limitations of the very small sample of teachers in the study (Ary, et al., 2006).

Peer review by the curriculum specialists and member checking by the teachers was used to obtain evidence based on structural corroboration that the data collected have been accurately recorded and represented (Ary, et al., 2006). Finally, in order to provide evidence of validity through triangulation for the study, a number of types of data were collected such as teacher questionnaires, interviews, and syllabus materials (Fraenkel and Wallen, 2006).

3.3 The Sample

The WACE Ancient History Course was introduced in 2009 at Stage 2 Year 11 and had an enrolment of 220 students at thirteen schools. The course was implemented over two years, the first WACE external examination was held in November 2010, and 148 students took the examination (Curriculum Council, 2010). In that year the WACE Ancient History Course was taught at fourteen Schools and Colleges at Stage 2 with an enrolment of 225 students and at twelve Schools and Colleges at Stage 3 with 150 students enrolled.

In 2010 eight of the fourteen schools offering Ancient History at Stage 2 (Year 11 and 12) were private schools. Of the twelve schools offering Ancient History at Stage 3 (Year 12) six were private schools and six were government schools. (Eleven of the schools provided both Stage 2 and Stage 3 Ancient History Courses.) Of the six private schools which offered Stage 3 Ancient History, two were single sex boys’

schools and four were co-educational schools. The government schools were all co-educational. These schools ranged from three “elite” private schools, which consistently top the “league tables” of external examination results, to low-funded Christian colleges. Five of the government schools were “academic selective,” offering academic scholarships and academic extension or Gifted and Talented programs.

The twenty teachers involved in teaching WACE Ancient History in 2010 were invited to participate in the teacher survey in November 2010. Thirteen teachers of Stage 2 and/or Stage 3 Ancient History agreed to participate and completed and returned the questionnaire. Of the seven teachers who declined the invitation to participate four were inexperienced teachers who had no experience with the TEE Ancient History Course. Their replies indicated that they felt they had no knowledge of Ancient History prior to the introduction of document study, and so were unable to complete the questionnaire. The thirteen Ancient History teachers who agreed to participate had a wide-range of teaching experience and varying educational background (see Table 3.1). Six of the teachers in the survey worked with another teacher in their school (three pairs of teachers). Six of the remaining participants worked alone. One respondent had a colleague working in their school, but their partner had not participated in the survey. The participants were asked which education system they worked in; however, this information has not been included in the table as it might lead to the identification of individuals.

3.3.1 Teaching Experiences

The cohort of thirteen Ancient History teachers who participated in this survey can be characterised as either experienced or very experienced teachers, with the majority having taught for at least six years and almost one-half having taught for over twenty years (see Table 3.2). As can be seen, only three of the teachers had been teaching for five years or less, and these same teachers were the youngest in the cohort. Specific Ancient History teaching experience varied in the group, and ranged from one year to twenty-seven years of teaching. All of the participants had taught the WACE Ancient History Course and all but two had taught the previous TEE course. Experience teaching related subjects such as Modern History varied in the

group. Slightly over one-half, or seven, of the teachers worked in Association of Independent Schools (AISWA) schools, while the other six worked in Department of Education (DoE) schools.

Table 3.1 Summary of Participant Sample Background

Participant	Age Range	Tertiary Qualification in Ancient History/ History	Years of Teaching	Years of Teaching Ancient History	Taught TEE Ancient History	Taught Modern History
T1	55+	B.A. (Ancient History units)	20+	8	Yes	Yes
T2	26-30	B.A. (Double Major Ancient History/History)	5	5	Yes	Yes
T3	50-55	B.A. (Ancient History)	20+	20	Yes	No
T4	40-45	B.A. (double Major Ancient History/History)	20+	6	Yes	Yes
T5	50-55	PhD (History)	20+	12	Yes	Yes
T6	20-25	B.A. (History with some Ancient History units)	0-5	1	Yes	No
T7	46-50	B.A. (Double Major Ancient History/History)	6-10	6	Yes	No
T8	40-45	Honours (Classics & Ancient History)	6-10	8	Yes	Yes
T9	40-45	Honours (History)	15-20	15	Yes	Yes
T10	50-55	Unspecified	6-10	6	Yes	Yes
T11	55+	B.A. (Ancient History)	20+	27	Yes	Yes
T12	26-30	B.A. (History)	5	1	No	Yes
T13	55+	M.A. (Ancient History)	20+	25	Yes	No

Table 3.2 Teaching Experiences of 13 Participants

Years	Total Years of Teaching number and (%) of respondents			Taught Ancient History (TEE/WACE) number and (%) of respondents			Taught Modern History (TEE/WACE) number and (%) of respondents		
	Total	AISWA	DoE	Total	AISWA	DoE	Total	AISWA	DoE
1–5	3 (23)	1 (8)	2 (15)	3 (23)	1 (8)	2 (15)	3 (23)	1 (8)	2 (15)
6–10	3 (23)	3 (23)	-	5 (38)	4 (31)	1 (8)	2 (15)	1 (8)	1 (8)
11–15	-	-	-	2 (15)	-	2 (15)	-	-	-
16–20	1 (8)	-	1 (8)	-	-	-	1 (8)	-	1 (8)
20+	6 (46)	3 (23)	3 (23)	3 (23)	2 (15)	1 (8)	2 (15)	-	2 (15)
unspecified	-	-	-	1 (8)	-	-	1 (8)	1 (8)	-
Not taught	-	-	-	-	-	-	4 (31)	4 (31)	-
Total	13 (100)	7 (54)	6 (46)	13 (100)	7 (54)	6 (46)	13 (100)	7 (54)	6 (46)

3.3.2 Educational Background

This teacher cohort can also be characterised as specialist teachers, as most had undertaken university studies in History. As can be seen in Table 3.1, twelve of the thirteen teachers have taken at least an undergraduate degree in either Ancient History or Modern History, and seven of these teachers undertook at least some units in both histories. Four teachers completed a double-degree in Ancient and Modern History. However, only 62% of the teachers indicated that they had received any pre-service teacher training or had undertaken teacher practicum in History.

3.4 Research Design

This study was conducted in two phases - a pilot survey of History curriculum specialists and a teacher questionnaire (see Table 3.4). A review of the current

literature revealed a need to design new instruments for the study. However, the literature did provide a theoretical framework to guide the design of the preliminary instrument, the pilot survey with the questions being drawn from this framework. The interview responses from the survey of two History curriculum specialists were then used to confirm the conceptual framework for the study and to construct the research instrument, the teacher questionnaire. The pilot interview schedule was first reviewed by a curriculum officer with a History background and experience in survey and questionnaire writing, and a second reviewer who had constructed and conducted a number of surveys, as part of their role as a measurement and assessment officer for the Curriculum Council of W.A. The feedback from these two reviewers regarding questions that needed further clarification and suggestions for additional sub-items was incorporated into the final form of the survey instrument, which comprised twenty-four questions (see Appendix A). The pilot survey was then rechecked by the reviewers to confirm that their feedback and recommendations had been incorporated correctly.

Table 3.3 Phases of the Study

Phases	Steps
Phase 1 Research: Pilot survey	Survey of literature and construction of theoretical framework Construction of draft Pilot interview schedule (24 items) Review and revision of Pilot interview schedule Pilot survey undertaken (2 interviews)
Phase 2 Research: Teacher questionnaire	Construction of draft Teacher questionnaire (89 items) Review and revision of Teacher questionnaire Teacher cohort contacted (20) and questionnaires sent out Completed questionnaires returned (13)
Phase 3: Analysis of data	Analysis of Closed responses using descriptive statistics Content analysis of open-ended responses
Phase 4: Writing of thesis	Drafting of thesis Editing and revision of thesis

3.4.1 Phase One of the Study

A group of Western Australian History and Ancient History specialists has been involved in the development, writing and consultation processes for the *Australian Curriculum: History* course along with their counter-parts from the other States and Territories. This process began in 2008 with the *Foundation to Year10 History Curriculum* and has continued through 2010 to 2012 with the development of the Senior School Ancient History and Modern History curricula. As part of this process the specialists had been examining the skills needed to teach document study along with the historical skills and understandings needed to teach History in a broader sense. Thus, a purposive sample of four W.A. Ancient History and Modern History curriculum specialists involved in the National Curriculum processes was invited to participate in the pilot survey. Two of the four invited specialists agreed to participate. One was a Modern History specialist with curriculum development experience at a National and a State level (2009–2013). The other participant was an Ancient History specialist with curriculum development experience at both National and State levels (1990–2012).

The pilot survey involved semi-structured interviews, which were audiotaped and later transcribed. The interviews took place in September, 2010. The same set of twenty-four questions divided into eight sections was used in a semi-structured format (Ary, et al., 2006) in both interviews (see Appendix A). The first three questions of the survey concerned teaching experience, educational background and History curriculum experience. The greatest proportion of each interview focused on questions regarding the interviewees' personal view of history and its purpose; the skills required for document study; whether these document study skills were new to the Ancient History Course; and the factors which may affect a teacher's ability and willingness to teach these skills (see Appendix A). The two interviews were conducted on 14th September and 22nd September 2010. The interview responses were used to confirm the conceptual framework for the study (see section 1.4.1) focusing on both the new skills and understandings required by document study and the factors which may have an impact on teachers' ability and willingness to teach these new skills. The responses were also used to aid the construction of the primary research instrument: the teacher questionnaire.

The responses to the pilot survey or interviews confirmed the conceptual framework for the study as outlined in section 1.4.1. However, the first respondent referred to two related concepts that were not initially included in the conceptual framework or the pilot survey. The second interviewee confirmed that these were very important concepts that warranted inclusion. A subsequent search of the literature supported the views of both interview respondents (Seixas & Peck, 2004). Consequently, questions regarding the use of these concepts were included in the teacher questionnaire both as Closed and open-ended items. These concepts were also included in the list of “new skills” needed for document study in the theoretical framework (Figure 1).

3.4.2 Phase Two of the Study

The teacher questionnaire comprised 89 items divided into three sections. The survey questions included demographic, factual, attitudinal and related behavioral questions as suggested by Warren (2007). This questionnaire included closed questions using categorical scales, continuous scales for attitudinal questions, and open-ended questions to provide for more in-depth responses (Creswell, 2009) (see Appendix A). Section One was comprised of demographic and factual questions and a total of 15 items were presented in this section.

The attitudinal and related behavioural questions concerning the teachers’ personal views of history; skills required for document study; perceived changes to classroom practices; and measures that have assisted the teacher with the implementation of document study were presented as a combination of closed and open-ended questions in Sections Two and Three respectively. (See summary Table 3.4.) The closed questions employed a continuous scale for responses from *strongly disagree* to *strongly agree* (Section Two F to Two I) and included 60 items. The open-ended questions in Section Three were included to elicit more in-depth answers and fourteen items were employed. This combination of questions was to allow for the collection of both quantitative and qualitative data.

The questionnaire schedule was reviewed in October 2012 by a curriculum officer with a History background, and a second reviewer who had constructed and

conducted a number of surveys as part of their role as a measurement and assessment officer for the Curriculum Council of W.A. The feedback from the two reviewers concerned the clarity of some of the questions and additional items to include, such as the development of literacy skills as a possible outcome of learning History, and this advice was incorporated into the survey instrument (see Appendix A). The Principal Researcher also reviewed the questionnaire schedule and made recommendations about the format and layout of the schedule. These recommended changes were made to the questionnaire prior to its use by the participants.

3.5 Data Collection and Analysis

Initially, the twenty teachers of Ancient History in Stage 2 and/or Stage 3 in 2010 were contacted by the researcher to outline the purpose of the current study and to invite their participation in the survey. This invitation was made through a combination of emails, phone calls and personal contact during September and October 2010. The teacher questionnaires were then emailed to the teachers along with a Participant Information sheet (Appendix B). These twenty teachers represented the entire cohort of Ancient History teachers in Western Australian schools in 2010.

Thirteen of the twenty Ancient History teachers agreed to participate in the survey and completed and returned the questionnaire over November and December 2010. Ten of the respondents were identified as experienced or very experienced teachers of Ancient History while three respondents had taught Ancient History for five years or less. Four of the seven teachers who declined the invitation to participate were teachers who had no experience with the TEE Ancient History Course. The three experienced Ancient History teachers who declined the invitation to participate in the survey were invited again via email and subsequent phone calls. Invitations to respond to the questionnaire by way of an informal interview or conversation were also declined.

3.5.1 Data Analysis

The data analysis was conducted in two stages. The thirteen participants responded to four closed questions (Items F, G, H and I) comprising 60 specific sub-items, using a

five-point Likert scale of *strongly agree* to *strongly disagree* with an option of *do not understand the statement* for Items F, G and H, and *not used* for Item I. The total size of the sample, the overall percentage of returns and the overall response rate to the possible 780 ratings have been reported. Individual tallies were made for each participant for each closed item with results also shown as percentages. Then the total sample responding to each closed item and the percentage of respondents who chose each alternative for each question has been tabulated (Fraenkel and Wallen, 2006). Deductive analysis using descriptive statistics was used for the quantitative and categorical data. Interrelationships have emerged from the data (for example, between personal beliefs about history and perceptions of historical skills and concepts). It is recognised that the small sample size has placed limitations on the analysis that can be conducted on these responses and the inferences that may be drawn from such analysis.

In the second stage of the analysis the open-ended survey responses were subjected to content analysis. A total of 730 distinct written statements were provided for the thirteen open-ended questions and the *Other Comments* section on the survey. The content analysis was undertaken manually after spelling and punctuation errors were removed. For this study the coding categories were determined (Fraenkel and Wallen, 2006) and informed by the conceptual framework and responses to the pilot interviews. Further keywords and phrases useful to the coding emerged during the manual processing of the data. Initially all of the responses were coded using five main categories: positive, negative or neutral perceptions of the impact of the introduction of document study to Ancient History, and examination-related or non-examination related statements. Some of the responses were also coded as representing traditional or more recent views of history, or identifying traditional or new historical skills as being important to document study. Subsequent coding sorted responses into categories describing the effects of the introduction of document study. Coding was also applied to elicit data on the types of formal methods of instruction employed; the models utilised; the new terminology introduced; and the support measures and teaching experiences deemed to be useful by the participants to their introduction of document study. Overall, a total of 63 sub-categories were employed after the initial coding with the five major categories. The categorised data has been summarised with frequency counts and percentages being provided. This

process has led to the development of generalisations or themes from the connections seen between categories, which are interrogated in Chapter Five (Fraenkel and Wallen, 2006). The content analysis has been used for triangulation and validation of the results of the questionnaire, as well as providing for a rich description of the impact of the curriculum change presented in Chapter Five.

3.6 Ethical Considerations

Ethically conducted research requires that the participants give their informed consent, that confidentiality is maintained, and that those involved are protected from both psychological and physical harm. Since this study relied on survey and interview data from curriculum specialists and teachers, it was necessary to gain informed consent of the participants. Participant Information sheets outlining the type of information to be collected; the uses to be made of the data; and the steps to be taken to maintain confidentiality; and a consent form were provided to each participant (Appendix B).

The teacher participants were informed of a possible conflict of interest by way of the information sheet that was sent out. This outlined that the researcher was employed by the Curriculum Council as the Ancient History Curriculum and Assessment Officer. In this role the researcher had provided assistance and professional development programs (2008–2009) to aid in the implementation of the new course and further presentations to support teaching and learning in the areas of Assessment and Examinations for Ancient History (2010–ongoing). Presentations were provided by the researcher at a number of other workshops run by the Association of Independent Schools of W.A. and the Department of Education (2008–2010). The focus of the professional development sessions was the new assessment type, document study, for which written sample document study questions and answers were provided for teachers to use as models in their classes.

The researcher further outlined that she did not have responsibility for writing the 2010 WACE Ancient History Examination (replacing the TEE) or the Sample Examination papers produced in March 2010. The Sample Examination Document Study questions and analytical marking guides have replaced the models that I

prepared for 2008–2009. However, the researcher did have an advisory role for the WACE Examination Panels (2010–ongoing), and the participants were informed of this.

As the curriculum specialist and teacher cohorts were small, it was imperative that the data collected were de-identified in order to protect against the risk of identification. As a consequence, random numbers were assigned to each response received. It was not envisaged that the survey or interview questions would present more than minimal risk of any kind to those involved, nevertheless, a Level A clearance (HR 68/2010) was obtained which was renewed in July 2011 and 2012.

3.7 Summary

This qualitative study has involved the participation of two History curriculum specialists and thirteen Ancient History teachers. A review of the current literature revealed the necessity to construct new instruments for the study. A pilot survey was constructed which was underpinned by a preliminary theoretical framework that emerged from the literature review. This pilot survey was conducted through interviews with two History curriculum specialists, and was subsequently used to confirm the conceptual framework for the study and to assist in the construction of the teacher questionnaire, which was the primary research instrument. The questionnaire was completed by thirteen of the twenty Ancient History teachers who taught the WACE Course in W.A. in 2010. The data collected has been subjected to quantitative analysis using descriptive statistical techniques and qualitative analysis using content analysis (see Table 3.5).

The results drawn from the data collected in the surveys are presented in the following chapter, which is divided into three sections. Section One presents a summary of the findings for four of the participants, as exemplars. Individual summaries for the entire cohort are included in Appendix C. Section Two presents a summary of the findings for three groups or clusters of participants revealed during analysis, and finally the results for the cohort as a whole are presented in Section Three.

Table 3.4 Summary of Research Design

Research Question	Data Collection Methods	Data Analysis	Research Literature
Q1. How has Ancient History pedagogy or teaching practices changed with the introduction of the new curriculum?	Pilot survey: Three open-ended questions: 6.2; 6.3; 6.4	Preliminary content analysis	Harvey, Maxwell & Wilson (1996); Yeager & Wilson (1997); Taylor (2000); Henry (2002); Seixas (2002); Clark (2006); Fisher (2011)
	Teacher questionnaire: Seven Open-ended questions: L:1; L:2; L:3; L:4; L:5; L:6; N	Content analysis	
Q 2. What new historical skills and understandings have teachers introduced as a result of the curriculum change?	Pilot survey: Five open-ended questions: 5.1; 5.2; 5.3; 5.4; 6.3	Preliminary content analysis	Seixas & Peck (2004); Taylor (2005); Hoeppe (2006); Yilmaz (2008); Macintyre et al. (2008); Whitehouse (2009)
	Teacher questionnaire: One closed question: sub-items G:1 to G:10 Five open-ended questions: K:1; K:2; L:2; L:5; L:6	Descriptive statistics Content analysis	
Q3. What factors influenced the teachers' "readiness" (ability and willingness) to implement curriculum change?	Pilot survey questions: Two open-ended questions: 7.1; 7.2	Preliminary content analysis	Personal view of History: Yeager & Wilson (1991); Taylor et al. (2003); Seixas & Peck (2004); Wineburg & Martin (2004); Tan (2005); Levesque (2008) Educational background: Stearns, Seixas & Wineburg (2000); Taylor (2000); (2008); Yilmaz (2008) Pre-service training: Burn (2007); National Curriculum Board (2008); Reynolds & Green (1991); Tamiya (2009); Taylor (2000); Vinten-Johansen & McDiarmid (1997); Yeager & Wilson (1997) Professional development: Hall & Scott (2007); Mucher (2007); Tan (2005); Taylor (2000) Use of digital technologies and resources: Allison (2008); Lee (2002); Prensky (2008); Taylor et al. (2003)
	Teacher questionnaire: Five closed questions: Personal View of History: sub-items F:1 to F:22 Pre-service training: sub-item C:1 Professional Development: sub-item D:1 Use of web-based resources: sub-items H:1 to H:12 Useful support measures and teaching experiences: sub-items I:1 to I:16 Eleven open-ended questions: Personal View of History: J:1; J:2; J:3 Educational background: B:1; B:2 Pre-service training: C:2; C:3; C:4 Professional Development: D:2 Useful support measures and teaching experiences: H:13; M:1 Other Comments: N	Descriptive statistics Content analysis	

CHAPTER 4

RESULTS

4.1 Introduction

This chapter presents the findings from an analysis of the responses to the participant questionnaire. The chapter is divided into three sections. Section One presents a summary of the findings for four of the participants, as exemplars. Individual summaries for the entire cohort are included in Appendix C. Section Two presents a summary of the findings for three groups or clusters of participants revealed during analysis, and finally the results for the cohort as a whole are presented in Section Three. The individual summaries begin with the biographical and educational background of the participant, which was provided as a response to Part 1 of the survey. Following this, the responses to the closed questions of Part 2 of the survey are presented under the headings: Personal View of History, Requirements of Document Study, and Support Measures. These statistical summaries are supplemented with illustrative vignettes (see Vignette 1.1) taken from the open-ended written responses of Part 3 of the survey for each participant. The two final components of each individual participant summary, Effects on Teaching and Other Comments, focus on the participants' perceptions of the effects of the introduction of document study to their teaching of Ancient History and are presented as two vignettes. Section Two of this chapter presents the findings for three clusters of responses based on perceptions of the impact of the introduction of document study: negative, positive and neutral responses. These findings are presented following the same format as for the individual responses in Section One. Section Three presents the findings for the whole cohort beginning with overall statistical data from the closed responses and then from the content analysis of the open-ended survey responses. This section then presents the summarised data for Teaching Experiences; Educational Background; Professional Development Experiences; Personal View of History; Skill Requirements of Document Study; Effects of Document Study; Support Measures, Materials and Teaching Methods; and Other Comments. The statistical data from closed responses are compared to the statistical data garnered from a content analysis of the open-ended responses.

Descriptive statistical techniques were used to analyse the closed survey responses and a content analysis was used for the open-ended survey responses. The teacher questionnaire comprised 89 items divided into three sections: Section One: Biographical Information (15 items); Section Two: Closed survey questions (60 items); and Section Three: Open-ended survey questions (14 items). The sample size of thirteen respondents allowed the use of simple descriptive statistical methods for the closed responses. The content analysis was undertaken manually after spelling and punctuation errors were removed. The coding categories were predetermined using the conceptual framework of this study and responses to the pilot interviews as a basis. Further manual processing of the data led to the identification of additional keywords and phrases to be used in the coding categories. The survey responses were coded and frequency counts were undertaken.

4.2 Section One: Individual Responses

The individual responses for four of the participants (T1, T2, T9 and T10) are presented in this section under the following headings: Personal View of History; Requirements of Document Study; Support Measures; Effects on Teaching; and Other Comments. This sample of four responses was selected as being representative of the three categories of responses, which were revealed during the content analysis. The three categories were based on perceptions of the curriculum change: negative responses (T1 and T2), positive responses (T10), and neutral responses (T9). These four participants are also representative of the range in the level of teaching experience and age of the cohort as a whole: ranging from five years of teaching (T2) to over twenty years of teaching (T1), and 26 to 30 years old to over 55 years of age. Individual responses for each of the thirteen participants are included in Appendix C.

4.2.1 Teacher One: Teacher Background

Teacher 1 (T1) was an experienced teacher, aged over 55 with an undergraduate qualification that included some Ancient History units. T1 had taught for over twenty years, with eight years of Ancient History teaching, and had experience teaching the TEE Ancient History and Modern History courses. This teacher had extensive knowledge and involvement with the TEE Ancient History Course through membership of the Curriculum Council Ancient History Assessment, Review and

Moderation Panel (ARM) and in the running of Year 12 Student Examination workshops and a range of other activities, as a consequence of being part of the executive for the Ancient History Professional Association of W.A. T1 had also participated in a range of Professional Development sessions concerning the teaching of document study, but did not receive any pre-service training in the teaching of Ancient History or History.

4.2.2 Teacher One: Personal View of History

The closed survey question, Item F, presented the participants with 22 sub-items: eight descriptions representing a traditional view of history and thirteen sub-items were descriptions that presented a more recent view of history. Sub-item F:21, which described history as teaching literacy skills, can be considered a description that fits both the traditional and more recent view of history. T1 in their responses demonstrated an acceptance of the importance of the more recent skills of history along with the more traditional skills (see Table 4.1). In fact the only description which this participant disagreed with was sub-item F:22, which likened historians to poets, in that they are both myth-makers, and this statement can be seen as the one furthest from a traditional view of history. The results for this teacher are presented in Table 4.1 below.

Table 4.1 Summary of T1 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:1; F:4; F:5; F:6	Strongly Agree	4 (50%)
	F:2; F:3; F:12; F:14	Agree	4 (50%)
More recent view (13 items)	F:7; F:8; F:10; F:13; F:15; F:16; F:17; F:18; F:19; F:20	Strongly Agree	10 (77%)
	F:9; F:11	Agree	2 (15 %)
	F:22	Disagree	1 (8%)
Traditional/More recent view (1 item)	F:21	Agree	1 (100%)

Item J asked T1 to describe their personal view of history and its importance to students in their own words. This participant emphasised traditional views of history in their responses, identifying history as being a study of human experience and

human nature, and of great events. No mention was made of the development of new skills, such as understanding the tentative nature of history or interpretation and use of evidence. Their responses are presented in Vignette 4.1 below.

Vignette 4.1 Personal View of History of T1

<p><i>J 1 What does the term/concept “History” mean to you?</i> Tempted to quote Hodges from History Boys ... “a study of human experience of the past”</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> First, because the stories are interesting, but then because students are able to study human nature at a safe distance</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> A sense of awe about the great events that have shaped the western world</p>
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4.2.3 Teacher One: Requirements of Document Study

In the responses of T1 to the closed question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts, such as knowledge of chronology, and the more recent ones identified in the research literature such as awareness of the tentative nature of historical evidence and interpretations. See the results below.

Table 4.2 Summary of Requirements of Document Study Survey Response (T1)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts- (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

As part of the written reflections, T1 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T1 specified only three skills that a student needed in order to undertake such an analysis: “[r]eading, identifying message, ability to fit the document into its context [historical narrative and chronology].” The first and last skill can be identified as

traditional skills of history while “identifying message” is part of the more recent skills of interpretation of evidence and identification of perspective. T1 did not consider that the TEE Ancient History Course had required the use of document study skills to any large extent, as is indicated by their response: “[i]ncidentally, not in the directly assessable way now required. They used these skills in learning the narrative, not as stand-alone skills.”

4.2.4 Teacher One: Support Measures

Items I:1 to I:16 in the survey comprised a list of the various support measures, materials and teaching experiences that were identified in the research literature as being of value to teachers when grappling with the new historical concepts and approaches to teaching. These support measures, materials and teaching experiences were described using the W.A. context of the introduction of document study: for example, professional development workshops in teaching and assessing document study run by the Ancient History Association of W.A. (AHAWA) and sample examinations supplied by the Curriculum Council. T1 was asked to rate the usefulness of these support materials and experiences to their introduction of document study to their classes. T1 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Items I:10 and I:13 were left unrated as teaching experiences, such as teaching English, that T1 had not undertaken (see Table 4.3 below).

Table 4.3 Summary of Support Measures and their Usefulness Survey Response (T1)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:6; I:7	Strongly Agree	3 (50%)
	I:3; I:4; I:5	Agree	3 (50%)
Teaching Experiences (4 items)	I:11; I:12	Agree	2 (50%)
	I:10; I:13	No Response	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

Survey items H:1 to H:12 listed specific web-based resources such as search engines, online journals and archaeology websites. Such resources were identified in the research literature as being of particular importance in supporting the teaching and learning of the more recent skills, concepts and approaches to history such as those required by document study. T1 was asked to rate the usefulness of these web-based resources. All of the twelve resources listed were seen as being of some use and two (internet archives and curriculum websites) were rated as being very useful by T1.

Survey item M 1 asked for a written reflection from T1 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study. T1 listed four support measures and experiences as being useful: “[o]ther teachers, the professional association, the Curriculum Council (being on the ARM Panel and Course Advisory Committee) and the Teacher Development Centre.” These listed measures accord with the teacher’s responses to the closed question summarised in Table 4.3.

4.2.5 Teacher One: Effects on Teaching

Two questions (Items L 1 and L 2) asked T1 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.2 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

For the worse, too much time is spent on the minutiae of a document or documents and not on the broad sweep of history, which is what the students enrolled to do.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?(For example: definitions, sets of notes, model answers, class discussions, practice document studies.)

Too much. We study the process of studying a document, do multiple examples, and use “good” answers as a guide. It all becomes a bit mechanical.

Survey item L 6 asked T1 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T1 described the activities they undertook with their students and the texts they used. For example, in relation to the use of evidence T1 provided the following statement: “I use the standard texts that provide models for the use of evidence; Bradley is good as is Buckley. So we study them as examples of how historians work to develop a narrative of a period.” Historical empathy was singled out by T1 as being different to the other skills: “I am not sure one can “teach” this, it develops from the study of sources.”

4.2.6 Teacher One: Other Comments

In Survey item N Teacher 1 was invited to provide any further comments in relation to document study and Ancient History. The perceived negative impact of the introduction of document study to the teaching and learning of Ancient History is evident in T1’s comments below.

Vignette 4.3 Other Comments by T1

<p>I am now quite disillusioned by the new course. It has become something that neither I nor my students really enjoy. For all its failings the old course allowed students to learn, enjoy and understand the dramatic narratives of Athens and Rome. Now they are expected to be historiographers, and in a field of history when this can be very “dry” and difficult. The exam now requires so little of the narrative that the average secondary student really struggles and they used to both enjoy and succeed in the subject.</p>

4.2.7 Teacher Two: Teacher Background

Teacher 2 (T2) was a relatively young, inexperienced teacher, aged between 26 and 30, holding an undergraduate qualification with a Double Major in Ancient History and History. T2 had taught for five years, with five years of Ancient History teaching, and had experience teaching the TEE Ancient History and Modern History courses. This teacher had additional knowledge and involvement with the WACE Ancient History Course through membership of the Curriculum Council Ancient History Course Advisory Committee (CAC) and as part of the executive for the Ancient History Professional Association of W.A. T2 had also participated in a range

of Professional Development sessions concerning the teaching of document study, and did receive some pre-service training in the teaching of Ancient History or History; however, this was described as being only a one hour session, and as the sole Ancient History specialist the teacher worked individually during the session. This teacher also indicated that they had chosen to work collaboratively with a teacher at another school on the development of assessments including document studies.

4.2.8 Teacher Two: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T2 demonstrated a strong acceptance of the importance of the more recent skills of history, along with an acceptance of the more traditional historical skills as also being of some importance. In fact, T2 was in at least some agreement with all of the sub-items of question F as shown in the table below. However, this participant demonstrated a greater affiliation to the more recent view of history, which requires students to work with a variety of perspectives and interpretations and to understand the tentative nature of history, rather than the traditional view of history, which privileges chronology and narrative. The results for this teacher are presented in Table 4.4 below.

Table 4.4 Summary of T2 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:2; F:5; F:6	Strongly Agree	3 (37.5%)
	F:1; F:3; F:4; F:12; F:14	Agree	5 (62.5%)
More recent view (13 Items)	F:7; F:8; F:9; F:10; F:11; F:15; F:18; F:19; F:20	Strongly Agree	9 (69%)
	F:13; F:16; F:17; F:22	Agree	4 (31%)
Traditional/ More recent view (1 item)	F:21	Strongly Agree	1 (100%)

This participant’s written responses regarding their personal view of history and the importance of studying history emphasised the development of the new skills of history, such as critical inquiry skills and the interpretation and use of evidence to

reconstruct the past. T2 saw these new skills as being important to the development of their students as active citizens. No mention was made of the traditional skills of historical narrative and chronology (see the vignette below).

Vignette 4.4 Personal View of History of T2

J 1 What does the term/concept “History” mean to you?

Inquiry: the investigation of past events and circumstance and the weighing of evidence used to reconstruct the past.

J 2 Why is it important to teach Ancient History or History?

Whilst teaching critical inquiry skills and encouraging evidence-based debate, it is important to show young people other ways people have lived. Teachers can the guide students to reflect upon how societies function... The study of Ancient History also enables students to see the different attempts at managing societies as part of an ongoing process, and to see themselves as active citizens who can take part in the management of their own communities.

J 3 What are the benefits to students of learning Ancient History or History?

My students have had limited experiences of other cultures and other ways of living, and many are drawn to Ancient History because it provides for them a unique opportunity to be immersed in another culture...

4.2.9 Teacher Two: Requirements of Document Study

In the responses of T2 to the closed question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts, such as knowledge of historical narrative and the more recent ones identified in the research literature, such as knowledge of historiography. The results are presented below.

Table 4.5 Summary of Requirements of Document Study Survey Response (T2)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1	Strongly Agree	1 (50%)
	G:2	Agree	1 (50%)
New Skills/Concepts (8 items)	G:3; G:4; G:6; G:8	Strongly Agree	4 (50%)
	G:5; G:7; G:9; G:10	Agree	4 (50%)

As part of the written reflections T2 listed the requirements of document study (Item K 1) and discussed whether the TEE Ancient History Course had included the same skills as those necessary to document study (Item K 2). T2 specified five skills that a student needed in order to undertake such an analysis: “[a] high level of literacy (stage 3 Literature level); [i]dentifying documents specific to an era and context; finding problems with evidence (e.g. bias, omissions); [w]eighing up the contribution of a piece of evidence to the reconstruction of the past; [u]se of evidence to reconstruct [the] past.” The first item mentioned by T2 is the skill of literacy, which is not a skill specific to the teaching and learning of history; however, the second skill listed represents the more traditional skill of understanding historical narrative and chronology. The other three skills identified by T2 represent new historical skills. T2 expressed a belief that the TEE Ancient History Course had required the use of some document study skills: “literacy and the ability to use evidence critically to reconstruct the past, for example as part of an essay students would incorporate ancient evidence into their construction of an argument.”

4.2.10 Teacher Two: Support Measures

T2 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes. T2 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Items I:4, I:10 and I:13 were left unrated as teaching experiences that T2 had not undertaken, and only Item I:15, the terminology list, was not seen as useful (see Table 4.6 below).

Table 4.6 Summary of Support Measures and their Usefulness Survey Response (T2)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:6; I:7	Strongly Agree	2 (33.3%)
	I:2; I:3; I:5	Agree	3 (50%)
	I:4	Not Used	1 (16.7%)
Teaching Experiences (4 items)	I:11; I:12	Agree	2 (50%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14	Agree	2 (66.7%)
	I:15	Disagree	1 (33.3%)

Table 4.6 Summary of Support Measures and their Usefulness Survey Response (T2) (continued)

Working with other Teachers (2 items)	I:1	Strongly Agree	1 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Strongly Agree	1 (100%)

T2 also rated the usefulness of specific web-based resources (Items H:1 to H:12). While T2 *strongly agreed* with the usefulness of web-based resources in Item I:16 they rated half of the specific resource types listed in Items H:1 to H:12 as being unhelpful. In fact, only internet archives, History websites and museum websites were rated as very useful resources for the teaching and learning of document study.

Survey item M 1 asked for a written reflection from T2 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T2 listed only two support measures and experiences as being useful: “[i]nformal sharing with other teachers regarding preparing, setting and marking document studies ... Online resources (Perseus, British Museum).”

4.2.11 Teacher Two: Effects on Teaching

Two survey questions (Items L 1 and L 2) asked T2 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.5 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

More time has been given to teaching document study skills – some of this was happening anyway, but the specific language of document study questions needs to be interpreted with students – students would interpret “nature of source” and “how useful” differently without guidance. Exemplars were essential in approaching this.

(Continued over)

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students? (For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

[S]amples, practice questions with practice documents, sentence-starters for given questions, PowerPoint presentations, discussing questions and constructing shared answers with reference to sample documents, [and] frameworks to study the backgrounds and relevant historiographical details about key authors [and] documents.

Survey item L 5 asked T2 to identify any new terminology they had needed to teach their students and Item L 6 asked T2 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T2 listed “bias, omission, contemporary and non-contemporary versus primary and secondary evidence, historiography, [and] ‘nature’ of source” as being necessary terminology that had to be introduced to their Ancient History classes. T2 also described the activities they undertook with their students to teach these new concepts. For example, in relation to historical perspectives T2 provided the following statement: “notes, comparisons of sources.” Three terms or concepts were identified as being difficult to teach the students or in some way problematic and they were: use of evidence, usefulness of sources, and the tentative nature of history. At the same time, T2 is one of only four teachers in the survey to discuss teaching strategies that involved the students constructing their own meanings of the documents being analysed. This is a major objective of the more recent approach to history to have students doing history (that is, constructing their own interpretations) and not just learning history, and T2 appears to employ this teaching approach.

4.2.12 Teacher Two: Other Comments

In Survey item N Teacher 2 was invited to provide any further comments in relation to document study and Ancient History. The perceived shortcomings of document study being used as an assessment tool was discussed at some length by T2 (see Vignette 4.6 on the following page).

Vignette 4.6 Other Comments by T2

When marking the document studies it was apparent that, as an assessment tool, they did not tend to discriminate as effectively as essays. The top mark was always lower; the bottom mark was always higher when compared with essay assessments. For Stage 2 document studies students found the second [examination] question particularly difficult (strengths and limitations of evidence). The idea of usefulness of evidence was difficult for many students.

4.2.13 Teacher Nine: Teacher Background

Teacher 9 (T9) was an experienced teacher, aged 40 to 45, holding an Honours degree in History. T9 had taught for between 15 to 20 years, with 15 years of Ancient History and 18 years of Modern History teaching. They also had experience teaching the TEE Ancient History Course and as a TEE Marker. T9 had extensive knowledge and involvement with the TEE Ancient History Course through membership of the Curriculum Council Ancient History Assessment and Review Panel and in the running of Student Examination workshops and a range of other activities. This teacher had participated in some Professional Development sessions concerning the teaching of document study, and experienced some pre-service training in the teaching of History. T9 also benefitted from having a supportive teaching colleague when they first began teaching Ancient History.

4.2.14 Teacher Nine: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T9 demonstrated a stronger acceptance of the importance of the more recent skills of history, such as interpretation and use of evidence, than of the more traditional views such as a study of history helping in our understanding of societies and of change. Teacher 9 rejected two of the most traditional views of history: the main purpose of history being to study the past (sub-item F:1) and the idea that we study history to avoid the mistakes of the past (sub-item F:3). The results for this teacher are presented in Table 4.7 on the following page.

Table 4.7 Summary of T9 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 items)	F:4; F:5; F:6	Strongly Agree	3 (37.5%)
	F:2; F:12; F:14	Agree	3 (37.5%)
	F:1; F:3	Disagree	2 (25%)
More recent view (13 items)	F:7; F:8; F:9; F:10; F:11; F:16; F:17; F:18; F:19; F:20; F:22	Strongly Agree	11 (84.6%)
	F:13; F:15	Agree	2 (15.4%)
Traditional/More recent view (1item)	F:21	Strongly Agree	1 (100%)

The written responses of T9 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history identify historical skills as being essential components of history. Interestingly T9 also refers to the appeal of historical narrative to students, one of the most traditional aspects of history; despite rejecting other traditional views of history in response to Item F (see Vignette 4.7 below).

Vignette 4.7 Personal View of History of T9

J 1 What does the term/concept “History” mean to you?

The re/construction of events from the past... At times it is relaxing to read straight narrative, whilst at other times it is invigorating and challenging to read interpretations and critiques of the past events.

J 2 Why is it important to teach Ancient History or History?

To develop critical thinking skills, for students to develop the skill of empathy... It also exposes the myth that history is linear and a progression. At times History is regression.

J 3 What are the benefits to students of learning Ancient History or History?

Many students love the narrative, the stories of individuals and their motivations. The development of persuasive writing techniques that are substantiated with evidence and the realisation that arguments can be made for both sides of an argument. Thus it develops critical thinking.

4.2.15 Teacher Nine: Requirements of Document Study

In the responses of T9 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts such as knowledge of historical narrative and some of the more recent ones such as

knowledge of historiography are rated as very important. However, one-half of the more recent skills were only seen as being of some importance. The results are presented below.

Table 4.8 Summary of Requirements of Document Study Survey Response (T9)

Requirements of Document study	Item Number	Response	Number of Responses (%)
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:8; G:10	Strongly Agree	4 (50%)
	G:5; G:6; G:7; G:9	Agree	4 (50%)

T9 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T9 specified five areas of skill that a student needed in order to undertake such an analysis: “literacy; comprehension; the ability to compare and contrast; they should be able to think critically about the reliability of sources; [and] provide historical context.” The first two of the skills nominated by T9 are related to literacy. The next two skills are related to interpretation of evidence, which is part of the new approach to history, and the final skill listed relates to an understanding of the historical narrative and chronology, which is a traditional historical skill. In response to Item K 2 Teacher 9 expressed a belief that there were skills common to the previous TEE course and document study, which were: “literacy, critical thinking, [and] knowledge of sources.”

4.2.16 Teacher Nine: Support Measures

T9 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study. T9 indicated that over 60% of the support measures, materials and teaching experiences listed had been of use to them, while they had not used or experienced over one-third (see Table 4.9 on page 71).

T9 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T9 “disagreed” with the usefulness of web-based resources in Item I:

16 they rated over 40% of the specific resource types listed in Items H:1 to H:12 as being of some use. One-third of the measures listed were seen to be of no assistance and another quarter was unrated.

Table 4.9 Summary of Support Measures and their Usefulness Survey Response (T9)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:3; I:7	Strongly Agree	2 (33.3%)
	I:5; I:6	Agree	2 (33.3%)
	I:2; I:4	Not Used	2 (33.3%)
Teaching Experiences (4 items)	I:11	Agree	1 (25%)
	I:12	Disagree	1 (25%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:15	Strongly Agree	1 (33.3%)
	I:8; I:14	Agree	2 (67.7%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

Survey item M 1 asked for a written reflection from T9 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T9 listed three types of support measures as being useful: “talking with colleagues, cross-marking with teachers I respect, [and] sharing their exemplary students’ work.” This teacher also described a student activity that they had introduced to their classes, which had proved valuable to their students’ understanding of document study: “requiring students to create their own document set was the turning point for many students in their understanding of what the purpose of document studies were...”

4.2.17 Teacher Nine: Effects on Teaching

Two open-ended questions (Items L 1 and L 2) asked T9 to reflect on the impact that the introduction of document study has had on their teaching and their responses are presented below.

Vignette 4.8 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

Now there is a need to teach the skills explicitly. Previously the focus was on the key ancient sources with a greater appreciation of the authors. Now the students need to know about more sources, particularly modern sources; however, they are not asked to critique the source to the same degree.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)

Analytical answer key, notes on sources, practice documents, exemplars, other students' work, [and] requiring the students to create their own document study set.

Survey item L 5 asked T9 to identify any new terminology they had needed to teach their students and Item L 6 asked T9 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. This teacher commented that the term “source” in the WACE Examination Document Study questions could have a variety of meanings: “creator, the whole text and the extract”, which had led to confusion for the students. Strengths and limitations, which are also terms from the WACE Examinations, were seen to be “exceptionally difficult for the students” by T9. Multiple perspectives was the final concept identified as one that this teacher had introduced to their classes for document study work. T9 indicated that they used a variety of formal instructional methods to teach their students about the terms and concepts listed in Item L 6. For example, to teach use of evidence T9 stated they used: “definitions, exemplars from the class, and class-generated model responses.” The historical concept of the tentative nature of history was singled out by T9 as being “very difficult for weaker students who like certainty...” This concept was also seen to be problematic for “middle ability students.” At the same time, T9 is one of only four teachers in the survey to discuss teaching strategies that involved the students constructing their own document studies in order to better understand the process of analysis. A primary objective of the new history approach is to have students actively learning and not relying on a

rote learning of facts and dates. This more recent teaching approach is one employed by T9.

4.2.18 Teacher Nine: Other Comments

In Survey item N Teacher 9 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on the perceived deficiencies of the WACE Examinations and in particular the questions for the document study section. Their comments are presented below.

Vignette 4.9 Other Comments by T9

Document studies are in themselves not problematic; it is the questions asked of the sources that are of greater issue. Students do attempt to use sources when they can in essays; however, the document study questions can create a false set of parameters, which do not allow the best students to demonstrate their ability to interpret History—rather they are interpreting an extract.

4.2.19 Teacher 10: Teacher Background

Teacher 10 (T10) was a teacher, aged 50 to 55, with unspecified University qualifications. They had studied Ancient History and History at school level. T10 had taught for between six to ten years, with six years of Ancient History and four years of Modern History teaching experience. They also had experience as a teacher of the TEE Ancient History Course and as a TEE Marker. This teacher had participated in a range of Professional Development sessions concerning the teaching of document study. They did not experience any pre-service training in the teaching of Ancient History or History. T10 commented that they conducted their own private study to familiarise themselves with the TEE Ancient History Course and had benefitted from the extensive library at their school.

4.2.20 Teacher Ten: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T10 demonstrated a slightly stronger acceptance of the importance of the

more recent skills of history, such as, interpretation and use of evidence, than of the more traditional views. Teacher 10 actually rejected two of the most traditional views of history: that historical narrative and chronology are the most important elements of history and that the main purpose of studying history is to avoid the mistakes of the past. The results for this teacher are presented in Table 4.10 below.

Table 4.10 Summary of T10 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:1; F:2; F:4; F:5; F:6; F:12	Strongly Agree	6 (75%)
	F:14	Disagree	1 (12.5%)
	F:3	Strongly Disagree	1 (12.5%)
More recent view (13 Items)	F:7; F:8; F:9; F:10; F:11; F:13;F:15; F:16; F:17; F:18; F:19; F:20; F:22	Strongly Agree	13 (100%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

The written responses of T10 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history identified the new historical skills as being essential components of history; however, mention is made of some of the more traditional views of history, such as history providing an “appreciation of our place in the world and within time” (see Vignette 4.10).

Vignette 4.10 Personal View of History of T10

J 1 What does the term/concept ‘History’ mean to you?
Investigation of what has taken place, using evidence and fact, to understand people and events as well as motives, causes and effects; to make sense of the present as well as the past; shows the great differences that exist between the present and the past as well as between parts of the world; demonstrates that different people have different viewpoints of people and events; even with the help of evidence, we cannot always be certain about people, events and their importance; and there have been human successes and failures.

J 2 Why is it important to teach Ancient History or History?
Appreciation of our place in the world and within time... Development of rational investigation... Development of critical thinking... Presentation of ordered and logical inquiry and argument, based on evidence...

Vignette 4.10 Personal View of History of T10 (cont'd)

J 3 What are the benefits to students of learning Ancient History or History?
 Broadens their thinking. Provision of varied and contentious examples.
 Develops questioning. Acknowledgement of different perspectives.
 Maintenance of an open mind. Not to accept facts/views unthinkingly.
 Support of points with evidence. Acceptance/acknowledgement of difference.
 Ability to formulate their opinion.

4.2.21 Teacher Ten: Requirements of Document Study

In the responses of T10 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts, such as knowledge of historical narrative, and most of the more recent ones, such as knowledge of historiography are rated as very important. Interestingly, historical empathy which T10 suggests is problematic in Item L 6 of the survey is only rated with “agree” not “strongly agree” in this item. The results are presented below.

Table 4.11 Summary of Requirements of Document Study Survey Response (T10)

Requirements of Document study	Item Number	Response	Number of Responses (5)
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:10	Strongly Agree	7 (87.5%)
	G:7	Agree	1 (12.5%)

T10 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T10 specified a number of areas of skill that a student needed in order to undertake document study: “strong English comprehension skills; ability to link source to chronology; ability to link source to trends, developments; assess position of the author, source and content; analyse the source – strengths/weaknesses; consider value by linking to other sources – consider different context and perspectives; strong writing skills; [and] precise focus on question requirements.” The second and third skills listed are connected to the

traditional skills of understanding chronology and historical narrative. The rest of the skills listed, apart from comprehension and writing skills, are connected to the more recent historical skills of interpretation and use of evidence. T10 suggested in response to Item K 2 that the TEE course also required “strong writing skills and a focus on the question.” They also made comment that some TEE Examination questions required an assessment of quotations, but that the students did not have to answer this type of question.

4.2.22 Teacher Ten: Support Measures

T10 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study to their classes. T10 indicated that over 85% of the support measures, materials and teaching experiences listed had been of use to them and only Items I:10 and I:13 had been left unrated, presumably as support measures that this teacher had not experienced (see Table 4.12 on the following page).

Table 4.12 Summary of Support Measures and their Usefulness Response (T10)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:3; I:4; I:5; I:6; I:7	Strongly Agree	6 (100%)
Teaching Experiences (4 items)	I:11	Strongly Agree	1 (25%)
	I:12	Agree	1 (25%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

T10 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). This teacher rated 75% of the specific web-based resources as being of use in their teaching of document study. Only Item H 7 was seen as unhelpful and two resources Professional Association websites and History databases were unrated as they had not been used by T10.

Survey item M 1 asked for a written reflection from T10 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T10 listed five types of support measures as being useful: workshop sessions; teaching Modern History; preparing model answers; discussing students' responses with other teachers; and guidelines regarding document studies from the Curriculum Council and Gobbets from University websites. These written responses reflect the ratings given to the closed question concerning support measures (Items I:1 to I:16).

4.2.23 Teacher Ten: Effects on Teaching

Two open-ended questions (Items L 1 and L 2) asked T10 to reflect on the impact that the introduction of document study has had on their teaching and their responses are presented on the following page.

Vignette 4.11 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

More precise focus on the analysis of specific sources of evidence. Evidence is now at the forefront for Questions 1 and 2 in the WACE Examinations although interestingly the more generalised nature of the essay questions (and absence of "content" questions) has led to less effective employment of detailed supporting evidence by many students.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)

Definitions of terms. Model answers. Class discussions. Practice document studies. Use of student work to emphasise different approaches.

Survey item L 5 asked T10 to identify any new terminology they had needed to teach their students and Item L 6 asked T10 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. This teacher listed a wide range of terms that they had introduced to their classes: “dominant text; alternative versions; nature of evidence; epigraphic; numismatic; contemporary/non-contemporary; primary/secondary; inconsistency; reliability; omission; exception; historical understanding; compare/contrast; similarities/differences; strengths/weaknesses of evidence; perspective; viewpoint; bias/biased; purpose; [and] relevance.” There is some overlap between these terms and the terms and concepts identified in the research literature as being important to document study and source analysis. T10 indicated that they provided a range of formal instruction and learning activities when teaching the seven historical terms and concepts listed in Item L 6 of the survey. For example, the instruction provided for usefulness of sources included: “use of models to emphasise precise links to other evidence. Practice questions and discussion... continual reference when looking at literary and epigraphic evidence.” The term or concept of historiography was seen as too complex and so the idea of different perspectives over time was substituted by T10. Historical empathy was also seen as a problematic concept for students to use well.

4.2.24 Teacher Ten: Other Comments

In Survey item N Teacher 10 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on their support for the introduction of document study to Ancient History as a positive change. They also suggested that the WACE Examination questions for both the document study and essay sections needed revision. Their comments are presented below.

Vignette 4.12 Other Comments by T10

I believe that the introduction of document studies has been very valuable. It has improved the depth and breadth of the history studies offered through AH. The investigation specifically into evidence has been interesting from both a historical and general perspective. I do believe; however, that the prescribed questions need refining to make it a more valid exercise and test – the location of the source’s content is useful and would introduce a descriptive element to the response i.e. the who, what, where, why and so what element. Also wording needs to be added better to define concepts such as historical usefulness and understanding.

As a consequence of the introduction of document studies (of which I wholly support), it may also be sensible to look at the essay questions and their instructions again to ensure that the whole paper is well directed and represents a worthwhile test of historical skills.’

4.3 Section Two: Clustered Responses

Three clusters of responses were revealed in the teacher responses to the questionnaires through content analysis. These three clusters of responses are discussed in detail below, beginning with a summary of the respondents’ educational and teaching backgrounds, which is followed by an examination of the teachers’ perceptions of the effects of the introduction of document study. The respondents’ personal views of history, as seen in both the closed and open-ended survey responses are presented, and the instructional methods used to teach the new skills and concepts are discussed. Following this, the support measures that the respondents deemed useful are highlighted. Finally, the teachers’ comparisons of the skills requirements of the TEE Ancient History Course with the skills requirements of document study are presented for each of the three clusters of responses.

The three separate categories of teacher perceptions of the impact of the introduction of document study to Ancient History teaching were based on the coding of the responses as being negative, positive, or neutral, as revealed through content analysis. Six of the teachers (T1, T2, T3, T6, T11 and T13) perceived the introduction of document study as prompting only negative changes for Ancient History. Two of the teachers (T8 and T10) perceived the introduction of the new

assessment type as heralding at least some positive changes in teaching methodology. The remaining five respondents (T4, T5, T7, T9 and T12) presented a neutral position, providing information without passing judgement on the impact of the introduction of document study. However, two of these respondents (T4 and T9) made negative comments about other aspects of the WACE Ancient History Course. The patterns revealed in each of the three categories are dealt with separately.

4.3.1 Negative Perceptions of the Effects of the Introduction of Document Study

The teachers who expressed a belief that the introduction of document study had revealed negative effects were for the most part experienced teachers. Four of the six teachers had been teaching for over twenty years, but interestingly the other two teachers were amongst the most inexperienced teachers who took part in the survey. All six of these teachers undertook university degrees with History or Ancient History units. Half of this cohort worked for the Department of Education and the other half for the Association of Independent Schools of W.A. T6 was the only teacher who had not experienced teaching the TEE Ancient History Course, but had undertaken the course as a student and so had knowledge of the previous course. The teaching experiences and qualifications for the six teachers are summarised in the table on the following page.

Table 4.13 Summary of Participants' Backgrounds (Negative Cluster)

Participant	Age Range	Tertiary Qualification in Ancient History/History	Years of Teaching	Years of Teaching Ancient History	Taught TEE Ancient History	Taught Modern History
T1	55+	B.A. (Ancient History units)	20+	8	Yes	Yes
T11	55+	B.A. (Ancient History Major)	20+	27	Yes	Yes
T13	55+	M.A. (Ancient History)	20+	25	Yes	No
T3	50-55	B.A. (Ancient History Major)	20+	20	Yes	No
T2	26-30	B.A. (Double Major Ancient History/History)	5	5	Yes	Yes
T6	20-25	B.A. (History with some Ancient History units)	0-5	1	No	No

Overall, sixty-one separate negative responses (and one neutral statement) regarding the impact of the introduction of document study were provided by this cluster of six teachers. These teachers, however, differed in what they saw were the problems that the introduction of document study had created, and in the degree of negative change that they had discerned. T1, T11 and T13 expressed the strongest views about the negative impact of the introduction of document study. Each of these participants were amongst the most experienced teachers in the entire survey cohort, being 50% of all of the teachers with twenty years or more of teaching experience. Teacher One's response to the question of how their teaching had been changed can serve as an example: "[f]or the worse, too much time is spent on the minutiae of a document." T1 and T13 went so far as to question the legitimacy of document study as a practice and assessment type for Ancient History. T13 stated that it was "beyond the reach" of school students. The other four teachers in this cluster agreed that document study had created problems for their teaching, such as, increasing the level of difficulty of the course and creating assessment problems, but they did not question the

legitimacy of document study as a part of the Ancient History Course. The negative effects of document study as discerned by these teachers is summarised below.

Table 4.14 Effects of Document Study (Negative Cluster)

Effects of Document Study	Number of Participants	Number of Responses	% of total responses
Negative Statements:	6	61	98.39
Assessment difficulties (problems of examination questions and marking keys, and failure to rank students properly)	4	19	30.6
Too difficult for students (including terminology used)	5	16	25.8
Extra time required	4	8	12.9
Not enjoyable/interesting	2	8	12.9
Inferior to the TEE course	3	6	9.7
Not a legitimate assessment type for Ancient History	2	4	6.5
Neutral statements	1	1	1.61
Positive Statements	0	0	0
Total	6	62	100

Despite a belief that the introduction of document study had produced negative impacts for their teaching of Ancient History, 50% of the cluster of teachers (T2, T3 and T6) expressed personal views of history, which emphasised skill attainment and the new historical skills and understandings over the traditional historical elements of chronology and narrative. Two of these teachers (T2, T6) were amongst the most inexperienced teachers in the survey group, and so, the most recently trained, but the other teacher (T3) had been teaching Ancient History for over twenty years. At the other end of the spectrum, T1 who had indicated in the closed question (Item F) that skill development was an important part of learning history, expressed a clear view that the historical narrative and what it teaches is the key feature of learning history. This can be seen in their open-ended response: “[history is] a study of human experience of the past.” In answer to the other open-ended question (Item J 3) about the benefits of studying Ancient History their response included: “[students gain a] sense of awe about the great events that have shaped the western world.” T11 while giving strong support to the importance of most of the new historical skills and understandings defined history as “the reflection of life and the informal or formal

study of it helps us to appreciate that.” T13 gave almost equal emphasis to the traditional facets of history (chronology and narrative) and the new historical skills and understandings. Interestingly, this teacher disagreed that historical narrative and chronology were the most important elements of history, and at the same time also disagreed that selection of evidence or historiography was an important element, and they also rejected the notion that history could teach the construction of argument using evidence (historiography). Thus, they dismissed some of the most traditional history elements along with one of the more recent skills of history.

Only T3 provided information on how they taught the seven new historical thinking skills, understandings or concepts, as identified in the research literature, such as use of evidence, historiography and historical empathy. The five other teachers all expressed some reservations about one or more of the listed skills, understandings or concepts. For example, historical empathy was singled out by three of the teachers as being a problematic skill or concept to teach. T1 indicated uncertainty that historical empathy could actually be taught and that instead it “develops from the study of the sources.” T13 stated that they only provided a definition of historical empathy, whereas they did much more for the other skills, understandings or concepts listed in the survey. T11 answered that this was dependent on what historical empathy “means at the time”, and that “the problem is to ensure it survives the impact of social studies, generic thinking, syllabus creators and writers of exam papers.” The tentative nature of history was seen in the same light by T11, as was contestability, and this last concept was also seen as “too sophisticated an issue to spend a lot of time on.” T2 and T11 indicated that usefulness of sources was problematic to teach.

Four of the teachers (T1, T2, T3 and T6) indicated a belief that 75% or more of the teaching experiences and support measures identified in the survey had been at least of some benefit to their understanding and/or teaching of document study. These four teachers all stated that discussions with colleagues and some forms of Professional Development had been amongst the most useful of the support measures. T11 and T13 indicated that they did not receive as much benefit from the support measures or teaching experiences listed in the survey. Both T11 and T13 did not make any use of over 40% of the listed measures, and T13 felt that another 25% of the measures had been of no benefit to them. The results are summarised in Table 4.15.

In response to the question, as to whether the previous TEE Ancient History Course had required any of the same skills as those needed for document study, four of the six teachers stated that some of the same skills had been required (T2, T3, T6 and T11). The skill most often noted was the use of evidence from sources, which was also expressed as the “critical use of sources.” Literacy was also mentioned. T1 and T13 did not share their colleagues’ views. T1 felt that the skills had not been explicitly required, as seen in this statement: “they use these skills in learning the narrative, not as stand-alone skills.” T13 did not believe any of the document study skills had been necessary to the TEE Ancient History Course.

Table 4.15 Support Measures, Materials and Teaching Experiences (Negative Cluster)

Support Measures, Materials and Teaching Experiences	Response	Number of Responses	% of Total Responses
Professional Development sessions 6 items (I:2; I:3; I:4; I:5; I:6; I:7)	Strongly Agree/Agree	25	26.04
	Strongly Disagree/Disagree	1	1.04
	Not Used/No Response	10	10.42
Teaching Experiences 4 items (I:10; I:11; I:12; I:13)	Strongly Agree/Agree	12	12.5
	Disagree	0	0
	Not Used/No Response	12	12.5
Curriculum Council Materials and Models 3 items (I:8; I:14; I:15)	Strongly Agree/Agree	12	12.5
	Strongly Disagree/Disagree	5	5.21
	Not Used/No Response	1	1.04
Working with other Teachers 2 items (I:1; I:9)	Strongly Agree/Agree	12	12.5
	Strongly Disagree/Disagree	0	0
	Not Used/No Response	0	0
Web-based Resources 1 item (I:16)	Strongly Agree/Agree	4	4.2
	Strongly Disagree/Disagree	2	2.1
	Not Used/No Response	0	0
Total	96	100	

4.3.2 Positive Perceptions of the Effects of the Introduction of Document Study

Only two of the thirteen teachers surveyed (T8 and T10) perceived the introduction of document study to Ancient History as having at least some positive effects. Both

of these teachers had six to ten years of teaching experience and taught in the Independent sector. T8 and T10 had experience in teaching the TEE Ancient History Course, but only T8 specified an Ancient History University qualification. T10 had studied Ancient History and History at school level. The teaching experiences and qualifications for the two teachers are summarised in the table below.

Table 4.16 Summary of Participants' Backgrounds (Positive Cluster)

Participant	Age Range	Tertiary Qualification in Ancient History/ History	Years of Teaching	Years of Teaching Ancient History	Taught TEE Ancient History	Taught Modern History
T8	40–45	Honours (Classics and Ancient History)	6-10	8	Yes	Yes
T10	50–55	Unspecified	6-10	6	Yes	Yes

T8 and T10 were the two teachers who provided positive responses to the open-ended questions regarding the impact of the introduction of document study. However, neither of these teachers was entirely positive about the changes that had been necessitated by this introduction of the new assessment type. This is in contrast to the six teachers who perceived the introduction of document study as heralding negative effects, for all but one of their 62 statements were negative (the other one being neutral). T8 stated that the “introduction of document studies has been challenging but I believe [it] has introduced some necessary skills to students which the old course lacked”, thus indicating a worthwhile change. This teacher in their responses to questions regarding the benefits of learning Ancient History or History (Items J 2 and J 3) emphasised the importance of skill development: “History expands critical thinking skills and challenges students to use all higher order thinking levels/skills.” However, the majority of statements (70%) that this teacher made in relation to the introduction of document study were in fact negative. The main concern of T8 in relation to document study was the extra time required to teach the skills and to prepare the assessments.

T10 presented the most positive responses to the introduction of document study of the entire cohort of teachers surveyed. This teacher judged the introduction of the new assessment type as “very valuable”, as it “has improved the depth and breadth of the History studies.” T10 also referred to the investigation of evidence as having lent interest to the course. Despite their strong endorsement of the inclusion of document study into the Ancient History Course, T10 made a number of negative statements in relation to the introduction of document study to the course. One-half of their statements were negative, 36% were positive comments and the remaining 14% were neutral statements. Their main concerns were with the perceived problems with the examination questions and the difficulty of the new terms and concepts for students. The effects of the introduction of document study as discerned by T8 and T10 are summarised in the table below.

Table 4.17 Effects of Document Study (Positive Cluster)

Effects of Document Study	Number of Participants	Number of Responses	% of total responses
Positive Statements:	2	6	25
Skill development	2	2	8.33
Increased interest	1	2	8.33
General/unspecified	1	2	8.33
Negative Statements:	2	14	58.33
Extra time required	1	5	20.8
Assessment difficulties (problems of examination questions; failure to rank students properly)	1	3	12.5
Too difficult for students (including terminology)	2	3	12.5
Negative effects on Essay Assessments	1	2	8.33
Extra resources needed	1	1	4.2
Neutral statements	2	4	16.67
	Total	24	100

Despite sharing a perception that the introduction of document study had produced at least some beneficial effects, both T8 and T10 in response to the closed questions regarding personal view of history (Items F:1–F:22) demonstrated only a slightly stronger acceptance of the importance of the more recent skills and concepts of history, such as interpretation and use of evidence, than of the more traditional views. Both T8 and T10 did, however, reject the most traditional view of history: that historical narrative and chronology are the most important elements. The open-ended

responses of these teachers to the same question of personal view of history (Items J 1 to J 3) were in some contrast to these results. T8 and T10 both made detailed reference to the important benefits of history in terms of skill development, especially critical thinking skills. These skills were also highlighted by both teachers as being necessary to document study (Item K 1).

T8 and T10 provided information on the types of formal instruction they used in regards to the seven new historical thinking skills, understandings or concepts, such as historical perspectives and usefulness of sources that were listed in the survey. T8 made a brief listing of the types of instruction employed; while T10 provided detailed responses showing the different strategies used for each term or concept. However, T10 did express reservations about two of the concepts: historiography and historical empathy both of which were felt to present difficulties for students. T8 did not share these concerns.

T10 had a more positive view of the assistance they had received in understanding and teaching document study from the various teaching experiences and support measures listed in the survey (Items I:1 to I:16). They indicated that almost 90% of the items listed had been of at least some benefit; while T8 gained assistance from less than 70% of the items and they had not used one-quarter of the support measures. Both teachers acknowledged the benefit of various types of Professional Development, discussions with other teachers and guidelines and materials provided by the Curriculum Council in their written responses to item M 1 on the survey. The results are summarised in Table 4.18 on page 88.

In response to the question of whether the TEE Ancient History Course had required any of the same skills as those needed by document study T8 and T10 gave similar responses. Both of these teachers stated that literacy skills and an understanding of the requirements of the question were needed in the previous TEE course and document study. T10 made an additional comment that the previous course had also included questions where the students had to make an assessment of a specific quotation and this was seen to be similar to the analysis of sources in document study. However, they also noted that students could choose not to answer that type of question.

Table 4.18 Support Measures, Materials and Teaching Experiences (Positive Cluster)

Support Measures, Materials and Teaching Experiences	Response	Number of Responses	% of Total Responses
Professional Development sessions 6 items (I:2; I:3; I:4; I:5; I:6; I:7)	Strongly Agree/Agree	9	28
	Strongly Disagree/ Disagree	0	0
	Not Used/No Response	3	9.38
Teaching Experiences 4 items (I:10; I:11; I:12; I:13)	Strongly Agree/Agree	4	12.5
	Disagree	1	3.13
	Not Used/No Response	3	9.38
Curriculum Council Materials and Models 3 items (I:8; I:14; I:15)	Strongly Agree/Agree	6	18.75
	Strongly Disagree/Disagree	0	0
	Not Used/No Response	0	0
Working with other Teachers 2 items (I:1; I:9)	Strongly Agree/Agree	4	12.5
	Strongly Disagree/ Disagree	0	0
	Not Used/No Response	0	0
Web-based Resources 1 item (I:16)	Strongly Agree/Agree	2	6.25
	Strongly Disagree/ Disagree	0	0
	Not Used/No Response	0	0
Total		32	100

4.3.3 Neutral View of Effects of the Introduction of Document Study

Five of the teachers surveyed (T4, T5, T7, T9 and T12) retained a neutral position when answering the questions regarding the effects of the introduction of document study to the Ancient History Course. Three of these teachers (T4, T5 and T9) were very experienced teachers, and both T5 and T9 had many years of specifically teaching Ancient History and Modern History. T12 was the youngest of this group and was an inexperienced teacher with no experience of the TEE Ancient History Course. T7 had between 6 to 10 years of teaching experience. Three participants in this group were Department of Education teachers, while the other two taught in the Independent sector. Only T4 and T7 had specific Ancient History University qualifications, but all five teachers had at least an undergraduate degree in History. The teaching experiences and qualifications for the five teachers are summarised in the table on the following page.

Table 4.19 Participants' Backgrounds (Neutral Cluster)

Participant	Age Range	Tertiary Qualification in Ancient History/History	Years of Teaching	Years of Teaching Ancient History	Taught TEE Ancient History	Taught Modern History
T5	50-55	PhD (History)	20+	12	Yes	Yes
T9	40-45	Honours (History)	15-20	15	Yes	Yes
T12	26-30	B.A. (History)	5	1	No	Yes
T4	40-45	B.A. (double Major Ancient History/History)	20+	6	Yes	Yes
T7	46-50	B.A. (Double Major Ancient History/History)	6-10	6	Yes	No

This group of teachers who presented a neutral view of the effects of the introduction of document study to Ancient History made far fewer comments (30 statements) than either the group with negative views (62 statements), or the two teachers who presented a positive view (24 statements). In fact only T9 gave detailed responses making eighteen separate comments, while the other teachers provided between two and four comments each. Three of these teachers retained a neutral position in all of their responses (T5, T7, and T12). These teachers' comments dealt with the instructional and terminology changes prompted by the introduction of document study, without passing judgement on the effects of these changes. T4 made three neutral statements, but raised the problem of the examination questions as a negative impact in one comment. T9 made ten neutral statements regarding changes to their teaching, and a further eight negative comments, six of these being concerned with the examination questions. The following statement will serve as an example: "document studies are in themselves not problematic, it is the questions asked of the sources that are of greater issue." The results are summarised in the table on the following page.

Table 4.20 Effects of Document Study (Neutral Cluster)

Effects of Document Study	Number of Participants (five teachers)	Number of Responses	% Of total responses
Neutral statements	5	21	70
Negative Statements:	2	9	30
Assessment difficulties (problems of examination questions and marking keys, and failure to rank students properly)	2	7	23.3
Too difficult for students (Including terminology used)	1	2	6.7
Positive Statements:	0	0	0
Total	30	30	100

Each of the five teachers demonstrated a stronger acceptance of the more recent skills and concepts of history rather than the traditional views in their responses to the closed questions regarding personal view of history (Items F:1 and F:2). T7, T9 and T12 also rejected the view that the most traditional elements of history (narrative and chronology) are the essential elements of history. However, only T7 and T9 retained this position in their open-ended responses to the same questions of personal view of history (Items J 1 to J 3). T4, T5 and T12 all presented much more traditional views of history in their open-ended responses.

T9 provided the most detailed information regarding the types of formal instruction they used to teach the seven new historical skills, understandings or concepts such as historiography and historical perspectives listed in the survey. This teacher specified the various teaching strategies they employed for each of the skills and concepts. However, T9 did express concerns over the concept of the tentative nature of history, which they saw as being too difficult for most students. T4 and T5 gave briefer listings of the types of strategies they used to teach the seven historical skills, understandings and concepts. T12 indicated that they had only given formal instruction for three of the listed skills and concepts: usefulness of sources, historical perspectives and historiography and not the other four. T7 indicated that they had

provided no formal instruction for any of the seven historical skills, understandings or concepts listed in the survey.

T4 had made use of the widest range of support measures and teaching experiences gaining assistance in their understanding and teaching of document study from fourteen of the sixteen items listed in the survey (Items I:1 to I:16). The other four teachers indicated that at least 50% of the support measures listed had been of help to them in their introduction of document study. All five teachers indicated that they had benefitted from some form of Professional Development and they had also found assistance in the materials and sample examinations produced by the Curriculum Council. The results are summarised below.

Table 4.21 Support Measures, Materials and Teaching Experiences (Neutral Cluster)

Support Measure, Materials and Teaching Experiences	Response (5 neutral teachers)	Number of Responses	% of Total Responses
Professional Development sessions 6 items (I:2; I:3; I:4; I:5; I:6; I:7)	Strongly Agree/Agree	20	25
	Strongly Disagree/ Disagree	5	6.25
	Not Used/No Response	5	6.25
Teaching Experiences 4 items (I:10; I:11; I:12; I:13)	Strongly Agree/Agree	6	7.5
	Strongly Disagree/Disagree	7	8.75
	Not Used/No Response	7	8.75
Curriculum Council Materials and Models 3 items (I:8; I:14; I:15)	Strongly Agree/Agree	13	16.25
	Strongly Disagree/Disagree	0	0
	Not Used/No Response	2	2.5
Working with other Teachers 2 items (I:1; I:9)	Strongly Agree/Agree	9	11.25
	Strongly Disagree/ Disagree	0	0
	Not Used/No Response	1	1.25
Web-based Resources 1 item (I:16)	Strongly Agree/Agree	2	2.5
	Strongly Disagree/ Disagree	3	3.75
	Not Used/No Response	0	0
Total		80	100

T5 and T9 both agreed that the TEE course had required some of the same skills as document study in the WACE course. They listed literacy, critical thinking and

knowledge of the sources as being requirements of both courses. T4 believed the only skill requirement the two courses had in common was essay-writing skills. T7 did not see any common requirement for skills. T12 was unable to answer this question due to their lack of experience of the TEE Ancient History Course.

4.4 Section Three: Whole Group Responses

This section presents the responses of the thirteen participants as a whole. The closed responses have been aggregated and the frequency counts and percentages for the content analysis of the open-ended responses are also included. Comparisons have been drawn between the two sets of data. The findings are presented under the following headings: Overall Survey Responses; Teacher Background; Teachers' Personal Views of History; Skills required for Document Study; Effects of the Introduction of Document Study; Formal Instruction for Document Study; Introduction of New Terminology for Document Study; Support Measures, Materials and Teaching Experiences; and Other Comments.

4.4.1 Overall Survey Responses

Closed Responses

The thirteen survey participants answered four closed questions (Items F, G, H and I), comprising 60 specific sub-items, using a five-point Likert scale of *strongly agree* to *strongly disagree* with an option of *do not understand statement* for Items F, G and H and *not used* for Item I. There was a very high response rate with only 18 non-responses (2.3%) out of the possible 780 ratings. The responses to these questions have been analysed using descriptive statistics and the results have been provided as part of the individual summaries (see Appendix C), the clustered responses in section Two and the group responses presented here. The overall participant ratings are summarised in the table on the following page, and it can be seen that the participants as a group were substantially in agreement with the statements that described history regardless of whether they presented a traditional or a more recent view of history (Item F). There was also substantial agreement with all of the historical skills and concepts (both traditional and new) listed as requirements for document study in Item G. There was less agreement amongst the participant

responses as to which support measures and teaching experiences had aided the introduction of document study (Item I), and some differences in the value placed on the specific web-based resources to the teaching of document study (Item I).

Table 4.22 Overall Results for Close-Ended Responses

Item Number	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Used		Statement / Non-response		Total	
	Responses	%	Responses	%	Responses	%	Responses	%	Responses	%	Responses	%	Responses	%
F (1-22)	2	0.7	23	8	74	25.9	183	64	0	0	4	1.4	286	100
G (1-10)	0	0	4	3.1	34	26.2	92	70.8	0	0	0	0	130	100
H (1-12)	3	1.9	33	21.2	67	42.9	45	28.9	0	0	8	5.1	156	100
I (1-16)	4	1.9	21	10.1	88	42.3	52	25	37	17.8	6	2.9	208	100
Total	9	1.2	81	10.4	263	33.7	372	47.7	37	4.7	18	2.3	780	100

Open-ended Responses

The thirteen respondents to the survey made a total of 730 distinct written statements to the thirteen open-ended survey questions regarding the introduction of document study and the “Other Comments” section (Item N). These responses have undergone content analysis and the results have been provided in previous sections in the form of individual teacher responses or cluster responses. The statements have been initially categorised as negative, positive or neutral perceptions of the impact of the introduction of document study to Ancient History. The majority of statements were actually coded as neutral (87%), as they provided information about the new skills needed to teach document study, or the types of formal instruction used, without providing an assessment of these changes as being positive or negative. Twelve percent of the statements were coded as negative, presenting views that the introduction of document study had been detrimental to Ancient History teaching in some way. Only five statements or less than 1% could be classified as positive views concerning the impact of document study. These overall results were also categorised

using references to the external WACE Examination and then re-coded as being positive, negative or neutral responses. Using this classification 18.5% of the total responses to the survey related to the WACE Examination and almost one-quarter of these were negative responses with less than one percent being coded as positive. The results are summarised in the two tables below.

Table 4.23 Overall Results of Content Analysis of Survey Responses

Responses	Number of responses	%
Neutral and non-Examination related	531	73.4
Neutral and Examination-related	100	13.8
Neutral total	631	87.2
Negative	61	7.5
Negative and Examination-related	33	4.6
Negative total	94	12.1
Positive	4	0.6
Positive and Examination-related	1	0.13
Positive total	5	0.73
Total	730	100

Table 4.24 Content Analysis of Examination-related Responses

Examination-related responses	Number of responses	%
Neutral	100	74.63
Negative	33	24.63
Positive	1	0.74
Total	134	100

4.4.2 Teaching Experiences

The cohort of thirteen Ancient History teachers who participated in this survey can be characterised as a mostly experienced to very experienced group of teachers, with the majority having taught for at least six years and almost one-half having taught for over twenty years. As can be seen in Tables 3.1 and 3.2 in Chapter Three only three of the teachers had been teaching for five years or less (T2, T6 and T12), and these same teachers were the youngest in the cohort. Specific Ancient History teaching experience varied in the group, and ranged from one year to twenty-seven years of

teaching. All of the participants had taught the WACE Ancient History Course and all but two had taught the previous TEE course. Experience teaching related subjects such as Modern History and Society and Environment (years 8 to 10) varied in the group (see Table 4.25 below).

Table 4.25 Subjects Taught by Participant

Subjects taught	Total respondents		AISWA		DoE	
	Number	%	Number	%	Number	%
WACE Ancient History (Yr.11 or 12)	13	100	7	54	6	46
TEE Ancient History (Yr.11 or 12)	11	85	6	46	5	38.5
TEE/WACE Modern History (Yr. 11 or 12)	9	69	3	23	6	46
Society and Environment (Yr. 8-10)	10	77	6	46	4	31
TEE/WACE English (Yr. 11 or 12)	2	15	2	25	–	–

4.4.3 Educational Background

This teacher cohort can also be characterised as specialist teachers, as most had undertaken university studies in History. As can be seen in Table 3.3 in Chapter 3, twelve of the thirteen teachers had taken at least an undergraduate degree in either Ancient History or Modern History, and seven of these teachers had undertaken at least some units in both histories. Four teachers completed a double-degree in Ancient and Modern History. However, only 62% of the teachers indicated that they had received any pre-service teacher training or had undertaken teacher practicum in History.

4.4.4 Professional Development Experiences

Professional Development sessions regarding document study were conducted by a number of organisations over the implementation period for the new WACE Ancient History Course (2008–2010). These organisations included the Curriculum Council,

which was responsible for the implementation of the new course, and the introduction of document study as a new assessment type and as a part of the new external examination. Professional Development sessions were also run by the AHAWA, AISWA, DoE, and the Teacher Development Centre (TDC), which was established to assist with the implementation of the new WACE courses (2009-2011). Eleven of the teachers participated in at least one of these Professional Development sessions and six teachers participated in more than one type of Professional Development. T11 and T13 had not participated in any recent Professional Development sessions concerning document study. The results are summarised below.

Table 4.26 Participation in Professional Development (PD) for Document Study

Type of Professional Development	AISWA		DoE		Total	
	Number	%	Number	%	Number	%
Curriculum Council PD	5	38	3	23	8	62
AHAWA PD	3	23	2	15.4	5	38
AISWA PD	3	23	–	–	3	23
Teacher Development Centre (DoE) PD	2	15.4	1	8	3	23
DoE PD	–	–	2	15.4	2	15.4
Modern History PD in 1990s	–	–	1	8	1	8
No PD	1	8	1	8	2	15.4
Attended more than one type of PD	4	31	2	15.4	6	46

4.4.5 Teachers' Personal Views of History

Three open-ended questions were asked in relation to the teachers' views on History:

- J1. What does the term/concept "History" mean to you?
- J2. Why is it important to teach Ancient History or History?
- J3. What are the benefits to students of learning Ancient History or History?

The responses of the teachers to these three questions were coded as being statements or phrases representing either a traditional view of history or a more recent view of

history. Elements such as historical narrative, chronology, understanding the past, learning lessons from the past, using history to understand the present, and comparing past and present societies were seen as essential components of a traditional view of history. In contrast, a more recent view of history gave pre-eminence to elements such as historical skills, critical thinking, contestability, historiography, use of evidence, and usefulness of evidence. Twelve of the thirteen teachers provided 124 statements or distinct phrases in response to the three questions. T13 provided no written responses to the three questions. Sixty-three or 50.8% of the statements were coded as representing a traditional view of history and sixty-one or 49.2% of the statements were coded as representing a more recent view of history. Regardless of the view of history, all twelve of the teachers who responded to these open-ended questions made clear their belief that History was an important subject to teach and emphasised that it was a subject that provided numerous benefits to students. The results are summarised in the table below.

Table 4.27 Personal Views of History Open-ended Response

Items	Traditional View		More recent view of History		Total	
	Number	%	Number	%	Number	%
Question J 1	15	48.4	16	51.6	31	25
Question J 2	26	57.8	19	42.2	45	36.3
Question J 3	22	45.8	26	54.2	48	38.7
Overall results	63	50.8	61	49.2	124	100

Survey Item F consisted of a closed question with 22 sub-items regarding personal views of history. The respondents were asked to use a five-point Likert scale (*strongly agree to strongly disagree*) with an option of *do not understand the statement* in order to rate each item. The items concerning views of history, which the teachers were asked to rate on the five-point Likert scale, were different views of history identified in the research literature (for example, “the main purpose of history is to study the past”; “history can be seen as provisional or tentative in its nature”). These items can be classified as representing either traditional or more recent views of history (one Item, F:21, can be classified as a view shared by both traditional and more recent views of history). Eight of the items or 36%, which were presented to

the teachers, were classified as traditional views of history and thirteen phrases or 59% were classified as representing more recent views of history. These responses to Item F can be compared to the responses to the open-ended questions regarding personal view of history summarised in Table 4.27 above. The closed results are presented in Table 4.28 below.

Table 4.28 Personal Views of History Closed Response

Views of History	Item number	Teachers Strongly Agree / Agree	Teachers Strongly Disagree / Disagree (%)	Non-response (%)
Traditional view (8 items)	F1	69	31	-
	F2	100	0	-
	F3	61	39	-
	F4	92	0	8
	F5	100	0	-
	F6	100	0	-
	F12	85	15	-
	F14	54	46	-
More recent view (13 items)	F7	100		-
	F8	100		-
	F9	100		-
	F10	100		-
	F11	92		8
	F13	85	15	-
	F15	100		-
	F16	92		8
	F18	100		-
	F19	100		-
	F20	92	8	-
	F22	69	31	-
Traditional/more recent view (1 item)	F21	69	31	-

From these results it can be seen that the teacher cohort as a whole agreed more consistently with the more recent views of history than with the phrases, which represented the traditional views of history. For Item F:14, which represents the most traditional view of history: “historical narrative and chronology are the most important elements of history” almost one-half of those surveyed expressed disagreement or strong disagreement. Four of the eight traditional statements were disagreed with by at least two respondents. The highest level of disagreement with

the more recent views of history was expressed for Item F:22: “both the historian and the poet are makers of myths...” where almost one-third disagreed. Only three of the thirteen items representing the more recent view of history were disagreed with by one or more of the teachers.

This is somewhat different from the results obtained through the open-ended questions regarding personal views of history. When the teachers gave their answers in their own words to the three questions (Items J 1, J 2 and J 3) just over one-half of the responses could be classified as traditional views of history. However, this result is primarily due to the responses to Item J 2: “Why is it important to teach Ancient History or History?” In fact the responses to J 1 and J 3 were slightly skewed in favour of the more recent views of history.

4.4.6 Skills required for Document Study

Open-ended Responses

In Item K 1 the teachers were asked to identify the skills required for document study. The responses of the teachers were coded as being statements or phrases representing either traditional skills of history, such as knowledge of historical narrative, knowledge of chronology, understanding of the past, or the new skills of history, such as critical thinking, historiography, assessing usefulness of evidence, recognising different perspectives, or literacy skills, such as reading, writing and comprehension. Sixty-four statements or distinct phrases about skills were given by twelve of the teachers. T13 referred to the skills identified in Item G of the survey and made no further comment. The results are summarised in the table below.

Table 4.29 Skills Required in Document Study (Open-ended Responses)

Skills	Number of Responses	% of total
Traditional skills	14	21.9
New skills	36	56.2
Literacy skills	14	21.9
Total	64	100

Closed responses

Item G in the survey consisted of a closed question with a set of ten sub-items listing the skills and concepts that are required in completing the task of document study, as identified in the research literature (for example, “the student understands the historical narrative”; “the student has knowledge of how history is constructed and recorded-historiography”). The respondents were asked to rate these items according to their relative importance to document study using a five-point Likert scale. These items have been classified as representing traditional or more recent skills of history. Eight of the items (80%) presented in the question were classified as representing the more recent skills of history, while only two items (20%) were classified as representing traditional skills of history. This predominance of more recent skills in the survey items is a result of document study being a methodology and assessment type, which is aligned to the new approach to history where students interpret evidence to come to their own understanding of an historical event or time period. The responses to Item G can be compared to the responses given to the open-ended question (Item K 1) in which the participants were asked to list the skills a student needed to successfully complete a document study. The closed results are presented below.

Table 4.30 Skills Required in Document Study (Closed Responses)

Skill Requirements of document study	Item number	Teachers Strongly Agree / Agree % of total	Teachers Strongly Disagree / Disagree % of total	Teacher does not understand statement % of total
Traditional skills (2 items)	G:1; G:2	100	0	0
New skills (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:10	100	0	0
	G:9	92.3	0	7.7

The cohort of teachers was in almost complete agreement with the historical skills and concepts listed in Item G as being essential to document study whether they were

skills and concepts identified with traditional or new approaches of history. In fact, the only skill that did not receive unanimous support from the respondents was sub-item G:9: “the student is aware of the tentative nature of historical evidence and interpretations,” which represents a new skill of history. For this sub-item T3 indicated that they did not understand the statement. Each of the other sub-items representing the new skills received a rating of *strongly agree* from at least nine of the participants (69%), with the exception of sub-items G:9 and G:7: “the student understands historical empathy and can interpret the events and ideas of the past from the point of view of participants.” For both of these sub-items only seven respondents (54%) were in strong agreement. It could be argued that both Items G:9 and G:7 represent contemporary views of history that are the furthest along the spectrum and so the furthest from traditional views of history.

The responses to the open-ended question (Item K 1) concerning the skills needed by students to complete a document study successfully were also predominantly representative of the new skills of history (56.4%) (see Table 4.29 on page 99). Only 21.9% of the participants’ responses were classified as representing the traditional skills of history. It should be noted that literacy skills were highlighted in the responses as being important skills for document study (21.9%) by the teachers. Literacy skills were not identified as essential skills of history in the research literature.

Skills Evident in Both TEE Ancient History and WACE Document Study

One open-ended question (Item K 2) was asked regarding whether any of the skills of document study had been required by the previous TEE Ancient History Course. Two of the teachers (T7 and T13) did not believe that the TEE Ancient History Course required any of the skills now necessary for document study. T12 was unable to answer this item as they had no previous experience of the TEE Ancient History Course. The remaining ten teachers identified nine distinct skills in 23 separate statements that they believed were necessary to the previous TEE course and the WACE Document Study (for example, understanding the narrative, use of evidence, literacy, and development of argument). These skills identified by the teachers were coded as being statements or phrases representing either traditional skills of history,

such as understanding historical narrative and chronology, or new skills of history, such as critical thinking, analysis and use of evidence, or literacy skills, such as reading, writing and comprehension. The results are summarised in the table below.

Table 4.31 Skills Required by both TEE Ancient History and WACE Document Study

Skills	Number of Reponses	% of Total
Traditional skills	4	17.4
New skills	10	43.5
Literacy skills	9	39.1
Total	23	100

4.4.7 Effects of the Introduction of Document Study

Only one of the participants in this survey had no prior experience with the TEE Ancient History Course, and almost half the group had not only taught the course, but had also been TEE Markers, or served on the Syllabus Committee or ARM Panel providing advice on the TEE course to first the Secondary Education Authority and later the Curriculum Council of W.A. One respondent had actually been on the panel of writers for the original TEE Ancient History syllabus. And so, when asked to describe the effects of the introduction of document study on their Ancient History teaching practice, all but one of the teachers was able to comment from their personal experience of both the TEE and WACE Ancient History Courses.

Six open-ended questions regarding Ancient History teaching and document study were included in the survey (Items L 1 to L 6). The first open-ended question (Item L 1) was directed specifically at the teachers' views of the impact of document study on their teaching of Ancient History. The 35 distinct statements of the teachers were coded through content analysis, as being statements or phrases representing either negative views of the changes or neutral views of the changes. One statement from T5 noted only minimal change to their teaching of Ancient History had occurred. None of the statements or phrases of the teachers were coded as positive views of the changes that had been made to their teaching of Ancient History. T12 did not offer a comment to this item, as they had no experience of teaching the previous TEE

course, and so decided they could not make an assessment of the impact of the introduction of document study. The results are summarised in the table below.

Table 4.32 Teachers' Views of Effects of Document Study on Teaching

View of Effects	Number of responses	% of total
Negative views of effects	10	28.6
Neutral views of effects	24	68.6
Minimal change noted	1	2.8
Total	35	100

The open-ended survey responses revealed agreement amongst most of the teachers that the introduction of document study had resulted in considerable change to their teaching practices. Only one teacher, T5, said that the introduction of document study had provoked minimal change, and T12 could not comment having had no experience with teaching the previous TEE course. Each of the other eleven teachers, or 85% of the cohort, stated that their teaching practices had changed significantly and document study skills had become a focus in the classes. These teachers had instituted formal instruction in understanding the new assessment type and in construction of answers, and they had introduced new terminology and concepts to their classes.

Specific Effects of the Introduction of Document Study Identified by Teachers

The changes wrought by the introduction of document study, which were noted by the respondents, can be further classified into sub-categories such as additional time spent on preparation and teaching of the new assessment type; new types of analysis and interpretation being taught; and greater focus on sources and evidence in classes. These three changes were seen to be the most significant by the majority of the teachers. A full listing of the nine sub-categories generated from the responses is provided in the table on the following page.

Table 4.33 Specific Effects of the Introduction of Document Study

No.	Categories of Changes to Teaching	Number of Responses	% of Total Responses
1	Time (additional time spent on preparation and teaching of Document Study skills)	8	23
2	Different analysis and interpretation skills to be taught, or more focus given to teaching these skills	7	20
3	Greater focus on evidence; greater focus or change of focus on primary sources or modern sources; change to teacher's own approach to sources	7	20
4	Teaching how to respond to generic questions and document study questions; drill/practice sessions instituted; models and exemplars	6	17.1
5	New terminology	2	5.7
6	Negative changes (unspecified)	2	5.7
7	Greater focus on historiographical understanding	1	2.85
8	Different assessments need to be produced by teachers	1	2.85
9	Minimal change noted	1	2.85
Total		35	100

Formal Instruction required for Document Study

Three of the open-ended questions in the survey focussed on the types of instruction in document study skills provided by the teachers in their classes (Items L 2, L 3 and L 4). All of the thirteen respondents to this survey indicated that they provided some type of formal instruction for the new skills to their students and that this was a focus of the changes they had made to their teaching practices. Item L 2 asked the teachers to identify the specific instructional techniques they employed to teach document study skills. Five different methods of instruction were provided as examples. Within the 58 separate responses provided by the teachers an additional eleven forms of instruction were identified and these have been classified into four broad categories. The results are presented in Table 4.34 on page 105.

The number of types of formal instruction used varied from one respondent indicating a use of seven separate types of instruction to another respondent making use of only one type of formal instruction. The majority of respondents (10) used four or more types of formal instruction. Only one respondent (T1) expressed negative views on the formal instruction required indicating it was “too much”, and

“it all becomes a bit mechanical.” All the other responses were given in neutral terms. The results are summarised in Table 4.35 on the following page.

Table 4.34 Types of Formal Methods of Instruction Employed

Formal instructional methods used (examples given in question)	Number of responses	% of Total
Class discussions	12	20.7
Practice document studies	12	20.7
Model answers	11	19
Definitions	5	8.6
Set of notes	4	6.9
Sub-total	44	75.9
Formal instructional methods used (additional methods indicated by respondents)	Number of respondents	% of Total
<i>Student-centred approaches</i>		
student creation of document studies	2	3.45
use of student answers as models	2	3.45
construction of shared answers	1	1.72
peer evaluation	1	1.72
Sub-total	6	10.34
<i>Focus on document study format:</i>		
study of document study process	2	3.45
scaffolding of questions	1	1.72
sentence-starters	1	1.72
use of analytical marking key	1	1.72
Sub-total	5	8.61
<i>Focus on historical concepts:</i>		
direct teaching of historical concepts	1	1.72
frameworks for studying historiographical	1	1.72
Sub-total	2	3.44
<i>Focus on historical narrative:</i>		
close reading and discussion of the primary sources	1	
Sub-total	1	1.72
Total	58	100

Table 4.35 Total Number of Formal Instructional Methods Employed

Number of instructional methods used	Number of Responses	%
7	1	7.7
6	3	23
5	2	15.4
4	4	30.8
3	2	15.4
2	0	0
1	1	7.7
Total	13	100

Time required for Document Study

A related question regarding the time spent on formal instruction in document study skills was asked in the survey (Item L 3). As this was an open-ended question a variety of responses were given which are difficult to categorise. Eleven of the responses indicated that this formal instruction had become a significant part of the teaching of Ancient History and considerable time was spent on it (for example, “at least one whole week per semester”; “50 hours+ estimated”; “perhaps 30 minutes per week – it varies”). Two of the respondents (T5 and T7) did not attempt to quantify the time spent on formal instruction and gave these responses: “hard to say”, and “impossible to say.”

Models Employed in Teaching Document Study

Survey item L 4 focussed on the types of models employed by teachers in their formal instruction on document study. Twelve of the respondents indicated that they used at least one form of model in their instruction on document study skills, and the majority used two or more types of models. T11 commented on the difficulty of creating suitable models rather than discussing the types of models they provided. Eleven of the respondents provided some form of written model for their students. T1 indicated that they employed class discussion rather than written models to exemplify document study skills. The results for Item L 4 are summarised in the two tables on the following page.

Table 4.36 Total Number of Models Employed

Number of Models Provided	Number of Responses	% of Total
1	5	38.5
2	5	38.5
3	2	15.3
not indicated	1	7.7
Total	13	100

Table 4.37 Types of Models Employed

Types of Models Provided	Number of Responses	% of Total
Teacher generated models	8	36.4
Class generated models	5	22.7
Use of sentence-starters	2	9.1
Use of marking guides and marking criteria	2	9.1
Curriculum Council models	2	9.1
Student sample answers	1	4.5
Class discussion to model approach	1	4.5
Not indicated	1	4.5
Total	22	100

Introduction of New Terminology for Document Study

Survey item L 5 asked the teachers to identify any new terminology that was needed for document study. Overall 83 separate statements about the new terminology required were provided. Six of the participants made negative statements (ten separate comments) about the new terminology that had been required for document study. The other seven respondents made neutral comments about the new terminology that they have introduced to their Ancient History classes. Of the 83 statements sixteen could be immediately categorised as representing one of the six new skills and concepts that were identified through the literature review as being important to document study (Figure 1). The remaining 67 statements have been

classified as statements that use alternative wording for these new skills and concepts, or as statements referring to closely-related concepts. None of the 83 statements made reference to the concepts of historical empathy or contestability and the tentative nature of history, which were identified as being very important to the teaching of the new approach to history, and consequently document study, in the research literature. The results are summarised in the three tables below.

Table 4.38 Statements Regarding New Terminology

Statements about New Terminology	Number of Responses	% of Total
Negative comments	10	12
Neutral comments	73	88
Total	83	100

Table 4.39 New Terminology which Coincides with the New Skills and Concepts

New skills and concepts identified in both the literature review and as new terminology being taught	Number of Responses	% of Total Responses
Historical thinking and understanding	1	6.25
Use of evidence/evidence	3	18.75
Judgements of historical usefulness/significance	4	25
Historical perspective/viewpoint	6	37.5
Contestability and the tentative nature of history	0	0
Historiography	2	12.5
Total	16	100

Table 4.40 Types of New Terminology Taught

New skills and concepts identified in literature	New terminology identified by respondents including related concepts	Number of responses	%
Historical thinking and understanding	Compare/contrast; similarities/differences	6	7.2
	Continuity/change	5	6
	Cohesive/divisive [historical forces]	4	4.8
	Historical narrative	2	2.4
	Historical Trends and Movements	2	2.4
	Historical thinking and understanding	1	1.2
	Sub-total	20	24.1
Use of evidence/evidence	Source/gobbet/extract	4	4.8
	Use of evidence/evidence	3	3.61
	Primary/secondary; ancient/modern	3	3.61
	Contemporary/non-contemporary	3	3.61
	Nature of source	2	2.4
	Source type (epigraphic/numismatic)	2	2.4
	Sub-total	17	20.5
Judgements of historical usefulness/significance	Reliability; accuracy; consistency/inconsistency	6	7.2
	Judgements of historical usefulness	4	4.8
	Strengths/weaknesses or limitations	4	4.8
	Relevance	3	3.61
	Omission	2	2.4
	Exception	1	1.2
	Sub-total	20	24.1
Historical perspective/viewpoint	Bias/biased	6	7.2
	Historical perspective/viewpoint	6	7.2
	Purpose	4	4.8
	Origin/time/place	3	3.61
	Dominant text/alternative versions	2	2.4
	Audience	2	2.4
	Author	1	1.2
	Sub-total	24	28.9
Historiography	Historiography	2	2.4
Total		83	100

Formal Instructional Methods Used to Teach Specific Document Study Terms

Item L 6 surveyed the teachers regarding the types of formal instruction that they employed to teach the new terms and concepts that were identified in the literature review as being important to document study: use of evidence; usefulness of sources (historical usefulness); historical perspectives; historiography; historical empathy;

the tentative nature of history; and contestability. For this item the related concepts of contestability and the tentative nature of history were separated into two distinct categories. Overall, 222 distinct responses were given to Item L 6, and of these, twelve responses were of a negative nature, highlighting the perceived difficulty in teaching the concept in question. The rest of the responses provided information on the types of formal instruction used by the teachers in a neutral fashion. Only the concept of use of evidence attracted no negative statements, and each of the other six concepts were seen as being too difficult for students by at least one respondent. Three teachers felt that both usefulness of sources and the tentative nature of history were problematic concepts for students. The teachers were provided with five possible types of formal instruction and invited to include others where applicable. The results are summarised in the two tables below.

Table 4.41 Total of Formal Instructional Types Employed to Teach New Terms

Formal instructional types	Number of responses	% of Total
Class discussions	55	24.8
Model answers	32	14.4
Sets of notes	30	13.5
Practice questions	29	13.1
Other instructional modes (teacher)	28	12.6
Definitions	15	6.76
No instruction provided	15	6.76
Unspecified instruction	4	1.8
No response	2	0.9
Negative comments	12	5.4
Total	222	100

Table 4.42 Formal Instructional Methods for Specific Terms and Concepts

Historical perspectives			
Formal instructional types:	Number of responses	%	% of
			total
Class discussions	11	26.2	4.95
Model answers	7	16.7	3.15
Sets of notes	6	14.3	2.7
Practice questions	7	16.7	3.15
Other instructional modes (teacher)	6	14.3	2.7
Definitions	2	4.8	0.9
No instruction provided	1	2.4	0.45
Unspecified instruction	1	2.4	0.45
No response	0	0	0
Negative comments	1	2.4	0.45
Sub-total	42	100	18.9
Usefulness of sources			
Formal instructional types:	Number of responses	%	% of total
Class discussions	10	25.6	4.5
Model answers	7	17.9	3.15
Sets of notes	5	12.8	2.25
Practice questions	8	20.5	3.6
Other instructional modes (teacher)	2	5.1	0.9
Definitions	3	7.7	1.35
No instruction provided	1	2.6	0.45
Unspecified instruction	0	0	0
No response	0	0	0
Negative comments	3	7.7	1.35
Sub-total	39	100	17.6
Use of Evidence			
Formal instructional types:	Number of responses	%	% of total
Class discussions	8	22.2	3.6
Model answers	5	13.9	2.25
Sets of notes	5	13.9	2.25
Practice questions	4	11.1	1.8
Other instructional modes (teacher)	7	19.4	3.15
Definitions	4	11.1	1.8
No instruction provided	2	5.6	0.9
Unspecified instruction	0	0	0
No response	1	2.8	0.45
Negative comments	0	0	0
Sub-total	36	100	16.2

Table 4.42 Formal Instructional Methods for Specific Terms and Concepts
(continued)

The tentative nature of history			
Formal instructional types:	Number of responses	%	% of total
Class discussions	8	27.6	3.6
Model answers	4	13.8	1.8
Sets of notes	4	13.8	1.8
Practice questions	3	10.34	1.35
Other instructional modes (teacher)	2	6.9	0.9
Definitions	1	3.45	0.45
No instruction provided	3	10.34	1.35
Unspecified instruction	1	3.45	0.45
No response	0	0	0
Negative comments	3	10.34	1.35
Sub-total	29	100	13.1
Historiography			
Formal instructional types:	Number of responses	%	% of total
Class discussions	6	22.2	2.7
Model answers	3	11.1	1.35
Sets of notes	4	14.8	1.8
Practice questions	2	7.4	0.9
Other instructional modes (teacher)	4	14.8	1.8
Definitions	2	7.4	0.9
No instruction provided	2	7.4	0.9
Unspecified instruction	1	3.7	0.45
No response	1	3.7	0.45
Negative comments	2	7.4	0.9
Sub-Total	27	100	12.2
Contestability			
Formal instructional types:	Number of responses	%	% of total
Class discussions	6	23.1	2.7
Model answers	3	11.53	1.35
Sets of notes	3	11.53	1.35
Practice questions	3	11.53	1.35
Other instructional modes (teacher)	5	19.23	2.25
Definitions	1	3.85	0.45
No instruction provided	3	11.53	1.35
Unspecified instruction	1	3.85	0.45
No response	0	0	0
Negative comments	1	3.85	0.45
Sub-total	26	100	11.7

Table 4.42 Formal Instructional Methods for Specific Terms and Concepts
(continued)

Historical empathy			
Formal instructional types:	Number of responses	%	% of total
Class discussions	6	26.1	2.7
Model answers	3	13	1.35
Sets of notes	3	13	1.35
Practice questions	2	8.7	0.9
Other instructional modes (teacher)	2	8.7	0.9
Definitions	2	8.7	0.9
No instruction provided	3	13	1.35
Unspecified instruction	0	0	0
No response	0	0	0
Negative comments	2	8.7	0.9
Sub-total	23	100	10.4
Total	222		100

4.4.8 Support Measures, Materials and Teaching Experiences

Open-ended Responses

A single open-ended question (Item M 1) regarding the support measures the respondents found most useful in their introduction of document study was included in the survey. A total of 43 distinct statements were provided by twelve of the respondents. One of the teachers (T13) gave no response to this item, and T12 described the support structure they provided for their students in place of a comment on the support measures that had been most useful to their own teaching of document study. One teacher provided nine separate statements, while two respondents provided one statement each. Over one-half of the participants provided four or more statements each indicating that a range of measures had proved useful to their introduction of document study. The results are summarised in Table 4.43 over the page.

Closed Responses

Item I in the survey consisted of a closed question with a set of sixteen sub-items listing strategies and resources which may have been useful to the participants in

their understanding and teaching of document study (for example, “professional development through Professional Association (AHAWA)”); “sharing other teachers” document study materials”). The respondents were asked to rate each item using a five-point Likert scale (*strongly agree* to *strongly disagree*) with an option of *not used*. By far the most valued support measure, as identified by the respondents, was informal discussions with other Ancient History or History teachers with 100% of the respondents agreeing or strongly agreeing that this had been a valuable experience. Professional development, workshop sessions and materials provided by the Curriculum Council were also rated highly by the respondents. Amongst the least valued resources or strategies were the web-based resources with five respondents of the thirteen (38%) disagreeing with such resources as being of use to them. The two types of data for this issue of what strategies and resources are regarded as useful to teachers can be compared directly in a table as shown below.

Table 4.43 Support Measures, Materials and Teaching Experiences

Support measures, materials or teaching experiences	Number of open-ended responses	Percentage of total responses	Item number	Teachers Strongly Agree/Agree (%)	Teachers Strongly Disagree/Disagree (%)	Not Used/Not identified in items (%)	Total %
Curriculum Council materials/sample examinations/staff	11	25.6	I:8	77	15	8	100
			I:14	77	15	8	100
			I:15	84	8	8	100
Teacher discussions	7	16.3	I:1	100	0	0	100
			I:9	92	0	8	100
Professional development (Professional Association and Teacher Development Centre)	6	13.95	I:2	77	15	8	100
			I:3	46	23	31	100
			I:4	62	0	38	100
			I:5	67	0	23	100
			I:6	69	8	23	100
I:7	84	8	8	100			
Personal research and reading	5	11.6				100 (not identified)	100
Experience with teaching Modern History	3	6.98	I:11	77	8	15	100

Table 4.43 Support Measures, Materials and Teaching Experiences (continued)

Cross-marking and moderation processes	3	6.98				100 (not identified)	100
Model answers	3	6.98	I:8	77	15	8	100
			I:14	77	15	8	100
Student feedback/ student involvement	2	4.7				100 (not identified)	100
University resources	2	4.7				100 (not identified)	100
Online resources	1	2.3	I:16	62	38	0	100
Total	43	100					

Web-based Resources

Web-based resources and the ability to use them was identified in the research literature as a factor in teacher “readiness” (ability and willingness) to assist their students in the learning of the new skills and concepts required of the new history approaches including document study analysis. However, in both the open-ended and closed questions regarding support measures and resources considered of value to teaching document study, web-based resources were not seen to be of particular value to a substantial percentage of the respondents. Thirty-eight per cent of the responses disagreed with the usefulness of the web-based resources in the closed question (Item I:16). At the same time, only one response in 43 open-ended statements mentioned online resources as being useful to the understanding or teaching of document study skills. When asked to rate specific web-based resources for their usefulness to the teaching and learning of document study the respondents were more positive in their assessments, and actually unanimously supported search engines and internet archives as being useful resources.

Table 4.44 Web-based resources

Web-based resources: Item number	Teachers Strongly Agree / Agree (%)	Teachers Strongly Disagree / Disagree (%)	Not Used (%)
H:1	100	0	0
H:2	100	0	0
H:3	84.6	15.4	0
H:4	84.6	7.7	7.7
H:5	69	31	0
H:6	69	23	8
H:7	69	23	8
H:8	54	31	15
H:9	62	23	15
H:10	46	46	8
H:11	62	38	0
H:12	62	38	0

4.4.9 Other Comments

Survey item N invited the respondents to provide any further comments that they wished. Eight of the participants chose to respond, supplying 38 separate statements. The remaining five teachers did not respond to this item. The comments can be categorised as negative views, such as comments that pointed to difficulties in teaching document study and limitations of document study as an assessment type; or positive views, such as a comment that document study introduced essential skills that the previous course lacked; or as recommendations for change, such as a recommendation for changes that could be made to the WACE Examination questions. A majority (62.5%) of these additional comments were coded as negative views. The results are presented below.

Table 4.45 Other Comments

Further Comments	Number of responses	%
Negative	25	62.5
Positive	5	12.5
Recommendations for change	10	25
Total	40	100

4.5 Summary

This chapter presented the results from an analysis of the responses to the participant questionnaire. The chapter comprised three sections. Section One presented a summary of the findings for four of the participants, as exemplars. Individual summaries for the entire cohort have been included in Appendix C. Statistical summaries for the four individual participants have been supplemented with illustrative vignettes (see Vignette 1.1) taken from their open-ended written responses. Section Two presented a summary of the results for three clusters of participants revealed during analysis based on perceptions of the impact of the introduction of document study: negative, positive and neutral perceptions. Finally, the results for the cohort as a whole have been presented in Section Three beginning with overall statistical data from the closed responses and then from the content analysis of the open-ended survey responses. This section then presented the summarised data for teaching and educational background; personal view of history; skill requirements of document study; effects of document study; support measures, materials and teaching methods; and other comments. The statistical data from closed responses have been compared to the statistical data garnered from a content analysis of the open-ended responses.

The following chapter provides a discussion of these results using the three questions, which underpinned the study, to provide a structure employing three distinct sections. The interrelationships which have been revealed through analysis using both descriptive statistics and content analysis are identified and clarified in the discussion. The findings of the literature review presented in Chapter Two are used to aid in the corroboration of these interrelationships and to provide a theoretical framework for the discussion.

CHAPTER 5

DISCUSSION

5.1 Introduction

This discussion uses the three questions that underpinned the study to provide a structure employing three distinct sections. First, the issue of the effects of the introduction of document study on classroom practice, as perceived by the participants is discussed. Second, the new historical skills and understandings that teachers have introduced in response to the curriculum change are examined. Finally, the factors which influenced the participants' preparedness to teach the new skills and understandings are appraised. The interrelationships which have emerged from the data through analysis using both descriptive statistics and content analysis are identified and clarified in the discussion. The findings of the research literature presented in Chapter Two are used to aid in the corroboration of these interrelationships and to provide a theoretical framework for the discussion.

5.2 Section One

How has Ancient History pedagogy or teaching practice changed with the introduction of the new curriculum?

The effects of introducing document study on classroom practice are at the heart of the current study. The literature indicates that the successful introduction of document study, as a part of the new approach to history, would require a substantial modification to teachers' pedagogy and classroom focus (Seixas and Peck 2004; Taylor 2005; Hoepper 2006; Yilmaz 2008; Macintyre, et al. 2008; and Whitehouse 2009). A range of items in the teacher-questionnaire (see Appendix A) invited teachers to identify the skills necessary for a student to successfully complete a document study. Questions were also asked about the skills required for document study compared to that of the previous TEE Ancient History Course. Finally, participants were queried about the changes they had noted in their teaching as a result of the introduction of document study and the formal instruction techniques, models and new terminology they had needed to introduce.

The responses were subjected to a content analysis and coded as providing a negative, positive or neutral view of the impact of document study to Ancient History. In fact, the majority of statements were coded as neutral, as they provided information about the new skills required, or the types of formal instruction used, without including an assessment of these changes as being positive or negative. However, eight of the participants were prepared to divulge their perceptions of the curriculum change: twelve percent of the statements were coded as negative, presenting views that the introduction of document study had been detrimental to Ancient History pedagogy in some way. Most of these statements were made by six of the participants (T1, T2, T3, T6, T11 and T13). At the same time, only five of the 730 statements were coded as positive views concerning the impact of document study. These positive statements came from only two participants (T8 and T10), and even for these teachers the negative effects of the introduction of document study were given more emphasis. Thus, the view was decidedly negative for all of the eight participants who revealed their perceptions, including the two teachers who were prepared to support the change as having some positive effects. The teachers had indeed been forced to make substantial changes to their classroom practice, as predicted by the literature (Seixas and Peck 2004; Taylor 2005; Hoepper 2006; Macintyre, et al. 2008; Yilmaz 2008; and Whitehouse 2009), and they were not happy with the effects of these changes. This discontent could be indicative of how far these teachers' pedagogy had needed to change in the face of the introduction of document study.

Further corroboration for this belief amongst the participants that the curriculum change had led to substantial changes to classroom practice was provided in the responses to the six open-ended questions regarding the introduction of document study and Ancient History teaching. These responses showed an agreement amongst the majority of the teachers that the introduction of document study had provoked considerable change in their teaching practices. Only one participant, T5, responded that the introduction of document study had resulted in minimal change for their teaching. T12 indicated that they could not make comment, as they had no experience teaching the previous TEE course. Each of the other eleven teachers, or 85% of the cohort, indicated that their teaching practices had changed significantly, and document study skills had become a focus in their classes. These teachers

discussed instituting formal instruction in understanding the new assessment type and in constructing answers, and the introduction of new terminology and concepts to their classes.

The change to teaching practices most frequently identified in the participants' responses (eight statements) was a necessity to devote class and preparation time to the teaching of document study skills and the creation of new assessments. This new focus meant less time could be devoted to other aspects of teaching, which came at a cost to other areas of the students' learning. The necessity for additional time to learn these new skills comes as no surprise, for they require the students to be able to work with and interpret source material, and this entails new methods of historical thinking and understanding, which need to be taught and practiced by the students (Macintyre, et al., 2008). The teachers would by necessity need to spend time devising classroom strategies and teaching materials to aid their students in their learning of the requisite skills. The participants indicated in their responses that the time needed for such preparation and teaching was substantial.

A second change that was noted in seven of the responses (20%) was the requirement to teach different analytical and interpretative skills, or to give greater emphasis to these types of skills. (The types of new skills required and the formal instruction methods employed by the participants will be discussed in full in Section Two). A third change also identified in seven responses was the greater focus on the use of evidence, or a change to the focus on, or treatment of sources. Both of these could be predicted from a survey of the literature, which indicated that different skills are necessary to the new approach to history, which gives prominence to the use of source material by students, and requires a shift to historical analysis and away from the learning of dates and facts, (Seixas and Peck 2004; Taylor 2005; Hoeppe 2006; Yilmaz 2008; Macintyre, et al. 2008; and Whitehouse 2009). In fact this can be seen as a re-focusing on a process of historical inquiry first instigated by Herodotus almost 2500 years ago, as described by Whitehouse (2009, p. 5), "[h]istorical inquiry takes place through engagement with sources. The historian constructs an account of the past on the basis of this material."

In document studies, as taught in the WACE Ancient History Course, the questions for both students and teachers centre on the authorship of the primary sources or documents and the perspectives or viewpoints being presented in the documents. The question of who has constructed the history from the documentary evidence is also of fundamental importance and is coupled with the issue of the selection of primary sources, which may change the perspectives being presented. Historical analysis and historiographical skills are needed by the students, in order for them to make judgements and interpretations concerning the primary sources and the histories constructed from these sources. The students also need an appreciation of how new evidence leads to re-interpretations of the past. A number of the participants in the survey recognised these new skills as prompting changes to the way they now teach Ancient History, and one even identified the need to focus more fully on historiographical understanding.

The fourth specific impact of the introduction of document study, as identified by the participants, is a requirement to teach the students how to respond to document study questions and to provide practice sessions and exemplars or model answers. This specific effect highlights the fact that a new type of historical thinking and understanding is indeed required by document study, as indicated by the literature, and students need to be taught the requisite skills, and then be given models and exemplars and time to allow for the practice of these new skills. At least some of the teachers have seen a need to change their pedagogy to incorporate teaching their students how to interpret document study questions and how to construct document study answers. One impetus for this change, as noted by some of the participants, is the inclusion of document study questions in the external WACE Examination, which is a formal assessment of these new skills. The interesting question here is why not all of the participants raised the WACE Examination as a factor in provoking change to their classroom practice. In much of the literature, external examination, such as the O-level History examination in Britain, was cited as having a significant effect on teachers' pedagogy with the majority teaching to the examination (Harvey, et al., 1996). Perhaps this omission in the responses can be explained by the fact that at the time of the survey the new WACE Examination had not taken place, and the teachers were not yet fully cognizant of the document study questions, which have since become a feature of the external examination. There

may also be reluctance amongst some participants to admit in their survey responses that teaching to the examination can be a feature of classroom practice.

The five remaining impacts of the introduction of document study noted in seven of the participants' responses are quite disparate; however, the majority do refer to the issue of change to classroom practice in some way. The need to teach new terminology is raised, which accords with the research that indicates that document study requires a new set of skills and concepts and the terminology which accompanies them. A need to focus on historiographical understanding is also identified, which aligns with the view that new skills need to be taught. Different assessments to test document study skills and understandings are now required, which is another change to the teachers' classroom practice identified in the responses. Two statements note negative but unspecified impacts of the introduction of document study, thus hinting at change without identifying the change. Interestingly, one response dismisses the idea that the introduction of document study has prompted change by indicating that the effects have been minimal. This view is at odds with the majority of respondents; however, who clearly indicate that introducing document study has wrought significant change in their classrooms.

Although, it is clear that most participants have found a need to teach new historical skills and concepts in order to introduce document study to their classes, many believe that some of the requisite skills had been a component of the previous TEE Ancient History Course. In fact, some of the analytical skills identified as being part of the new approach to history were named as being skills that had been taught in the TEE course, and at the same time, some traditional historical skills of interpretation were thought to be necessary to document study as well. Despite this overlap in required skills, the majority of the respondents still maintained that the changes prompted by the introduction of document study had been substantial, and for some participants, detrimental.

A focus of the changes to classroom practice was the provision of formal instruction for the new skills of document study. A close examination of the formal instructional methods employed is revealing. Only ten of the 58 statements imply the teaching of historical thinking and historical skills; for example, the "study of the document

study process”, “student creation of document studies” and “close reading and discussion of the primary sources.” However, such things as class discussions, provision of model answers, and of sets of notes may also refer to the discussion and teaching of historical thinking and historical skills, but there is no actual evidence for this in the participants’ responses.

The more interesting aspect that emerges from an examination of the responses is the reference in some to the use of student-centered approaches for instruction, for example, in the construction of shared answers and in peer evaluation. These modes of instruction require an active participation by the students in their own learning. Only two of the statements refer directly to a constructivist approach to teaching document study, where the students learn the necessary skills and historical thinking and understanding by creating their own document study materials through a selection of source materials and a creation of a set of questions. This strategy forms a key element of the new approach to history, as described in the literature, where students create their own historical interpretations. Only T8 and T9 employ this as a teaching practice in their own classrooms. The vast majority of responses (90%) refer to instructional methods that may be categorized as teacher-led, such as, definitions, model answers, and even class discussions. All of these modes of instruction were mainstays of the traditional approach to history, where the teacher provided the important dates, facts, events and accepted interpretations. Therefore, even though all of the participants in the survey agreed that their classroom practices had changed to include formal instruction in document study, only two of the teachers have fully adopted the new historical methodology of students creating their own histories and interpretations. The majority of the participants have preferred the use of more traditional instructional methods to teach the new historical skills and concepts.

Perhaps unsurprisingly, given the predominately traditional formal instructional types employed by the participants, teacher-generated models accounted for over 36% of the responses to the question of which model types were utilised. Added to this was the use of other models employing teacher-focused strategies, such as, the use of sentence-starters; the use of marking guides; the use of Curriculum Council models; and class discussions, which accounted for a further 32% of the responses. Student-centered models were only described in six responses, and these mostly

focused on class-generated models, where the students actively constructed the model answers to be used. The participants who employed these student-centered models were T2, T8, T9, and T10, the same group of teachers who discussed using student-centered formal instruction techniques. This reinforces the impression that only a minority of the participants have fully embraced the new historical methodology with students acting as historians to interpret source material and create their own interpretations of the documents.

The literature identified six new historical skills or concepts, which form the basis of historical thinking and understanding essential to the new approach to history, and thus to document study (Figure 1). The participants in describing the new terminology they had introduced to their classes either used some of the specific terms identified in the literature, or used alternative wording for these skills, or described related skills and concepts (for example, relevance and accuracy are related concepts necessary to *judging historical usefulness*). The participants did not describe any historical skills and concepts that were separate or distinct from those identified in the literature. So there was a clear alignment between some of the new historical skills and concepts highlighted in the literature as being important and those, which the teachers had seen as essential to document study.

However, not all of the six historical skills and concepts identified in the literature were seen as essential by the teachers. Only two references were made to *historiographical skills*. At the same time, two historical skills or concepts were completely absent from the participants' responses: *contestability and the tentative nature of history*, and *historical empathy*. This is not surprising, as although these two historical skills or concepts are considered to be essential to the new historical thinking and understanding, they along with historiographical skills, are deemed to be furthest away from the traditional skills and concepts of history (Yilmaz, 2007).

All three of these new historical skills and concepts require students to engage with the source material and to recognise the variety of perspectives and possible interpretations that can be made. Thus, students are presented with a challenge to the notion that there is only ever one historical explanation of an event: history is contestable. "Students need to feel comfortable with the idea that our knowledge of

the [p]ast is always partial rather than fixed” (*Deconstructing Empathy in History*, 2007, p. 3). As noted in Chapter Two, Yilmaz explains that historical empathy is the ability to, “see and judge the past in its own terms” (Yilmaz, 2007, p. 1). Thus, students need to interpret documents from the perspective of the author and the culture that existed at the time. Both of these concepts form crucial facets of the new historical approach and are far removed from the learning of narrative and chronology of traditional history. It can be inferred that the participants in this survey did not share this view of the importance of these three historical skills or concepts, since they did not include them in the new terminology they introduced to their students.

At the same time, some of the participants when describing the formal instructional methods they employed for teaching the six new historical skills and concepts (listed in the survey), actually expressed negative opinions regarding the terms, or indicated that they did not provide instruction for some of the skills and concepts. There was comment that these skills and concepts were either difficult to teach or were too sophisticated for school students to employ. In fact only the skill of *use of evidence* attracted no negative comment. Each of the other five skills or concepts was seen as being too difficult for students by at least one respondent. This lends further support to the perception that a number of participants do not regard all of the new historical skills and concepts identified in the literature, as being crucial to their teaching of document study, and in fact, according to T13 they are not legitimate concepts to be teaching school students. This aligns with the findings in the literature, that even teachers who believe that historical understanding involves interpretation and making judgments about the validity of information, may not believe that students should be involved in the work of historians and should not be required to use these skills and concepts in their learning of history (Taylor et al., 2003).

Eight of the participants took a final opportunity to discuss the impact of the introduction of document study on their teaching by responding to Survey Item N. The majority of these statements expressed negative views of the modifications that had been wrought by the curriculum change. A small number of statements lent support to the introduction of document study, as having prompted positive changes to the Ancient History classroom. A quarter of the comments were neither negative

or positive views of the impact of the introduction of document study, but rather recommendations for change, which were made by T6, T9 and T11, such as, recommendations for change to the WACE Examination questions. These final comments make it clear that a number of the participants (T1, T2 and T3) perceive the introduction of document study as having been detrimental to their teaching of Ancient History, while only two respondents (T8 and T10) recognize any value in this curriculum change. At the same time, the recommendations from participants make it clear that the introduction of document study is not the only area of recent change to Ancient History that has led to problems or concerns. For three of the teachers the new examination format (essays and document studies) has raised issues, such as the generic examination marking key, which T6 described as being too prescriptive. T10 described the examination document study questions as creating “a false set of parameters, which do not allow the best students to demonstrate their ability to interpret History.” T11 expressed a view that the generic examination questions had a negative effect “producing formulaic answers.”

5.3 Section Two

What new historical skills and understandings have teachers introduced as a result of the curriculum change?

A second, supplementary and more specific question of this study concerns the historical skills and concepts that the participants needed to introduce to their students in teaching document study skills. When presented with a list of required document study skills, the participants agreed unanimously with the importance of the two traditional history skills and concepts. The respondents were also in unanimous agreement with seven of the eight statements representing new historical skills and concepts. However, two of the new concepts received less support than the others: *historical empathy* and *the tentative nature of history*. Thus, although the participants did not actually *disagree* with these historical concepts as being required by document study, almost half of the participants did not value them as highly as the other new historical skills and concepts. This aligns with the results from other sections of the survey where these concepts were singled out by the participants as being less important or in some way problematic. They are also the concepts

identified in the literature as being the furthest from the traditional historical skills and concepts, and key to students making their own interpretations and constructing their own histories from the evidence (Seixas and Peck, 2004).

The participants' open-ended responses give a clearer picture of the historical skills and concepts that they actually perceive to be essential to document study. Interpretative skills, analytical skills and understanding perspectives were the descriptions most frequently used, and they were mentioned by all of the participants except T13. Each of these skills can be considered part of the new approach to history if students are actively involved in utilising them. However, interpretation and analysis are also requirements of a traditional approach to history, but in this case the skills are a preserve of the teacher rather than the student. The teacher interprets and analyses the historical evidence and source materials on behalf of their class. In this traditional model, it is the teacher who guides the class in interpreting and analysing the evidence presented most often in text-books (Seixas and Peck, 2004). Through their own studies of History and their teaching experience, the survey participants will have become adept in these historical skills. Thus, although interpretative and analytic skills were seen to be essential skills for students to successfully undertake document studies, it is unclear whether the students employ these skills in a fully independent way, as intended in the new approach to history.

If in the new approach to history the student is required to make the interpretations and analysis in order to construct their own histories from source evidence, then this is the point at which the student needs to be aware that history is contestable and tentative in nature, and that a variety of perspectives and interpretations may need to be taken into account. At the same time, the student needs to employ historical empathy in order to judge source material from the context of its own time and not from a contemporary standpoint to avoid the issue of "presentism" (Seixas and Peck, 2004). As acknowledged previously, these are exactly the new historical skills and concepts that the participants find most problematic, or have avoided or ignored in their teaching. It is interesting to note that in the WACE examination the document study questions do not specifically use these terms. However, in answering the examination questions, an awareness of historical empathy and the contestability of source evidence are important in understanding the multiple perspectives presented,

and for assessing the usefulness of the sources for an understanding of an historical event (Curriculum Council, 2009).

No mention was made by any of the participants in their open-ended responses of a need for an understanding of *historical empathy*, *contestability* and *the tentative nature of history*, or *historiography* in order to complete a document study. Each of these new historical skills and concepts had been identified by at least some of the respondents elsewhere in the survey as being too difficult for students or in some other way problematic. T13 expressed the view that most of the required document study skills were “beyond the reach of typical year 11 and 12 students.” This concurs with Taylor et al.’s (2003) findings that most teachers believe that historical thinking is beyond high school students. Yilmaz (2007) further contended that even historians had not agreed on a definition for historical empathy and the concept had not been fully accepted as a part of historical thinking and understanding at the time of writing. It is little wonder that Western Australian teachers struggle with this concept, or question its legitimacy for the class-room.

Five of the respondents (T2, T6, T9, T10 and T12) did specifically identify one of the new historical skills, *assessing historical usefulness of sources*, as an important document study skill. Some of their responses described related concepts of judging reliability and relevance of sources rather than historical usefulness, but essentially they were describing the same skill. This historical skill requires the student to assess the source material in terms of the source type (visual, written or archaeological), the information it provides, the perspective it presents along with any bias, the intended audience, the information it omits, and the context (Curriculum Council, 2009). Thus, an understanding of multiple perspectives, contestability of source evidence, historiography and historical empathy are necessary to making informed judgments of *historical usefulness*. This is certainly not the province of traditional history, as the student is required to take on the role of the historian and work with the source material as evidence (Seixas, 2002). Judging historical usefulness is an actual question for the WACE examination document study section. It is also a question asked in the WACE Modern History examination. Perhaps this explains the greater awareness of at least this new historical skill by five of the participants, some of whom also teach Modern History.

5.4 Section Three

What factors influenced the teachers' "readiness" (ability and willingness) to implement curriculum change?

The final part of this study focused on the factors which influenced the teachers' ability and willingness to implement curriculum change. From a survey of the current literature it appeared that there were five factors which may determine whether teachers are willing, or indeed able, to support their students in learning the new historical skills, concepts and practices required by document study. The first factor suggested by the literature was the teacher's personal view of history and their view of the purpose of history. A second factor which emerged from the literature was the teacher's own History education at tertiary level. The third factor was the pre-service training of teachers, as it is an important factor in developing teachers' historical pedagogy. Professional development was identified as a fourth key factor which influenced experienced teachers' preparedness to teach the new historical skills. Finally, the role of digital technologies and resources in assisting the teaching of historical skills was cited in a substantial portion of the current literature as a factor in determining the "readiness" of teachers to impart the new historical skills and concepts.

Close examination of the participant responses reveal partial linkages between the personal views of history and the participant's perceptions of the impact of the introduction of document study. As identified in Chapter Four, a cluster of six participants with negative perceptions of the impact of the introduction of document study was revealed through a content analysis. Of these six teachers T1, T11 and T13 expressed the strongest views about the negative impacts of the introduction of document study. These teachers also emphasised the importance of traditional skills of history in their open-ended responses in their personal views. Conversely, T2, T3 and T6 expressed personal views of history, which emphasised skill attainment and the new historical skills and understandings over the traditional historical elements of chronology and narrative, despite sharing a negative perception of the impact of the curriculum change to Ancient History. Clearly, another factor must be at play here.

An additional factor, which may shed light on these conflicting results, is the age of the participants and their years of teaching experience. T1, T11 and T13 were all over 55 years of age and had been teaching for over twenty years. T2 and T6 were amongst the youngest in survey cohort (26–30 and 20–25 respectively), and both had a maximum of five years teaching experience each. Thus, the older and more experienced teachers also share the most traditional views of history and its purpose as a school subject. The younger less experienced teachers shared the more progressive views of history and its purpose. One might infer that T2 and T6 had been exposed to a more recent approach to history through their tertiary studies and this is reflected in their personal views. Whereas, the older teachers would have undertaken their tertiary studies over twenty years ago. T3 is the anomaly here, as they also undertook their tertiary studies over twenty years ago, but they provided statements about their personal views of history, which aligned more closely with the younger participants, privileging the new historical methodology. At best, the survey results show only a partial linkage between a teacher's personal view of history and their perception of the impact of the introduction of document study and some of the variance in results can be attributed to difference in age and teaching experience.

Only two of the survey participants (T8 and T10) provided positive statements about the perceived impact of the introduction of document study, although not all their statements were in fact positive. Despite sharing a perception that the introduction of document study had provided some benefits to their teaching, both T8 and T10 rated the more recent skills and concepts of history only slightly higher than those of a traditional approach. However, an interrelationship between positive perceptions of the effects of the introduction of document study and personal views of history emerges when the open-ended responses of T8 and T10 are examined. Both of these respondents share a strong belief that the development of the more recent skills of history, especially critical thinking skills, are what is beneficial for students in studying History. These two participants were in the mid-range of teaching experience: six to ten years, and with age ranges of 40–45 and 50–55 years respectively. It is unclear what other factors are at play in this interrelationship between positive perceptions of the effects of the curriculum change and personal views of history, as it is unknown when in their careers these teachers undertook their own studies of history, and what historical methodologies they were exposed to.

Thus, there appears to be some relationship between personal views of history and the perceptions of the effects of the introduction of document study, which aligns with the findings in the literature. The three participants with the most negative perceptions of the effects of this curriculum change also held some of the most traditional personal views of history. At the same time, the two participants who identified some benefits in the introduction of document study expressed personal views of history which highlighted the more recent skills and concepts as being the essential ones. A range of views on what school History is, what its purpose is, and how it should be taught exists even in this small cohort of teachers, mirroring the wider teaching community. Even if teachers themselves believe that historical understanding involves interpretation, making judgments about the validity of evidence, and selecting between different perspectives, many do not believe that high school students should be engaged in this interpretation. Hallam concluded in his study that the majority of students only reach formal operations in history at 16 and a half years old or later, and so, even senior school students would mostly be too young to learn the sophisticated skills of historical reasoning (Taylor et al., 2003). It would appear that this view is shared by T1, T11 and T13. A relationship between personal views of history and perceptions of the effects of document study is not evident for the other eight teachers. Five of the participants expressed only neutral views concerning the impact of the introduction of document study, and so it is not possible to draw any parallels from them.

According to the literature a second factor which may affect a teacher's ability and willingness to introduce the historical skills and concepts necessary to conducting document studies is the teacher's own history studies at tertiary level. The question to be examined is whether the teachers themselves have learned historiographical skills and historical methodology, through their own studies of history, in order to understand these skills and be able to impart them to their students. A further point to consider is whether the teacher has been trained in inquiry-based teaching, which is also considered necessary in order to impart the new historical skills to students (Stearns, Seixas and Wineburg, 2000, p. 159), the theory being that those without such training in the new approach to history would struggle to impart the necessary skills and concepts of document study to their classes. This cohort of teachers could be considered specialist teachers of history, as all but T10 undertook at least

undergraduate History or Ancient History studies. This high concentration of specialist teachers is actually at odds with the situation which exists in the United States and Australia generally, as according to the research there is a great deal of out-of-field teaching in history (Taylor 2008; Yilmaz 2008).

The more pertinent question for this cohort of specialist teachers may be when the teachers' undertook their History studies, as this relates to the question of whether they have been trained in the new historical approach and inquiry-based learning. Six of the teachers are aged over 50 and have over twenty years of teaching experience. This means that they studied History at least twenty years ago in the late 1980s, but for three of the participants who are over 55 years old (T1, T11 and T13), and who have taught for considerably longer than twenty years, their studies would have probably taken place in the 1970s. As noted in the survey of the literature, the debate over how History should be taught in schools has existed since the 1950s. The "new history movement" of the 1970s in Britain promoted the use of document study in History teaching (Pierce, 2008). The 1972 NSW History syllabus included analysis of primary sources (Clark, 2006). So, the idea of using primary source analysis with school students would have been introduced to the Australian Education system by the time the participants in this survey were undertaking their own History studies. However, it may have been a new and quite revolutionary idea for many, and it is unclear how many of the teachers in this survey were actually exposed to this new history approach in their own studies. Even in Britain, research in the mid-to-late 1980s showed a preponderance of text-book memorisation and teacher-lecturing in History teaching rather than a skills-based approach, which promoted critical thinking and analysis of primary sources (Harvey, et. al., 1996). In fact, Clark (2006) points out that the "Back to Basics" movement in the USA actually developed in the 1970s and 1980s, which was a rejection of the new child-centred pedagogy, which encouraged students to work like historians making their own interpretations from primary source evidence. It may not be a coincidence that T1, T11 and T13, who would have undertaken University studies at this time, hold the more traditional personal views of history and the most negative perceptions of the impacts of the introduction of document study. The TEE Ancient History Course had been a subject, which had followed a traditional approach of chronology and historical narrative prior to the curriculum change in 2009.

It can be inferred from the open-ended responses of T2, T8, T9 and T12 that these four teachers were exposed to the new history methodology, or the constructivist approach, in their own History studies or pre-service training. These participants each described using student-centred approaches in their teaching of Ancient History. T8 and T9 actually described having their students work like historians, to construct their own document studies, in order to better understand the process. However, only T8 expressed a belief that the introduction of document study had brought some benefits. T9 and T12 maintained a neutral position regarding the impact of the curriculum change, while T2 actually expressed a negative perception of the change. Nevertheless, all of this group of teachers stressed the development of the more recent historical skills of interpretation and critical thinking, as being one of the main benefits of learning History, and demonstrated a personal view of history much more aligned with the new approach to history than the traditional approach.

A third and related factor which may affect teacher preparedness to teach document study skills, which emerged from the literature, was pre-service teacher training, as this has an impact on the development of one's own historical pedagogy. Yeager and Wilson (1997) contend that pre-service teachers need to "do history" and learn to use and interpret primary sources in order to be ready to teach these skills. However, Taylor's (2000) report into Australian History teaching and learning stated that, "graduate teachers appear history deficient", (Taylor, 2000, p. vii), as most are being given pre-service training in Society and Environment rather than History, as a separate and distinct discipline. Since many of the participants in the survey did their pre-service training in the 1970s and 1980s, it may be safe to assume that they did not do much training in the new History pedagogy, as can be predicted from the literature. Although, clearly T2, T8, T9 and T12 were given such training either in their own History studies, as discussed above, or in their pre-service training, since they employ teaching strategies, which align with the new approach to history.

Eight of the participants received some pre-service training in Ancient History or History teaching; four of these undertook a teacher practicum as well. Five of the participants indicated that they had not received any pre-service teacher training (T1, T7, T10, T11 and T13). It is interesting to note that of this group T1, T11, and T13 hold the most negative perceptions of the impact of the introduction of document

study, but at the other end of the scale, T10 expressed the most positive views concerning the curriculum change of all of the participants. T7 held a neutral position in regards to the impact of the introduction of document study. At the same time, five participants (T5, T6, T8, T9 and T11) mentioned benefitting from the advice and assistance of mentor teachers in their first years of teaching. T2 and T12 (the least-experienced teachers) described the benefits of working collaboratively with teachers at other schools. Interestingly, no participant mentioned pre-service training as having assisted with their understanding or introduction of document study. This may simply be a measure of how long ago pre-service training occurred for all but three of the participants, and, as such the relevance to the curriculum change may not have been apparent. Thus, while researchers and theorists cite pre-service training as an important factor in the development of teachers' historical pedagogy, it appears that a substantial number of this cohort of teachers was not trained in the new historical methodology, and those that were did not see its relevance to the introduction of document study.

Professional development was identified in the literature as a possible fourth determinant for teachers' preparedness to teach the new historical skills and concepts necessary for document study. Mucher (2007) suggested that introducing teachers "to new historical research is important because it provides clear examples of the interpretive nature of the discipline and offers new tools for organizing their understanding" (Mucher, 2007, p. 3). Thus, professional development provides opportunities for teachers to learn and practise the new historical skills and understandings themselves, and in this way be better prepared to teach these new skills to their students. Professional development sessions regarding document study were conducted by a number of organisations over the implementation period for the new WACE Ancient History Course (2008–2010).

Many of the participants rated professional development sessions as being useful to their understanding and teaching of document study, which bears out the findings in the literature. The majority of the participants had been involved in at least one type of professional development and six teachers indicated an involvement in more than one type of professional development. A second aspect to be considered is the type of professional development which participants find most useful. Hall and Scott

(2007) noted that the teachers involved in their study were not interested in thinking like historians, or adopting new historical practices, and were disappointed at not being given “classroom-ready materials” (Hall and Scott, 2007, p. 260). Both of the professional development types, which attracted the highest approval ratings in the survey focused on practical aspects of document study, and provided teachers with class-room materials.

It would appear that there is some relationship between participation in professional development and “readiness” to introduce the new historical skills and concepts of document study. For example, T8 and T10, who were the only participants to see beneficial aspects to the introduction of document study, were amongst the group of teachers who took part in more than one type of professional development. Also, T2 and T8 were two of four teachers who indicated a use of a student-centred approach with their classes, and they were in the same group of six teachers who took part in multiple professional development sessions. At the same time, T11 and T13, who shared a negative perception of the impact of the curriculum change, indicated that they had not participated in any professional development concerning document study. An anomaly was T1, who demonstrated some of the most negative perceptions of the impact of the introduction of document study on their teaching; however, they had taken part in more than one type of professional development.

The final factor, which may affect teacher preparedness to introduce document study, as indicated by the research literature, is the use of digital technologies and resources in teaching historical skills. According to the literature, History in schools is an area that has benefited greatly from the growth of digital technology. This is not only because there is now much greater access to primary source materials and greater search capabilities, but because it allows for nonlinear historical narratives and multiple narratives to be developed, which allow students to examine the construction of evidence and of historical perspectives (Lee, 2002). Thus, students are able to develop the new historical skills and understandings necessary to document study, such as the use of evidence, understanding multiple historical perspectives, understanding contestability and the tentative nature of history, and the use of historiographical skills.

Five participants (T3, T5, T7, T9, and T13) rejected the notion that digital resources were useful to their teaching. These results are interesting in that all of these teachers, with the exception of T7, are very experienced teachers with at least eighteen years of classroom experience. The youngest and least experienced teachers in the survey all supported digital resources as being useful to their teaching of document study. This may be an indication of the teachers' general attitude to digital technologies and resources in the classroom and not just to their use in teaching document study skills. The very experienced teachers have all spent a number of years teaching History prior to the advent of wide-usage of computers in classrooms. On the other hand, the younger and less-experienced teachers have spent more of their teaching careers exposed to digital technologies and resources. It is unsurprising that the only comment, which mentioned online resources as being useful, came from T2 who is one of the youngest participants in the survey.

The participants' views of the usefulness of specific web-based resources were more positive. In fact, there was unanimous agreement that search engines and internet archives were useful to teaching document study. The support for these resources can be explained by the fact that this is the means by which teachers locate suitable source material for their document study assessments. In effect, these digital resources are used like indexes in a book, or library catalogues of the past, although the search-capability of these search engines is far superior. Online journals and History websites, such as the BBC History website were also rated as useful by the majority of the participants. The online journals provide the teachers with another means of quickly locating suitable source material for assessments. The History websites include interactive features, such as timelines and video-clips and these could be being used by the students themselves. These websites present multiple perspectives on an event or historical person and could allow students to develop an understanding of the construction of history and contestability. Other interactive web-based resources, such as the archaeology and museum sites, which include blogs and "live conversations" with archaeologists at dig-sites, were seen as useful by many of the teachers. These sites also have the potential to develop student understanding of multiple perspectives and interpretations and historiographical skills. It is not surprising that T8 and T10, who had the most positive perceptions of

the effects of the introduction of document study, gave very positive ratings for most of the web-based resources.

In response to the specific question of what had been of the greatest assistance to their understanding of document study, and thus to their ability to impart the skills of document study, the participants highlighted practical, classroom materials as being the most beneficial. This aligns with the findings in the literature regarding professional development (Hall and Scott, 2007). For example, the teaching materials and sample examinations provided by the Curriculum Council were identified as being useful. It is interesting to note that T11 and T13 both indicated that they did not use one or more of the types of materials provided by the Curriculum Council, and they were two of three teachers who had the most negative perceptions of the impact of the introduction of document study.

Teacher discussions were also identified as being beneficial to the participants in dealing with the curriculum change. At a number of points in the survey, the younger participants commented on the benefits that had accrued from working with, and talking to, more experienced colleagues. In fact, informal discussions with other Ancient History teachers were unanimously supported as being beneficial, and sharing other teachers' document study materials received significant support. The teacher discussions could be regarded as informal professional development, and it is likely that much, if not all, of these discussions would have included practical classroom matters. The document study materials of other teachers could also be considered practical classroom materials. It is noteworthy that T13 was the sole teacher who indicated that they had not shared any other teachers' document study materials.

Formal professional development sessions were the third most frequently mentioned beneficial support measure, aligning with the literature as a factor influencing teacher preparedness to introduce the new skills and concepts necessary for document study. However, only two types of professional development received high approval ratings, as noted previously. Interestingly, only one of the other factors discussed in the literature: use of digital resources was identified by the participants as being useful, but this factor was not given strong support. The participants did not raise the

other three factors: personal view of history, educational background, or pre-service training in their responses concerning what they had found to be beneficial during the introduction of document study to their classes, and so in this they disagreed with the theorists.

The following chapter sets out the conclusions that have been drawn from this study including the extent of the impact of the curriculum change on the teaching of Ancient History and the perceptions of the participants regarding this impact. Interrelationships between factors such as personal view of history and the participant's perceptions of the curriculum change are discussed. Finally, a set of recommendations, which emerge from the findings of this study, are presented.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Undoubtedly, the introduction of document study to the Western Australian Ancient History Course has created significant challenges for teachers, as demonstrated in the survey responses of the thirteen participants. All but one of the respondents described the curriculum change as having a significant impact on their teaching in terms of time requirements, the need to introduce new assessment types, and a necessity to teach new historical skills, understandings and terminology. A survey of the literature had indicated that new historical thinking and understanding would be needed and six new skills or concepts would be required of the students to successfully complete a document study. Thus, changes to teaching methodology and practices could be predicted from the findings of the literature, which indicated that unless teachers were already following the strategies of the more recent approach to history, modifications would be essential, and this has been supported by the results of this study.

The participant survey also revealed that the teachers, as a group, did not accept all of the six historical skills and concepts identified in the research literature as being necessary to their teaching of document study. The participants highlighted three of the new skills and concepts as being too difficult for high school students, or problematic in some other way. The historical skills and concepts in question were *contestability and the tentative nature of history*, *historical empathy*, and *historiographical skills*. The participants (with the exception of T8) did not discuss any use of, or formal instruction, in these skills and concepts with their classes. This is in accordance with some of the findings of the literature, which identified these particular historical skills and concepts as being the most controversial of the more recent approach to history. For example, according to Yilmaz (2007) even historians have not fully accepted historical empathy as a part of historical understanding despite its importance as noted by numerous theorists. At the same time, the concept of contestability and the skills of historiography may have broader acceptance amongst historians as being necessary to historical understanding; however, they do

not have such acceptance as valid aspects of school History (Taylor et al., 2003; Seixas & Peck, 2004). The survey responses tend to support these research findings, as it is clear that this cohort of teachers have not embraced the use of these three new historical skills and concepts.

It also emerged from an analysis of the data that as a group the participants did not utilise the constructivist approach to teaching History: only two indicated an employment of this more recent teaching methodology. (Four of the participants had used some form of student-centred learning in their classrooms.) The rest of the participants preferred more traditional methods of instruction even whilst they were teaching what they recognized as new historical skills and concepts to their classes. This is in keeping with the classroom practices for the previous TEE Ancient History Course, which had a focus on historical narrative and chronology. In this course the majority of teachers would have used a traditional history methodology interpreting and analysing the sources on behalf of their students (Seixas and Peck, 2004).

As discussed in the literature, a teacher's willingness and ability to implement curriculum change may be determined by a range of factors. However, this willingness and ability to implement change is difficult to ascertain from the survey data. What can be inferred from the data are the teachers' perceptions of the changes that have been provoked by the introduction of this curriculum change to their subject. The survey responses revealed three categories of responses: negative, positive and neutral responses. It is these perceptions of the curriculum change that have revealed interrelationships with the five factors identified in the literature (personal view of history, educational background, pre-service training, professional development, and use of digital resources and technologies). The patterns or themes that are revealed in the data relate to two of the groupings: the participants with positive perceptions and those with negative perceptions of the curriculum change.

The three participants who perceived the effects of the introduction of document study as being detrimental to Ancient History, and expressed their views in the most negative terms of the cohort, shared a number of commonalities. Each of these teachers questioned the legitimacy of document study, as a component of Ancient History, and as a part of the school curriculum. They also questioned some of the

new skills and concepts such as historical empathy and historiography as being appropriate for school students. These participants expressed personal views of history that were in strong agreement with a traditional view of history and its purpose. All had been teaching for well over twenty years and none of the three participants received pre-service training in History. These participants did not reveal any use of a constructivist or student-centred approach to teaching in their survey responses, and described teacher-led strategies instead. Two of the three participants undertook no formal professional development in document study and one made no use of the informal professional development opportunities accessed by most others in the survey group. None of these three respondents made much use of digital resources in their Ancient History classes, but this was also the case for a number of the other participants.

At the other end of the spectrum were two participants who described the effects of the introduction of document study as being in some ways beneficial to their classes. The survey responses of these two participants revealed some common traits. Both respondents had a more progressive view of history and its purpose, supporting many of the new historical skills and concepts as useful to students. However, only one, Teacher 8, employed a constructivist teaching approach allowing their students to create their own interpretations and even their own document studies. (The other respondent did make use of a student-centred approach describing the use of student model answers in their classes.) The two participants had undertaken multiple types of professional development, and had also made considerable use of informal professional development opportunities, which they rated as being very useful to their teaching practice. These respondents also made use of a wide variety of digital resources, which they also rated as being beneficial to their teaching of document study. Both teachers had only been teaching for between six and ten years; however, only one described having received pre-service training.

One interpretation of the interrelationships that have been revealed in the survey data is that they support the conjectures of the literature: that a number of factors have had some influence on the teachers' preparedness to implement the curriculum change, or at least on their perceptions of the change. That is to say, the participants with the more traditional views of history and its purpose, and who had not undertaken

professional development or pre-service training in the new approaches to history would be less likely to value, or support, the new skills and concepts deemed necessary to document study. Such teachers may even call into question the legitimacy of document study, as an assessment type and feature of a school History curriculum, as being too sophisticated for students. As a result, these teachers may well view the effects of such a curriculum change in a negative light. Conversely, the teachers with the more progressive views of history and its purpose as a school subject, and who have undertaken professional development or pre-service training in the new approaches to history would be more likely to value the new history methodology required by document study. Such teachers may therefore be pre-disposed to regard the introduction of document study as beneficial to the subject and to students.

This is only one possible interpretation of the interrelationships revealed in the survey data. There is nothing that confirms this interpretation of the interrelationships, which may be the result of other factors not included for investigation in this study. For example, the difference between the perceptions of the two groups may have more to do with the difference in years of teaching experience. The teachers who share the more negative perceptions all had more than twenty years of teaching experience; whereas the two who shared more positive views had only six to ten years of teaching experience each. Perhaps with more experience comes a clearer idea of what is appropriate to teach high school Ancient History students. Or perhaps it is the experience of the subject that has given these teachers a more comprehensive understanding of the subject matter and the available source material, which may actually be too sophisticated for students to interpret for themselves. This source material may require years of accumulated knowledge and experience working with the ancient authors to be able to understand the possible interpretations, particularly for the most contested aspects of the discourse.

Alternatively, the negative views expressed in the survey may have more to do with the WACE Examination questions than with the introduction of document study per se. Perhaps it is the examination questions that these teachers really view as being too sophisticated for students. Document study requires a range of historical skills and understandings; however, an examination samples only a few of these, and the

examination document study questions may cover aspects these teachers deem too difficult or not valid as assessments for school students. This specific issue was not raised in the survey responses of the three participants, but concerns with the examination questions were raised by others in the cohort. Another consideration is that the participants responded to the survey in October–November 2010, which was prior to the first WACE Examination and the first external examination of students in document study. A concern about the examination and how students would perform may have coloured the participants' views, or at least those of the three very experienced participants. A clearer picture may have emerged if the research instrument had asked specifically about the participants' perceptions of the WACE Examination questions, as opposed to the introduction of document study. It is interesting to note that, subsequent to this first examination, the document study questions of the WACE Examination were in fact revised by the Examination Panel in response to student results and teacher feedback, lending some weight to the view that the examination questions were in some way problematic.

The task of interpreting the interrelationships revealed in the data is made more difficult by the fact that five of the participants did not reveal their perceptions of the effects of the introduction of document study. Their responses were neutral in this regard, providing information about how their teaching had changed, but not whether they perceived these changes to be beneficial or detrimental to Ancient History and their students. Survey responses that had indicated such perceptions would have lent further support to any interpretations. Equally, the very small cohort of participants, even though they represent 65% of practising Ancient History teachers at the time of the survey, makes any interrelationships identified tenuous at best.

The following section provides a number of recommendations that flow from the findings of this study. These recommendations focus on the areas that could be addressed in future professional development for practising Ancient History teachers to assist in their understanding and teaching of the historical skills, concepts and strategies that are necessary for students to conduct document studies. The recommendations also examine the areas of need for pre-service training in History. Finally, the broader implications of these findings for Primary and Lower Secondary

Society and Environment teachers who will soon be required to teach the Australian Curriculum History course to students in Foundation to Year 10 are addressed.

6.2 Recommendations

This survey of thirteen practising Ancient History teachers along with the current literature has illuminated a number of factors, which if addressed might have assisted with the introduction of this curriculum change to Western Australian classrooms. This study also highlighted areas that need to be attended to for those wishing to become History teachers in the future. Such factors include a need to examine more closely the new historical skills, concepts and methodology required of document study and the legitimacy of these within the context of the more recent approaches to History teaching in schools. Another important aspect is the classroom use of the latest developments in digital History technologies and resources such as the construction of nonlinear and multiple historical narratives. Professional development for practising teachers and pre-service training could go some way to addressing these factors. A final issue is that of the construction of examination questions, which teachers will accept as a legitimate sampling of the historical skills and concepts of document study and as being accessible to students. The resolution for this issue may also be some form of professional development for teachers and those who sit on the Examination Panels.

Professional development was used during the implementation phase of the WACE Ancient History Course (2008–2010) and many of the teachers surveyed found benefit in some or all of the experiences they participated in. However, this professional development tended to focus on model document study questions and marking guides and how to construct these materials, though a few workshops did include samples of student answers for discussion. It would appear from the survey data that the areas that were not covered sufficiently in the workshops were the new historical skills and concepts needed by students to conduct document studies and how these might be taught. Also, no attention was given to how these new historical skills and concepts fitted into the more recent approaches to teaching History at school. In fact, historical methodology was not addressed at all in the professional development sessions, except by way of informal discussion where a few of the

teachers mentioned some use of student-centred approaches that they had employed. At the same time, the full potential for digital technologies and resources to help students understand varying historical perspectives through multiple or non-linear historical narratives, as described by Lee (2002), were not explored in the professional development sessions.

Professional development experiences may not be sufficient to serve as a counterpoint to an individual's prior educational background or to shape one's personal view of history, which has been formed over years of study and then classroom teaching. Both of these factors appear in the teacher survey to have been influential in some way on teachers' perceptions of and reactions to the curriculum change. However, professional development can serve as a vehicle to introduce new ideas and methodologies and allow for a sharing of teaching practices and resources. The work of Hall and Scott (2007) regarding professional development aimed at improving teachers' own historical thinking and understanding revealed that sessions that provided teachers with classroom materials and hands-on experiences linked to the new historical methodology did lead to changes in teaching practice. Thus, professional development sessions that provided models for teaching the new historical skills and concepts, and for using a constructivist approach where the students learn through creating their own interpretations, and for using the latest digital technologies and resources in the classroom, may well have assisted teachers in their introduction of document study to their classes. At the same time, such professional development sessions could still prove useful for developing teachers' understandings of the teaching and learning of document study today – four years after the initial introduction of the curriculum change. Also, such professional development workshops may prove useful for Examination Panel members in understanding the level of engagement with the new historical skills and concepts in schools. Such sessions would also provide an opportunity for dialogue between Examiners and teachers in order to create a shared understanding of the historical skills and concepts that should be tested through the external examination.

Pre-service training appeared in the survey of literature as a key factor in the development of a teacher's historical pedagogy, which is crucial to the successful teaching of document study skills and concepts (Yeager and Wilson, 1997). At the

same time, it was noted in the research that very few pre-service History teachers actually received training in History methodology and the majority receive a more general training in Society and Environment teaching methodology (Taylor, 2000). Thus, graduate teachers emerge lacking a sufficient grounding in current historical methodology to impart the new historical skills and concepts required of document study and to the learning of historical thinking and understanding more generally (Taylor, 2000). If pre-service courses are lacking in training in historical methodology it seems likely that the use of new digital technologies and resources for History receive little attention in the pre-service courses. A recommendation would be to include training in both current historical methodology and the use of digital History technologies and resources for all pre-service History teachers, so that they are equipped to teach the requisite historical skills and concepts of document study, and historical thinking and understanding more broadly, to their senior school students.

This problem of a lack of training in historical methodology will be compounded in the next year or so, as lower Secondary Society and Environment and Primary school teachers will soon be required to teach the skills of document study and historical thinking and understanding under the compulsory Australian Curriculum: History course. Primary school pre-service teachers already receive little Society and Environment methodology training in their courses, as they are responsible for a myriad of learning areas, and History is rarely addressed as a separate discipline if at all. The lower Secondary Society and Environment pre-service teachers often take degrees in disciplines other than History and their pre-service courses also rarely focus on historical methodology. A recommendation would be that pre-service courses for both Primary and Society and Environment teachers include training in historical methodology and the use of digital History technologies and resources, in order for these teachers to meet the challenges of the new Australian Curriculum course. A further recommendation would be that practising Primary school and lower Secondary Society and Environment teachers be provided with professional development sessions focussing on historical methodology and the use of digital History technologies and resources. This is to ensure that these teachers are also ready to teach the new History curriculum, which is currently being introduced to

Western Australian schools, and will become compulsory for all students in Foundation to Year 10 classes in July 2014.

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Every reasonable effort has been made to acknowledge the owners of copyright material. I would be pleased to hear from any copyright owner who has been omitted or incorrectly acknowledged.

APPENDIX A

PILOT SURVEY SCHEDULE AND TEACHER QUESTIONNAIRE

PILOT SURVEY SCHEDULE



The introduction of document study to the Western Australian Ancient History Course and its implications

1. Teaching experience

- 1.1. Number of Years of teaching
- 1.2. Number of Years of teaching History

2. Educational background:

- 2.1. Please outline your Educational background.
- 2.2. Please specify your History educational background.

3. History Curriculum Experience:

- 3.1. Please outline your History curriculum experience

4. Personal View of History:

- 4.1. Please describe what the term/concept History means to you. What does History involve?
- 4.2. What is the purpose of History?
- 4.3. What is your opinion of the following views of History?
 - “History is a study of the past.”
 - “The main purpose of History is to study the past so we can understand our present.”
 - History teachers are “acquirers of content knowledge and “conveyors of historical drama.”

- History teachers are “historians working with evidence who help students to create interpretations”

5. Skills of Document Study:

- 5.1. Please describe what a History document study is and what it involves.
- 5.2. Please describe what a student needs to do in order to complete a document study in History/Ancient History.
- 5.3. What History skills/methodologies are related to document study?

6. Curriculum Change in Ancient History:

- 6.1. Do you have any knowledge of the previous TEE Ancient History Course?
(If the answer is no, please proceed to **Item 7.**)
- 6.2. Outline your experience with the TEE Ancient History Course.
- 6.3. Did the previous syllabus require any skills or methodologies similar to those required by document study?
- 6.4. What new skills do Ancient History teachers need to teach their students with the introduction of the WACE course?

7. Factors which may Influence Teacher “readiness” to teach Document Study:

- 7.1. What factors could affect a teacher’s “readiness” or willingness to teach document study?
- 7.2. Could any of the following play a part in teacher “readiness” to teach document study? What part if any would they play?
 - Personal view of History
 - Educational background – teaching outside of your area/not History trained
 - Experience in teaching Modern History
 - Pre-service training – time spent on teaching History as a specific discipline
 - Professional development – time spent looking at the skills of document study and how to teach them
 - Use of digital technologies and resources for History teaching and learning.

8. Any further comments:

TEACHER QUESTIONNAIRE



School of Education

The introduction of document study to the Western Australian Ancient History Course and its implications

This questionnaire is designed to find out about the impact of the introduction of document study to the Western Australian Ancient History Course. I am investigating the ways Ancient History pedagogy has changed in response to this curriculum and assessment change. The information you provide will be kept **strictly confidential**, but the overall findings will be made available to participants. No individual or school will be identified.

Consent

Before completing this questionnaire, please indicate your consent below:

- I understand the purpose and procedures of the study.
- I have been provided with the participant information sheet.
- I understand that the research may not benefit me.
- I understand that my involvement is voluntary and I can withdraw at any time without problem.
- I understand that no personal identifying information like my name, address and school/employer will be used and that all information will be securely stored for 5 years before being destroyed.
- I have been given the opportunity to ask questions.
- I agree to participate in the study outlined to me.

Check the box to indicate your consent

Please complete the questionnaire by clicking in the relevant check boxes and writing responses into the grey text spaces, as appropriate. Please enable macros if requested by your Word Processing software. Alternatively, you can print the questionnaire and complete it by hand.

Please answer all the questions as accurately and honestly as possible.

Section One

A: Biographical Information

Please provide the following biographical information so the data can be more accurately analysed.

Age: 20–25 yrs 26–35 yrs 36–45 yrs 45–55 yrs 55+ yrs

Years of teaching: 0–5 yrs 6–12 yrs 13–19 yrs 20+ yrs

System/Sector in which you teach:

AISWA CEO Department of Education

Please tick all applicable options

Subjects taught:

- | | |
|--|---|
| <input type="checkbox"/> Yr 11 WACE Ancient History | <input type="checkbox"/> Yr 12 WACE Ancient History |
| <input type="checkbox"/> Yr 11 TEE Ancient History | <input type="checkbox"/> Yr 12 TEE Ancient History |
| <input type="checkbox"/> Yr 11 Modern History | <input type="checkbox"/> Yr 12 Modern History |
| <input type="checkbox"/> Yr 8-10 Society & Environment | <input type="checkbox"/> Yr 11/ 12 English |
| <input type="checkbox"/> Other (please specify below) | |

A 2 Number of years of teaching Ancient History:

A 3 Number of years of teaching Modern History:

A 4 Number of years teaching Other Subjects (please specify):

B: Educational background:

B 1 Please outline your Educational background (University/Teachers' College)

B 2 Please outline your Ancient History/History educational background.

(School/University/Teachers' College)

(If you do not have formal Ancient History/History training please proceed to Item C 3)

C: Pre-service Teacher Training

C 1 Did you receive any pre-service teacher training for Ancient History/History as a specific discipline?

Yes No (If the answer is no please proceed to Item C 3)

C 2 If the answer is yes briefly outline what this training involved.

C 3 If you have not had formal Ancient History/History teacher training briefly describe how you became involved in the teaching of Ancient History.

C 4 Describe what support or experiences assisted you when you first began teaching Ancient History.

D: Professional Development: Document Study

D 1 Have you participated in any Professional Development relating to the teaching and assessment of document study or the construction of document studies?

Yes **No** (If the answer is no, please proceed to **Item E 1.**)

D 2 What types of Professional Development relating to document study have you participated in?

E. TEE Ancient History (W.A.)

E 1 Do you have any knowledge of the previous Western Australian TEE Ancient History Course?

Yes **No**

E 2 Outline your experience with the W.A. TEE Ancient History Course.

E 3 Do you have experience teaching Ancient History elsewhere (i.e. not in W.A.)?

Yes **No**

State where:

Year levels taught:

Number of Years of teaching Ancient History:

Section Two

Please place an **X** in the box to indicate how strongly you agree or disagree with each of the statements in the survey.

If the meaning of any statement is unclear to you please place an **X** in the box labelled “**Do not understand statement.**”

For example:

Item Number	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
F:1	The main purpose of studying history is “to avoid the mistakes of the past.”		X			
F:2	“A sense of the past is an essential part of our identity.”			X		
F:3	“History helps us understand people and societies.”				X	

F: Personal View of Ancient History/History

Please indicate how strongly you agree or disagree with the following statements:

Item Number	Personal view of Ancient History/History	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
F:1	The main purpose of history is to study the past.	<input type="checkbox"/>				
F:2	The main purpose of history is to study the past so we can understand our present.	<input type="checkbox"/>				
F:3	The main purpose of studying history is “to avoid the mistakes of the past.”	<input type="checkbox"/>				
F:4	A sense of the past is an essential part of our identity.	<input type="checkbox"/>				

Item Number	Personal view of Ancient History/History	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
F:5	History helps us understand people and societies.	<input type="checkbox"/>				
F:6	History helps us understand change and how the society we live in came to be.	<input type="checkbox"/>				
F:7	History may include a variety of perspectives and interpretations of the same event.	<input type="checkbox"/>				
F:8	Interpretations and perspectives of an event may change over time.	<input type="checkbox"/>				
F:9	A major purpose of history is to teach critical thinking.	<input type="checkbox"/>				
F:10	A major purpose of history is to teach the skills of inquiry.	<input type="checkbox"/>				
F:11	History can be seen as provisional or tentative in its nature.	<input type="checkbox"/>				
F:12	History teachers are acquirers of content knowledge and conveyors of historical drama.	<input type="checkbox"/>				
F:13	History teachers should be historians working with evidence who help students to create interpretations.	<input type="checkbox"/>				
F:14	Historical narrative and chronology are the most important elements of history.	<input type="checkbox"/>				
F:15	The interpretation of historical narrative is essential to the study of history.	<input type="checkbox"/>				
F:16	History has many manifestations and as many audiences.	<input type="checkbox"/>				
F:17	History is a process that involves selection of evidence and placing different emphases on evidence.	<input type="checkbox"/>				
F:18	The study of history builds experience in dealing with and assessing various kinds of evidence.	<input type="checkbox"/>				
F:19	Learning history means gaining some skill in sorting through diverse and often conflicting interpretations.	<input type="checkbox"/>				

Item Number	Personal view of Ancient History/History	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
F:20	History teaches how to construct an argument using evidence.	<input type="checkbox"/>				
F:21	History teaches literacy (reading and writing).	<input type="checkbox"/>				
F:22	“...both the historian and the poet are makers of myths...” W.L. Morton (Canadian Historian)	<input type="checkbox"/>				

G: Requirements of Document Study

Please indicate how strongly you agree or disagree that the following requirements are essential to a student successfully completing a document study:

Item number	Requirements of Document Study	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
G:1	The student understands the ancient historical narrative (historical context of documents).	<input type="checkbox"/>				
G:2	The student knows the chronology of events.	<input type="checkbox"/>				
G:3	The student is aware of the variety of interpretations, perspectives or representations that exist regarding the people, events or ideas being studied.	<input type="checkbox"/>				
G:4	The student has knowledge of how history is constructed and recorded. (historiography)	<input type="checkbox"/>				
G:5	The student is able to assess evidence for accuracy, reliability, relevance and consistency.	<input type="checkbox"/>				
G:6	The student is able to assess evidence for gaps and omissions.	<input type="checkbox"/>				
G:7	The student understands historical empathy and can interpret the events and ideas of the past from the point of view of participants.	<input type="checkbox"/>				
G:8	The student is able to interpret sources for purpose, audience, fact and opinion, values and significance.	<input type="checkbox"/>				
G:9	The student is aware of the tentative nature of historical evidence and interpretations.	<input type="checkbox"/>				
G:10	The student is able to assess the usefulness of a source in terms of the content covered, origin, bias, relevance, and reliability.	<input type="checkbox"/>				

H: Web-based resources

Please indicate how strongly you agree or disagree that the following web-based resources are useful to the teaching and learning of Document Study:

Item number	Web-based resources	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not understand statement
H:1	Search Engines (Google, etc.) for documents/sources/images	<input type="checkbox"/>				
H:2	Internet Archives (e.g. Internet Ancient History Sourcebook; Internet Archive; Project Gutenberg; Perseus Digital Library) for sources	<input type="checkbox"/>				
H:3	Online journals (e.g. Cambridge Journals online; Questia; AHA Directory of History Journals)	<input type="checkbox"/>				
H:4	History websites (e.g. BBC History; History World; ancientgreece.com)	<input type="checkbox"/>				
H:5	Archaeology websites (e.g. archaeology.org)	<input type="checkbox"/>				
H:6	Museum websites (e.g. The British Museum)	<input type="checkbox"/>				
H:7	Curriculum websites (e.g. Curriculum Council; The National Centre for History Education: hyperhistory.org; HSC)	<input type="checkbox"/>				
H:8	Professional Association websites (e.g. Macquarie Ancient History Association)	<input type="checkbox"/>				
H:9	History databases (e.g. History Cooperative)	<input type="checkbox"/>				
H:10	Online video clips (e.g. teachers.tv; History Channel; YouTube)	<input type="checkbox"/>				
H:11	Online Encyclopaedias (e.g. Britannica; World Book)	<input type="checkbox"/>				
H:12	Wikipedia	<input type="checkbox"/>				

H:13 If you use other web-based resources in your teaching of Ancient History please specify: _____

I: Support measures, materials and teaching experiences

Please indicate how strongly you agree or disagree that the following support measures, materials or teaching experiences have been useful to your understanding and/or teaching of Document Study:

Item number	Support measures, materials and teaching experiences	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Used
I:1	Informally speaking to Ancient History or History teachers within own school or from other schools	<input type="checkbox"/>				
I:2	Professional development: Professional Association (AHAWA)	<input type="checkbox"/>				
I:3	Professional Development: Teacher Development Centre or TDC (Education Department)	<input type="checkbox"/>				
I:4	Professional Development: AISWA	<input type="checkbox"/>				
I:5	Professional Development: Curriculum Council	<input type="checkbox"/>				
I:6	Workshop session - discussion of document studies and marking guides	<input type="checkbox"/>				
I:7	Workshop session – discussion of student work, marking and standards	<input type="checkbox"/>				
I:8	Curriculum Council sample/model document studies and marking guides in Units and Draft Examinations	<input type="checkbox"/>				
I:9	Sharing other teachers’ document study materials	<input type="checkbox"/>				
I:10	Having taught document study or source analysis in Ancient History somewhere other than W.A.	<input type="checkbox"/>				
I:11	Having taught document study in Modern History (TEE History)	<input type="checkbox"/>				
I:12	Having taught Investigation, Communication & Participation (ICP) in Society and Environment (yrs 8 to 10)	<input type="checkbox"/>				
I:13	Having taught text analysis in English/English Literature	<input type="checkbox"/>				
I:14	Curriculum Council Final Sample Examination materials	<input type="checkbox"/>				
I:15	Ancient History Terminology list provided by Curriculum Council	<input type="checkbox"/>				
I:16	Web-based resources such as search engines; databases; websites; video clips; etc.	<input type="checkbox"/>				

Section Three

Personal Comment

Please consider the following questions as stimulus for personal comments about teaching Ancient History, Document Study and History in general. Attach another sheet if the space is inadequate.

J. Personal View of Ancient History/History

J 1 What does the term/concept “History” mean to you?

J 2 Why is it important to teach Ancient History or History?

J 3 What are the benefits to students of learning Ancient History or History?

K. Document Study in the WACE Ancient History Course

K 1 List the skills a student needs to complete a document study in the new WACE Ancient History Course.

K 2 Did the previous TEE Ancient History Course require any of the same skills that are needed for the WACE Document Study? If so, what skills are required by both courses?

L. Ancient History Classroom

L 1 How has the inclusion of Document Study changed your teaching of WACE Ancient History?

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students? (For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

L 3 How much time did you spend over the year providing formal instruction?

L 4 What sort of models did you provide to your students?

L 5 What new terminology have you had to teach your students to enable them to respond to Document Study questions?

L 6 What sort of formal instruction did you provide concerning the following terms and concepts?

(For example: definitions, set of notes, model answers, class discussions, practice questions, etc.)

- use of evidence

- usefulness of sources

- historical perspectives

- historiography

- historical empathy

- the tentative nature of history

- contestability

M. Support measures, materials and teaching experiences

M 1 What support measures, materials or teaching experiences have you found useful in introducing Document Study to your Ancient History class? (Refer to **Item I, page 9**)

N. Other Comments

Thank you for completing the survey.

Annette Moon

RETURN ADDRESS FOR COMPLETED QUESTIONNAIRES

Via email: annette.moon@curriculum.wa.edu.au

Via post: Annette Moon

C/- Curriculum Council

27 Walters Drive, Osborne Park W.A. 6017

APPENDIX B

PARTICIPATION INFORMATION SHEETS AND INFORMED CONSENT FORM

Participation Information Sheet for Pilot Survey



The introduction of document study to the Western Australian Ancient History Course and its implications

Principal researcher: Mr Robert Dixon
Lecturer, School of Education
Curtin University

My name is Annette Moon and I am currently undertaking a research thesis for my Master of Philosophy (Education) at Curtin University.

I have been a teacher of Ancient History for 15 years (1993–2007) and I am the current Ancient History Curriculum and Assessment Officer for the Curriculum Council. This role has included assisting with the implementation of the new course, the presentation of a number of Professional Development sessions and serving as the Executive Officer for the Ancient History Course Advisory Committee.

Purpose of Research

I am investigating the impact of the introduction of document study to the Western Australian Ancient History Course. I am interested in the ways Ancient History pedagogy has changed in response to the curriculum and assessment change. I will also be exploring the factors, which have aided or impeded the implementation of

this change. This research will have a focus on teachers' responses to and perceptions of the curriculum change. I would like to invite you to participate in this research, as part of the pilot survey.

Your Role

I will ask you to participate in an interview, which will take approximately one hour to complete. Your responses will be used to confirm the conceptual framework of this study and to construct the final survey instruments (teacher questionnaire and interview schedule). The interview will be audiotaped and then transcribed. You will be asked to confirm the accuracy of the record of interview and to indicate any changes that may be required.

There will be no costs involved in your participation.

There are no anticipated risks involved in this research, as all information provided will be kept strictly confidential, and the project will be carried out in accordance with the National Statement on Ethical Conduct in Research Involving Humans (NHMRC).

The results of this research will be published as a Masters' thesis. It is expected that this study's findings will aid both practicing and aspiring Ancient History teachers and their students, by highlighting the skills teachers deem necessary to document study as a methodology and new assessment type. It may have wider implications, as the proposed National History Curriculum specifies the use of evidence including source material and document study as essential skills for all students.

Consent to Participate

Your involvement in the research is entirely voluntary. You have the right to withdraw at any stage without it affecting your rights or my responsibilities. This can be done by contacting me.

When you have signed the consent form I will assume that you have agreed to participate and allow me to use your data in this research.

Confidentiality

The information you provide will be kept separate from your personal details, and the Principal researcher and I will be the only ones with access to this. The interview transcript will not have your name or any other identifying information on it. In adherence to university policy, the questionnaires, interview tapes and transcribed information will be kept in a locked cabinet for five years, before being destroyed.

Further Information

This study has been approved by the Curtin University Human Research Ethics Committee (Approval Number HR 68/2010). The Committee is comprised of members of the public, academics, lawyers, doctors and pastoral carers. Its main role is to protect participants. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784 or by emailing hrec@curting.edu.au.

If you would like further information about the study, please feel free to contact me on (08) 9273 6789 or by email: annette.moon@curriculum.wa.edu.au

Alternatively, you can contact my supervisor Mr Robert Dixon on (08) 9266 2182 or by email: R.Dixon@curtin.edu.au.

The introduction of document study to the Western Australian Ancient History Course and its implications

I _____ have read the information on the attached letter. Any questions I have asked have been answered to my satisfaction. I agree to participate in this research but understand that I can change my mind or stop at any time.

I understand that all information provided is treated as confidential.

I agree for this interview to be recorded.

I agree that research gathered for this study may be published provided names or any other information that may identify me is not used.

Name _____ Signature _____

Date _____

Investigator _____ Signature _____

Date _____

CONSENT FORM

The introduction of document study to the Western Australian Ancient History Course and its implications

- I understand the purpose and procedures of the study.
 - I have been provided with the participant information sheet.
 - I understand that the research may not benefit me.
 - I understand that my involvement is voluntary and I can withdraw at any time without problem.
 - I understand that no personal identifying information like my name, address and school/employer will be used and that all information will be securely stored for 5 years before being destroyed.
 - I have been given the opportunity to ask questions.
 - I agree to participate in the study outlined to me.
-

Signature _____ Date _____

Witness Signature _____ Date _____

Participation Information Sheet for Teacher Questionnaire



Participant Information Sheet

The introduction of document study to the Western Australian Ancient History Course and its implications

Principal researcher: Mr Robert Dixon
Lecturer, School of Education
Curtin University of Technology

My name is Annette Moon and I am currently completing a piece of research for my Master of Philosophy (Education) at Curtin University of Technology.

I have been a teacher of Ancient History for 15 years (1993–2007) and I am the current Ancient History Curriculum and Assessment Officer for the Curriculum Council. This role has included assisting with the implementation of the new course, the presentation of a number of Professional Development sessions and serving as the Executive Officer for the Ancient History Course Advisory Committee.

Purpose of Research

I am investigating the impact of the introduction of document study to the Western Australian Ancient History Course. I am interested in the ways pedagogy has changed in response to this introduction of document study. I will also be exploring the factors, which have aided or impeded the implementation of this change. This research will have a focus on teachers' responses to and perceptions of the curriculum change. I would like to invite you to participate in this research as a current teacher of the WACE Ancient History Course.

Your Role

I will ask you to fill in a questionnaire, which will take approximately 45 minutes to complete. I am interested in finding out how your Ancient History pedagogy has changed with the introduction of document study. What are the skills and methodologies you have introduced as a result of this change? I will also ask you about the factors, which have aided or impeded you in teaching document study to your students.

All of the teachers currently teaching Stage 2 and/or 3 Ancient History will be invited to participate.

Final Phase

As a final step of the research, I will invite a number of current Ancient History teachers to take part separately in one-hour interviews where some of the issues will be explored in more detail. The interview will be taped to help with deciphering and participants will be given a copy of the interview to check and make changes.

There will be no costs involved in your participation, as the researcher will cover all mailing expenses and travel.

There are no anticipated risks involved in this research, as all information provided will be kept strictly confidential, and the project will be carried out in accordance with the National Statement on Ethical Conduct in Research Involving Humans (NHMRC).

The results of this research will be published as a Masters' thesis. It is expected that this study's findings will aid both practicing and aspiring Ancient History teachers and their students, by highlighting the skills teachers deem necessary to document study as a methodology and new assessment type. It may have wider implications, as the proposed National History Curriculum specifies document study as an essential skill for all students.

Consent to Participate

Your involvement in the research is entirely voluntary. You have the right to withdraw at any stage without it affecting your rights or my responsibilities. This can be done by contacting me.

When you have completed the consent section on the questionnaire, I will assume that you have agreed to participate and allow me to use your data in this research.

Confidentiality

The information you provide will be kept separate from your personal details, and the Principal researcher and I will be the only ones with access to this. The questionnaire and interview transcript (if you are interviewed) will not have your name or any other identifying information on it. In adherence to university policy, the questionnaires, interview tapes and transcribed information will be kept in a locked cabinet for five years, before being destroyed.

Further Information

This study has been approved by the Curtin University Human Research Ethics Committee (Approval Number HR 68/2010). The Committee is comprised of members of the public, academics, lawyers, doctors and pastoral carers. Its main role is to protect participants. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University of Technology, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784 or by emailing hrec@curting.edu.au.

If you would like further information about the study, please feel free to contact me on (08) 9273 6789 or by email: annette.moon@curriculum.wa.edu.au

Alternatively, you can contact my supervisor Mr Robert Dixon on (08) 9266 2182 or by email: R.Dixon@curtin.edu.au.

APPENDIX C

INDIVIDUAL SUMMARY OF FINDINGS FOR THIRTEEN PARTICIPANTS

The individual responses for the thirteen participants are presented in this section under the following headings: Personal View of History; Requirements of Document Study; Support Measures; Effects on Teaching; and Other Comments.

Teacher One

Teacher 1 (T1) was an experienced teacher, aged over 55 with an Undergraduate qualification which included some Ancient History units. T1 had taught for over twenty years with eight years of Ancient History teaching and had experience teaching the TEE Ancient History and Modern History courses. This teacher had extensive knowledge and involvement with the TEE Ancient History Course through membership of the Curriculum Council Ancient History ARM Panel and in the running of Year 12 Student Examination workshops and a range of other activities, as a consequence of being part of the executive for the Ancient History Professional Association of W.A. T1 had also participated in a range of Professional Development sessions concerning the teaching of document study, but did not receive any pre-service training in the teaching of Ancient History or History.

Teacher One: Personal View of History

The closed survey question, Item F, presented the participants with 22 sub-items: eight descriptions representing a traditional view of history and thirteen sub-items were descriptions that presented a newer view of history. Sub-item F:21, which described history as teaching literacy skills, can be considered a description that fits both the traditional and newer view of history. T1 in their responses demonstrated an acceptance of the importance of the newer skills of History along with the more traditional skills (see Table 4.1). In fact the only description which this participant disagreed with was sub-item F:22, which likened historians to poets, in that they are both myth-makers, and this statement can be seen as the one furthest from a

traditional view of history. The results for this teacher are presented in Table 4.1 below.

Table 4.1 Summary of T1 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:1; F:4; F:5; F:6	Strongly Agree	4 (50%)
	F:2; F:3; F:12; F:14	Agree	4 (50%)
More recent view (13 items)	F:7; F:8; F:10; F:13; F:15; F:16; F:17; F:18; F:19; F:20	Strongly Agree	10 (77%)
	F9; F:11	Agree	2 (15 %)
	F:22	Disagree	1 (8%)
Traditional/More recent view (1 item)	F:21	Agree	1 (100%)

Item J asked T1 to describe their personal view of history and its importance to students in their own words. This participant emphasised traditional views of history in their responses, identifying history as being a study of human experience and human nature, and of great events. No mention was made of the development of new skills, such as understanding the tentative nature of history or interpretation and use of evidence. Their responses are presented in Vignette 4.1 below.

Vignette 4.1 Personal View of History of T1

<p><i>J 1 What does the term/concept 'History' mean to you?</i> Tempted to quote Hodges from History Boys ... 'a study of human experience of the past'</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> First, because the stories are interesting, but then because students are able to study human nature at a safe distance</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> A sense of awe about the great events that have shaped the western world</p>

Teacher One: Requirements of Document Study

In the responses of T1 to the closed question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts such as knowledge of chronology and the newer ones identified in the research literature such as awareness of the tentative nature of historical evidence and interpretations. The results are presented below.

Table 4.2 Summary of Requirements of Document Study Survey Response (T1)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

As part of the written reflections, T1 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T1 specified only three skills that a student needed in order to undertake such an analysis: “[r]evading, identifying message, ability to fit the document into its context [historical narrative and chronology].” The first and last skill can be identified as traditional skills of history while “identifying message” is part of the newer skills of interpretation of evidence and identification of perspective. T1 did not consider that the TEE Ancient History Course had required the use of document study skills to any large extent as is indicated by their response: “[I]ncidentally, not in the directly assessable way now required. They used these skills in learning the narrative, not as stand-alone skills.”

Teacher One: Support Measures

Items I:1 to I:16 in the survey comprised a list of the various support measures, materials and teaching experiences that were identified in the research literature as being of value to teachers when grappling with the new historical concepts and approaches to teaching. These support measures, materials and teaching experiences

were put into the W.A. context of the introduction of document study, for example, professional development workshops in teaching and assessing document study run by the AHAWA, and sample examinations supplied by the Curriculum Council. T1 was asked to rate the usefulness of these support materials and experiences to their introduction of document study to their classes. T1 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Items I:10 and I:13 were left unrated as teaching experiences, such as teaching English, that T1 had not undertaken (see Table 4.3 below).

Table 4.3 Summary of Support Measures and their Usefulness Survey Response (T1)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:6; I:7	Strongly Agree	3 (50%)
	I:3; I:4; I:5	Agree	3 (50%)
Teaching Experiences (4 items)	I:11; I:12	Agree	2 (50%)
	I:10; I:13	No Response	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

Survey items H:1 to H:12 listed specific web-based resources such as search engines, online journals and archaeology websites. Such resources were identified in the research literature as being of particular importance in supporting the teaching and learning of the newer skills, concepts and approaches to history such as those required by document study. T1 was asked to rate the usefulness of these web-based resources. All of the twelve resources listed were seen as being of some use and two (internet archives and curriculum websites) were rated as being very useful by T1.

Survey item M 1 asked for a written reflection from T1 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study. T1 listed four support measures and experiences as being useful: “[o]ther teachers, the professional association, the Curriculum Council (being on the

ARM Panel and Course Advisory Committee) and the Teacher Development Centre.” These listed measures accord with the teacher’s responses to the closed question summarised in Table 4.3.

Teacher One: Effects on Teaching

Two questions (Items L 1 and L 2) asked T1 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.2 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

For the worse, too much time is spent on the minutiae of a document or documents and not on the broad sweep of history, which is what the students enrolled to do.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

Too much. We study the process of studying a document, do multiple examples, and use ‘good’ answers as a guide. It all becomes a bit mechanical.

Survey item L 6 asked T1 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T1 described the activities they undertook with their students and the texts they used. For example, in relation to the use of evidence T1 provided the following statement: “I use the standard texts that provide models for the use of evidence; Bradley is good as is Buckley. So we study them as examples of how historians work to develop a narrative of a period.” Historical empathy was singled out by T1 as being different to the other skills: “I am not sure one can “teach” this, it develops from the study of sources.”

Teacher One: Other comments

In Survey item N Teacher 1 was invited to provide any further comments in relation to document study and Ancient History. The perceived negative impact of the introduction of document study to the teaching and learning of Ancient History is evident in T1's comments below.

Vignette 4.3 Other Comments by T1

I am now quite disillusioned by the new course. It has become something that neither I nor my students really enjoy. For all its failings the old course allowed students to learn, enjoy and understand the dramatic narratives of Athens and Rome. Now they are expected to be historiographers, and in a field of History when this can be very 'dry' and difficult. The Exam now requires so little of the narrative that the average secondary student really struggles and they used to both enjoy and succeed in the subject.

Teacher Two

Teacher 2 (T2) was a relatively young, inexperienced teacher, aged between 26 and 30, holding an Undergraduate qualification with a Double Major in Ancient History and History. T2 had taught for five years with five years of Ancient History teaching and had experience teaching the TEE Ancient History and Modern History courses. This teacher had additional knowledge and involvement with the WACE Ancient History Course through membership of the Curriculum Council Ancient History CAC and as part of the executive for the Ancient History Professional Association of W.A. T2 had also participated in a range of Professional Development sessions concerning the teaching of document study, and did receive some pre-service training in the teaching of Ancient History or History; however, this was described as being only a one hour session, and as the sole Ancient History specialist the teacher worked individually during the session. This teacher also indicated that they had chosen to work collaboratively with a teacher at another school on the development of assessments including document studies.

Teacher Two: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T2 demonstrated a strong acceptance of the importance of the newer skills of history, along with an acceptance of the more traditional historical skills as also being of some importance. In fact, T2 was in at least some agreement with all of the sub-items of question F as shown in the table below. However, this participant demonstrated a greater affiliation to the newer view of history, which requires students to work with a variety of perspectives and interpretations and to understand the tentative nature of history, rather than the traditional view of history, which privileges chronology and narrative. The results for this teacher are presented in Table 4.4 below.

Table 4.4 Summary of T2 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:2; F:5; F:6	Strongly Agree	3 (37.5%)
	F:1; F:3; F:4; F:12; F:14	Agree	5 (62.5%)
More recent view (13 Items)	F:7; F:8; F 9; F:10; F:11; F:15; F:18; F:19; F:20	Strongly Agree	9 (69%)
	F:13; F:16; F:17; F:22	Agree	4 (31%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

This participant’s written responses regarding their personal view of history and the importance of studying history emphasised the development of the new skills of history, such as critical inquiry skills and the interpretation and use of evidence to reconstruct the past. T2 saw these new skills as being important to the development of their students as active citizens. No mention was made of the traditional skills of historical narrative and chronology in their response (see the vignette on the following page).

Vignette 4.4 Personal View of History of T2

J 1 What does the term/concept 'History' mean to you?

Inquiry: the investigation of past events and circumstance and the weighing of evidence used to reconstruct the past.

J 2 Why is it important to teach Ancient History or History?

Whilst teaching critical inquiry skills and encouraging evidence-based debate, it is important to show young people other ways people have lived. Teachers can the guide students to reflect upon how societies function... The study of Ancient History also enables students to see the different attempts at managing societies as part of an ongoing process, and to see themselves as active citizens who can take part in the management of their own communities.

J 3 What are the benefits to students of learning Ancient History or History?

My students have had limited experiences of other cultures and other ways of living, and many are drawn to ancient history because it provides for them a unique opportunity to be immersed in another culture...

Teacher Two: Requirements of Document Study

In the responses of T2 to the closed question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts, such as knowledge of historical narrative and the newer ones identified in the research literature, such as knowledge of historiography. The results are presented below.

Table 4.5 Summary of Requirements of Document Study Survey Response (T 2)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1	Strongly Agree	1 (50%)
	G:2	Agree	1 (50%)
New Skills/Concepts (8 items)	G:3; G:4; G:6; G:8	Strongly Agree	4 (50%)
	G:5; G:7; G:9; G:10	Agree	4 (50%)

As part of the written reflections T2 listed the requirements of document study (Item K 1) and discussed whether the TEE Ancient History Course had included the same skills as those necessary to document study (Item K 2). T2 specified five skills that a student needed in order to undertake such an analysis: “[a] high level of literacy

(stage 3 Literature level); [i]dentifying documents specific to an era and context; finding problems with evidence (e.g. bias, omissions); [w]eighing up the contribution of a piece of evidence to the reconstruction of the past; [u]se of evidence to reconstruct [the] past.” The first item mentioned by T2 is the skill of literacy, which is not a skill specific to the teaching and learning of history; however, the second skill listed represents the more traditional skill of understanding historical narrative and chronology. The other three skills identified by T2 represent new historical skills. T2 expressed a belief that the TEE Ancient History Course had required the use of some document study skills: “literacy and the ability to use evidence critically to reconstruct the past, for example as part of an essay students would incorporate ancient evidence into their construction of an argument.”

Teacher Two: Support Measures

T2 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes. T2 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Items I:4, I:10 and I:13 were left unrated as teaching experiences that T2 had not undertaken, and only Item I:15, the terminology list, was not seen as useful (see Table 4.6 below).

Table 4.6 Summary of Support Measures and their Usefulness Survey Response (T2)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:6; I:7	Strongly Agree	2 (33.3%)
	I:2; I:3; I:5	Agree	3 (50%)
	I:4	Not Used	1 (16.7%)
Teaching Experiences (4 items)	I:11; I:12	Agree	2 (50%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14	Agree	2 (66.7%)
	I:15	Disagree	1 (33.3%)
Working with other Teachers (2 items)	I:1	Strongly Agree	1 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Strongly Agree	1 (100%)

T2 also rated the usefulness of specific web-based resources (Items H:1 to H:12). While T2 *strongly agreed* with the usefulness of web-based resources in Item I:16 they rated half of the specific resource types listed in Items H:1 to H:,k12 as being unhelpful. In fact, only internet archives, History websites and museum websites were rated as very useful resources for the teaching and learning of document study.

Survey item M 1 asked for a written reflection from T2 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T2 listed only two support measures and experiences as being useful: “[i]nformal sharing with other teachers regarding preparing, setting and marking document studies ... Online resources (Perseus, British Museum).”

Teacher Two: Effects on teaching

Two survey questions (Items L 1 and L 2) asked T2 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.5 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

More time has been given to teaching document study skills – some of this was happening anyway, but the specific language of document study questions needs to be interpreted with students – students would interpret ‘nature of source’ and ‘how useful’ differently without guidance. Exemplars were essential in approaching this.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

[S]amples, practice questions with practice documents, sentence-starters for given questions, PowerPoint presentations, discussing questions and constructing shared answers with reference to sample documents, [and] frameworks to study the backgrounds and relevant historiographical details about key authors [and] documents.

Survey item L 5 asked T2 to identify any new terminology they had needed to teach their students and Item L 6 asked T2 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T2 listed “bias, omission, contemporary and non-contemporary versus primary and secondary evidence, historiography, [and] ‘nature’ of source” as being necessary terminology that had to be introduced to their Ancient History classes. T2 also described the activities they undertook with their students to teach these new concepts. For example, in relation to historical perspectives T2 provided the following statement: “notes, comparisons of sources.” Three terms or concepts were identified as being difficult to teach the students or in some way problematic and they were: use of evidence, usefulness of sources, and the tentative nature of history. At the same time, T2 is one of only four teachers in the survey to discuss teaching strategies that involved the students constructing their own meanings of the documents being analysed. This is a major objective of the newer approach to history to have students doing history (that is, constructing their own interpretations) and not just learning history, and T2 appears to employ this teaching approach.

Teacher Two: Other Comments

In Survey item N Teacher 2 was invited to provide any further comments in relation to document study and Ancient History. The perceived shortcomings of document study being used as an assessment tool was discussed at some length by T2 (see Vignette 4.6 below).

Vignette 4.6 Other Comments by T2

<p>When marking the document studies it was apparent that, as an assessment tool, they did not tend to discriminate as effectively as essays. The top mark was always lower; the bottom mark was always higher when compared with essay assessments. For Stage 2 document studies students found the second [examination] question particularly difficult (strengths and limitations of evidence). The idea of usefulness of evidence was difficult for many students.</p>
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Teacher Three

Teacher 3 (T3) was a very experienced teacher, aged 50 to 55, who had an Undergraduate qualification with a Major in Ancient History. T3 had taught for over

twenty years with twenty years of Ancient History teaching and also had experience teaching the TEE Ancient History Course. T3 and Teacher 13 shared the unique experience of teaching Ancient History somewhere other than in Western Australia. This teacher had taught Ancient History interstate. T3 had also participated in a few Professional Development sessions concerning the teaching of document study, and did receive some pre-service training in the teaching of Ancient History undertaking a teacher practicum.

Teacher Three: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T4 demonstrated a strong acceptance of the importance of the newer skills of history such as interpretation and use of evidence. This teacher did not demonstrate support for the more traditional views of history, for example, they disagreed with statements such as “historical narrative and chronology are the most important elements of history.” The results for this teacher are presented in Table 4.7 below.

Table 4.7 Summary of T3 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 items)	F:4; F:5	Strongly Agree	2 (25%)
	F:2; F:6	Agree	2 (25%)
	F:1; F:3; F:12; F:14	Disagree	4 (50%)
More recent view (13 items)	F:7; F 9; F:10; F:13; F:15; F:18; F:19; F:20	Strongly Agree	8 (61.5%)
	F:8; F:16; F:17	Agree	3 (23.1%)
	F:22	Disagree	1 (7.7%)
	F:11	Do not understand	1 (7.7%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

These results are in accord with the written responses of T3 to two of the three open-ended survey questions (Items J 2 and J 3) regarding personal views of history where skill development is seen as a major outcome. These responses also include an

acknowledgement that the more traditional elements of history such as the narrative are also interesting and of importance to students (see Vignette 4.7).

Vignette 4.7 Personal View of History of T3

<p><i>J 1 What does the term/concept 'History' mean to you?</i> A study of past societies and individuals.</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> It helps develop unique skills in students that are found in limited quantities in other subjects.</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> They develop their critical thinking and argument development. The requirement to read such a diverse range of materials is important for their literacy. The content is intrinsically interesting and so many students enjoy the learning process. They are often able to link ideas and concepts to modern society.</p>
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Teacher Three: Requirements of Document Study

In the responses of T3 to the closed question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts such as knowledge of historical narrative and the newer ones identified in the research literature such as understanding of historical empathy. It is interesting to note that T3 expressed unfamiliarity with the concept of the “tentative nature of historical evidence” for this set of questions and also in relation to their personal view of history. The results are presented below.

Table 4.8 Summary of Requirements of Document Study Survey Response (T3)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1	Strongly Agree	1 (50%)
	G:2	Agree	1 (50%)
New Skills/Concepts (8 items)	G:3; G:5; G:7; G:8	Strongly Agree	4 (50%)
	G:4; G:6; G:10	Agree	3 (37.5%)
	G:9	Do not understand statement	1 (12.5%)

As part of the written reflections T3 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T3 made seven separate statements about the skills that a student needed in order to undertake a document study analysis. Of these seven statements, four of them can be categorised as representing the newer history skills for example, “recognising and arguing perspective” and “arguing the merit of primary sources.” Three of the remaining statements represent more traditional skills such as “recognising historical context [narrative]” and the last statement concerns literacy. T3 expressed a belief that the TEE Ancient History Course had required two of the same skills as document study: “[a]rguing the merit of our primary sources [and] [l]iteracy.”

Teacher Three: Support Measures

T3 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes. T3 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Items I:8, I:14 and I:16 were not seen as useful and Item I:11 was left unrated as a teaching experience that T3 had not undertaken (see Table 4.9 below).

Table 4.9 Summary of Support Measures and their Usefulness Survey Response (T3)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:5; I:6; I:7	Strongly Agree	4 (66.7%)
	I:3; I:4	Agree	2 (33.3%)
Teaching Experiences (4 items)	I:10; I:13	Agree	2 (50%)
	I:11	Not Used	1 (25%)
	I:12	Unrated	1 (25%)
Curriculum Council Materials and Models (3 items)	I:15	Agree	1 (33.3%)
	I:8; I:14	Disagree	1 (66.7%)
Working with other Teachers (2 items)	I:1	Strongly Agree	1 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

T3 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T3 “disagreed” with the usefulness of web-based resources in Item I:16 they rated three-quarters of the specific resource types listed in Items H:1 to H:12 as being of some use and Items H:2 and H:10: internet archives and online video clips were seen as very useful. In fact, only Wikipedia was rated as not useful as a resource for the teaching and learning of document study.

Survey item M 1 asked for a written reflection from T3 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study. T3 listed five support measures and experiences as being useful: “[m]arking guide template from CC. PDs. Discussion with other teachers... Feedback from students... Reading up on primary sources...” The last two of these support measures and experiences refer to this teacher’s own research and personal development and their seeking of information from their students to help improve their classroom practice.

Teacher Three: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T3 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.8 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

It has made me think about sources of information differently. There is a need for students to know more about the primary sources. I now use different assessments. Students have to understand new terminology.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

Class discussions, model answers, whiteboard sessions, practice document studies

Survey item L 5 asked T3 to identify any new terminology they had needed to teach their students (this teacher had indicated that this was a change to their teaching in response to Item L 1), and Item L 6 asked T3 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T3 listed “nature [of evidence], continuity, perspective” as being necessary terminology that had to be introduced to their Ancient History classes. They also commented that “I have also had to change from using primary and secondary [sources] to ancient and modern [sources] (which I disagree with).” T3 also described the activities they undertook with their students to teach the new concepts. For example, in relation to historical perspectives T3 provided the following statement: “[d]oing comparative studies of modern and ancient documents on the same topic/theme/idea, etc. Model answers.”

Teacher Three: Other Comments

In Survey item N Teacher 3 was invited to provide any further comments in relation to document study and Ancient History. The perceived detrimental effect of document study on essay writing skills was highlighted by T3 (see Vignette 4.9 below).

Vignette 4.9 Other Comments by T3

Having a specific focus on document analysis in this new course should not stop or hinder the analysis of primary sources in the essay responses. It seems to me that this year, there was much less use and assessment of the primary sources in the essays done in the WACE exam. Ancient History is unique in the way it asks students to write about and consider their source material and I believe that we have moved away from that.
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Teacher Four

Undergraduate qualification with a Double Major in Ancient History and History as well as a Post-Graduate qualification. T4 had taught for over twenty years with six years of Ancient History teaching and also had experience teaching the TEE Ancient History Course and ten years’ experience of teaching Modern History. This teacher had additional knowledge and involvement with the WACE Ancient History Course through membership of the Curriculum Council Ancient History CAC. T4 had also

participated in a range of Professional Development sessions concerning the teaching of document study, and did receive some pre-service training in the teaching of Ancient History and History.

Teacher Four: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T4 demonstrated a strong acceptance of the importance of the newer skills of history such as interpretation and use of evidence along with an acceptance of the more traditional skills such as historical narrative and chronology as also being of some importance. In fact the only description, which this participant disagreed with, was sub-item F:22, which compares historians to poets as being myth-makers. This statement can be seen to be the furthest from a traditional view of history. The results for this teacher are presented in Table 4.10 below.

Table 4.10 Summary of T4 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:4; F:5; F:6	Strongly Agree	3 (37.5%)
	F:1; F:2; F:3; F:12; F:14	Agree	5 (62.5%)
More recent view (13 Items)	F:7; F:8; F:10; F:13; F:15	Strongly Agree	5 (38.5%)
	F 9; F:11; F:16; F:17; F:18; F:19; F:20	Agree	7 (53.8%)
	F:22	Disagree	1 (7.7%)
Traditional/More recent view (1 Item)	F:21	Agree	1 (100%)

The written responses of T4 concerning their personal views of history (Items J 1 to J 3) reflected a traditional view. In their open-ended responses history is portrayed as a vehicle for understanding how societies develop and operate through tracing the “story” of ancient societies. The newer skills of interpretation and use of evidence are not mentioned. It is the historical narrative that is seen as of paramount importance by T4 as shown in Vignette 4.10 on the following page.

Vignette 4.10 Personal View of History of T4

J 1 What does the term/concept 'History' mean to you?

History is learning about the past to better appreciate and understand the present.

J 2 Why is it important to teach Ancient History or History?

So that students can understand the origins of present day institutions, laws, conventions

J 3 What are the benefits to students of learning Ancient History or History?

Students begin to appreciate how society has evolved from what it used to be two thousand years ago.

Teacher Four: Requirements of Document Study

In the responses of T4 to the question of what comprises the essential elements of document study (Items G:1–G:10) there is an equal value placed on both the traditional historical skills and concepts such as knowledge of historical chronology and the newer ones identified in the research literature such as understanding of historiography. It is interesting to note that T4 rated chronology as being more important than historical narrative when the importance of the narrative was highlighted in their previous responses (J 1 to J 3). The results are presented below.

Table 4.11 Summary of Requirements of Document Study Survey Response (T4)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:2	Strongly Agree	1 (50%)
	G:1	Agree	1 (50%)
New Skills/Concepts (8 items)	G:4; G:5; G:6; G:8; G:10	Strongly Agree	5 (62.5%)
	G:3; G:7; G:9	Agree	3 (37.5%)

As part of the written reflections T4 listed the requirements of document study (Item K 1) and discussed whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T4 made two observations about the skills that a student needed in order to undertake a document study analysis: “[s]tudents need to be able to decipher WHAT the content is and HOW the content is conveyed.” The first observation refers to an understanding of

the historical narrative and the second refers to interpretation of the narrative. T4 did not believe that many of the skills now required in document study had featured in the previous TEE Course and only identified essay writing skills: “the mechanics of putting an essay together, arguing and substantiating”, as being skills required by both courses.

Teacher Four: Support Measures

T4 rated the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their teaching. T4 indicated that a variety of support measures, materials and teaching experiences had been of use to them, but did not “strongly agree” that any measures had been useful. However, only Items I:3 and I:10 were not seen as in some way useful.

Table 4.12 Summary of Support Measures and their Usefulness Response (T4)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:4; I:5; I:6; I:7	Agree	5 (83.3%)
	I:3	Disagree	1 (16.7%)
Teaching Experiences (4 items)	I:11; I:12; I:13	Agree	3 (75%)
	I:10	Disagree	1 (25%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

T4 also rated the usefulness of specific web-based resources (Items H:1 to H:12). As shown in table 4.13 Teacher 4 “agreed” with the usefulness of web-based resources in Item I:16; however, they “disagreed” with the usefulness of almost one-half of the specific resource types listed in Items H:1 to H:12 as being of some use. At the same time, they did not “strongly agree” with any of the resources listed in the survey.

Survey item M 1 asked for a written reflection from T4 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T4 listed only three support measures and experiences as being useful: “Curriculum Council documents and rubrics in particular. Model answers. Also, teaching of Modern History has helped a lot.” These listed measures are in accord with the closed responses summarised in table 4.13 above.

Teacher Four: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T4 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.11 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

It is now a lot more skills-based, whereas before it used to be more content-based.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

I have translated the [examination] questions and scaffolded how to answer them (step by step).

Survey item L 5 asked T4 to identify any new terminology they had needed to teach their students and Item L 6 asked T4 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T4 indicated that “perspective” was the main term that had to be introduced to their class and that it had needed “unpacking” to show the students that the terms “purpose, audience, time, place, author, bias” were also needed to understand perspective. T4 also described the activities they undertook with their students to teach the new concepts. For example, in relation to use of evidence T4 provided the following

statement: “[I have] designed practice documents to discuss.” Interestingly, Teacher 4 did not provide any comment on the formal instruction provided for historiography.

Teacher Four: Other Comments

In Survey item N Teacher 4 was invited to provide any further comments in relation to document study and Ancient History. T4 did not provide any additional comments.

Teacher Five

Teacher 5 (T1) was a very experienced teacher, aged 50 to 55 with a Ph.D. in History. T5 had taught for over twenty-five years with twelve years of Ancient History teaching and also had experience teaching the TEE Ancient History and Modern History courses. This teacher received pre-service training and experienced a teacher practicum in History teaching. T5 participated in Professional Development for document study when this was introduced to Modern History in 1997/98, but had not undertaken Professional Development for utilising document study in Ancient History. This teacher mentioned mentor teachers and access to experienced teachers’ notes and programs, as being of considerable assistance when they first began teaching.

Teacher Five: Personal View of History

In response to the closed questions regarding personal view of history (Items F:1–F:22) T5 demonstrated a stronger acceptance of the importance of the newer skills of history such as interpretation and use of evidence than the more traditional skills such as historical narrative and chronology. In fact this participant was in some agreement with all of the statements presented in this survey item. The results for this teacher are presented in Table 4.13 on the following page.

Table 4.13 Summary of T5 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:2; F:4; F:5; F:6	Strongly Agree	4 (50%)
	F:1; F:3; F:12; F:14	Agree	4 (50%)
More recent view (13 Items)	F:7; F:8; F 9; F:10; F:15; F:16; F:17; F:18; F:19; F:20	Strongly Agree	10 (77%)
	F11; F:13; F:22	Agree	3 (23 %)
Traditional/More recent view (1 Item)	F:21	Strongly Agree	1 (100%)

The written responses of T5 to the three questions (Items J 1 to J 3) regarding personal views of history emphasised a more traditional view of history with a focus on narrative and “understanding the human condition” which were given pre-eminence in Items J 1 and J 2. Item J 3 does refer to the important skills that learning Ancient History or History imparts to students such as analysis, comprehension and writing skills (see Vignette 4.12).

Vignette 4.12 Personal View of History of T5

<p><i>J 1 What does the term/concept ‘History’ mean to you?</i> Drama, intrigue, adventure, success, failure, emotion, etc. Inquiring into and better understanding of the human condition and our journey over time</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> To better understand the past and how society evolved into what it currently is. To appreciate differences and similarities between people and other experiences</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> Better analytical skills. Improved writing skills. Better comprehension. Improved understanding of the political, economic and cultural forces that shape our world. More rounded, broadened personality.</p>
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Teacher Five: Requirements of Document Study

In the responses of T5 to the question of what comprises the essential elements of document study (Items G:1-G:10) there is an equal value placed on both the traditional historical skills and concepts such as knowledge of chronology and the

newer ones identified in the research literature such as awareness of the tentative nature of historical evidence and interpretations. The results are presented below.

Table 4.14 Summary of Requirements of Document Study Survey Response (T5)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

As part of the written reflections T5 listed the requirements of document study (Item K 1) and responded to the question of whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T5 specified seven skills that a student needed in order to undertake such an analysis: “understanding, comprehension, contextualization, analysis, explanation, constructing an argument, logical thinking, etc.” A number of these skills can be seen as literacy skills, but the list also contains some of the newer skills of history needed for interpretation and use of evidence such as analysis, explanation and construction of argument. Contextualization refers to a need to know and understand historical narrative and chronology, which were necessary elements of traditional approaches to history too. T5 believed that the TEE Ancient History Course required some of the same skills as document study and they listed three such skills: “understanding, contextualization, analysis, etc.”

Teacher Five: Support Measures

T5 was asked to rate the usefulness of the support materials and experiences listed in Items I:1 to I:16 in their introduction of document study to their teaching. T5 indicated that just over one-half of the items listed had been of some use, but that 30% had not been used or experienced (see Table 4.15 on the following page).

Table 4.15 Summary of Support Measures and their Usefulness Response (T5)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:5; I:7	Agree	3 (50%)
	I:3	Disagree	1 (16.7%)
	I:4; I:6;	Not Used	2 (33.3%)
Teaching Experiences (4 items)	I:11	Strongly Agree	1 (25%)
	I:10; I:12; I:13	Not Used	3 (75%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Agree	2 (100%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

It can be seen in the table above that Teacher 5 had “disagreed” that web-based resources were of assistance to the teaching and learning of document study; however, in response to the question of the usefulness of specific web-based resources this teacher rated one-half of the items (H:1 to H:12) as being of some use. The resources identified as useful included search engines and internet archives. Six of the web-based resources were seen as of no use and these included such things as History databases and online video-clips.

Survey item M 1 asked for a written reflection from T5 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study. T5 did not provide a response to this item.

Teacher Five: Effects on teaching

Two survey questions (Items L 1 and L 2) asked T5 to reflect on the impact that the introduction of document study had had on their teaching and they gave a response which was unique within the cohort surveyed, which was that their teaching had not been effected very much (see Vignette 4.13 on the following page).

Vignette 4.13 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

Marginally

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

All of the above. Tend to do this as part of regular instruction rather than setting aside specific lessons about such skills.

Survey item L 5 asked Teacher 5 to identify any new terminology they had needed to teach their students and Item L 6 asked them to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T 5 indicated that they had introduced some new terminology with these statements: “[s]ome of it is vocabulary like ‘coherent’, ‘divisive’, ‘bias’. Other times it is more subject specific—‘continuities’, ‘to what extent’.” T5 then described the activities they undertook with their students and the variety of source materials they used to teach the new terms and concepts. For example, in relation to the usefulness of sources T5 provided the following statement: “... newspaper and magazines articles used to provide contemporary comparisons.”

Teacher Five: Other comments

In Survey item N Teacher 5 was invited to provide any further comments in relation to document study and Ancient History. This teacher did not provide any further comment.

Teacher Six

Teacher 6 (T6) was the youngest teacher in the survey, aged 20 to 25 years, with an Undergraduate qualification in History which included some Ancient History units. At the time of the survey T6 had taught Ancient History for one year and had been teaching for three years. T6 had experience of the TEE Ancient History and Modern History courses as a senior school student but not as a teacher. T6 participated in

several Professional Development sessions concerning the teaching of document study, and received pre-service training in History. This teacher indicated that they had worked closely with an experienced colleague in teaching their Ancient History class and in particular in the area of assessment. T6 had designed many of the class-assessments and their colleague provided feedback and assisted with moderation through cross-marking.

Teacher Six: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T6 demonstrated a strong acceptance of the importance of the newer skills of history such as interpretation and use of evidence along with the more traditional skills such as historical narrative and chronology. In fact this teacher's ratings were amongst the most positive of the respondents to the survey. T6 did indicate unfamiliarity with Item F:11, which dealt with the provisional or tentative nature of history. The results for this teacher are presented in Table 4.16 below.

Table 4.16 Summary of T7 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 Items)	F:1; F:2; F:3; F:4; F:5; F:6; F:12; F:14	Strongly Agree	8 (100%)
More recent view (13 Items)	F:7; F:8; F 9; F:10; F:13; F:15; F:16; F:17; F:18; F:19; F:20	Strongly Agree	11 (84%)
	F:22	Agree	1 (8%)
	F:11	Do not understand statement	1 (8%)
Traditional/More recent view (1 Item)	F:21	Strongly Agree	1 (100%)

The written responses of T6 to the three questions (Items J 1 to J 3) regarding personal views of history presented a view that emphasised both the new skills and the traditional elements of historical narrative as being important. The response to J 3 mentions the skills such as critical thinking and constructing arguments, which can be attained from learning history. At the same time, a major component of the open-

ended responses of Teacher 6 is that learning history allows students to understand the present through a study of the past, which can be seen as an argument about the importance of learning the historical narrative. The views of T6 are presented in Vignette 4.14.

Vignette 4.14 Personal View of History of T6

J 1 What does the term/concept 'History' mean to you?

History cannot be defined by any single agreed upon definition other than that it cannot be agreed upon. A knowledge of History, like most subjects, deepens a student's understanding of the world around them.

J 2 Why is it important to teach Ancient History or History?

By studying the past students are better placed to understand the present. They can make connections between the past and present, as well as between different societies and peoples. The two complement each other. They add depth to the human experience.

J 3 What are the benefits to students of learning Ancient History or History?

Benefits beyond those mentioned are particularly those requiring critical thinking skills and the construction of arguments. It would benefit a student going into any field at university. The reading and writing skills developed are more applicable to humanities and law-related subjects.

Teacher Six: Requirements of Document Study

In the responses of T6 to the question of what comprises the essential elements of document study (Items G:1–G:10) there is an almost equally strong value placed on both the traditional historical skills and concepts such as knowledge of chronology and the newer ones identified in the research literature. However, T6 only “agreed” rather than “strongly agreed” with two of the newer skills and concepts: historiography and the tentative nature of historical evidence. The last of these was the concept, which T6 identified as the one they did not know. The results for this question are presented on the following page.

Table 4.17 Summary of Requirements of Document Study Survey Response (T6)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:5; G:6; G:7; G:8; G:10	Strongly Agree	6 (75%)
	G:4; G:9	Agree	2 (25%)

As part of the written reflections, T6 listed the requirements of document study (Item K 1) and identified whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T6 specified a number of skills that a student needed in order to undertake document analysis: “[t]hey need to know the specific context (not in such a massive period such as is presently in the trends and movements). They must be able to analyse it in its entirety and individual sentences of significance. They need to be able to identify bias, views, perspectives, etc. They need to be able to evaluate a source’s usefulness. They need to be able to analyse its accuracy.” Teacher 6 identified that students needed an understanding of historical narrative and chronology (context) and also an ability to interpret evidence and make assessments of usefulness using the newer historical skills. T6 did see parallels with the skills needed for both document study and the previous TEE Ancient History Course as shown in their response: “[s]tudents who were stronger could write essays that contained critical use of the sources... However, the document study questions are more direct in demonstrating the relevant skills.”

Teacher Six: Support Measures

T6 was asked to rate the usefulness of the support materials and experiences (Items I: 1 to I:16) to their introduction of document study to their classes. T6 indicated that a variety of support measures, materials and teaching experiences had been of use to them. In fact, only Item I:3 was left unrated as a teaching experience, which T6 had not undertaken (see Table 4.18 on the following page).

Table 4.18 Summary of Support Measures and their Usefulness Response (T6)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:4; I:5;	Strongly Agree	2 (33.3%)
	I:2; I:6; I:7	Agree	3 (50%)
	I:3	Not used	1 (16.7%)
Teaching Experiences (4 items)	I:11; I:12	Strongly Agree	2 (50%)
	I:13	Agree	1 (50%)
	I:10	No Response	1 (50%)
Curriculum Council Materials and Models (3 items)	I:14	Strongly Agree	1 (33.3%)
	I:8; I:15	Agree	2 (66.7%)
Working with other Teachers (2 items)	I:1	Strongly Agree	1 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

Survey items H:1 to H:12 listed specific web-based resources such as search engines, online journals and archaeology websites and T 6 was asked to rate the usefulness of these web-based resources. Ten of the twelve resources listed were seen as being of some use and two (search engines and internet archives) were rated as being very useful by T6. Two of the resources listed in the survey (Professional Association websites and online video clips) were seen as unhelpful to T6.

Survey item M 1 asked for a written reflection from T6 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study. T6 listed five support measures and experiences as being useful: “[a]ny course materials, sample papers, PD, and particularly being able to work with a colleague within a department was beneficial. The most useful thing is having resources to work with (primary and secondary texts – many of them). Higher quality university texts help extend teaching knowledge and understanding which can be conveyed/explained in simpler terms to students... A library with a lot of Ancient History texts helps...” Thus, Teacher 6 was in agreement with T3 that a teacher’s

own research and personal learning was important to being able to introduce the new skill and assessment type of document study to their classes.

Teacher Six: Effects on Teaching

T6 was asked to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below. The issue of time was raised as a serious concern.

Vignette 4.15 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

It is difficult to get through the content at times if one spends a considerable amount of time teaching document study skills. It involves a lot of modelling of correct answers. The excessively broad scope of the large generic questions means a lot of time is spent teaching students what to write and how to construct a response. Some get frustrated by the vagueness of the questions to the sources; particularly what to write when encountering questions relating to views when sometimes the sources presented are objective.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students? (For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

Definition, notes, model answers, practice tests, class discussions, close readings and discussions of passages from primary sources. Direct teaching of trends and movements, etc.

Survey item L 5 asked T6 to identify any new terminology they had needed to teach their students and Item L 6 asked this teacher to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T6 listed historical narrative, trends and movements as being the new terminology that they had taught their students with the introduction of document study. T6 also described the activities they undertook with their students and the texts they used in order to teach the new concepts listed in Item L 6. For example, in relation to the use of evidence T6 provided the following statement:

“[c]lass discussions and written summaries of feedback for questions (after testing) on how to analyse a source and how to use direct and paraphrased evidence to support an answer.” The item concerning the tentative nature of history was marked “N/A” by Teacher 6.

Teacher Six: Other Comments

In Survey item N Teacher 6 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on the perceived deficiencies of the WACE Examinations and in particular the generic marking key for the document study section. Their comments are presented below.

Vignette 4.16 Other Comments by T6

The document study section could be improved. The generic marking criteria was far too specific to allow for the natural bell curve. I highly recommend they be withdrawn at all levels and instead sample papers with clear indicators of marks and grades be provided to show a D, low and high C, Low and high B and low and high A. This is also true for the essays. Teachers should be able to come to an evaluation based on their judgement. Sample and model answers are far more beneficial in a teacher's ability to judge their own marking as too generous or too harsh.

Teacher Seven

Teacher 7 (T7) was a teacher, aged 46 to 50, holding an Undergraduate qualification with a Double Major in Ancient History and History. T7 had taught for six to ten years with six years of Ancient History teaching and also had experience teaching the TEE Ancient History Course. T7 had participated in some Professional Development sessions concerning the teaching of document study, but did not receive pre-service training in the teaching of Ancient History or History.

Teacher Seven: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T7 demonstrated an acceptance of the importance of the newer skills of

history such as interpretation and use of evidence along with an acceptance of the more traditional views such as a study of history helping in our understanding of societies as also being of some importance. However, Teacher 7 rejected the most traditional view that historical narrative and chronology are the most important elements of history. Item F:16 “history has many manifestations and as many audiences” was rated as “not understood” by T7. The results for this teacher are presented in Table 4.19 below.

Table 4.19 Summary of T7 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:4; F:5; F:6	Strongly Agree	3 (37.5%)
	F:2; F:12	Agree	2 (25%)
	F:1; F:3; F:14	Disagree	3 (37.5%)
More recent view (13 items)	F:7; F:8; F 9; F:17; F:18; F:19; F:20	Strongly Agree	7 (54%)
	F:10; F:11; F:15; F:22	Agree	4 (31%)
	F:13	Disagree	1 (7.5%)
	F:16	Do not understand statement	1 (7.5%)
Traditional/More recent view (1 item)	F:21	Agree	1 (100%)

The written responses of T7 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history present a view of history that accepts both traditional elements and new skills as being important. History is described as a study of the past in order to “understand the way things are.” At the same time the new skills of empathy and critical thinking are mentioned by T7 (see Vignette 4.17).

Vignette 4.17 Personal View of History of T7

<p><i>J 1 What does the term/concept ‘History’ mean to you?</i> The study of the past and the understanding of past events</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> To understand why things are the way they are, to empathise and to learn critical thinking skills</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> See J 2</p>

Teacher Seven: Requirements of Document Study

In the responses of T7 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts such as knowledge of historical narrative and some of the newer skills identified in the research literature such as knowledge of historiography were rated as very important. However, one-half of the newer skills were only seen as being of some use. The results are presented below.

Table 4.20 Summary of Requirements of Document Study Response (T7)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:4; G:5; G:6; G:9	Strongly Agree	4 (50%)
	G:3; G:7; G:8; G:10	Agree	4 (50%)

T7 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T7 specified five skills that a student needed in order to undertake such an analysis: “analytical abilities; developed literacy skills; ability to identify bias; critical thinking; [and] background knowledge.” Three of these skills can be seen as related to the newer skills of history of interpretation and use of evidence, while “background knowledge” suggests the traditional requirement of historical narrative and chronology. The more generic skills of literacy are also seen as important to document study by this teacher. T7 stated their belief that the TEE Ancient History Course did not require any of the same skills as those necessary to document study.

Teacher Seven: Support Measures

T7 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes.

T7 indicated that one-half of the support measures, materials and teaching experiences listed had been of use to them, while the other half had not (see Table 4.21 below).

Table 4.21 Summary of Support Measures and their Usefulness Response (T7)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:4; I:5; I:7	Strongly Agree	3 (50%)
	I:2; I:3; I:6	Not Used	3 (50%)
Teaching Experiences (4 items)	I:11; I:13	Strongly Agree	2 (50%)
	I:12	Disagree	1 (25%)
	I:10	Not Used	1 (25%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1	Strongly Agree	1 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

T7 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T7 “disagreed” with the usefulness of web-based resources in Item I:16 they rated half of the specific resource types listed in Items H:1 to H:12 as being of some use and “strongly agreed” with the usefulness of one-quarter of the resources listed, for example, search engines and internet archives. Online encyclopaedias and Wikipedia were the web-based resources seen to be of no use at all by T7.

Survey item M 1 asked for a written reflection from T7 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T7 listed only one type of support measure as being useful: “Curriculum Council documents have been the most useful–looking forward to model answers.”

Teacher Seven: Effects on teaching

Two open-ended survey questions (Items L 1 and L 2) asked T7 to reflect on the impact that the introduction of document study had had on their teaching and their responses are presented below.

Vignette 4.18 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

Spending more time teaching specific analytical skills, interpretation skills.
Drilling students on how to interpret documents

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)

Model answers, practice document studies, worked examples, class discussions

Survey item L 5 asked T7 to identify any new terminology they had needed to teach their students and Item L 6 asked T2 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T7 listed usefulness and relevance as being necessary terminology that had to be introduced to their Ancient History classes. Teacher 7 provided no formal instruction for the new terms and concepts listed in Item L 6, such as use of evidence, historical perspectives and historiography, as indicated by their responses to this section of the survey.

Teacher Seven: Other Comments

In Survey item N Teacher 7 was invited to provide any further comments in relation to document study and Ancient History. Teacher 7 did not provide any additional comments.

Teacher Eight

Teacher 8 (T8) was a teacher, aged 40 to 45, holding a First Class Honours degree in Classics and Ancient History. T8 had taught for between six to ten years with eight

years of Ancient History teaching and also had experience teaching the TEE Ancient History Course and as a TEE Marker. This teacher had also taught the Modern History course. T8 had participated in some Professional Development sessions concerning the teaching of document study, and experienced some pre-service training in the teaching of Ancient History during a teacher practicum. This teacher had also benefitted from having a mentor teacher when they first began teaching Ancient History and had worked in Small Group Moderation Partnerships.

Teacher Eight: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T8 demonstrated a strong acceptance of the importance of the newer skills of history such as interpretation and use of evidence along with an almost equal acceptance of the more traditional views such as a study of history aiding our understanding of societies. However, Teacher 8 rejected the most traditional view that historical narrative and chronology are the most important elements of history (sub-item F:14). The results for this teacher are presented in Table 4.22 below.

Table 4.22 Summary of T8 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 items)	F:2; F:3; F:4; F:5; F:6	Strongly Agree	5 (62.5%)
	F:1; F:12	Agree	2 (25%)
	F:14	Disagree	1 (12.5%)
More recent view (13 items)	F:7; F:8; F 9; F:10; F:11; F:16; F:17; F:18; F:19; F:20	Strongly Agree	10 (77%)
	F:13; F:15; F:22	Agree	3 (23%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

The written responses of T8 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history emphasise both traditional and new aspects of history. For example, historical skills such as critical thinking are seen as essential components of history, along with the study of the past being necessary to

understand the present or to understand our “cultural provenance” which are more traditional views of history (see Vignette 4.19).

Vignette 4.19 Personal View of History of T8

J 1 What does the term/concept ‘History’ mean to you?
 Social and Cultural memories collectively experienced. Recorded by individuals who are themselves subject to the societal/cultural norms in place in each society

J 2 Why is it important to teach Ancient History or History?
 History informs the future, history from any era has relevance today and tomorrow. History expands critical thinking skills and challenges students to use higher order thinking levels/skills. Student’s literacy levels improve.

J 3 What are the benefits to students of learning Ancient History or History?
 Sense of place and purpose can be had from understanding one’s own cultural provenance. Critical thinking skills are a life skill that is absolutely necessary.
 Improved literacy skills

Teacher Eight: Requirements of Document Study

In the responses of T8 to the question of what comprises the essential elements of document study (Items G:1-G:10) both the traditional historical skills and concepts such as knowledge of historical narrative and the newer ones identified in the research literature such as knowledge of historiography are rated as very important. In fact T8 was in “strong agreement” that all of the listed skills were essential.

Table 4.23 Summary of Requirements of Document Study Survey Response (T8)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

T8 was asked to list the requirements of document study (Item K 1) in a written response and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T8 specified six areas of skills that a student needed in order to undertake such an analysis: “strong analysis and synthesis skills; strong contextual knowledge of period being studied; strong understanding of what the question requires in its answer; clear understanding

of language used; excellent literacy skills – these make efficient answers.” This response indicates that a student needs a combination of traditional and newer historical skills along with literacy skills in order to be able to conduct a document study successfully. T8 did see overlap in the skills that had been required by the previous TEE course and by document study as seen in their response to Item K 2: “strong understanding of context; understanding of the requirements of the question (though questions in previous TEE and Document Studies differ significantly); [and] excellent literacy skills.”

Teacher Eight: Support Measures

T8 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study. T8 indicated that over 65% of the support measures, materials and teaching experiences listed had been of use to them and all but one of these was rated as very useful, while one-quarter had not been used or experienced (see Table 4.24 below).

Table 4.24 Summary of Support Measures and their Usefulness Response (T8)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:4; I:5; I:7	Strongly Agree	3 (50%)
	I:2; I:3; I:6	Not Used	3 (50%)
Teaching Experiences (4 items)	I:11; I:13	Strongly Agree	2 (50%)
	I:12	Disagree	1 (25%)
	I:10	Not Used	1 (25%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Strongly Agree	3 (100%)
Working with other Teachers (2 items)	I:1	Strongly Agree	2 (50%)
	I:9	Agree	1 (50%)
Web-based Resources (1 item)	I:16	Strongly Agree	1 (100%)

T 8 was in strong agreement that web-based resources were useful to teaching document study as seen in the table above (Item I:16). Their ratings for specific

web-based resources (Items H:1 to H:12) align with this, as they rate eleven out of the twelve items as useful (82% are rated very useful) and only Item H: 12 (Wikipedia) is seen as not useful.

Survey item M 1 asked for a written reflection from T8 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T8 listed six types of support measures and teaching experiences as being useful: “a number of specially purchased texts have been very valuable (i.e. Meiggs and Lewis). PD on assessment (marking) was useful – would like more. Draft assessments from Curriculum Council has been useful, as were marking guides. AH terminology list. Informally speaking to other AH teachers. CC support staff – quick to respond, very happy to assist. Cross-marking exercises (Moderator meetings).” Each of these support measures and experiences were rated highly in Items I:1 to I:16; however, this teacher also made mention of specialist texts which were not included in the survey list.

Teacher Eight: Effects on teaching

Two survey questions (Items L 1 and L 2) asked T8 to reflect on the impact that the introduction of document study had had on their teaching. Of most concern to this teacher was the additional time required to create document study assessments and teaching materials. Their responses are presented below.

Vignette 4.20 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

I now teach more historiographical understanding and less content. Historical analysis skills are required much more directly in the Document Studies than in previous “essay only” based assessment. I need much more access to primary source information to create Document Studies – I have had to purchase a number of texts and spend significant time preparing, researching all Document Studies. Doc Studies are VERY labour intensive in the preparation stage. All assessments (including Document Study) now takes many more hours to prepare than previously.

Vignette 4.20 Effects on the Ancient History Classroom (continued)

*L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?
(For example: definitions, set of notes, model answers, class discussions, practice document studies, etc.)*

‘Definitions, notes, model answers, class discussions, practice doc studies... Students compiling their own document studies as revision

Survey item L 5 asked T8 to identify any new terminology they had needed to teach their students and Item L 6 asked T8 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T8 made the comment that all of the terminology for the WACE Examination Document Study questions needed to be “unpacked.” The terminology that they had introduced to their students included “origin, bias, relevance, reliability, usefulness, purpose, accuracy, consistency, continuity, compare, [and] contrast.” These terms do not match the terms and concepts identified in the research literature and listed in the survey as being important to the new approach to history and thus to document study (see Item L 6). T8 did indicate in their response to Item L 6 that they had also introduced the listed terms and concepts to their students through use of “notes, model answers, practice questions and discussion.” At the same time, T8 is one of only four teachers in the survey to discuss teaching strategies that involved the students constructing their own document studies in order to better understand the process of analysis. “New history” employs a teaching approach that requires students to be active learners and to not rely on a rote learning of history. T8 appears to concur with this approach.

Teacher Eight: Other comments

In Survey item N Teacher 8 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on the perceived benefits to students of the introduction of new skills to the teaching and learning of Ancient History. They also suggested the creation of a “bank of documents” which would be of assistance to teachers in their construction of document study assessments (see comments below).

Vignette 4.21 Other Comments by T8

Introduction of Doc Studies has been challenging but I believe has introduced some necessary skills to students which the old course lacked. It would be enormously helpful to compile a bank of documents used in doc studies, in order to cut down on time needed to create assessments. The only drawback is how time-consuming assessment preparation has become.

Teacher Nine

Teacher 9 (T9) was an experienced teacher, aged 40 to 45, holding an Honours degree in History. T9 had taught for between 15 to 20 years with 15 years of Ancient History and 18 years of Modern History teaching. They also had experience teaching the TEE Ancient History Course and as a TEE Marker. T9 had extensive knowledge and involvement with the TEE Ancient History Course through membership of the Curriculum Council Ancient History Assessment and Review Panel and in the running of Student Examination workshops and a range of other activities. This teacher had participated in some Professional Development sessions concerning the teaching of document study, and experienced some pre-service training in the teaching of History. T9 also benefitted from having a supportive teaching colleague when they first began teaching Ancient History.

Teacher Nine: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1-F:22) T9 demonstrated a stronger acceptance of the importance of the newer skills of history, such as interpretation and use of evidence, than of the more traditional views such as a study of history helping in our understanding of societies and of change. Teacher 9 rejected two of the most traditional views of history: the main purpose of history being to study the past (sub-item F:1) and the idea that we study history to avoid the mistakes of the past (sub-item F:3). The results for this teacher are presented in Table 4.25 on the following page.

Table 4.25 Summary of T9 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 items)	F:4; F:5; F:6	Strongly Agree	3 (37.5%)
	F:2; F:12; F:14	Agree	3 (37.5%)
	F:1; F:3	Disagree	2 (25%)
More recent view (13 items)	F:7; F:8; F 9; F:10; F:11;F:16 F:17; F:18; F:19; F:20; F:22	Strongly Agree	11 (84.6%)
	F:13; F:15	Agree	2 (15.4%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

The written responses of T9 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history identify historical skills as being essential components of history. Interestingly T9 also refers to the appeal of historical narrative to students, one of the most traditional aspects of history; despite rejecting other traditional views of history in response to Item F (see Vignette 4.22 below).

Vignette 4.22 Personal View of History of T9

<p><i>J 1 What does the term/concept 'History' mean to you?</i> The re/construction of events from the past... At times it is relaxing to read straight narrative, whilst at other times it is invigorating and challenging to read interpretations and critiques of the past events.</p> <p><i>J 2 Why is it important to teach Ancient History or History?</i> To develop critical thinking skills, for students to develop the skill of empathy... It also exposes the myth that history is linear and a progression. At times History is regression.</p> <p><i>J 3 What are the benefits to students of learning Ancient History or History?</i> Many students love the narrative, the stories of individuals and their motivations. The development of persuasive writing techniques that are substantiated with evidence and the realisation that arguments can be made for both sides of an argument. Thus it develops critical thinking.</p>
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Teacher Nine: Requirements of Document Study

In the responses of T9 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts such as knowledge of historical narrative and some of the newer ones such as knowledge of historiography are rated as very important. However, one-half of the newer skills were only seen as being of some importance. The results are presented below.

Table 4.26 Summary of Requirements of Document Study Survey Response (T9)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:8; G:10	Strongly Agree	4 (50%)
	G:5; G:6; G:7; G:9	Agree	4 (50%)

T9 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T9 specified five areas of skill that a student needed in order to undertake such an analysis: “literacy; comprehension; the ability to compare and contrast; they should be able to think critically about the reliability of sources; [and] provide historical context.” The first two of the skills nominated by T9 are related to literacy. The next two skills are related to interpretation of evidence, which is part of the new approach to history, and the final skill listed relates to an understanding of the historical narrative and chronology, which is a traditional historical skill. In response to Item K 2 Teacher 9 expressed a belief that there were skills common to the previous TEE course and document study, which were “literacy, critical thinking, [and] knowledge of sources.”

Teacher Nine: Support Measures

T9 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study. T9 indicated that over 60% of the support measures, materials and teaching experiences listed had

been of use to them, while they had not used or experienced over one-third (see Table 4.27 on the following page).

Table 4.27 Summary of Support Measures and their Usefulness Response (T9)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:3; I:7	Strongly Agree	2 (33.3%)
	I:5; I:6	Agree	2 (33.3%)
	I:2; I:4	Not Used	2 (33.3%)
Teaching Experiences (4 items)	I:11	Agree	1 (25%)
	I:12	Disagree	1 (25%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:15	Strongly Agree	1 (33.3%)
	I:8; I:14	Agree	2 (67.7%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

T9 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T9 “disagreed” with the usefulness of web-based resources in Item I:16 they rated over 40% of the specific resource types listed in Items H:1 to H:12 as being of some use. One-third of the measures listed were seen to be of no assistance and another quarter was unrated.

Survey item M 1 asked for a written reflection from T9 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T9 listed three types of support measures as being useful: “talking with colleagues, cross-marking with teachers I respect, [and] sharing their exemplary students’ work.” This teacher also described a student activity that they had introduced to their classes, which had proved valuable to their students’ understanding of document study: “requiring students to create their own document set was the turning point for many students in their understanding of what the purpose of document studies were.”

Teacher Nine: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T9 to reflect on the impact that the introduction of document study has had on their teaching and their responses are presented below.

Vignette 4.23 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

Now there is a need to teach the skills explicitly. Previously the focus was on the key ancient sources with a greater appreciation of the authors. Now the students need to know about more sources, particularly modern sources; however, they are not asked to critique the source to the same degree.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)

analytical answer key, notes on sources, practice documents, exemplars, other students' work, requiring the students to create their own document study set

Survey item L 5 asked T9 to identify any new terminology they had needed to teach their students and Item L 6 asked T9 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. This teacher commented that the term source in the WACE Examination Document Study questions could have a variety of meanings: “creator, the whole text and the extract”, which had led to confusion for the students. Strengths and limitations, which are also terms from the WACE Examinations, were seen to be “exceptionally difficult for the students” by T9. Multiple perspectives was the final concept identified as one that this teacher had introduced to their classes for document study work. T9 indicated that they used a variety of formal instructional methods to teach their students about the terms and concepts listed in Item L 6. For example, to teach use of evidence T9 stated they used “definitions, exemplars from the class, and class-generated model responses.” The historical concept of the tentative nature of history was singled out by T9 as being “very difficult for weaker students who like certainty...” This concept

was also seen to be problematic for “middle ability students.” At the same time, T9 is one of only four teachers in the survey to discuss teaching strategies that involved the students constructing their own document studies in order to better understand the process of analysis. A primary objective of the new history approach is to have students actively learning and not relying on a rote learning of facts and dates. This newer teaching approach is one employed by T9.

Teacher Nine: Other Comments

In Survey item N Teacher 9 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on the perceived deficiencies of the WACE Examinations and in particular the questions for the document study section. Their comments are presented below.

Vignette 4.24 Other Comments by T9

Document studies are in themselves not problematic; it is the questions asked of the sources that are of greater issue. Students do attempt to use sources when they can in essays; however, the document study questions can create a false set of parameters, which do not allow the best students to demonstrate their ability to interpret History—rather they are interpreting an extract.

Teacher 10

Teacher 10 (T10) was a teacher, aged 50 to 55, with unspecified University qualifications. They had studied Ancient History and History at school level. T10 had taught for between six to ten years with six years of Ancient History and four years of Modern History teaching experience. They also had experience as a teacher of the TEE Ancient History Course and as a TEE Marker. This teacher had participated in a range of Professional Development sessions concerning the teaching of document study. They did not experience any pre-service training in the teaching of Ancient History or History. T10 commented that they conducted their own private study to familiarise themselves with the TEE Ancient History Course and had benefitted from the extensive library at their school.

Teacher Ten: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T10 demonstrated a slightly stronger acceptance of the importance of the newer skills of history, such as interpretation and use of evidence, than of the more traditional views. Teacher 10 actually rejected two of the most traditional views of history: that historical narrative and chronology are the most important elements of history and that the main purpose of studying history is to avoid the mistakes of the past. The results for this teacher are presented in Table 4.28 below.

Table 4.28 Summary of T10 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 items)	F:1; F:2; F:4; F:5; F:6; F:12	Strongly Agree	6 (75%)
	F:14	Disagree	1 (12.5%)
	F:3	Strongly Disagree	1 (12.5%)
More recent view (13 Items)	F:7; F:8; F 9; F:10; F:11; F:13;F:15; F:16; F:17; F:18; F:19; F:20; F:22	Strongly Agree	13 (100%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

The written responses of T10 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history identified the new historical skills such as critical thinking and rational inquiry as being essential components of history. At the same time, mention is made of some of the more traditional views of history, such as history providing an “appreciation of our place in the world and within time” (see Vignette 4.25).

Vignette 4.25 Personal View of History of T10

J 1 What does the term/concept “History” mean to you?

Investigation of what has taken place, using evidence and fact, to understand people and events as well as motives, causes and effects; to make sense of the present as well as the past; shows the great differences that exist between the present and the past as well as between parts of the world; demonstrates that different people have different viewpoints of people and events; even with the help of evidence, we cannot

(continued from previous page)

always be certain about people, events and their importance; and there have been human successes and failures.

J 2 Why is it important to teach Ancient History or History?

Appreciation of our place in the world and within time... Development of rational investigation... Development of critical thinking... Presentation of ordered and logical inquiry and argument, based on evidence...

J 3 What are the benefits to students of learning Ancient History or History?

Broadens their thinking. Provision of varied and contentious examples. Develops questioning. Acknowledgement of different perspectives. Maintenance of an open mind. Not to accept facts/views unthinkingly. Support of points with evidence. Acceptance/acknowledgement of difference. Ability to formulate their opinion.

Teacher Ten: Requirements of Document Study

In the responses of T10 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts, such as knowledge of historical narrative, and most of the newer ones, such as knowledge of historiography are rated as very important. Interestingly, historical empathy which T10 suggests is problematic in Item L 6 of the survey is only rated with “agree” not “strongly agree” in this item. The results are presented below.

Table 4.29 Summary of Requirements of Document Study Survey Response (T10)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:10	Strongly Agree	7 (87.5%)
	G:7	Agree	1 (12.5%)

T10 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T10 specified a number of areas of skill that a student needed in order to undertake document study: “strong English comprehension skills; ability to link source to chronology; ability to link source to trends, developments; assess position of the author, source and content; analyse the

source – strengths/weaknesses; consider value by linking to other sources – consider different context and perspectives; strong writing skills; [and] precise focus on question requirements.” The second and third skills listed are connected to the traditional skills of understanding chronology and historical narrative. The rest of the skills listed apart from comprehension and writing skills are connected to the newer historical skills of interpretation and use of evidence. T10 suggested in response to Item K 2 that the TEE course also required “strong writing skills and a focus on the question.” They also made comment that some TEE Examination questions required an assessment of quotations, but that the students did not have to answer this type of question.

Teacher Ten: Support Measures

T10 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study to their classes. T10 indicated that over 85% of the support measures, materials and teaching experiences listed had been of use to them and only Items I:10 and I:13 had been left unrated, presumably as support measures that this teacher had not experienced (see Table 4.30 below).

Table 4.30 Summary of Support Measures and their Usefulness Response (T10)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2; I:3; I:4; I:5; I:6; I:7	Strongly Agree	6 (100%)
Teaching Experiences (4 items)	I:11	Strongly Agree	1 (25%)
	I:12	Agree	1 (25%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:8; I:14; I:15	Agree	3 (100%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

T10 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). This teacher rated 75% of the specific web-based resources as being of use in their teaching of document study. Only Item H:7 was seen as unhelpful and two resources Professional Association websites and History databases were unrated, as they had not been used by T10.

Survey item M 1 asked for a written reflection from T10 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T10 listed five types of support measures as being useful: workshop sessions; teaching Modern History; preparing model answers; discussing students' responses with other teachers; and guidelines regarding document studies from the Curriculum Council and Gobbets from University websites. These written responses reflect the ratings given to the closed question concerning support measures (Items I:1 to I:16).

Teacher Ten: Effects on Teaching

Two open-ended questions (Items L 1 and L 2) asked T10 to reflect on the impact that the introduction of document study has had on their teaching and their responses are presented below.

Vignette 4.26 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

More precise focus on the analysis of specific sources of evidence. Evidence is now at the forefront for Questions 1 and 2 in the WACE Examinations although interestingly the more generalised nature of the essay questions (and absence of "content" questions) has led to less effective employment of detailed supporting evidence by many students.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?

(For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)

Definitions of terms. Model answers. Class discussions. Practice document studies. Use of student work to emphasise different approaches.

Survey item L 5 asked T10 to identify any new terminology they had needed to teach their students and Item L 6 asked T10 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. This teacher listed a wide range of terms that they had introduced to their classes: “dominant text; alternative versions; nature of evidence; epigraphic; numismatic; contemporary/non-contemporary; primary/secondary; inconsistency; reliability; omission; exception; historical understanding; compare/contrast; similarities/differences; strengths/weaknesses of evidence; perspective; viewpoint; bias/biased; purpose; [and] relevance.” There is some overlap between these terms and the terms and concepts identified in the research literature as being important to document study and source analysis. T10 indicated that they provided a range of formal instruction and learning activities when teaching the seven historical terms and concepts listed in Item L 6 of the survey. For example, the instruction provided for usefulness of sources included: “use of models to emphasise precise links to other evidence. Practice questions and discussion... continual reference when looking at literary and epigraphic evidence.” The term or concept of historiography was seen as too complex and so the idea of different perspectives over time was substituted by T10. Historical empathy was also seen as a problematic concept for students.

Teacher Ten: Other Comments

In Survey item N Teacher 10 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on their support for the introduction of document study to Ancient History as a positive change. They also suggested that the WACE Examination questions for both the document study and essay sections needed revision. Their comments are presented below.

Vignette 4.27 Other Comments by T10

I believe that the introduction of document studies has been very valuable. It has improved the depth and breadth of the history studies offered through AH. The investigation specifically into evidence has been interesting from both a historical and general perspective. I do believe; however, that the prescribed questions need refining to make it a more valid exercise and test – the location of the source’s content is useful and would introduce a descriptive element to the response i.e. the

Vignette 4.27 Other Comments by T10 (continued)

who, what, where, why and so what element. Also wording needs to be added better to define concepts such as historical usefulness and understanding.
As a consequence of the introduction of document studies (of which I wholly support), it may also be sensible to look at the essay questions and their instructions again to ensure that the whole paper is well directed and represents a worthwhile test of historical skills.”

Teacher Eleven

Teacher 11 (T11) was a very experienced teacher, aged over 55, holding an Undergraduate degree in Ancient History. T11 had taught for over twenty years with more than twenty years' experience teaching both Ancient and Modern History. They also had extensive experience teaching the TEE Ancient History Course and T11 was one of the writers of the original syllabus, as well as being a TEE Examiner and Marker. T11 also had extensive knowledge and involvement with the TEE Ancient History Course through membership of the Curriculum Council Ancient History Syllabus Committee and as a founding member of the AHAWA. This teacher had not participated in any recent Professional Development concerning document study. T11 commented that they did not receive any pre-service training in Ancient or Modern History, as such formal training did not exist at that time. They did benefit from advice from experienced teachers at the beginning of their career.

Teacher Eleven: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T11 demonstrated a slightly stronger acceptance of the importance of the more traditional views of history than the newer skills and views of history. In fact, T11 was in at least some agreement with all of the items presented in this section of the survey. The results for this teacher are presented on the following page.

Table 4.31 Summary of T11 Personal View of History

Views of History	Item Number	Response	Number of responses
Traditional view (8 Items)	F:1; F:2; F:3; F:4; F:5; F:6; F:12;	Strongly Agree	7 (87.5%)
	F:14	Agree	1 (12.5%)
More recent view (13 Items)	F:7; F:8; F 9; F:10; F:13; F:15 F:18; F:19; F:20; F:22	Strongly Agree	10 (77%)
	F:11; F:16; F:17	Agree	3 (23%)
Traditional/More recent view (1 item)	F:21	Strongly Agree	1 (100%)

The written responses of T11 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history emphasise elements of both a traditional and a newer view of the essential components of history. History was described as “being a reflection of life” which represents quite a traditional view of the role of history. At the same time, new interpretive skills such as those that allow a student “to see lies, deceits and absurdities” are also seen as essential components of history (see Vignette 4.28).

Vignette 4.28 Personal View of History of T11

J 1 What does the term/concept ‘History’ mean to you?

History is the reflection of life and the informal or formal study of it helps us to appreciate that

J 2 Why is it important to teach Ancient History or History?

For all the usual clichéd reasons - being doomed to repeat mistakes. Two points are important:

1. to become fulfilled as a human knowledge and appreciation of your culture is essential
2. to be able to see lies, deceits and absurdities is only possible with a solid understanding of history

J 3 What are the benefits to students of learning Ancient History or History?

Ditto

Teacher Eleven: Requirements of Document Study

In the responses of T11 to the question of what comprises the essential elements of document study (Items G:1–G:10) both the traditional historical skills and concepts such as knowledge of historical narrative and the newer ones identified in the research literature such as knowledge of historiography are rated as very important. The results are presented below.

Table 4.32 Summary of Requirements of Document Study Survey Response (T11)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Strongly Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

T11 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T11 listed four areas of skill that they saw as essential to document study: “sound historical knowledge and understanding; analysis; interpretation; and the ability to explain yourself well.” The first of these skills is related to the traditional elements of history (narrative and chronology), while the second and third skills are more closely related to the newer historical skills, and the last skill is that of literacy. This teacher made a further comment regarding the generic document study questions used in the WACE Examinations, which have been “inflicted on students” and the fact that these questions “can defeat the whole purpose of using sources in exams.” In response to Item K 2 Teacher 11 expressed a belief that “the same skills were needed except for the lack of generic questions.”

Teacher Eleven: Support Measures

T11 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) to their introduction of document study. T11 indicated that over 50% of the support measures, materials and teaching experiences

listed had been of use to them, while they had not used or experienced over 40% of the measures listed. Working with other teachers was seen as the most beneficial experience by T11 (see Table 4.33 below).

Table 4.33 Summary of Support Measures and their Usefulness Response (T11)

Support Measures, Materials & Teaching Experiences	Item Number	Response	Number of Responses
Professional Development sessions (6 items)	I:2; I:6; I:7	Agree	3 (50%)
	I:3; I:4; I:5	Not Used	3 (50%)
Teaching Experiences (4 items)	I:11	Strongly Agree	1 (25%)
	I:10; I:12; I:13	Not Used	3 (75%)
Curriculum Council Materials and Models (3 items)	I:8; I:15	Agree	2 (67.7%)
	I:14	Not Used	1 (33.3%)
Working with other Teachers (2 items)	I:1; I:9	Strongly Agree	2 (100%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

T11 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T11 only “agreed” that web-based resources were generally useful they rated all twelve items as being very useful to teaching and learning document study.

Survey item M 1 asked for a written reflection from T11 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T11 commented on what they believed was the best approach for them to take with the WACE Examination document study questions in order to assist their students rather than the measures and experiences they had found beneficial to their own teaching.

Teacher Eleven: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T11 to reflect on the impact that the introduction of document study has had on their teaching. They commented on the perceived deficiencies of the generic WACE Examination questions and how

these questions actually interfere with teaching source analysis. Their responses are presented below.

Vignette 4.29 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

I have always focused on sources but now have to teach students to cope with generic questions applied to different sources from different cultures. The “one question fits all” idea is a poor one that does not really teach students the essential skill of source analysis.

L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students? (For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)

Practice documents, class discussions and lessons on how to understand questions.

Survey item L 5 asked T11 to identify any new terminology they had needed to teach their students and Item L 6 asked T11 to reflect on the types of formal instruction they provided concerning the new historical terms and concepts required in document study. This teacher expressed dissatisfaction with the terminology they had needed to introduce as seen in their response: “sadly the use of social studies terminology such as “change”, “divisive”, “cohesive”, “continuities”, etc.” In response to Item L 6 Teacher 11 expressed the belief that none of these terms or concepts was particularly new. The concept of use of evidence can be used as an example here: “this is an everyday part of learning Ancient History – reference to questions in class is given.” At the same time T11 commented that “the term ‘usefulness’ is very lazy – any source is to one degree or another useful”, and for contestability, “at this level it is perhaps too sophisticated an issue to spend a lot of time on.”

Teacher Eleven: Other Comments

In Survey item N Teacher 11 was invited to provide any further comments in relation to document study and Ancient History. This teacher commented on the perceived

deficiencies of the WACE Examinations and in particular the generic questions. Their comments are presented below.

Vignette 4.30 Other Comments by T11

The real issue here is not the introduction of source material into the teaching of Ancient History - this has always been (or should have been) an essential part of any course.

The issue that needs to be addressed is the use of generic style questions in examining these sources. I strongly feel that generic questions have a negative effect by producing formulaic answers and thinking and dulling the excitement of Ancient History.

If Ancient History is to survive as a subject and fulfil its very important role of teaching about the past then exam questions need to allow the natural excitement of history to express itself.

It is not social studies/social science (which it can be argued is a major contributor to the decline of history in schools) and should not be saddled with the superficiality of that approach to exam questions.

The issue of declining enrolments in Ancient History needs to be examined - NSW has 20+ thousand Ancient History students and must therefore be doing something right!

Exam papers are the tail that wags the dog that is the teaching/learning of any subject - I am not suggesting that exams should be done away with - but questions need to elicit valid results and learning experiences.

Teacher Twelve

Teacher 12 (T12) was a relatively young, inexperienced teacher, aged between 26 and 30, holding an Undergraduate qualification with a Major in History. T12 had taught for five years with one year each of teaching Ancient History and Modern History. Unique amongst the respondents to the survey, T12 had no experience of the previous TEE Ancient History Course either as a teacher or a senior school student. This teacher had participated in some Professional Development sessions regarding document study in Ancient History, and experienced some pre-service training in the teaching of History. As Ancient History was not a subject they had specialised in, T12 undertook their own study of the subject content, and also sought advice and professional development opportunities from subject specialist teachers and the Department of Education Teacher Development Centre specialist at a nearby school.

Teacher Twelve: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T12 demonstrated a greater acceptance of the importance of the newer skills of history such as interpretation and use of evidence than of the more traditional views such the main purpose of a study of history being to study the past. Teacher 12 strongly rejected the most traditional view of history presented in the survey items: that historical narrative and chronology are the most important elements of history. The results for this teacher are presented in Table 4.34 below.

Table 4.34 Summary of T12 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 Items)	F:2; F:5; F:6	Strongly Agree	3 (37.5%)
	F:1; F:3	Agree	2 (25%)
	F:4; F:12	Disagree	2 (25%)
	F:14	Strongly Disagree	1 (12.5%)
More recent view (13 Items)	F:7; F:8; F:9; F:10; F:11; F:13; F:15; F:16	Strongly Agree	8 (61.5%)
	F:18; F:19; F:20	Agree	3 (23.1%)
	F:22	Disagree	1 (7.7%)
	F:17	Do not understand statement	1 (7.7%)
Traditional/More recent view (1 item)	F:21	Agree	1 (100%)

The written responses of T12 to the three open-ended questions (Items J 1 to J 3) regarding personal views of history emphasise a traditional view of history as being to understand the present and “to understand ourselves.” Historical skills and other aspects of the newer view of history are not discussed in the reflections of T12 (see Vignette 4.31).

Vignette 3.31 Personal View of History of T12

J 1 What does the term/concept 'History' mean to you?

History is not 'about the past.' It is a study undertaken by people living in the present to understand and explain the past to others of the contemporary generation. History is the broadest subject of study because everything - every culture, society, technology, academic field of study, custom, art, etc. - has a past which is of interest to people living in the present. The past may be foreign to people living in the present, but the study of history puts our understanding and actions in the present into a much broader perspective which enables us all to be more informed and enriched by the pursuits of those who have come before us.

J 2 Why is it important to teach Ancient History or History?

Ancient History is so different from the present that it provides a greater contrast, and a broader frame of reference with the present. Whilst the ancient past is in many ways fascinating and strange to us living in the present, yet there is still much that is the same or similar. We recognise the motivations and actions of people in the past as not so different from our own. So whilst technology and social complexity have changed, people in many ways are the same as they always were. In this way we can make meaningful comparisons between the past and the present societies.

As with studying modern history we are also able to engage in the study of social, economic, political and environmental causality. In this way we can come to understand the dynamics that drive societies to rise and fall.

There are many reasons to study history, but essentially, we study history to understand ourselves.

J 3 What are the benefits to students of learning Ancient History or History?

Same as for J 2

Teacher Twelve: Requirements of Document Study

In the responses of T12 to the question of what comprises the essential elements of document study (Items G:1–G:10) the newer historical skills and concepts are rated as more important than the more traditional historical skills and concepts. In fact all of the newer historical skills and concepts received a rating of “strongly agree” from T12 (see Table 4.35 below).

Table 4.35 Summary of Requirements of Document Study Survey Response (T12)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:4; G:5; G:6; G:7; G:8; G:9; G:10	Strongly Agree	8 (100%)

T12 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). T12 specified a range of skills that a student needed in order to undertake such an analysis which they grouped into five skill areas: “ability to assess reliability, accuracy and relevance of sources; ability to identify interpretations, perspectives and representations of historical events/forces; ability to identify omissions; ability to identify the point of view of historical agents; and ability to identify the purpose, audience, and significance of a text.” All of the skills listed by T12 can be classified as representing the newer historical skills identified in the research literature and this respondent has made no reference to the more traditional elements of history such as an understanding of historical narrative and chronology. T12 was unable to comment on whether the TEE Ancient History Course had required any of the same skills as document study, as they had no experience of Ancient History either as a teacher or a student.

Teacher Twelve: Support Measures

T12 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes. T12 indicated that over one-half of the support measures, materials and teaching experiences listed had been of use to them, while they had not used or experienced over one-third. Professional Development sessions were singled out by T12 as the most beneficial of the support measures (see Table 4.36 below).

Table 4.36 Summary of Support Measures and their Usefulness Response (T12)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses
Professional Development sessions (6 items)	I:6; I:7	Strongly Agree	2 (33.3%)
	I:2; I:3; I:4	Agree	3 (50%)
	I:5	Not Used	1 (16.7%)
Teaching Experiences (4 items)	I:11	Strongly Agree	1 (25%)
	I:12	Disagree	1 (25%)
	I:10; I:13	Not Used	2 (50%)
Curriculum Council Materials and Models (3 items)	I:14	Agree	1 (33.3%)
	I:8; I:15	Not Used	2 (67.7%)

Table 4.36 Summary of Support Measures & their Usefulness Response (cont'd)

Working with other Teachers (2 items)	I:1	Agree	1 (50%)
	I:9	Not Used	1 (50%)
Web-based Resources (1 item)	I:16	Agree	1 (100%)

T12 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). This teacher rated over 80% of the listed resources as being of use in their teaching of document study. Only online video-clips and encyclopaedias were seen as being of no use by T12.

Survey item M 1 asked for a written reflection from T12 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. T12 answered this question in terms of what they felt had been beneficial to their students rather than what had been of assistance to them. As an example, T12 stated that they used the following strategies with their students to aid their learning: “draft assessments using similar questions, but different sources; followed by peer assessment using assessment rubric.”

Teacher Twelve: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T12 to reflect on the impact that the introduction of document study has had on their teaching. T12 had no previous experience of teaching TEE Ancient History and this is indicated in their response to Item L 1. At the same time, T12 provided a detailed response to the question of instructional methods they employed in Item L 2 (Vignette 4.32 over the page).

Vignette 4.32 Effects on the Ancient History Classroom

J 1 What does the term/concept 'History' mean to you?

History is not 'about the past.' It is a study undertaken by people living in the present to understand and explain the past to others of the contemporary generation. History is the broadest subject of study because everything - every culture, society, technology, academic field of study, custom, art, etc. - has a past which is of interest to people living in the present. The past may be foreign to people living in the present, but the study of history puts our understanding and actions in the present into a much broader perspective which enables us all to be more informed and enriched by the pursuits of those who have come before us.

J 2 Why is it important to teach Ancient History or History?

Ancient History is so different from the present that it provides a greater contrast, and a broader frame of reference with the present. Whilst the ancient past is in many ways fascinating and strange to us living in the present, yet there is still much that is the same or similar. We recognise the motivations and actions of people in the past as not so different from our own. So whilst technology and social complexity have changed, people in many ways are the same as they always were. In this way we can make meaningful comparisons between the past and the present societies.

As with studying modern history we are also able to engage in the study of social, economic, political and environmental causality. In this way we can come to understand the dynamics that drive societies to rise and fall.

There are many reasons to study history, but essentially, we study history to understand ourselves.

J 3 What are the benefits to students of learning Ancient History or History?

Same as for J 2

Survey item L 5 asked T12 to identify any new terminology they had needed to teach their students and Item L 6 asked T12 to reflect on the types of formal instruction they provided concerning the new terms and concepts required in document study. T12 identified a range of terms that they had introduced to their classes as part of document study: "significance, reliability, purpose, audience, perspective, narrative, [and] historiography." Seven terms and concepts were listed in Survey Item L 6; however, T12 indicated that they had only provided some formal instruction (which was mostly unspecified) for three of the terms: usefulness of sources, historical perspectives and historiography. At the same time, T12 was one of only four teachers in the survey to discuss teaching strategies that involved the students taking an active role in constructing their own document studies or in assessing the document studies

in order to better understand the process of analysis. T12 used peer assessment for this purpose. A major objective of the “new history” is to have students actively engaged in their learning instead of relying on a rote-learning of facts and dates. T12 appears to have made this a feature of their teaching.

Teacher Twelve: Other Comments

In Survey item N Teacher 12 was invited to provide any further comments in relation to document study and Ancient History. Teacher 12 did not provide any additional comments.

Teacher Thirteen

Teacher 13 (T13) was a very experienced teacher, aged over 55, holding a Master’s degree. This teacher studied Latin, Greek and Ancient History at school and for their first degree. T13 had taught for over twenty years with more than twenty years’ experience of teaching Ancient History. They also had extensive experience teaching the TEE Ancient History Course. Along with T3, this teacher had taught Ancient History outside of Western Australia. T13 also had experience teaching the subject overseas. This teacher had not participated in any Professional Development concerning document study. T13 commented that they did not receive any pre-service training in Ancient or Modern History, but their extensive subject knowledge and the ability to read and write Greek and Latin assisted them in their first years of teaching.

Teacher 13: Personal View of History

In response to the closed survey questions regarding personal view of history (Items F:1–F:22) T13 demonstrated a stronger acceptance of the importance of the newer skills and views of history such as interpretation and use of evidence than of the more traditional views. In fact, T13 rejected the most traditional view: that historical narrative and chronology are the most important elements of history and that the main purpose of studying History is to avoid the mistakes of the past. The results are presented in Table 4.37 over the page.

Table 4.37 Summary of T13 Personal View of History

Views of History	Item Number	Response	Number of responses (%)
Traditional view (8 Items)	F:2; F:4; F:5; F:6	Strongly Agree	4 (50%)
	F:12	Agree	1 (12.5%)
	F:1; F:3; F:14	Disagree	3 (37.5%)
More recent view (13 Items)	F:7; F:8; F 9; F:11; F:13; F:16; F:18; F:19	Strongly Agree	8 (61.5%)
	F:10; F:15; F:22	Agree	3 (23%)
	F:17; F:20	Disagree	2 (15.5%)
Traditional/More recent view (1 item)	F:21	Agree	1 (100%)

T13 did not provide any written responses to the three questions (Items J 1 to J 3) regarding personal views of history.

Teacher Thirteen: Requirements of Document Study

In the responses of T13 to the question of what comprises the essential elements of document study (Items G:1–G:10) most of the newer skills such as the ability to assess the usefulness of a source are rated more highly than the more traditional historical skills such as knowledge of historical narrative. Only historical empathy and historiography are given a rating of “agree” rather than “strongly agree.” The results are presented below.

Table 4.38 Summary of Requirements of Document Study Survey Response (T13)

Requirements of Document study	Item Number	Response	Number of Responses
Traditional Skills/Concepts (2 items)	G:1; G:2	Agree	2 (100%)
New Skills/Concepts (8 items)	G:3; G:5; G:6; G:8; G:9; G:10	Strongly Agree	6 (75%)
	G:4; G:7	Agree	2 (25%)

T13 was asked to list the requirements of document study (Item K 1) and to discuss whether the TEE Ancient History Course had included any of the same skills as those necessary to document study (Item K 2). This teacher commented that the essential skills had been identified in Items G:1 to G:10. T13 went on to say that most of the skills were “beyond the reach of typical year 11 and 12 students, and are rarely demonstrated by undergraduate students.” T13 did not believe that any of the skills of document study had been required by the previous TEE Ancient History Course.

Teacher Thirteen: Support Measures

T13 was asked to rate the usefulness of the support materials and experiences listed in the survey (Items I:1 to I:16) for their introduction of document study to their classes. T13 indicated that only 30% of the support measures, materials and teaching experiences listed had been of use to them, while they had not used or experienced over 40% of the measures listed (see Table 4.39 below).

Table 4.39 Summary of Support Measures and their Usefulness Response (T13)

Support Measures, Materials and Teaching Experiences	Item Number	Response	Number of Responses (%)
Professional Development sessions (6 items)	I:2	Disagree	1 (16.7%)
	I:3; I:4; I:5; I:6; I:7	Not Used	5 (83.3%)
Teaching Experiences (4 items)	I:12; I:13	Agree	2 (50%)
	I:10; I:11	Not Used	3 (50%)
Curriculum Council Materials and Models (3 items)	I:15	Agree	1 (33.3%)
	I:8; I:14	Disagree	2 (66.7%)
Working with other Teachers (2 items)	I:1; I:9	Agree	2 (100%)
Web-based Resources (1 item)	I:16	Disagree	1 (100%)

T13 was also asked to rate the usefulness of specific web-based resources (Items H:1 to H:12). While T13 “disagreed” that web-based resources were generally useful they rated over 60% of the specific resources listed as useful and only two (online video clips and encyclopaedias) were rated as unhelpful to teaching document study.

Survey item M 1 asked for a written reflection from T13 on the support measures, materials and teaching experiences they had found beneficial in their introduction of document study to their Ancient History class. The only support measure listed by T13 as being helpful was advice from experienced Modern History teachers. Document study has been an assessment type in Modern History since 1997/98, and so this cohort of teachers has experience in teaching and assessing document study skills.

Teacher Thirteen: Effects on teaching

Two open-ended questions (Items L 1 and L 2) asked T13 to reflect on the impact that the introduction of document study has had on their teaching. As stated previously, this teacher believed that document study is too sophisticated for school students and their dissatisfaction with the new assessment type can be seen in their response below.

Vignette 4.33 Effects on the Ancient History Classroom

L 1 How has the inclusion of document study changed your teaching of Ancient History?

I have, obviously, had to do everything I can to help the students present an acceptable pretence of responding to the document study section.

*L 2 What formal instruction in how to read document study questions and how to write document study answers have you provided to students?
(For example: definitions set of notes, model answers, class discussions, practice document studies, etc.)*

definitions; model answers; class discussions; practice document studies

Survey item L 5 asked T13 to identify any new terminology they had needed to teach their students and Item L 6 asked T13 to reflect on the types of formal instruction they provided concerning the new historical terms and concepts required in document study. This teacher appeared unconvinced by the importance of the terminology they had needed to introduce, as can be seen in their response: “[I have introduced] all the necessary buzz-words. They [the students] are cynically cheerful (and often quite amusing) in using them.” In response to Item L 6 Teacher 13

indicated that they had provided a range of formal instruction including practical activities for the students for most of the seven terms and concepts listed in the survey. However, historiography and historical empathy were given less emphasis by T13 and contestability had not been covered.

Teacher Thirteen: Other Comments

In Survey item N Teacher 13 was invited to provide any further comments in relation to document study and Ancient History. This teacher provided no additional comments.