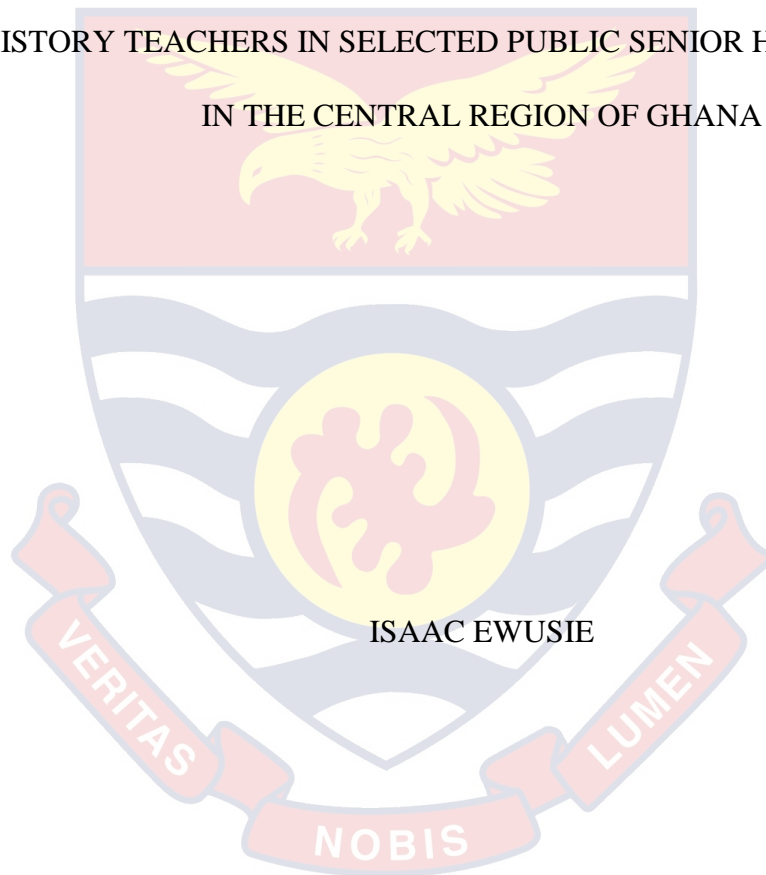UNIVERSITY OF CAPE COAST

ASSESSMENT OF HISTORICAL THINKING CONCEPTS AMONG

HISTORY TEACHERS IN SELECTED PUBLIC SENIOR HIGH SCHOOLS

IN THE CENTRAL REGION OF GHANA

ISAAC EWUSIE

2020

UNIVERSITY OF CAPE COAST

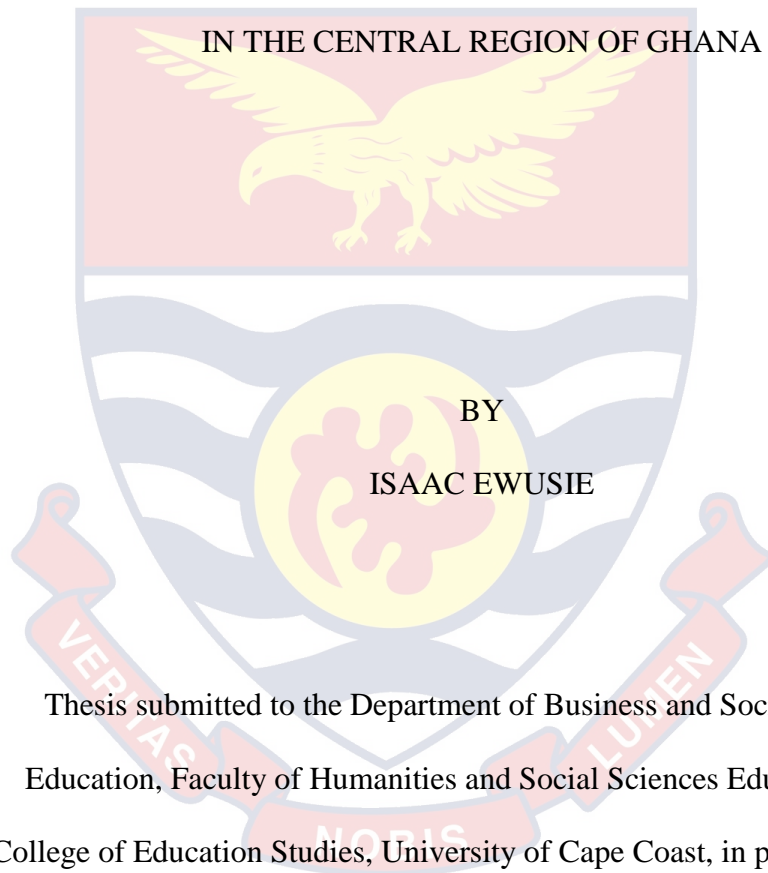ASSESSMENT OF HISTORICAL THINKING CONCEPTS AMONG

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IN THE CENTRAL REGION OF GHANA

BY

ISAAC EWUSIE

Thesis submitted to the Department of Business and Social Sciences

Education, Faculty of Humanities and Social Sciences Education of the

College of Education Studies, University of Cape Coast, in partial fulfilment

of the requirements for the award of Master of Philosophy Degree in

Curriculum and Teaching.

OCTOBER 2020

DECLARATION

Candidate's declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature ………………………………. Date …………………

Name: Isaac Ewusie

Supervisors' declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature ……………………… Date…………………

Name: Dr. Charles Adabo Oppong

Co-Supervisor's Signature …………………................... Date………………

Name: Rev. Dr. Martin Owusu

ABSTRACT

This study sought to assess historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana. The interpretive phenomenological design of qualitative research was used to gather the necessary information for the study. Twelve (12) history teachers were used for the study. Data was collected through face – to –face interviews and was analysed according to each research question. Thematic analysis was used for the analysis of the data. The study revealed that history teachers possessed an understanding of historical significance. The history teachers depended on important past events, profundity, contemporary lessons, resonant and quantity to judge significant events in history. Additionally, history teachers demonstrated a deeper understanding of historical empathy. Furthermore, the findings indicated that history teachers apply sourcing, contextualisation and corroborative skills in analysing primary source evidence. Also, history teachers possessed an understanding of ethical judgement in history. Thus, history teachers have demonstrated knowledge of historical thinking concepts. The recommendation of this study is that history teachers should use their knowledge of historical significance to aid students identify significant events in the past. Also, history teachers should approach history in ways that students will appreciate the process involved in historical empathy. Finally, the ministry of Education and Ghana Education Service should occasionally organise professional development seminars on ethical judgement in history to further up-grade history teachers' knowledge of ethical judgement in history.

KEY WORDS

Ethical Judgement in History

Historical Empathy

Historical Significance

Historical Thinking

History Teachers

Primary Source Evidence

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I also express my sincere gratitude to my parents, Mr. Felix Ewusie Djan and Ms. Vida Nunoo for their support throughout my education. I am again appreciative of my in-laws especially the Late Charles Ohemeng Kesse and Mrs. Salomey Koranteng Kesse for their love and words of encouragement throughout my studies. Other thanks go to Mr. Ebenezer Djan and Mr. Yankson for their unflinching support during my studies at the University of Cape Coast. I am also thankful to my friends especially Joseph Hutchison Koranteng, Abraham Yeboah, Sandra T. Sikanku, Michael Asiedu –Quaye, Herman Coffie, Michael Asante, Emmanuel Gyamfi Mensah, Stella Amofaa Doodo and Edmund Sosu for their pieces of advice and support throughout my period of study at the University of Cape Coast.

I am appreciative of the assistance offered by the teachers who were involved in ascertaining the trustworthiness of the data. Finally, I say a "big thank you" to my siblings Prince Djan, Edward Ewusie Baah, Ebenezer Ewusie Djan, and Dorcas Ewusie for their unending prayers, support and contributions to the success of this work, God richly bless you.

DEDICATION

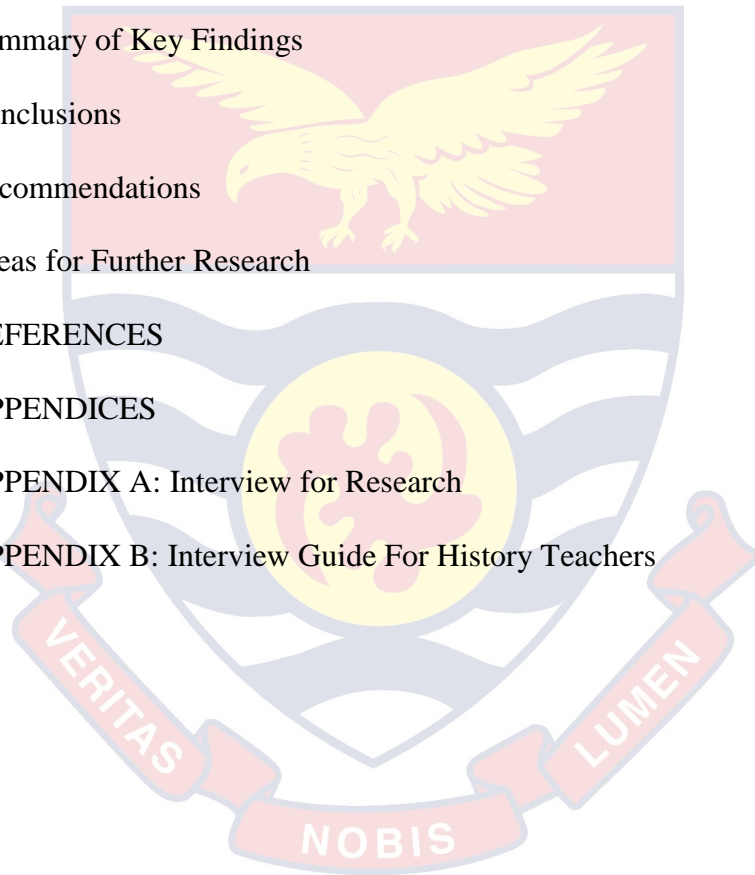To my lovely wife: Ms. Hannah Kesse and my wonderful son: Lemuel Ewusie

–Debrah

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CHAPTER ONE

INTRODUCTION

Historical thinking is the ability to reflect, synthesize and construct understandings of history based on evidence. This enables learners to make sense of the past in ways that are inspired by the work of historians. Thus, historical thinking requires students to consider history as a series of accounts that must be constructed, interpreted and assessed based on the use of evidence (Bain, 2000). Historical thinking has been incorporated into the history curriculum in several countries such as Great Britain, Spain, Canada, the United States of America, and Australia. Extensive research has been conducted by scholars like Lee (1983), Seixas (1997), Wineburg (2001), Levesque (2008), Van Drie and Van Boxtel (2008), among others, on historical thinking concepts. However, no research has been conducted to show that history teachers in Ghana in general and the Central Region in particular actually teach students to think historically. This makes it important for this research to be conducted in order to establish whether history teachers teach students to think historically or not. Practically, this work would create awareness for history teachers in Ghana to see the need to teach students to think historically.

Theoretically, teaching students to think historically would enable them become well-informed citizens who would approach issues with an inquiring mind and make sound judgment when presented with new information. In this introductory chapter, the following are discussed: Background to the Study, Statement of the Problem, Purpose of the Study,

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Research Questions, Significance of the Study, Delimitations, Limitations, and Organisation of the Study.

Background to the Study

History is one of the elective subjects for General Arts students in Senior High Schools in Ghana. It is a subject that has been in the school curriculum since colonial days. Cobbold and Oppong (2010) trace the origin of history education in Ghana to colonial times. Cobbold and Oppong opine that history was a subject taught in both missionary and colonial government schools. They further explained that history was integrated into the social studies curriculum at the Basic School after the introduction of the 1987 educational reform and remained as an elective subject in the General Arts programme at the Senior Secondary Schools (now Senior High Schools). Currently, history is one of the core subjects in the Basic School. This came about after Ghana Education Service rolled out new educational programmes in 2019 of which pupils from primary one to six are expected to study history as a mandatory subject. This was to make pupils in the primary level of education conversant with their identity in order for them to be confident and patriotic (National Council for Curriculum and Assessment, 2019).

History teaching in Europe has been dominated by two main approaches (Ahonen, 2000). The first approach to the teaching of history is the Great Tradition approach. It is believed that the Great Tradition approach originated in Europe specifically in Britain. This was introduced by F.R. Leavis. Leavis explained this approach in a book published in 1948. This approach placed much emphasis on studying the key personalities and past events as a foundation for national identity. This tradition was later adopted by

other European countries such as Germany, Spain, and France among others. Ahonen further asserts that the Great Tradition approach dominated the teaching of history especially, in the 1960s and 70s. With this approach, students were not to question, interpret or form their own opinions about the information presented to them. In terms of pedagogy, the Great Tradition is described as teacher-centred, and students' role is to receive, digest, organise and replicate what the teacher and textbook tell them. Concerning content, the Great Tradition focuses on the understanding of the present through engagement with the past. History educators like Lee criticised this approach of teaching history. According to Lee (1999), students did not appear to make much sense of the facts and have no guides for thinking about history. Lee argued that if students are to learn history, they need to actively construct the past in their minds. Thus, teachers need to understand the discipline of history and be able to actively construct the past in their minds if they intend to ensure that their students learn history.

Other scholars added that the Great Tradition approach makes students perceive history learning to be didactic, boring, subject packed with facts about events, dates, and people to be mastered, memorized and regurgitated by students in examinations (VanSledright, 2002). Afandi (2000) explains that such perceptions are more often than not confirmed with students' experience of studying history in school where they spend much time learning about the past but have little understanding of how the past should be constructed. This inadequate but unfortunate dominant approach of teaching history in school denies students the opportunity of experiencing history as a discipline with distinct methods and procedures, one that enables students to actively

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construct valid interpretations of the past and evaluate competing versions (Lee & Ashby, 2000). Lee and Ashby conclude that students find it difficult to see the relevance of history in their lives. The shortfalls associated with the Great Tradition led to a new approach to the teaching of history in schools.

The new approach was proposed by scholars such as Peter Lee, Roselyn Ashby (Ahonen, 2000). These scholars were the key actors who propagated against the Great Tradition approach. It is believed that the new approach also started in Britain in the 1980s but became popular during the 2000s. The new approach placed much emphasis on the historical mindedness of the people. The new approach aimed at allowing students to understand history in its setting, process historical information and develop critical as well as creative thinking. In terms of pedagogy, the new approach advocated for constructivist models of teaching. It also places a premium on teachers' ability to manage students learning activities. In terms of content, the new approach stresses the importance of learning about a variety of historical situations and contexts. This approach is in line with the objective of teaching history, which is to develop the historical mindedness of the students (Dynneson, 1999). Such mental attitude enables students of history to assess the works of other historians as the individual is to separate himself from a particular standpoint (Carretero & Voss 2004; Marker & Mehlinger, 1992; Wineburg, 2001).

In the history classroom, essential skills or ways of thinking basic to historians' craft is defined and presented in the best way for the students (Fink, 2001). These skills are essential as students develop higher and more sophisticated levels of understanding as they apply their prior knowledge and assumptions of the past to investigate the past in-depth. Thus, it can be argued

that the acquisition of such critical and evaluative skills would enable students to cultivate a thoughtful context-sensitive imagination to fill gaps in evidence trails when they arise (VanSledright, 2002). These skills are referred to as historical thinking concepts. VanSledright (2004) indicates that historical thinking concepts involve the investigation and assessment of historical data. These investigations include the processes of identification, attribution, judging perspectives, reliable assessment, and are practised by professional historians in the daily course of their work.

The historical thinking concept has gained international significance in the field of history education in present times (De Keyser & Vandepitte, 1998). This is due to the fact that many history educationists in Europe, America, and Canada no longer identify the term "history" merely with the past but view it as a process that embraces the past and present. This supports the assertion of one renowned historian who viewed history as "the continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past" (Carr, 1989, p. 30). VanSledright (2006) notes that students can successfully acquire historical thinking concepts with the assistance of history teachers. This means that the role of history teachers in helping students to acquire historical thinking concepts is very important. To be able to help students acquire such skills, teachers are expected to have adequate knowledge of historical thinking concepts. The study, therefore, assesses historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana.

Statement of the Problem

History educators over the years have argued that students should be taught to think historically using historical thinking concepts (Holt, 1990; Stearns, Seixas & Wineburg, 2000; VanSledright, 2011). This would help students do a critical analysis of situations and events of the past. Karaagac and Threlfall (2001) revealed in a study conducted in Kenya that history teachers do not practise historical thinking concepts during instructional periods. Also, a study by Cassedy, Flaherty, and Fordham (2011); Rouet, Britt and Perfetti (1997) indicated that there is little proof to show that history teachers actually teach their students to think historically. Other studies expressed similar concern that there is no evidence to prove that history teachers actually teach their students to think historically (Stahl, Hynd, Britton, McNish, & Boosquet 1996; Cuban, 2015). Stahl, Hynd, Britton, McNish, and Boosquet (1996), for example, asserted that students do not seem to develop their knowledge of historical thinking concepts because they had not been taught historical thinking concepts.

Cuban (2015) concluded in a study conducted in U.S.A that many history teachers have inadequate knowledge in teaching their students to think historically. Gomez (as cited in Talin, 2015) also indicated in a study conducted in Spain that students have poor and low level of knowledge about historical thinking concepts. The findings of the research attributed students' inability to think historically to history teachers' inadequate knowledge of historical thinking concepts. This assertion confirms Warren's (2000) study conducted in Michigan which concluded that teachers' use of historical thinking concepts in teaching is minimal during instructional hours. All the

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studies cited point to the fact that some history teachers elsewhere do not have adequate knowledge of historical thinking concepts. This means that students may not have the ability to develop historical skills which the history curriculum explicitly seek to equip the students while studying historical content. Also, students will lack the skills of gathering and objectively analyse historical data and may also not be able to interpret the actions and behaviours of the people of the past. This makes this study important because it is not known empirically if similar situation pertains in the Ghanaian context. Also, there is no study that has assessed historical thinking concepts among history teachers in Ghana to determine whether Ghanaian history teachers possess knowledge of historical thinking concepts or not. It is this gap in knowledge that this study sought to fill. Consequently, the study assesses the historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana.

Purpose of the Study

The purpose of the study was to assess the historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana. Specifically, the study sought to:

1.   assess history teachers' knowledge of historical significance.

2.   assess history teachers' knowledge of historical empathy.

3.   assess how history teachers' analyse primary source evidence.

4.   examine history teachers' knowledge of ethical judgement in history.

Research Questions

The study was guided by the following research questions.

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1. What do history teachers in selected public Senior High Schools in the Central Region regard as historical significance?

2. What is the history teachers' knowledge of historical empathy?

3. How do history teachers analyse primary source evidence?

4. What is the history teachers' knowledge of ethical judgement in history?

Significance of the Study

The study assessed historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana. This study is helpful in the following ways: First, the findings of this study would provide insights into history teachers' criteria for determining significant events and persons in history. Second, the findings of the study would provide clear-sightedness into how history teachers understand historical empathy. Furthermore, the findings would prompt history teachers on the need to analyse primary source evidence. Also, the findings of this study would provide acuity into how history teachers comprehend ethical judgement in history. Finally, the findings would contribute to knowledge in that, other researchers may find it useful for further research on historical thinking concepts in history education.

Delimitations of the Study

The study was confined to selected public Senior High Schools in the Central Region of Ghana. The area was chosen because it has the highest percentage of trained history teachers as compared to other areas in Ghana (Ghana Education Service, 2018). Considering the content of the study, it is evident in literature that a myriad of studies have been done on historical

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thinking concepts in general. However, this present study was limited to the assessment of historical thinking concepts among history teachers specifically in selected public Senior High Schools in the Central Region of Ghana. The study focused on historical thinking concepts such as historical significance, empathy, analysis of primary source evidence, and ethical judgement in history. The variables selected are the key competencies of historical thinking concepts (Levesque, 2008; Davies, 2010; Seixas, 2013).

Limitations of the Study

The limitation of this study was associated with the instrument used to collect data. Since the interview required teachers to provide information about their knowledge of historical thinking concepts, history teachers could fake responses. The effect of this could significantly affect the authenticity of the findings. Also, the researcher could not conduct an observation of history teachers' knowledge of the selected variables for this study so as to juxtapose the findings with the response from the interview data.

Definition of Terms

1. **Historical thinking:** This refers to the ability to reflect, synthesize and construct understandings of history based on evidence.

2. **Historical Significance**: This refers to what is considered worth including in a historical narrative. The process of selection is unavoidable.

3. **Historical Empathy:** This refers to the process of adopting the viewpoint of historical individuals and groups in an attempt to understand the social, cultural, intellectual and emotional contexts that shaped people's lives and actions of the past.

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4. **Primary Source Evidence**: This refers to the use of first-hand accounts and artifacts from historical events.

5. **Ethical Judgement in history:** This involves making an ethical assessment about the relative merits or downfalls of historical actions while considering the historical context in which those actions took place.

Organisation of the Study

This study was organised into five chapters. Chapter one introduced the study by setting the background, the statement of the problem, the purpose of the study, and research questions which provided a guide for the study. It also outlines the significance of the study, delimitations, limitations, definition of terms, and organisation of the study. Chapter two presented the review of related literature with emphasis on specified concepts, highlighting the theoretical review, analytical framework as well as related empirical studies that guided the study. Chapter three dealt with the research methods used in conducting this study. It examined the research design, study area, population, the sample and sampling procedures for the study, the research instruments, the data collection procedure and the analysis of data. Chapter four presented the details of results and discussion of the findings from the study. Chapter five, which is the last chapter of this work, discussed the summary, conclusions, recommendations, and suggested areas for further research.

Chapter Summary

This chapter has brought to the fore the background to the study, the statement of the problem, the purpose of the study, research questions that

guided the study, significance of the study, delimitations, limitations, definition of terms as well as the organisation of the work.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature related to the main issues which this thesis addresses. The review of the literature is done under the following subheadings.

- Meaning of historical thinking concepts

- Importance of historical thinking concepts

- Models of historical thinking concepts

- Analytical Framework

- History teachers' knowledge of historical significance

- History teachers' knowledge of historical empathy

- History teachers' analysis of primary source evidence

- History teachers' knowledge of ethical judgement in history

Meaning of Historical Thinking Concepts

There are several definitions of historical thinking concepts. All the definitions provided in the literature reflect different perspectives. These perspectives include "doing history", "reading and writing history" and "development of knowledge in history". First, Barton and Levstik (2004), Bain (2005), Van Drie and Van Boxtel's (2008) definitions of historical thinking concepts reflected the perspective of "doing history". Barton and Levstik (2004), for example, view historical thinking concept as a process of asking questions, gathering and evaluating relevant evidence, and reaching conclusions based on evidence. To Barton and Levstik, historical thinking concept involves significant reflections, where one attempts to resolve

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questions by examining historical evidence. On his part, Bain (2005) suggests that historical thinking concept is raising questions about particular historical stories and narratives, or interpretations that are fundamental to historical understanding. Bain notes that this process moves school history beyond reproducing others' conclusions to the understanding of how people produce those conclusions while considering the limitations and strengths of the various conclusions. Van Drie and Van Boxtel (2008) indicate that historical thinking concept is an active construction of knowledge. This form of knowledge construction requires students to actively confront and interrogate historical knowledge and evidence using the methods of history to organise and present their arguments.

Similarly, other scholars define historical thinking concepts in terms of "reading and writing history" (VanSledright, 2006; Monte-Sano & Reisman, 2015; Levisohn, 2015; Brugar, 2016). VanSledright (2006), for example, explains historical thinking concept as the process that involves the use of procedural knowledge such as reading and analysing texts, jointly with discipline-specific concepts (e.g., evidence, empathy, and significance) to construct historical arguments and understandings. Levisohn (2015) defines historical thinking concept as learning to speak and writing the language of history. Monte-Sano and Reisman (2015) suggest that historical thinking concept is the creative process historians use to interpret sources from the past and generate historical narrative.

Other scholars also refer to historical thinking concepts as knowledge development in history. Seixas (1993), for example, explains that historical thinking concept is the ability to identify events of significance, the ability to

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analyse, evaluate and alter one's historical understanding and lastly, the ability to empathize historical figures, contextualise historical events and make the appropriate moral judgements. Leinhardt, Stainton and Virji (1994) posit that historical thinking concept is the process by which central facts (about events and structures) and concepts (themes) are arranged to build an interpretative historical case, which then requires analysis, synthesis, hypothesis generation, and interpretation. Levesque (2011) opines that historical thinking concept is the intellectual process through which an individual masters the concepts and knowledge of history and critically applies such concepts and knowledge in the resolution of contemporary and historical issues.

With the various definitions of historical thinking concepts, it creates the impression that there is no universal definition of historical thinking concepts. This is because each definition reflect a perspective as stated earlier. From the various definitions offered by the first two schools of thoughts that is those who believed historical thinking is "doing history" as well as "reading and writing history", it can be said that these definitions primarily focused on one aspect of historical thinking that is primary source evidence. This does not explain the concepts in totality because the concept is not just about asking questions, gathering and evaluating evidence. There are other things the concepts talk about which the first two schools of thought ignored. The good aspect this definition offered is that it will help in the construction of historical knowledge because the historian is expected to gather and evaluate evidence to construct historical knowledge.

The school of thought that defines historical thinking as knowledge development in history looked at the totality of the concepts. This is seen from

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the facts that the key skills or competencies of the concepts were highlighted from the definition provided by the third school of thought. These competencies as mentioned earlier facilitate students' ability to engage in deeper levels of understanding in the study of the past. For history students to be regarded as possessing historical knowledge or thinking historically, they should be able to demonstrate mastery of historical significance, historical empathy, primary source as well as ethical judgement in history. It is however not surprising that the definition offered by Seixas (1993) has been incorporated into the context in which the present study was conducted.

Importance of Historical Thinking Concepts

Historical thinking concept is important to history education for several reasons. Historical thinking concept is seen as the key to helping students to better understand the subject matter of history by understanding the historical context in which events happened. Providing opportunities for students to develop this concept prepare them to exercise a greater understanding of the past, and also increase awareness of their own perceptions, cultures and a greater understanding of others (Yeager & Foster; 2001, Wineburg, 2004).

Wilhelm (2007) believes that historical thinking concept helps students to become more motivated in their learning because they are able to connect personally to historical materials and are able to apply their learning to the current events and other aspects of their lives. Historical thinking concept also enhances students' academic performance in history. Brugar (2016) indicates that historical thinking concept positively impacts students' performance in history examination. In her study, Brugar found that students who used

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historical interpretation and other historical thinking concepts in the study of history did better in examinations designed to measure history learning than students that used more traditional, fact-based methods to learn history.

Another importance of historical thinking concept is that it enables the individual to be creative. Egan (1982) opines that historical thinking concept helps build on students' creativity in the history classroom. VanSledright and Brophy (1997) analysed how narratives and looking for patterns increased students' creativity. VanSledright and Brophy concluded that historical thinking concept is very crucial in making students creative in their thinking. Historical thinking concept helps individuals to have a better understanding of the past and expand their historical understanding. Rosenlund (as cited in Bickford, 2013) indicates that historical thinking concept enables students and teachers to address any historical information they encounter even in their daily lives.

Historical thinking concept enables individuals to understand the past, present, and future. Analysing and interpreting historical documents challenge individuals to reconsider what they know about the past, present, and future. The individuals can develop his or her own interpretation of history through questioning and analysing sources that deal with events and issues of significance. Levstik (1996) points that the goal of transformation through historical thinking concept is met when students and teachers have to rethink their assumptions about the past and to reimagine both the present and future.

VanSledright (2002) also points out that by learning to question and interpret documents from the past, individuals gain an understanding of how to construct knowledge in history and in other areas of their lives. Von Heyking

(2004) supports this view when he posits that historical thinking concept encourages students, for example, to question and discuss motives of others' behaviours, attitudes, and values. Through this, one may develop his ability to empathize, allowing the individual to understand human values across time.

A critical examination on the importance of historical thinking indicates that the concepts is very crucial as far as history education is concerned. This is because having adequate knowledge of the concepts will enable students acquire deeper interpretation of past events and also enable them improve upon their performance in history examination as indicated earlier. It therefore becomes necessary for teachers to impact this knowledge to students so that students will benefits this elaborated importance of the concept. This will enable students appreciate the actions of important past events and persons. Students with mastery of historical thinking concepts will also not consider history as merely the past but consider it as something that needs interpretations. With adequate knowledge of the concept, students will interrogate the past and provide sound judgement after taking into consideration the necessary evidence and avoiding presentism.

Models of Historical Thinking Concepts

Several models exist to explain historical thinking. This section discusses some selected models. Seixas (1996) identified six concepts that can be adopted when individuals, whether novice or expert, attempt to make sense of the past. Seixas called his model the "Big Six Historical Thinking Concept". Seixas' model of historical thinking concepts are historical significance, primary source evidence, cause and consequence, continuity and change, historical perspective, and ethical judgement in history.

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The first concept is historical significance. Historical significance are the events and people that had impacts on the lives of the individual in the past. Seixas explained that the concept requires an individual to establish what is historically significant based on a particular criteria. That is, events that have resulted in change and those that are emerging in contemporary life. The key issue with this concept, according to Seixas, is to look for events that caused great change in the lives of the people or events that had long-lasting effects. Seixas (2006) suggests other criteria for historical significance. Seixas provides that events qualify as historical significance when those events could be linked to larger events in history and have meaning to the contemporary world. It is therefore important for an individual to distinguish between a historically significant event and trivial events. To achieve this, history teachers need to have knowledge about the concept of significance in order to have discussions with their students about why some events may be considered historically significant but not others.

The second concept, according to Seixas' model, is the analysis of primary source evidence. This concept deals with the analysis of first-hand accounts and artifacts from a historical events, journals, letters, diaries, newspapers, maps, photographs, among others. To Seixas, this concept requires teachers to assist students to construct knowledge about the past by finding, selecting, interpreting, and contextualising primary sources, to determine their authorship, purpose, context, and reliability in order to construct an original account of the historical event. Seixas suggests that analysing of primary source evidence should be done within the context of

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historical time. With this, teachers need to have some background knowledge of the time period in order to analyse primary source evidence effectively.

Another concept of the Seixas' model is continuity and change. This concept deals with the ability to organise the complexity of historical phenomena. This is done by identifying, explaining the processes, rate of historical change and make judgements about continuity. Seixas adds that the teachers' understanding of historical change is dramatically influenced by the social, cultural and political contexts in which the school curriculum is produced. Seixas notes that changes happen at different times in history. For example, technological change might happen very rapidly at a time when there is little political change. Continuity can be identified by comparing different historical periods or the past and present. Often embedded in this concept is a notion of progress and decline. This demands a value judgement that assesses how things have changed for better or worse. Hence, judgements of continuity and change can be made on the basis of comparison between some point in the past and the present, or between two points in the past (Seixas, 2003). Cause and consequence is the fourth concept. This concept requires teachers to examine the role of historical actors in promoting, shaping and resisting change over a short and long period of time. Teachers and students are expected at the same time to assess the influences that create changes and their intended and unintended consequences.

Historical perspective is the fifth concept. Historical perspective is the cognitive act of understanding the different social, cultural, intellectual, and even emotional contexts that shaped people's lives and actions in the past. Though it is sometimes called historical empathy, it is very different from the

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common-sense notion of deep emotional feeling for, and identification with another person. It is the ability to see and understand the world from another persons' perspective. The final concept which provides the basis for historical thinking concept is the ethical judgement in history. This concept involves making an ethical assessment of the relative merits or downfalls of historical actions while considering the historical context in which those actions took place. This provides the opportunity to learn from the past and provides insights into moral issues that affect implicitly or explicitly the present by attempting to understand the perspectives and contexts of historical agents. Seixas postulates that the ethical dimension is complicated because it examines the ethics of another time while trying not to impose those of the present time. It is therefore important for an individual to think about the impact of past events on the community and time period being discussed (Seixas, 2013).

Wineburg (2001) proposes another model of historical thinking concepts. His model challenges teachers to read, analyse, write critically when evaluating primary and secondary sources, unpack points of view and situate events within a historical context. Wineburg (2001) therefore suggests three strategies teachers can employ to analyse document. The first strategy teachers can employ to assist students in analysing primary documents is sourcing. This is an initial reflection and thinking about the content of the source, its author and creation. Wineburg defines sourcing as the act of examining the source of a document before reading it and using any acquired information to comprehend and make inferences about the historical account. Sourcing requires teachers to consider the origins of a document. According to

Wineburg, teachers must consider the following about a document when sourcing: the actual authors, when the document was created, where it was created, the content as well as the linguistic style of the source. All of these are factors that determine documents role in historical inquiry.

Contextualising is the second strategy teachers need to employ when analysing documents. This requires situating the events within its time and place, avoiding the natural act of imposing presentism. That is viewing the past through the lens of the present. It is an effort to imagine the particular geographic, political, historical, and cultural context of an event and to comprehend documents within that context (Wineburg, 2001). Historical events and documents should not be examined in isolation but should be considered in relation to what is occurring within the society during the same period. Many times, students go to history class with the thought that each historical event occurs or document is created in isolation of the other. Wineburg opines that contextualisation teaches an individual to make connections between historical events and begin to look at history as an inter-related web occurrence. This is where background knowledge is critical to teachers' understanding of the mindset, politics, and culture of a place in which events occurred. Without background knowledge, teachers are unable to contextualise an event and understand the impact it has on the community and the influence the community has on the event as well. The background knowledge sets the scene for teachers as they begin to inquire about who, what, when, where and why of a particular historical event (Wineburg, 2001).

The final strategy, according to Wineburg (2001), is corroboration. Corroboration is making connections between the information found in

different texts, with contradictions and similarities being noted. Corroboration can also be considered as fact-checking where one compares several sources before determining the truthfulness and reliability of the source. To Wineburg (2008), corroboration makes teachers inquire and question important details across multiple sources to establish historical agreements and disagreements.

Levesque (2008) builds on the work of Seixas with one notable distinction. Levesque called his model the procedural concepts and developed a set of five essential questions at the heart of the practice of history. Levesque believes that each question logically leads to the inquiry and analysis of a certain concept that in turn provides a doorway for uncovering the answer to the type of question in history education practice. Thus, each question is framed to uncover a certain procedural concept in ways that will lead to a better understanding of, and potentially better use of that concept in history education. It is often considered as background concepts because it is seldom discussed in history texts and is traditionally overlooked in school history teaching. Yet, it is fundamental to the discipline because one simply cannot progress in historical thinking without adopting some procedural understanding of significance, evidence, empathy, continuity and change, progress and decline. These essential questions and associated procedural concepts are; what is important in the past? (Historical significance), what changed? and what remained the same? (Continuity and change), did things change for the better or worse? (Progress and decline), how do we make sense of the raw materials of the past? (Evidence), how can we understand predecessors who had different moral frameworks? (Historical empathy), (Levesque, 2008). These questions guide the five essential concepts proposed

by Levesque. The five essential concepts of Levesque are historical significance, continuity and change, progress and decline, evidence and historical empathy.

Historical significance requires teachers to establish awareness of the social, political and cultural influences by establishing evaluative criteria. These criteria are based on collective and cultural memory that is of intimate interests, symbolic significance, and contemporary lessons. Another concept according to Levesque's model is continuity and change. Continuity refers to things that have stayed the same relatively unchanged, whereas change refers to something that is obviously different from what occurred previously. To help identify change, Levesque states that it is essential to set one phenomenon against another that is continuous. Levesque was of the view that changes comprise several historical happenings, but history has no empty spaces, only continuity. Changes in history are related to conditions or situations. When teachers understand that they are part of history themselves, and see history as a mixture of continuity and change, they will find a different understanding of the past.

Progress and decline are other historical thinking concepts proposed by Levesque. This concept requires teachers to assess the changes that have occurred in the past. Levesque opines that the concept of progress and decline is vital and could be embedded in the curriculum to engage students in deeper thought. The concept of decline is used to judge the collapse of civilizations. Levesque argues that teachers need to evaluate and challenge notions that things get better over time. Therefore, teachers must engage in the evaluative concept of progress and decline by the use of evaluative criteria that allow for

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critical analysis of change in history. To this end, Levesque (2008) suggests three standards to engage teachers in these concepts. Firstly, teachers must understand the chronology of a historical phenomenon. Secondly, teachers should be presented with case studies showing the value of progress and decline and allow for discussion and interpretations. Finally, teachers must understand how to judge the past in terms of concepts that are relevant to the past.

Another concept of Levesque's model is evidence. This concept deals with the ability to locate, select, contextualise and interpret primary and secondary sources of history (Levesque, 2008). In other words, it requires the use of raw materials to make sense of the past. Teachers need to know how to appropriately read and use historical evidence by developing research questions, collecting and selecting evidence, analysing evidence and developing interpretative answers about sources. Also, teachers need to assess the problems and limits of evidence that may affect its reliability and require external and internal criticism.

The final concept, according to Levesque's model, is historical empathy. This seeks to make sense of the ways people felt at the time. This can be achieved on the basis of three connected concepts, historical imagination, historical contextualisation and moral judgement. Historical imagination will allow teachers to put themselves in the events being studied in order to allow them visualize themselves in the event. Historical contextualisation is situating the document within its events, time and place and avoids the natural act of imposing presentism, viewing the past through the lens of the present. Moral judgement is the ability of the teacher to make a

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sound judgement of the events and thoughtful linkages between the historical events with the present and future events. Levesque adds that to be able to do historical empathy, one needs to negotiate the tension between the familiar and unfamiliar past and appreciate the difference between them, not forgetting to acknowledge the time, space and culture of the people involved in the past events.

Van Drie and Van Boxtel (2008) propose a new model of historical thinking concept. Van Drie and Van Boxtel refer to their model as components of historical reasoning. The components are historical questions, sources, contextualisation, argumentation, substantive concepts, and meta-concepts.

Historical questions: This is an activity where teachers demonstrate the ability to ask, recognise and understand historical questions. Also, teachers need to be able to ask different types of questions: descriptive, evaluative, comparative, which demand higher and lower-order thinking skills and the application of procedural concepts. Asking historical questions serves as an engine for historical reasoning (Van Drie & Van Boxtel, 2008).

Sources: This requires historical reasoning with sources not only for information but also demands an evaluation of sources; their context, reliability, usefulness, trustworthiness, among others. These are central activities when asking a historical question in the inquiry process of developing a historical argument.

Contextualisation: This requires teachers to situate historical phenomena within a spatial and social context in order to describe, explain, compare, or evaluate it.

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Argumentation: This is a fundamental component which illuminates individual reasoning. This requires teachers putting forward a historical claim and grounding it with evidence and interpretations.

Substantive concepts: This requires the thoughtful and deliberate use of substantive concepts that name historical phenomena and organise historical contexts to support teachers' descriptions, explanations, and arguments.

Meta-concepts: This requires the active use of methods used by historians to investigate and describe historical processes and periods such as change and causation.

It can be concluded from the models that the key competencies of the concepts were all identified and elaborated by the scholars who explained historical thinking. These competencies include historical significance, historical empathy, primary source evidence and ethical judgement in history. This formed the analytical framework of this study and would be discussed in the sub section below.

Analytical Framework

This section discusses the analytical framework of the study. It provides a deeper understanding of how historical thinking concept is conceptualised in this study. The focus is the operational explanation of historical significance, historical empathy, primary source evidence and ethical judgments of history in this study.

Historical Significance

Historical significance is a key concept in historical thinking. Seixas (2013) asserts that historical significance is the process used to evaluate what was important about selected events, people and development in the past.

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Historians cannot study everything that happened in the past. Therefore, they are selective in their investigations. Thus, historical significance is very important as far as the historical thinking concept is concerned. To this end, certain historical events, personalities, and dates are more important than others. This makes the concept critical because it shapes the conclusions teachers and students draw from past events. Lund (as cited in Martin, 2012) believed that the historical significance is important for history educators since it addresses two main issues namely, making a selection among what the past offers, and equipping students with a powerful thinking tool.

Making selection among past events is sometimes difficult. The question is, "What must be the standards to judge whether an event, a trend or a person is significant historically?" Partington (1980) suggests five criteria that determine the significance of historical events or development. They include: *Importance*-the degree to which the event was important to the people; *Profundity*-the extent to which people's lives were affected by the phenomenon; *Quantity*-how many people were affected by the phenomenon; *Durability*-for how long people's lives were affected by the event; and *Relevance*-the extent to which the event has contributed to the understanding of contemporary life. Partington notes that following these criteria will enable the individual to establish historical significance. Phillips (2002) also provides that the significance of historical events is the extent to which they affect the lives of people in the past or the extent to which they can explain situations in the present. On his part, Counsell (2004) provides five criteria, namely; remarkable, remembered, resulting in change, resonant, and revealing. To

Counsell, history teachers should adopt these criteria in establishing significance in history.

Levesque (2006) also suggests three criteria for determining the significance of historical events. These include the use of personal, family, religious, cultural, or ancestral connections to the event to ascribe relevance (e.g., I was there, so it is relevant to me); symbolic significance: the use of particular events for present-day national or patriotic justification (i.e., this is our national holiday so it is relevant to me); Contemporary lessons: the use of historical events to draw simplistic analogies to guide present-day actions(e.g., the Great Depression shows what happens when the economy is over prosperous). In their most recent publication, Seixas and Morton (2013) specify four 'guideposts' for teaching significance. They are as follows:

1. Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.

2. Historical significance is constructed. That is, events, people, and developments meet criteria for historical significance only when they are shown to occupy a meaningful place in a narrative.

3. The historical significance varies over time and from group to group.

4. Events, people, or developments have historical significance if they resulted in change. That is they had deep consequences, for many people, over a long period.

Seixas and Morton argue that events may result in big changes for many people but may not necessarily be classified as historical significance. For this reason, they stress that historical significance rests on the relevance of

the events to contemporary life. For example, the great plague of Madagascar. This story though contemporary as a matter of facts, is not necessarily meaningful to students today unless it is studied from the perspective of what it reveals about human issues such as sickness, health, religion, superstition or prejudices and discrimination. This perspective, however, would not meet the criterion of 'resulting in change', but the criterion of 'revealing'. Due to this, some scholars prefer using relevance instead of significance (Bradshaw, 2004). Wilschut, Van Straaten, & Van Riessen (as cited in Dawson, 2013) suggested that relevance exclusively refers to history's relations to the present and the lives of individuals thus allowing individuals to recognise and experience what history has to do with themselves, with today's society and their general understanding of human existence. Cercadillo (2006) on the other hand believes that significance may have the following features: contemporary significance, casual significance, pattern significance, symbolic significance, and revelatory significance.

History teachers' knowledge of historical significance encourage them to assist students to develop an interest in history. Historical significance clarifies the connections between local and national or global perspectives and develops citizenship skills (Phillips, 2002). Hunt (2000) claims that if this aspect of teaching history is emphasized, students will understand the value of their studies because they will be able to establish logical conclusions of what they study. According to Hunt (2003), historical significance will demonstrate the importance of learning history by making it more relevant to those who study history.

Historical Empathy

Historical empathy is another key concept needed in the process of historical thinking. Historical empathy is attempting to understand the past through the eyes of the people that lived at the time (Lee, 2005). This means that historical empathy is the understanding of the dominant cultural practices that influenced and shaped people's perspectives in the past. Historical empathy requires leaving behind the understanding of the world to understand another time. Lee sees empathy as something we achieve when we entertain ideas different from our own. This requires an analysis of evidence and thinking about the past. It is different from an emotional connection with the past because we, in the modern world, can never truly feel the pain that slaves, for example, may have felt when separated from their family.

Several models explain historical empathy. For instance, Portal (1987) conceptualizes historical empathy as a process that can stimulate other forms of historical thinking. Portal puts much emphasis on the imaginative component of this concept and concludes that imagination is a key disposition for making sense of historical actions, events, and evidence. Endacott and Brooks (2013) also suggest three major processes involved in historical empathy. These processes are contextualisation of events, undertaking perspective (imagination) and affective connection. Contextualisation considers a sense of otherness, which teachers use to avoid presentism. Social and political dimensions are considered as the unique cultural practices associated with the historic era and people. The linear realm of history is also considered, including knowledge of events and causal factors that may be taking place simultaneously with one another. Secondly, perspective taking

comprised a sense of shared normalcy. This prompts teachers to consider the perspectives of others before making judgements. Perspective taking also promotes comprehension of value systems, norms, and beliefs of people in the past (Austin & Thompson, 2014). Perspective taking also relates to aspects of the emotional realm as teachers seek to understand how historical actors felt. Finally, the affective connection seeks to link understandings of past and currents events. This helps teachers to understand the dynamics of socio-political or politico-military influences (Endacott & Brooks, 2013; Brooks, 2013). Ultimately, these three activities provide an active and rich learning environment that promotes historical empathy. Fuhrer (2009) adds that empathic storytelling aligns these three concepts and encourages historical empathy among teachers.

To help develop empathy, Levesque (2008), advocates that history teachers should try their possible best to look into the past, as the people who lived at the time would have while at the same time remaining cognizant of their own identity. This would allow for the creation of a narrative that captures the past yet is relevant to the present. To do this, Levesque offers that we need to appreciate human uniqueness while at the same time acknowledge shared humanity. Levesque (2008) also suggests that historians consider the personal, sociocultural, and contemporary contexts when empathizing with the past. Examining personal and sociocultural factors help the historian have better understanding of the past. Examination of the contemporary context is equally important as the ways people view the past and interpret events based on their values and belief systems. VanSledright (2001) posits that when we consider our context, we learn about who we are, our historical viewpoints,

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and how they influence our analysis and interpretation of the past. Lee and Ashby (2000) observe that teachers sometimes have difficulty with empathy because they view the past as being more limited than the present. Either the actors of the past were not as intellectually advanced as the current era or they lacked in some other aspect of life such as morality or industry.

Primary Source Evidence

Another key concept of historical thinking is primary source evidence. Researchers have argued that primary source evidence is a powerful pedagogical vehicle for engaging the historical thinking of individuals (Crawford, Hicks & Doherty, 2010; Christensen, 2006; Holt, 1990). Seixas (2015) describes primary source evidence as the use of raw materials to answer or drive an inquiry. These raw materials include objects such as replicas, photographs, videos or film, newspapers, pictures, maps, paintings, cartoons, music, speeches, and quotations from people in history (Barton, 2005). This concept addresses how students and teachers use, select, and interpret sources when arguing historically (Seixas, 2006). Seixas and Peck (2004) argue that history in schools should provide students with the skills to critically approach historical narratives. Students should be taught to ask what sources are used when confronted with historical accounts, if there are other accounts of the events, if they differ, and what sources are believable. For this reason, teachers must have adequate knowledge in the analysis of primary sources so they could teach their students to make inferences and acquire a deeper understanding of primary source evidence (Seixas, 2006).

To be able to interpret different texts is a premise for becoming a critical citizen. Kvande and Naastad (as cited in Oppong, 2019) agree that

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making a critical assessment of sources is important because, if teachers do not have adequate knowledge in the analysis of primary source evidence, their students will have problems in achieving the competence goals outlined in the syllabus. They added that even though, historical thinking and methods should be part of history education, the students face great challenges because of their lack of historical facts and knowledge of how the sources originated. It is therefore necessary for teachers to have adequate knowledge in the analysis of primary source evidence to help students acquire the skills in assessing primary source evidence.

Scholars in history have suggested various ways of analysing primary source evidence. Seixas (1993) suggests three essential elements in examining primary source evidence. These elements include: understanding what events in the past are important and why (significance), how people know about the past (rules of the use of primary source), and an understanding of the decisions people in the past have made via notions of agency, empathy, and moral judgment. Wineburg (2001) also suggests three elements in the analysis of primary source evidence. These are sourcing, contextualisation and corroboration. To Wineburg, teachers and students are expected to study primary sources using these principles.

Levesque (2008) offers four approaches that history teachers can use to make an effective analysis of primary source evidence in history classrooms. They include the following: developing research questions, collecting and selecting the source, analysing sources and developing interpretative answers. In developing research questions, students' prior knowledge, learning difficulties of the students and classroom environment should be considered.

Levesque also suggests that the questions should be appropriate for a given evidence-based inquiry to achieve deeper and more enduring historical thinking. Having defined the case through the design of research questions, teachers could engage the students in the task of locating and collecting the necessary sources for students to use in class. Levesque further suggests that teachers should provide the students with the background sources of information on the cases for students to familiarize themselves with the historical inquiry and context.

Teaching students the techniques of collection and selection of primary sources require serious thinking and planning on the part of teachers. Therefore, the sources rendered available to the students must support the task and not necessarily historical knowledge production. In analysing primary source evidence, Levesque suggests that teachers should guide students to engage in critical evaluation of the sources and they can do that when they have a reasonable understanding of the subject matter of inquiry, if the study of the sources is to be a valuable learning experience. The final approach of the inquiry is to have students construct a piece of evidence-based argument to offer a defensible answer to the research question. Levesque argues that the use of evidence for interpretation is the highest level of understanding of the past. This is because it engages students in the complex interpretation of the evidence in that, it forces students to pull the sources apart and then put them together in a coherent and meaningful way. These four approaches have been further grouped into two main concepts, namely, external criticism and internal criticism.

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Among the concepts attended to within external criticism are whether or not a source is primary or secondary, who constructed the source and why, and whether or not the source is public or private. These questions are essential to developing a critical understanding of the source. Internal criticism of evidence is more difficult, therefore, it requires the history teacher to understand what the document meant at the time and place it was written. Internal criticism seeks to assess the document's reliability. To do this, teachers must explore, among other things, the context in which the document was created and what the document meant to the author. Moving students toward internal criticism represents a step toward greater historical awareness (Levesque, 2008). Using these practices during instructional period will help students make sense of the past.

Ethical Judgement in History

Scholars like Gorman (2004) and Gibson (2011) prefer to call this concept as ethics in history while Bentley (2005) views it as value judgments in history. Ethical judgement, according to Lee (1996), is the process of making judgements about historical actions and taking responsibility for the legacies of historical crimes, and sacrifices that the past imposes upon society today. This concept demonstrates one's ability to make a sound judgement of the events and thoughtful linkages between the historical events with the present and future events. This gives teachers insight into the whole meaning of the events in the past and its implications to today and future events.

Low-Beer (1996) argues that ethical judgements are implied in our everyday language and are part of teacher opinions, interpretations, and descriptions of causes and explanations. As a result, students should be taught

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how to make an ethical judgement to think historically. To this end, Low-Beer (1996) concludes that teachers should teach students how to recognise ethical judgements, and how to make value ethical judgements. She argues that it is important for teachers to recognise that ethical judgements are unavoidable because they are influenced by what historians do. Low-Beer indicates that teachers should make students aware that, in making an ethical judgement in history, they should avoid making definitive ethical judgements until evidence about the intentions, codes of behaviour, and awareness of consequences are fully considered. Finally, teachers should teach students to articulate their points of view and values that inform their decisions before making ethical judgements in history.

Seixas (1996) highlights the importance for teachers to help students identify the difference between the values and climate of ethical judgement in the past and present; otherwise, students will impose present views upon the past. Seixas further suggests that teachers should understand how to use and interpret primary and secondary source evidence as the basis for making ethical judgements about the past. Wineburg (2001) also gives an example of a history class where the teacher is faced with ethical ambiguity and eventually suggests three scenarios that can be used as a framework for teaching about ethical judgements in history. The first scenario entails the teacher owning up to his moral views and speaking to the learners like a fellow human being who has views on what is good or bad. The second scenario entails involving resource persons to come and speak about the controversial issue under discussion so that teachers' views are not imposed on the learners. The third scenario is when the teacher does not offer any judgement but gives the class

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readings and tasks so that they express their views independent of the teacher's influence. Wineburg believes that following these approaches will enable an individual to acquire the skills in making an ethical judgement in history.

Other scholars have also suggested how history teachers can teach students to make value ethical judgements in history classrooms. Gorman (2004) on his part posits that teachers should invite students to make ethical judgements after they consider a variety of primary and secondary sources as well as investigate and evaluate other people's ethical judgements, including historians, teachers, and classmates. Barton and Levstik (2004) add that ethical judgements occupy a central place in the four actions or stances students are expected to perform when they want to think historically: identify, analyse, respond morally, and display. For Barton and Levstik, the purposes for making ethical judgements are to appraise the actions of others, to affect the behaviour of those whom we judge (if they are still alive), or to change the behaviour of others by either encouraging or dissuading them from taking a particular course of action. Furthermore, Gibson (2011) indicates that teachers should teach students how to identify implicit and explicit ethical judgements in ordinary language and learn the moral meanings of the words regularly used in history, including the subtle and varied moral connotations of the tone of voice, word choice, and analogies.

Seixas and Morton (2013) on their part outlined five guideposts that help an individual to develop powerful understandings of ethical dimension in history. They are as follows:

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1. Authors make implicit and explicit ethical judgements. The individual must understand the interpretive nature of historical accounts before being taught how to recognise and analyse the ethical judgements present in different accounts.

2. Value ethical judgements of past actions are made by taking into account the historical context of the actors in question. The individual should consider the historical context within which a historical action took place to identify limitations on choices, possibilities that may have restricted people's actions, or choices that historical actors had.

3. When making ethical judgements, it is important to be cautious about imposing contemporary standards of right and wrong in the past. The person must consider whether the historical actor's beliefs about right and wrong are the same or different from their contemporary beliefs before making judgement in history.

4. A fair assessment of the ethical implications of history can inform us of our responsibilities to remember and respond to contributions, sacrifices, and injustices of the past.

5. Our understanding of history can help us make informed judgements about contemporary issues, but only if we recognise the limitations of any direct lessons from the past. Individuals should be discouraged from trying to draw any direct lessons from the past because of the differences between the past and the present.

Empirical Review

This section reviews some related studies relevant to the study. This was done to put the study into perspective and also compare the findings of the study with other related studies**.**

History Teachers' Knowledge of Historical Significance

Several studies have highlighted history teachers' knowledge of historical significance. For instance, a study conducted by Pahat (2003) on teachers' comprehension of historical significance showed that teachers refer to important events of the past as historical significance. The study also revealed that teachers associated significance to events based on the fact that the events had an impact on the lives of the people. Profundity and importance were the criteria at play based on the findings of the above study. Britton (2005) also conducted a study on history teachers' understanding of historical significance. The findings of the study showed that history teachers have knowledge of historical significance. This was because the participated history teachers ascribed significance to historical events based on the events resulting in changes in the life of the people. The findings further revealed that history teachers ascribed significance to historical events based on the relevance of the events both in the past and present times. It can be deduced from the findings that two major criteria determined the significance of historical events. These were profundity and relevance. Another study by VanSledright (2008) on history teachers' understanding of historical significance showed that history teachers possessed knowledge of historical significance. Teachers perceived historical significance as events and people in the past that brought

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changes in the lives of those who lived in the past. The findings indicated that history teachers ascribed significance to historical events based on profundity.

Similarly, a study conducted by Salema (2016) explored the way history teachers in South Western of Tanzania ascribed significance to selected historical events. Forty-four (44) teachers participated in the study. Teachers were asked to identify the most significant 10 persons in the history of Tanzania and provide their reasons for selecting each person. Participants identified a total of 127 individuals as significant persons as far as the history of Tanzania was concerned. Each of the persons identified by the teachers as significant had a score according to a formula developed by the researcher. Thus, each person was given 10 points of preference for each time a person is being included in a list. Then, according to their position in the list, a priority point was added to the list point. For the priority point, the person at the top of the list was given 10 points while the person at the button was given only one point. The finding showed that historically significant events and development were those that could be identified as having made the greatest impact in the contemporary world.

Drake and Brown (2017) conducted a study on the application of historical significance in history classrooms. The study involved ten history teachers. It was observed that five teachers made efforts to incorporate historical significance in their teaching. It was observed that these teachers classified an event as significant using the criteria proposed by Cercadillo (2006). These included contemporary significance, casual significance, pattern significance, symbolic significance, revelatory significance, and present significance. The findings of the above studies suggest that teachers ascribe

significance to historical events or developments based on profundity, casual significance, pattern significance, symbolic significance as well as revelatory significance. These studies were silent on other determinants of historical significance such as resonant, quantity, contemporary lessons, and important past events.

History Teachers' Knowledge of Historical Empathy

Yeager and Foster (2001) conducted a qualitative case study that examined the nature of historical empathy. Data collected over five months included 29 hours of classroom observation, instructional artifacts, and interviews with teachers. The findings indicated that teachers promote historical empathy as both perspective recognition and care through lecture, secondary source work, and discussion. Each of the participating students demonstrated perspective recognition and care in particular ways that their teacher sought to encourage. Yilmaz (2007) also conducted a case study of four teachers' perceptions of historical empathy in Istanbul, Turkey. The findings of the study indicated that teachers had weak, fragmented and incomplete knowledge of historical empathy and they confused empathy with sympathy. Furthermore, Lovorn (2012) conducted a study to ascertain reasons why history teachers do not promote historical empathy during classroom lessons. Lovorn used a qualitative approach with eight history teachers. The finding of the study revealed that history teachers did not promote historical empathy because they were not offered training on issues of historical empathy during their pre-service education. Neumann (2012) endorses this notion that pre-service training did not focus on the basic understanding of historical concepts. Muller (2013) supports this assertion that teachers have

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minimal knowledge about the concept of historical empathy because it is not incorporated into the history teacher education programmes to equip them with the concept.

Also, Apostolidou (2012) conducted a study to explore history teachers' understanding of historical empathy. A sample of twelve (12) history teachers was used in the study. Out of these, five were females and the remaining seven were males. The results indicated that the participants demonstrated an understanding of the concept of historical empathy. To the participants of the study, historical empathy had to do with empathizing with historical events. Thus, having a deeper understanding of the circumstances surrounding historical events to appreciate how the historical actors felt, thought, how they acted and what consequences they might have faced in their unique historical and social context.

Harries (2016) conducted a study to assess history teachers' level of comprehension of historical empathy. In all, seven teachers participated in the study. The researcher used a qualitative descriptive case study design. Data collection included classroom observations that were followed by semi-structured teacher interviews to discuss what was observed. The findings showed that participated teachers had little knowledge of historical empathy. Most of them revealed that they have not heard or studied anything about historical empathy. The findings also showed that history teachers confused the term historical empathy with emotional feelings about the past.

History Teachers' Analysis of Primary Source Evidence

Waller (2009) conducted a study relating to the analysis of primary sources in three schools. The study used a sample size of seven history

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teachers. The respondents were tasked to evaluate seventy-two primary sources using sourcing, corroboration and contextualisation skills as proposed by Wineburg (2001). The findings of the study revealed that the respondents applied sourcing skills in their analysis of the primary source by identifying the author's name, occupation and purpose of which the sources were produced. These issues were highlighted by the respondents to judge the effective use of the sources. The findings from Waller's study further point that the respondents failed to situate the sources into the social context of which the sources were made. Also, there was no evidence of corroboration because the respondents failed to examine the similarities and differences in sources to corroborate the information found in the sources given.

A study by Grant and Gradwell (2011) revealed that teachers did not practise sourcing skills. Respondents rather considered and read sources as pure bearers of information, which they accept uncritically. The study further revealed that respondents did not contextualise sources and hardly critiqued what they read. These findings have been confirmed in many other studies (Britt & Aglinskas, 2002; Hynd, 1999; Nokes, 2010). The study finally found that teachers were unable to analyse source due to complex language used in the sources and their lack of background contextual knowledge. Another study was conducted by McCrum (2013). The study focused on understanding the practices related to how teachers find, evaluate and use primary sources. The study was conducted in Southern California where teachers were interviewed and observed. In all, ten teachers were used for the study. Concerning sourcing skills, the findings revealed that the respondents only mentioned the name of the author and date of the sources. The respondents failed to apply important

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key issues regarding sourcing such as where and when the source was produced, on which ground did the author lean in producing the source, why did the author produce the source, among others. Also, the findings revealed that the context in which the primary source was produced was not discussed in their analysis. On corroboration, the respondents failed to link the source to other sources in order to establish the truthfulness of the documents.

Bennet (2014) conducted research that sought to explore history teachers' implementation of historical literacy in history classrooms in the U.S.A. Interviews, classroom observation and document analysis served as instruments for the study. The findings showed that teachers exhibited sourcing skills, in that, teachers assisted students to identify the name of the author, author's voice, background, period of publication of the source, gender, race and linguistic style of the sources. In terms of contextualisation, the study established that teachers assisted students to situate the source in the context of which the sources were written. The findings of the study were silent on the corroborative skills of the participants used in the study. Rather, the study concluded that sourcing and contextualisation were the two key historical methods teachers employed when analysing evidence. The findings of this study corroborate with findings of previous studies by VanSledright, 2002; Martin & Monte-Sano (2011). These scholars were of the view that sourcing and contextualisation were the two historical methods historians usually adopt in the analysis of primary sources.

Cowgill and Waring (2017) conducted a study that sought to find out how history teachers engage students in the analysis of the primary source using pictures and other written documents. The study found that teachers

could not engage students in the analysis of primary source because they believed that the complexity of primary source analysis is too difficult for students to complete it. The findings further indicated that teachers failed to assist students to place the documents into the appropriate context before reading the rest of the documents. This was due to respondents' ignorance of the contextual evidence provided to them in the source. Regarding corroboration, the study showed that respondents could not engage students in using corroborative skills to corroborate the sources given. Van Nieuwenhuyse, Wils, Clarebout, Draye, and Verschaffel (2017) also examined whether or not primary sources are analysed by history teachers to prompt reasoning with or about sources. In all, eighty-eight (88) classroom observations involving fifty-one (51) history teachers and three hundred and twenty-two (322) primary sources were used. The findings of the study revealed that history teachers often examined sources about their content and tend to ignore the author and contextual information in their analysis of the primary sources. The findings further revealed that strategies involving corroboration were rarely missing in teachers' analysis of the documents. This was because respondents focused more on impacting content-related substantive knowledge to students with the primary source.

The studies discussed have established that sourcing, contextualisation and corroboration are very essential in the analysis of primary sources. Some of these studies indicated that history teachers apply sourcing, contextualisation and corroborative skills in the analysis of primary source evidence while the majority showed that history teachers lack the skills of

sourcing, contextualisation and corroboration. Thus, this study seeks to find out if a similar situation pertains in the context of Ghana.

History Teachers' Knowledge of Ethical Judgement in History

There have been studies about history teachers' knowledge of ethical judgement in history. For instance, Borries (1994) conducted a study on history teachers' perspectives on judgements during instructional period. In all, 12 history teachers were used as the sample for the study. The findings of the study showed that history teachers regard ethical dimension in history as statements of praise or blame based on standards of good or evil, right or wrong, fair or unfair, actions and character of individuals or groups in the past. The findings further revealed that history teachers based their judgements on the primitive understanding that past people did not know what they were doing.

Lowenthal (2000) also conducted a study that discussed how teachers' ethical responses swing between two historical poles thus, presentism and postmodernist skepticism. The study was qualitative. The findings revealed that in presentist responses, teachers imposed conventional ethical norms on the past, while postmodernist skepticism responses dismissed the possibility of ethical judgements altogether because they were too closely tied to one's values and historical context. Seixas and Ercikan (2010) conducted a study with 56 history teachers to pilot two questionnaires that examined teachers' knowledge of ethical judgement in history. Their research showed that teachers focused on the ethical dimension of history very often when they teach. The findings further revealed that less than 20% of the history teachers were reported telling students what was good or bad, and right or wrong in

history often. The findings further revealed that few history teachers believed that the ethical dimension was very important, and majority of the teachers reported teaching about the ethical dimension in history.

Furthermore, Miller (2011) explored the relationship between history teachers' historical thinking and ethical reflection. In all, a sample of four history teachers were used in the study. The study revealed that history teachers struggled to coordinate their evaluative ethical responses and their explanatory historical responses to a case of personal betrayal set in a historical context. Also, the researcher identified three distinct types of moral responses in teachers' responses. History teachers made explicit negative or positive judgements, neutral responses that took no ethical position, or unresolved responses that either included implicit judgements or acknowledged both positive and negative aspects of the historical decision. The researcher found that history teachers were inclined to respond morally to the question and that their ethical reflections of historical actions did not preclude historical thinking. Bellino and Selman (2011) also highlighted the importance of perspective taking when making reasonable ethical judgements. The study revealed that until teachers put human events into a historical perspective, they would not be able to ethically and morally distance themselves from decisions made in the past that do not fit with their conventional sense of right and wrong.

Gibson's (2014) research investigated history teachers' beliefs about ethical judgements in history. Sixteen history teachers completed questionnaires that asked questions about their beliefs in ethical judgements. The findings indicated that history teachers had sophisticated views about

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ethical judgement in history. The sophisticated views include goals of having the student learn how to identify ethical judgement in textbooks, films, articles and understanding the need to teach students how to make a reasonable judgement in history. The study further revealed that teachers spent little time teaching students how to make their reasoned judgement. Maposa (2015) also conducted a study in South Africa on the thoughts of novice teachers concerning the ethical dimension in history. The study was qualitative. The findings of the study revealed that teachers believed ethical judgement in history was teaching students what is good from bad in history. The findings further revealed that teachers based their moral judgements on what the collective society says about historical events or characters. The findings also revealed that ethical judgements enable students to understand ethical issues about human nature, loyalty and willful ignorance.

From the above discussion, it is clear that studies reviewed on the ethical judgement in history do not provide enough insight into history teachers' knowledge of ethical judgements in history. Hence, this study addresses this gap by looking at the history teachers' knowledge of ethical judgement in history.

Chapter Summary

This chapter has identified significant literature related to the study. A conceptual review of literature looked at the meaning and importance of historical thinking concepts. A theoretical review looked at the models of historical thinking concepts. The chapter also explained the analytical framework of the study focusing on historical significance, historical empathy, primary source evidence and ethical judgement in history. The empirical

review focused on trending issues on the selected variables of the study. The literature brought to fore that various definitions exist to explain historical thinking concepts. The literature established that historical thinking concepts are very significant as far as teaching students to think historically is concerned.

Finally, the empirical review established that there is inconsistency with regard to history teachers' knowledge of historical thinking concepts (historical significance, historical empathy, primary source evidence and ethical judgement in history). Some of the studies support the view that history teachers have knowledge whilst others point that they do not have any idea about it. The situation in Ghana may not be different from the studies that had already been conducted on these concepts but there is no empirical evidence to that effect. Thus, the findings of this study will either confirm or prove otherwise.

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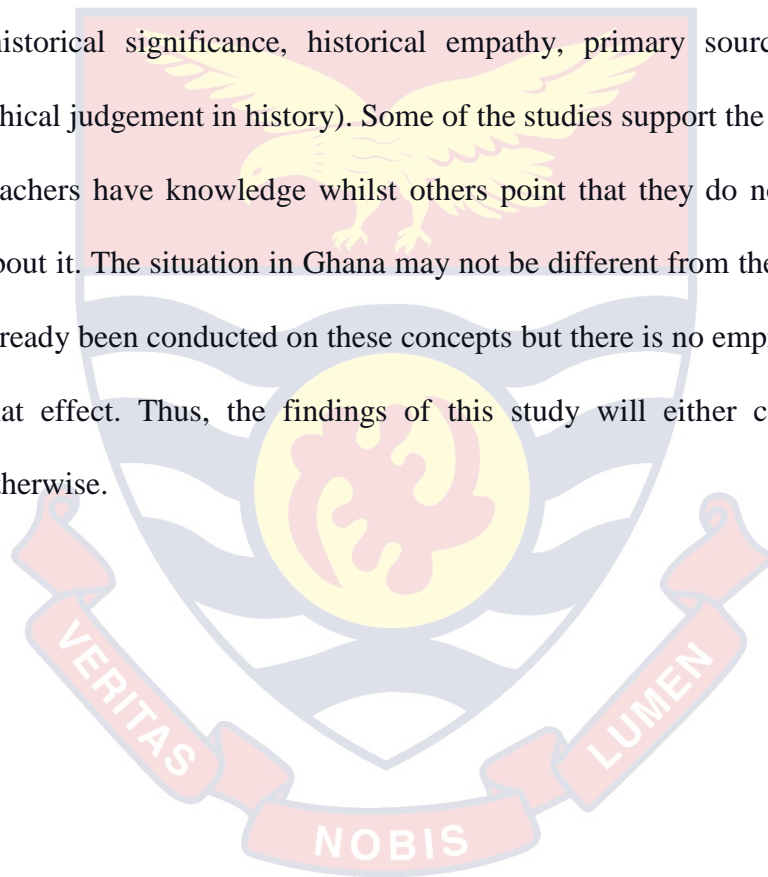
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the methods and procedures that were adopted in conducting the study. The chapter covers the research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedures as well as data processing and analysis.

Research Design

The interpretive phenomenological design of qualitative research was used to assess historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana. This design was seen as value-laden because it enabled the researcher to provide an intensive and holistic description of the phenomenon (Merriam, 1998). Berg (2004) also indicates that interpretive phenomenological design provides in-depth information and an opportunity for a detailed analysis of the characteristics of the phenomenon under study. Hence, the design was employed to provide detailed information on the key competencies of historical thinking which formed the analytical framework of the study. The interpretive phenomenological design also allowed the researcher to formulate questions about the assessment of historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana.

Thus, to gather opinions, facts, stories and to gain insights into history teachers historical thinking concepts within the qualitative methodology which leads itself to answering questions framed as "what" and "how" the researcher engaged the participants in investigating the research questions(Pietkiewicz &

Smith, 2012). On the other hand, the interpretive phenomenological design is highly labour-intensive and requires highly developed language skills to identify constructs, themes, and patterns in verbal data and to write a report that brings the case alive for the reader. Also, the design makes it very challenging to apply the findings to other situations (Berg, 2004). However, the findings may reflect the situation in some schools across the country and around the world.

Study Area

The Central Region is one of the sixteen administrative Regions in Ghana. It shares borders with the Ashanti and Eastern Regions to the north, the Western Region to the west, the Greater Accra Region to the east, and to the south, the Gulf of Guinea. The Central Region is known for its many higher educational institutions. The Region has twenty districts. These comprise one metropolitan assembly, six municipal assemblies and thirteen districts. The Region has a total population of 1,593, 823 (Ghana Statistical Service, 2012). The Region has sixty-seven (67) public Senior High Schools. Out of these, forty-three offer history as an elective subject (Ghana Education Service, 2018).

Population

The target population of the study was all history teachers in Senior High Schools in the Central Region. However, the accessible population was eighty-nine (89) history teachers in the public Senior High Schools in the Region. (Ghana Education Service, 2018). The public Senior High Schools were used for this study because they have teachers with the prerequisite knowledge and qualification necessary for teaching. Only history teachers

were used for the study because they have acquired knowledge, skills, and competencies in teaching history. This puts history teachers in a better position to share opinions on all the issues in the analytical framework.

Sample and Sampling Procedures

The participants for the study consisted of twelve (12) history teachers. The twelve (12) history teachers were sampled from the eighty-nine (89) history teachers in public Senior High Schools in the Central Region of Ghana. The choice for twelve (12) respondents for this study was in line with Crewel's (1998) assertion that a range of participants from five (5) to twenty-five (25) is an adequate number to reach saturation in a qualitative study. Again, the sample size was chosen based on the argument made by Crouch and McKenzie (2006) that less than twenty (20) participants in a qualitative study help researchers build and maintain close relationships and thus improve the open and frank exchange of information. The purposive sampling technique was used to select the sample for the study because of the central phenomenon underlying the study (Creswell, 2008). The history teachers chosen for the study were teachers who had five (5) years and above teaching experience as well as possessing a Bachelor's Degree in history and professional qualifications to teach history in Senior High School.

The researcher went to all the selected public Senior High School to advertise the research after permission had been sought from the headmasters and headmistresses of the various Senior High Schools that offer history in the Central Region of Ghana. In each school, a meeting was held with all history teachers about the research. This was done to get participants for the study. The researcher made them aware that participation was voluntary. A follow up

was made and about twenty-five (25) history teachers showed interest in participating in the research. The researcher personally contacted the twenty-five (25) participants who voluntarily showed interest in taking part in the study. As mentioned, the researcher used two main criteria in selecting the participants. These were teaching experience, and academic and professional qualifications. In terms of the required number of teaching experience, it has been provided that five (5) years and above is regarded as the appropriate years that qualifies an individual as having enough teaching experience (Gatbonton, 1999; Tsui, 2005; Martin, Yin, & Mayall, 2006). Academic and professional qualifications were limited to Bachelor's Degree in history and professional qualification to teach history in Senior High School. Out of the twenty –five (25), thirteen (13) participants met one of the criteria while twelve (12) met the two criteria the researcher was interested in. This put twelve (12) in a better position than the others to respond to questions on all the issues identified in the analytical framework.

Research Instrument

A semi-structured interview guide was used to assess the historical thinking concepts of history teachers in Senior High Schools in the Central Region of Ghana. The structured interview guide enabled the researcher to probe the responses provided by the participants. The interview guide was structured according to the research questions. The interview guide was made up of five sections. The first section (Section A, items 1 to 3) covered demographic data. The demographic data covered questions relating to the participants' years of teaching, highest academic and professional qualifications. The second section (Section B, items 4 to 6) dealt with the

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history teachers' knowledge of historical significance. Under this section, the history teachers' understanding of historical significance was elicited. Section C (items 7 to 9) covered the history teachers' knowledge of historical empathy. Section D (items 10 to 11) centered on the history teachers' analysis of primary source evidence in teaching. The final section which is section E (items 12 to 14) focused on history teachers' knowledge of ethical judgment in history.

Test for Validity and Reliability of Instrument

Reliability and validity were obtained by using a combination of strategies recommended by McMillan and Schumacher (2006). These strategies were demonstrated in the research process as explained in the sub-sections below.

Credibility

Credibility construct relates to the extent of correspondence between participants' actual viewpoints and how these have been portrayed by the researcher. To achieve this, the researcher ensured that the interviews were carried out thoroughly to obtain a deep and complex understanding of the phenomenon under study. Again, participants were given support and respect throughout the process of the study. The participants were given respects in that they were assured of keeping any information offered during the interview process confidential. Also, they were allowed to quite the process if they wished to do so without any force. In terms of support, questions that were not clear to them were explained to the participants during the interview.

Reflexivity

Reflexivity is a rigorous self-scrutiny by the researcher throughout the research process and is an important procedure for establishing credibility. To achieve reflexivity, the researcher kept a journal throughout the whole research study to track the researcher's ideas, responses and biases (Cohen, Manion & Morrison, 2000). This was done to ensure that the researcher's responses were kept separate from the responses of the participants.

Member Checking

After interviews were transcribed, each participant was asked to read the transcript of his or her interview to confirm that the data was accurate. Each participant was called to arrange a time that was convenient for him or her to read the transcript of the interview in the researcher's presence. Also, time for the participant to correct or amend the transcript was provided.

Peer Debriefing

The researcher's supervisors critiqued the instruments and questioned the interpretation and analysis of data. The researcher's supervisors' support and feedback were critical to the research process in that, the suggestions that were provided by the supervisors were incorporated into the final work. For instance, suggestions by these supervisors led to the modifications, deletions, and additions of some items on the interview guide. Again, items that were not clear in meaning were modified. Items that the supervisors thought were necessary but were not included in the interview guide were added.

Dependability

The researcher adhered to dependability by carrying out member checks and providing a rich description of the research methods. The

researcher also ensured that the data was analysed and coded accurately. This was done by continuously coding and re-coding to highlight patterns that emerged from the research. Also, the researcher made sure that premature closure of the data was prevented by continuing to collect data and analyse until theoretical saturation was reached.

Data Collection Procedures

A letter obtained from the Department of Business and Social Sciences Education, University of Cape Coast was sent to the schools of the participants sampled for the study. Informed consent was sought directly from the participants of the study. The participants were informed about the purpose of the investigation and were free to withdraw from the study at any given time if they wished because participation was voluntary. In all, one month was used for data collection exercise. The researcher conducted and recorded interviews with twelve (12) history teachers. Each interview location was chosen by the participant based on his or her convenience and that reduced interference. Each interview was audio recorded. To maintain confidentiality, pseudonyms were used for all participants and all recordings were erased after transcription. The data was secured on the computer via password protection and was only accessible to the researcher.

Data Processing and Analysis

The interviews were transcribed into written text for analysis. The interviews from the audio recorder were reviewed several times to obtain verbatim accounts of the interviews. All redundant or overlapping statements were removed, leaving only those points that were pertinent to the study. These points were later summarised and presented as data for the

research. Thematic analysis was used for the analysis of the data. Miles and Huberman (1994) assert that thematic analysis deals with naturally occurring events. Thematic analysis was used because it helped produce categories from the data. Thematic analysis was performed through the process of coding in six phases to establish meaningful patterns (Braun & Clarke, 2006). These phases included the familiarisation with the data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report.

Phase 1: Becoming Familiar with the Data

Transcription was the first thing the researcher did in analysing the data. Though it was time-consuming, it was an excellent way for the researcher to become familiar with the data. Again, the researcher repeatedly read the transcribed data and even listened to the audio data again to fill the gaps in the transcribed work (Braun & Clarke, 2006). Each interviewee was given a pseudonym for easy referencing (Sommers & Sommers, 2002). For instance, the first interviewee was given a pseudonym, Ebenezer. Since the data was collected through an interactive means, the researcher had prior knowledge of the data. During this phase, the researcher started taking notes and marking ideas for coding.

Phase 2: Generating Initial Codes

In the second phase, the researcher generated an initial list of items from the data set that has a reoccurring pattern. The coding process evolved through an inductive analysis and was not considered to be a linear process, but a cyclical process in which codes emerged throughout the research process. This cyclical process involved going back and forth between phases

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of the data analysis as needed until satisfied themes were derived (Braun & Clarke, 2006). The researcher went beyond the surface meanings of the data to make sense of the data provided and to give an accurate story of what the data meant.

The coding process was rarely completed for the first time. Each time, the researcher refined codes by adding, subtracting, combining or splitting potential codes (Saldana, 2009). The start codes were produced through terminology used by participants during the interview and were used as a reference point of their experiences during the interview. The codes facilitated the researcher's ability to locate pieces of data later in the process. Initial coding sets the stage for detailed analysis by allowing the researcher to reorganise the data according to the ideas that were obtained throughout the process (Saldana, 2009). Throughout the coding process, full and equal attention was also paid to each data item which helped in the identification of unnoticed repeated patterns.

In this stage, the reduction of codes was initiated by assigning labels to the data set based on the research question(s). Condensing large data sets into smaller units permits further analysis of the data by creating useful categories (Coffeey, 1996). Based on the reoccurrence of certain elements in the data, multiple initial codes were derived.

Phase 3: Searching for Themes

In this phase, the researcher developed a list of themes and begun to focus on broader patterns in the data (Braun & Clarke, 2006). This phase re-focused the analysis at a broader level of themes and involved sorting the different codes into potential themes and collating all the relevant coded data

extracts within the identified themes. From the data, four (4) major themes were developed and sub-themes were also developed under them. The four (4) main themes were in line with the four research questions posed in the study. Thus, historical significance, empathy, analysis of primary source evidence and ethical judgment in history.

Phase 4: Reviewing Themes

This phase allowed for further expansion and revision of themes. Some existing sub-themes collapsed into each other while other themes were summarized into smaller units (Braun & Clarke, 2006). Connections between overlapping themes served as important sources of information and alerted the researcher to the possibility of new patterns and issues in the data. Deviations from coded material notified the researcher about the existence of code. Since the main themes were predefined, only a few sub-themes had to be reviewed.

Phase 5: Defining and Naming Themes

To identify whether current themes contain sub-themes and to discover the further depth of themes, it was important to consider themes within the whole context of the study. Finally, four (4) major themes were defined and refined by identifying the essence of what each theme was about and determining what aspect of the data each theme captured. The researcher went back to the collated data extracts for each theme and organised them into a coherent and internally consistent account, with accompanying narrative.

Phase 6: Producing the Report

After final themes had been reviewed, the researcher began the process of writing the final report. While writing the report, the researcher decided on themes that made meaningful contributions to answering the four (4) research

questions. A final analysis was written to convey the dense story of the data in a manner that assured readers of the validity and merit of the analysis. To achieve this, a member check was carried out as a means to establish credibility. The researcher took final themes and supporting dialogue with some participants to elicit feedback. As far as possible, the researcher made the effort to attend to all evidence, addressed the research questions as well as all major rival interpretations. This helped the researcher to distance himself from the data thereby interpreting and discussing the issues as they were.

Chapter Summary

The chapter has discussed the methodology that was adopted for the study. The interpretive phenomenological design was employed for the study. The study used a sample size of twelve (12). An interview guide was designed for data collection. Thematic analysis was used to analyse the data that was obtained from the interview guide.
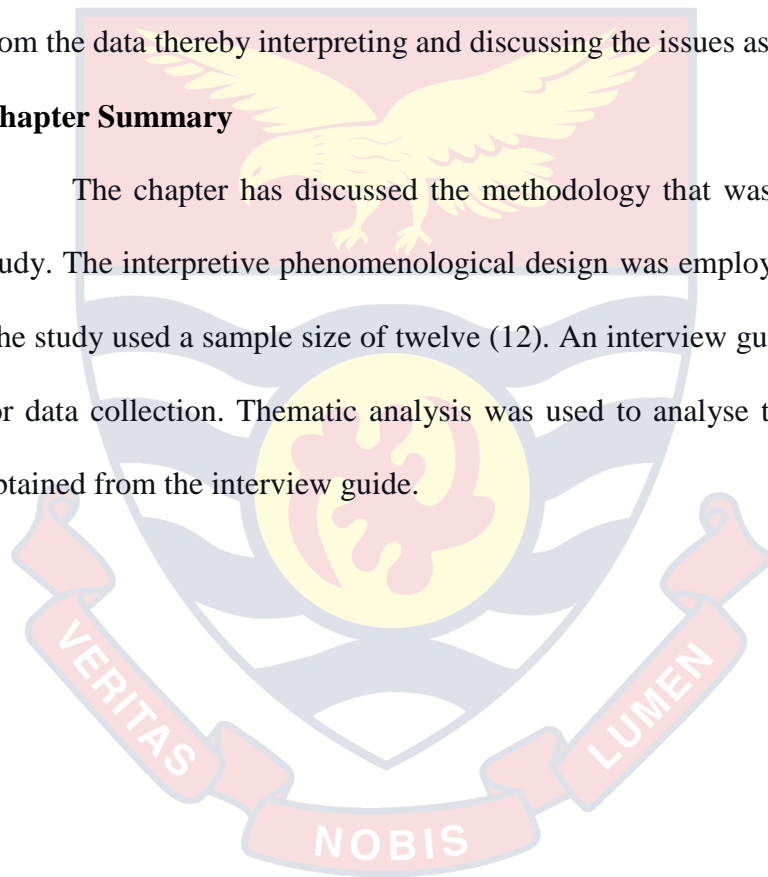
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study. This study sought to assess historical thinking concepts among history teachers in selected public Senior High Schools in the Central Region of Ghana. Data from the interviews have been examined according to the research questions of the study. The findings presented are based on the following themes:

1. History teachers' knowledge of historical significance.

2. History teachers' knowledge of historical empathy.

3. History teachers' analysis of primary source evidence.

4. History teachers' knowledge of ethical judgement in history.

Demographic Data of the Respondents

To put the findings of this study into perspective, the demographic data of history teachers, especially their years of teaching, highest academic and professional qualifications, were sought. The results showed that all the respondents possessed a considerable number of experience in the teaching of history as a subject. The data showed that Ebenezer, Doreen, Isaac, Joseph, Mary, Jemima, Emmanuel, Patrick, Lemuel, Kingsley, Hannah and Michael (pseudonyms) have taught history for seven, eight, seven, thirteen, six, twelve, ten, nine, fourteen, six, eight and nine years respectively. Evidently, these history teachers were in a good position to respond to the questions appropriately owing to the wealth of experience they had gained throughout their respective periods of teaching history.

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On the highest academic qualification, the data showed that Ebenezer, Doreen, Mary, Jemima, Emmanuel, Patrick, Kingsley, and Lemuel were holders of Bachelor's Degree in History while Isaac, Joseph, Hannah, and Michael were holders of a Second Degree specifically, Master of Philosophy (History). Thus, all the respondents possessed the basic requirement to teach history in Senior High Schools. Clearly, the respondents in the least sense have a better understanding of history as a subject.

Concerning professional qualification, the findings from the data revealed that Ebenezer, Joseph, Mary, Jemima, and Lemuel were holders of Bachelor of Education Degree while Doreen, Isaac, Emmanuel, Patrick, Kingsley, Hannah, and Michael were holders of Post Graduate Diploma in Education. This showed that all the respondents had received the professional qualification to teach the subject in Senior High Schools.

In all, with the teaching experiences, academic and professional qualifications of the respondents, it is likely that the history teachers were well positioned to express their views regarding their knowledge of historical thinking concepts. The veracity of the experiences of the history teachers with their knowledge of historical thinking concepts would be proven by the data that emerged from the study.

History Teachers' Knowledge of Historical Significance

The objective of this theme was to assess history teachers' knowledge of historical significance. Thus, the research question was posed as: "What do history teachers in selected public Senior High Schools in the Central Region regard as historical significance?" Under this section, five themes emerged

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from the data. These were important past events, profundity, contemporary lessons, resonant and quantity.

Important Past Event

The participants expressed that an event that was important to the people in the past, as well as present, could be regarded as a significant event. This means that participants associated significance to any past important event that is held by the society or group of people in a society. To the participants, such events must be studied by students in schools. The participants were of the view that important events of the past are always remembered by the people and they like to maintain whatever outcome that has come out of such important events. Illustrating this viewpoint is Doreen's response:

> …the assassination of Ya-NaaYakubu Adanai II in the Northern Region of Ghana was considered a very important event in the history of Northern Region since that had never happened in their lives. The death of Ya-Naa Yakubu was a sad event that befell the people of Dagbon, and it is still held as a very important event in their history even though a new Yaa-Naa has been enskinned to replace the assassinated one.

Michael expressed a similar view that: "important events in the history of Ghana that Ghanaians even today cherish include Ghana's Independence Day on 6th of March 1957, the 1948 Riots in Ghana, among others". The participants also said that because the events were important in the past, they are remembered by all, and people in the present day always refer to them. The respondents said that due to the important nature of such events, society

saw the need to write them down for others to recognise them as such. Emmanuel said that:

> The Independence of Ghana was a very important event to the people at the time because the nationalists were looking for all avenues to liberate themselves from colonial oppression. Hence the Independence of Ghana gave Ghanaians freedom and it was very important to them. The important nature of such events explains why every year, Ghanaians celebrate it with a holiday.

This suggests that any event that is important to the people of Ghana in the past and present is significant history to the people of Ghana.

Profundity

Profundity determines historical significance. Most participants were of the view that events are considered as significant in history when such events had an impact on the lives of the people who lived in the past as well as those living presently. The findings indicate that in the opinions of respondents, an event that had an impact on the lives of the people in the past and present should be classified as having historical significance. To these respondents, history deals with human beings and without human beings there would be no history. Thus, if the events of the past affected human beings positively or negatively, such events should be regarded as historically significant. Two inferences were derived from the responses of the participants. The first is the impact that historical happenings had on the people at the time of the events. The second is the contemporary impact of the events.

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About the impact of the events on the people, the participants thought that any significant event in the past should have an impact on the lives of the people at the time the event happened. These participants expressed the view that a lot of things happened in the past but those that qualify as historically significant were those that impacted society and the individuals at the time the events occurred. "The trans-Atlantic slave trade affected the lives of people at the time in that, many Africans lost their lives and the impact it had on society included the reduction of the population and the labour force of the country" Isaac submitted. Lemuel also expressed the view that:

> Yaa Asantewaa war against the British in 1900 was an event that affected the people of Asante at the time. In the war, Asante resorted to guerilla warfare. Yaa Asantewaa, together with fifteen leaders of Asante, were captured and deported to Seychelles to join the Asantehene. Asante was made to pay an indemnity and the defeat of Asante marked the British annexation of Asante which was a powerful state during the pre-colonial Ghana.

This suggests that the assessment of significant events is based on the fact that peoples' lives were affected in the past. It also means that if the event had nothing to do with the lives of the people such an event cannot be regarded as significant.

In terms of the current impact of a historical event, the respondents expressed the view that certain past events still affect the lives of peoples in present times. The participants explained that even though the event has passed, the generation that came after such an event or development still sees

it to be significant because its impact is still felt by people living presently and those to come after them. The comment made by Doreen summaries this assertion:

> The declaration of Ghana's Independence at polo grounds on the 6th March 1957 brought an end to colonial rule in the lives of Ghanaians. This incident affected the lives of the people even in present times in that, Ghana as a country still maintained its sovereign status. Ghanaians have continued to manage their affairs even today and generations to come would still hold on to it.

This response suggests that the impact of past events on present societies is a criterion for an event to be regarded as significant in history. Such an event is still experienced and enjoyed by the people living in Ghana.

Contemporary Lessons

The participants indicated that lessons drawn from past events make a particular event or development significant. The respondents were of the view that events are significant based on the contemporary lessons people learn from such events. The respondents expressed that the very essence of teaching history in the Senior High Schools of Ghana is the lessons students draw from past events. The respondents argued that it is based on the lessons history provide that make history relevant to society today. Hence, if one is unable to draw lessons from past event, that event is of no historical value. The participants further expressed that drawing inspirations from past events help an individual build a better future. Therefore, teaching history at the senior high school should be presented in a way that shows its relevance to the

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development of the nation. These respondents believed that contemporary lessons drawn from past events would enable individuals to be careful with their actions in order to avoid occurrences that were unacceptable in the past. "The essence of teaching history in the Senior High Schools is for the students to draw lessons from past actions. Thus, history teaches students not to repeat certain actions of the past" Hannah submitted.

Emmanuel shared a similar view that: "…World Wars have taught nations the need to check the manufacture of weapons to prevent another World War. Thus, the lessons such as famine, death tolls and hardships learnt from the two Great Wars made nations form the United Nations Organisations to prevent another War". Isaac also noted that:

> The lessons learnt from past events guide present-day actions usually from the errors of the past and build a better future. For instance, the life stories of great saints, heroes, and reformers of Ghanaian history like J. B. Danquah, Yaa Asantewa, and Kwame Nkrumah encourage students to be truthful, courageous, just and selfless in society. Thus, stories of such individuals of the past teach students good values.

This suggests that events or developments with such values can be regarded as significant history that need to be studied in schools.

Resonant

The participants asserted that any past event that people refer to should be regarded as significant in history. The respondents believed that making analogies to past events enable historians to establish two basic things namely, progress and decline. The comment made by Jemima is worthy of note.

Jemima said: "Referring to past event enables individuals to establish the progress being made by the people through historical events. In the same way, making references or analogies enable the historian to establish the decline as well as the causes of that decline. Hence, any historical event that people refer to should be considered as significant in history."

Another basic thing derived was that making analogies with past events help the historian establish the connection of past events with the existing ones so that value judgement can be established to guide present actions. The respondents indicated that historical information is significant if people draw links, cite examples and make reference to them. This suggests that if the event was not significant, people will not refer to it. The comment made by Mary is worthy to note: "Our forefathers kept history in mind so trying to establish the date of events in the past, they usually link it with events that happened in the past". Kingsley also noted that:

> Any historical event that references are made to should be regarded as significant. This is because the individual makes meaning out of such event. For example, the celebration of some festivals in Ghana has a link with the peoples' route of migration in the past. These people always refer to their route of migration whenever such festivals are celebrated.

The responses indicate that participants considered significant events as events that can be referred to in the past when trying to establish the truth in present times.

Quantity

The participants provided that the number of people affected by a particular event in the past determines the significance of that event. The respondents believed that the number of the people affected as a result of historical development should be considered as a significant development in the history of such group. The respondents supported their claim with the assertion that any events that affect the majority of people directly in the state should be recognise as significant. This is because, it is the individuals that make up society and without the people, there would not be anything called society. The respondents cited instances in Ghana's history where events affected the majority of the people. Joseph, for instance, cited that:

> On June 4, 2005, an explosion and fire occurred at a petrol station in Ghana's capital, Accra. On that day, a lot of people went there for shelter as a result of a heavy downpour of rains. It was during the raining that the fire occurred which claimed the lives of about 250 Ghanaians who were at the petrol station. It affected the majority of the people and the president of Ghana at the time declared three days of national mourning.

Jemima expressed a similar opinion that:

> …the trans-Atlantic slave trade affected many Ghanaians in the sense that a lot of people were sold into slavery. During the period of the trade, a whole state could be raided, sold into slavery and was subsequently transported to the New World. As a result of slavery, Ghana lost a population of about 5,000 a year. Apart from this, a significant number perished during the

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middle passage to the New World…..this affected Ghana at the time because a lot of Ghana's population were sold into slavery.

The participants further suggested that quantity should be considered as determinant of historical significance because people affected by an event shows the kind of remedy that would be adopted to avoid future occurrences or happenings. For example, Hannah cited that: "The effect of the deadly Ebola outbreak disease in the neighbouring African countries made the Government of Ghana took steps to ensure that the borders of Ghana as well as health facilities were properly checked to avoid the adverse effect of the disease". Joseph added that: "…the death toll of the prevalent flooding in Accra compelled the Government of Ghana to provide policies to prevent such occurrence". This suggests that the number of people affected in any historical event qualifies that event to be regarded as significant.

The participants' understanding of historical significance depends on several determinants. These determinants are important past event, profundity, contemporary lessons, resonant and quantity. The participants' conceptions were largely based on their understanding of the concept of historical significance. This is because judgment about significance is often highly personal (Lomas, 1990). To the participants, a lot of events happened in the past but not all of them qualify as historical significance especially when they do not have any value to the society or the individual.

First, the findings revealed that history teachers ascribe significance to important past events that society cherishes. This suggests that society values important past events and always pass it on to generations. This implies that

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such events will stay with society until the end of the world. This is because generations will continue to uphold those events as important to society. It also implies that every generation will look at such events for inspiration, wisdom, and source of ideas in solving societal problems. This supports the assertion made by Sellar (2005) that teaching history is to acquire knowledge of important events of the past. This means that important past events are very essential and must be studied by students to measure its importance.

Second, the findings suggest that significant past events are those that societies attach some seriousness and always remember them with some celebrations to show how important the events were to society. It is not surprising that most of the history topics in the Ghanaian history syllabus deal with important events in the history of Ghana. The students are expected to be abreast with such important past events of Ghana since one major aim of teaching history is to acquire knowledge of important world events. This suggests that history teachers evaluate the significance of historical events based on how society or people value and celebrate such past events. This is incongruent with Partington's (1980) view that any event that is important to the people in the past must be regarded as historical significance. Partington adds that because those events are important, it is always remembered and celebrated by the people.

Furthermore, the findings revealed that profundity is a key determinant of historical significance. The participants considered profundity to be important because historical events involve human beings and without human beings, there is no history. This implies that human beings form society so if an event affects human beings, it indirectly affects the society. Therefore,

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events qualify to be significant in history if those events affect human beings and society at large. This finding falls within the perspectives of the vertical and horizontal historians. The horizontal historians look at historical events in terms of the impact those events had on the people who lived during the period of that event. As indicated earlier, history teachers cited historical events whose impact affected the people of Ghana at the time those events occurred. These events, to history teachers, qualify as historical significance. The vertical historians also look at the impact of historical events on the people living today.

Similar results have been found in other studies (e.g., Partington, 1980; Phillips, 2002; Dawson, 2003; Britton, 2005; Seixas & Morton, 2013). For instance, a study by Britton (2005) showed that history teachers understand historical significance. This is because history teachers ascribe significance to events based on the extent to which the events affected the lives of people in the past and present. This suggests that the findings of this study are consistent with those of earlier studies that indicated that history teachers perceived significant issues of history as those events that had an impact on the people.

The findings further revealed that history teachers ascribe significance to events based on the lessons derived from past events. This gives the impression that apart from the impact of an event on the lives of individuals, a past event that provides lesson should be regarded as significant in history. The very essence of teaching history in the High Schools of Ghana is to enable students to derive lessons from past events. This objective of teaching history may have influenced the teachers in ascribing significance to events that provides lessons to the students. For example, through the achievements of

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others in the past, the student can become patriotic, be able to know and take pride in their heritage and be motivated to build on it.

The history teachers believed that lessons learnt from past events help shape society because it helps the individual to correct mistakes committed by people of the past. The findings are consistent with Levesque's (2006) position. According to Levesque, drawing lessons from past events to guide present-day actions make an event significant. To Levesque, such event helps individuals avoid the errors of the past to shape the future. Also, Sheehan (2011) affirms that teachers connect the significance of events to contemporary people because history is about drawing lessons from the past and that makes history relevant to the people in contemporary times as well as the future. The findings showed that the history teachers were interested in the lessons people derive from past events. Also, the findings suggest that referring to the past event makes event significance especially if the event has any link with people's culture, ancestral, and religious values. The argument is that one cannot assess the present without referring to the past religious, cultural and ancestral history. This is because religion and culture are inexplicably bound together so for one to have a better understanding of present culture and religious dispensation, there is the need to refer to past cultural and religious practices of the people. The finding is in tandem with Partington's (1980) finding that individuals ascribe significance to historical events based on the references people make to past events.

In addition, the findings established quantity as a determinant of historical significance. That is the number of people affected directly by historical events determines the significance of the event. The finding may

provide a possible reason for history teachers to classify events of such nature as historical significance. This finding supports Partington's (1980) view that quantity determines the significance of events. Dawson (2003) shares a similar view when he argues that the significance of event lies in the impact the event had on the majority of people at the time the event occurred. So quantity measures the significance of an event. This suggests that society values the lives of its inhabitants. Thus, the number of people affected in an event may have an impact on the development of any state. For example, productivity declines when lives are lost during pandemic or disaster.

The history teachers have demonstrated knowledge of significant issues in history. History teachers are likely to use their knowledge of historical significance to help students understand the value of what they learn in school. It should be noted that historical significance is a very important aspect of historical thinking concepts therefore, if teachers can identify what qualifies an event to be significant, it may help them teach the students to think historically.
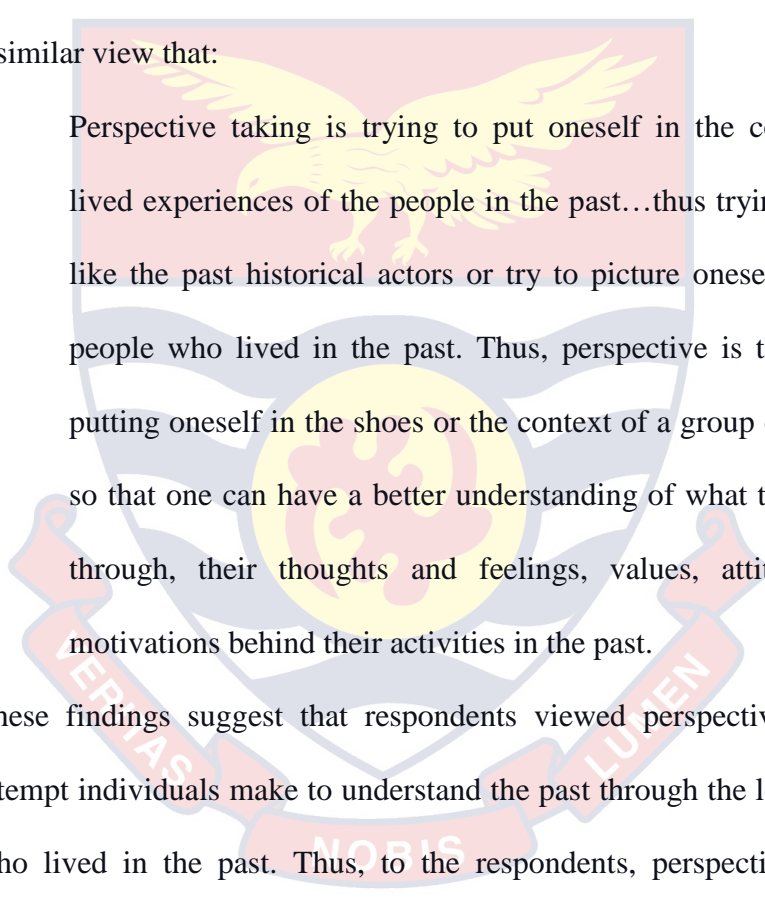
History Teachers' Knowledge of Historical Empathy

The objective of this theme was to assess the history teachers' knowledge of historical empathy. Thus, the research question was posed as "What is the history teachers knowledge of historical empathy?" Under this section, three themes emerged from the data. These were perspective taking, evaluation of the past and contextualisation.

Perspective taking

Perspective taking is an attempt to put oneself in the shoes of the people who lived in the past. Thus, perspective taking to the respondents, is

the understanding of the emotional context that shaped people's lives and actions in the past. The comment made by Emmanuel illustrates this. Emmanuel expressed that: "perspective taking is being able to put oneself into the context of historical happenings to draw an understanding of past events". Emmanuel further expressed that: "perspective taking is an attempt to put oneself in the situation of past events to identify the reasons or motivations for the actions and decisions at the time". Michael, another respondent, expressed a similar view that:

> Perspective taking is trying to put oneself in the context or lived experiences of the people in the past…thus trying to feel like the past historical actors or try to picture oneself among people who lived in the past. Thus, perspective is the act of putting oneself in the shoes or the context of a group of people so that one can have a better understanding of what they went through, their thoughts and feelings, values, attitude and motivations behind their activities in the past.

These findings suggest that respondents viewed perspective taking as the attempt individuals make to understand the past through the lens of the people who lived in the past. Thus, to the respondents, perspective taking is the rational understanding of how past people thought, felt and faced consequences with specific historical context.

Evaluation of the Past

The participants expressed that for one to have empathy with past events, there is the need to evaluate the past. The participants submitted that in evaluating the past, one needs to assess historical actors from the perspectives

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of the past to give a fair assessment of the past. For example, Kingsley expressed that: "…to evaluate the past, one needs to put himself or herself in the shoes of the past, get evidence both primary and secondary and try to understand the reasons behind their actions. Based on this, the individual can draw conclusions". Emmanuel also shared a similar opinion that:

> …in evaluating the past, there is a need for one to put himself
> or herself into the situation at the time to understand the
> motives behind certain actions and decisions made by the
> people of the past before passing judgement on such historical
> events.

This suggests that participants evaluate past events or historical actors based on the perspective of the people who lived in the past.

The participants were also of the view that in evaluating past events, the individual need not to evaluate the past based on modern standards. Hannah, for example, said that:

> …one cannot use modern standards to evaluate the past
> because time changes, developments also go through
> developmental stages so if we were to say that Hitler was to
> live today, would he had done what he did? No, I don't think
> so…because the things of today would not have allowed him to
> behave the way he behaved in the past. Thus, it is wrong for
> one to evaluate historical actors using modern standards. One
> should rather evaluate past events based on what existed in the
> past not today.

Ebenezer, another respondent shared a similar view that:

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…it is not appropriate to impose modern standards on what happened in the past. This is because one may not have a better understanding of the past when modern standard is used to assess past events. For example, Ghana today practices democracy which is different from the monarchical system of government practiced in the past. Thus, applying the modern system of governance to the past system of administration in the evaluation of the past system of governance is inappropriate. The reason being that, differences exist in the two systems of government. Therefore, one needs to evaluate the past based on the standard that operated in the past but not the present standard.

The responses suggest that participants support the idea of not using modern standards to judge past events whenever assessing past historical actors or events.

Contextualisation

It has been established that time and space influence understanding of the past. In other words, the participants expressed that knowing past social and political issues enable the individual to understand the people of the past better. Thus, in historical empathy, contextual knowledge is very essential. The comment made by Mary substantiates this view. Mary expressed that:

…in trying to understand past events, context is very important. That is, the situation at the time of the historical event is paramount in understanding past historical actors. Context involves getting the opinions of the various actors in

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the event, the reasons behind their actions among others. All these must be looked at in order to understand past events.

Michael also noted that:

> …time and space are very important in understanding the past. For example, people argue that it was too early for Nkrumah and others to fight for independence for Ghana because even after independence, Ghana is still under a new form of colonialism called neo-colonialism. These people probably did not take into consideration the situation Nkrumah and others found themselves at the time. I think if they had considered time and space, they would have appreciated that it was the right time for Ghana to gain independence. This is because, our colonial masters were interested in exploiting the resources of Ghana instead of developing Ghana.

This suggests that contextual knowledge is very important as far as historical empathy is concerned. Hence, for historical empathy to be achievable, there is the need to consider the context in which historical happenings took place.

The findings show that history teachers viewed perspective taking as the rational understanding of the past. Thus, understanding past events in the context in which those events occurred. This suggests that participants consider the context in which the actions of the past occurred to understand the past. By this, history teachers believe that one of the appropriate ways to have a deeper understanding of past actions is to appreciate context. This means that perspective taking enables individuals to understand the motivations and ideas behind the behaviour of past individuals. It is argued

that in attempting to understand the past through the eyes of the people of the past, the individual should put himself or herself in the situation of the past so that the individual will recognise the cultural, intellectual, social as well as the emotional context of past historical actors. This view corresponds with the views of Barton and Levstick (2004) who opine that perspective taking enables individuals to explain the actions of the people in the past. Lee (2005) affirms this view that understanding the past is gained through the eyes of the people who lived in the past. The findings on perspective taking indicate that history teachers recognise the essence of perspective taking in an attempt to understand the actions, behaviours, and attitudes of people in the past. This is also an indication that history teachers appreciate the thought, motives as well as rationale behind certain actions of the past. It also suggests that history teachers accept and appreciate the perspectives of the people of the past.

In terms of evaluating the past, the findings revealed that history teachers identified the evaluation of the past as one of the ingredients in historical empathy. The history teachers' strong view of not using modern standards in evaluating the past shows that they possessed knowledge of how historians evaluate the past. This finding corresponds with Wineburg's (2001) view that judging past actors by present standards unrests them from their context and subjects them to ways of thinking that they have not developed. This suggests that it is not fair for an individual to evaluate the past based on modern standards. This also shows that historical empathy oppose present mindedness. History teachers' opposition to using modern standards to evaluate past events suggests that history teachers resort to time and space in which historical events occurred in evaluating the past.

Concerning contextual knowledge as a process of historical empathy, the findings revealed that history teachers recognise the need to interpret historical actions based on time and space in which the historical events occurred. Thus, knowledge of the political as well as the social context of the past is important to understand the actions of the past. The findings concur with Levesque's (2008) assertion that in an attempt to understand the past, the individual should try his or her possible best to look into the past as the people who lived at the time would, while at the same time remaining cognizant of their own. This suggests that history teachers consider the context in which historical events occurred before making judgements. The findings have revealed that history teachers exhibit a deeper understanding of historical empathy. Though the findings find support in the literature as discussed so far, other previous studies contrast the current findings. For instance, Yilmaz's (2007) study concluded that history teachers had weak, fragmented and incomplete knowledge of historical empathy. Again, Harries' (2016) study established that history teachers have little knowledge of the concept of historical empathy. There are contradictions in the current findings possibly because Ghanaian history teachers may have been taught the tenets of historical empathy during their pre-service training. Thus, Ghanaian history teachers may have in-depth knowledge of historical empathy. The findings imply that history teachers may help students appreciate the past using the process involved in historical empathy. Thus, students would benefit from the knowledge that history teachers possess.

History Teachers' analysis of Primary Sources

The objective of this theme was to find out how history teachers analyse primary source evidence. Under this section, two themes emerged from the data. These were the history teachers' understanding of primary sources and the history teachers' analysis of primary sources evidence.

History Teachers' Understanding of Primary Sources

Data from the respondents regarding history teachers' understanding of primary sources indicated that respondents have an understanding of primary source evidence. This is because respondents were able to explain what primary sources evidence meant. For example, Lemuel expressed that: "primary sources were evidence or accounts created at the time the historical events took place. Thus, primary sources are the original information for a particular historical event". Joseph, another respondent, said a similar thing that:

….primary source evidence is those evidence that exists during the time of historical happening or very close to that historical happening and therefore are very relevant for historical reconstruction. Examples are speeches made by people of historical significance, letters, diaries and artifacts used by those people.

Hannah also shared her view that:

Primary source evidence is the immediate first-hand account of an event from people who had a direct connection with the event. Primary source evidence includes diaries, letters, newspaper account, artifacts, autobiographies, etc.

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The responses suggest that participants view primary source evidence as the source of any historical event that give information about past events. This suggests that primary source evidence provides the original information that historians use in the reconstruction of the past.

History Teachers' analysis of Primary Source Evidence

Under this theme, three sub-themes emerged from the data. These were sourcing, contextualisation and corroboration. Concerning sourcing, the results revealed that respondents apply the principles of sourcing in their analysis of primary source evidence. The participants identified key issues about the analysis of the primary source evidence using sourcing principles. These include the authors' background, the content, as well as the linguistic style in the source. The participants expressed that these issues are very essential whenever primary sources are being analysed.

In terms of the authors' background, the participants stated that the background of the author does influence the source. This is because the authors' background provides information about the opinion of the author in the source. Lemuel gave an instance that:

> …the author of the source has an opinion and it determines
> what the author writes. For example, a primary source written
> by a CPP official during the reign of Kwame Nkrumah about
> J.B Danquah would not speak well about J.B. Danquah. This is
> because his political party affiliation and background would
> influence his thought about J.B. Danquah.

The participants were of the view that knowing the author's background information enables individuals to identify the biases in the source since the

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background of the author influences what the author puts forth in the source. Doreen noted that:

> …an European writer writing about Africans, for example, Peter de Mares gave a description and historical account of Gold Coast that condemned many practices of the Africans. He, for example, wrote that the inhabitants of West Africa worshipped the devil instead of God. So such a source, knowing the background information about the author will help identify the biases or the prejudices of the author.

In terms of the content of the source, respondents expressed that in the analysis of primary sources, the content of the source is essential. This is because the content tells whether the available information relates to what is being looked for or not. Mary was of the view that:

> The content matters because it has to be linked to the events. For example, if the documents are about 1948 riots, a letter issued by the colonial government concerning the riots will be considered more than a source on trading activities at the time of the riot, so, the content of the source is very important in the analysis of the primary source.

Emmanuel also expressed that the content is very important in the analysis of the primary source. Emmanuel was of the view that: "the content is important largely because individuals are looking for information and much of what they need is what has been written, so the content matters probably more than many other things in the analysis of primary source".

About linguistic style, the respondents revealed that in the analysis of primary source evidence, the individual needs to consider the linguistic style in the source. Joseph noted that: "the linguistic style of a source is considered in the analysis of the primary source. This is because in a source where the author is unknown, the reader may depend on the style of writing to identify the origin of the author and other valuable information regarding the source the person is analysing." Doreen also expressed that the linguistic style helps the individual have a better understanding of the source. Doreen's comment is worthy of note:

> …the linguistic style contributes to an easy understanding of the source or otherwise. The authors' diction, expression, matter so much when it comes to the easy grasping of the source or not. For example, if you have a source where the writer's choice of words is difficult to understand, it may not help the reader have a better understanding of the source because it may be difficult to grasp the content of the source.

The findings suggest that respondents take into consideration the background information of the author, the content, as well as the linguistics style, in the analysis of primary source evidence.

In terms of contextualisation, the participants expressed that contextualising primary source is very significant in the analysis of primary sources because contextualisation enhances the understanding of the primary sources by placing such events within appropriate context. Ebenezer, for example, said that:

…in contextualising a primary source, the individual needs to situate the primary sources within man's distant past activities to objectively analyse the accuracy of the primary source. For example, a 20th century picture of Osei Tutu of the Asante kingdom being carried in a palanquin, dancing through the principal street of Kumasi, could be interpreted that Asante kings were powerful, the Asante kingdom cherished their kings among others. In contextualising such source, the individual needs to look at the past social, political, as well as cultural practices of the Asante to understand the source. It is therefore necessary to contextualise sources to get a deeper understanding of the source.

Lemuel expressed a similar view that:

…to contextualise primary source, the individual first needs to understand the circumstances in which the source was made. For example, a primary source depicting slave trading activities in Gold Coast can be understood better if it is situated in the period of the slave trade in Ghana. Thus, there is the need to situate the slave trade within the period in which the slave trade became the norm of the people in Ghana. Through contextualisation, one may understand for example, that slaves were considered as trade commodities just as gold and ivory especially in the 16th, 17th and 18th centuries. It was a vibrant economic activity that provided lots of wealth for both parties (Europeans and African leaders as well as merchants).

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Analysing such sources using the 16th, 17th and 18th centuries

lens help the individual critically present his or her argument in

a more valid form devoid of emotions and sentiments.

The finding shows that history teachers contextualise primary sources when analysing primary sources. This suggests that history teachers apply the principles of contextualisation in the process of analysing primary sources for any reconstruction purposes.

Corroborative skills were also noted in the responses provided. The participants expressed that corroboration is very essential in the analysis of primary source evidence. To the participants, corroboration enables the individual to clear all doubts about a source. The comment of Isaac is illustrative. He said that:

…corroborating sources gives one the platform to clear all

doubts about the source. It also helps one to clear all sorts of

subjectivity regarding the source. This helps one present

information as accurate and objective as it were. Also,

information is connected so one may get an aspect in one

source and get a continuation or maybe another version of it in

another source. So one needs to corroborate them and see what

is missing, what is being exaggerated, and what information is

being misrepresented.

Michael also expressed that: "corroborating sources enable the individual to acquire detailed understanding about similarities and differences as well as the choice of words used in the sources". The comments by these respondents show that corroboration is essential in the analysis of the primary source. This

is because corroboration helps teachers question the source, read and consider the source more carefully before evaluating the evidence.

The findings suggest that history teachers possessed an understanding of primary source evidence. This is because the responses confirm studies conducted previously by scholars like Barton (2005), Seixas (2006), Cowgill and Waring (2017). Seixas (2006), for instance, was of the view that primary source evidence deals with the use of first-hand accounts and artifacts from historical events. Cowgill and Waring (2017) add that, primary source is account or interpretation by a person or people who possessed first-hand experience about a historical event. Similarly, the history teachers in this study also viewed primary source evidence as very important evidence that provides first-hand information in historical reconstruction. This means that primary source offer valuable information to history teachers in their understanding of past events.

Concerning the analysis of primary source evidence, the findings showed that history teachers apply sourcing, contextualisation and corroborative skills in their analysis of the primary source. In terms of sourcing, respondents identified the author's background, the content and the linguistic style of the author as major key issues taken into consideration as far as sourcing of primary sources is concerned. These issues regarding sources were proposed by Wineburg (2001). Wineburg opines that in sourcing a primary source, the historian takes into consideration, the authors' background, content, and the linguistic style of the author. These issues were also found in the responses provided by the history teachers. This may suggest that history teachers understand the concept of sourcing in the analysis of

primary source evidence. It may also suggests that history teachers' interpretation of primary sources depend on sourcing skills to obtain a better understanding of the sources being used. This finding concurs with the findings of Waller (2009) that provides that history teachers apply sourcing skills in their analysis of primary source evidence. Bennet (2014) adds that history teachers exhibit sourcing skills because the teachers assist students to identify the author, author's voice, background, period of publication as well as linguistic style in the analysis of primary source evidence. The implication is that history teachers exhibited an understanding of issues relating to the sourcing of historical materials such as letters, diaries, journals and other primary source evidence. History teachers are therefore likely to assist students to analyse primary source document using the skills of sourcing.

In terms of contextualisation, the findings show that history teachers understand contextualising primary sources evidence. This is because the history teachers were able to identify that contextualising primary sources evidence is an essential ingredient in the analysis of the primary source. This suggests that history teachers apply the skills of contextualisation in their analysis of the primary source. Even though the findings find support in the literature as indicated earlier, other previous studies contradict the current findings. For example, Hicks' (2004) study concludes that teachers are not prepared to engage students to acquire the skills of contextualisation. This is because contextualisation requires the use of complex skills. Also, Cowgill and Waring's (2017) study reported that history teachers' use of contextualisation was extremely lacking in the analysis of primary sources. A possible reason for this contradiction may be that Ghanaian history teachers

may have been applying the skills of contextualisation in their analysis of primary sources in history classroom. Hence, contextualising primary sources evidence does not become difficult for the history teacher in Ghana. This finding will change the assertion put forward by Oppong (2019) that students do not exhibit the skills of contextualisation in their analysis of the primary source. Thus, history teachers are likely to assist students to contextualise primary sources to think historically.

The findings also suggest that history teachers apply corroborative skills in the analysis of the primary source. The history teachers identified the important features of corroboration. For instance, history teachers noted that the essence of corroboration was to identify the similarities and differences in the various sources to enhance the understanding of the source. The findings support previous studies in the literature. For example, Harvey (2018) asserted that teachers corroborate sources consistently to determine the authenticity of the content in the sources. The findings, on the other hand, contradict previous studies conducted by scholars such as McCrum (2013) and Van Nieuwenhuyse, Wils, Clarebout, Draye, and Verschaffel (2017). For instance, McCrum's (2013) study concluded that teachers failed to link sources to other sources to establish the truthfulness of the document. Van Nieuwenhuyse, Wils, Clarebout, Draye, and Verschaffel's (2017) study also reported that corroborative skills were rarely missing in teachers' analysis of the primary source. This inconsistency may be attributed to the fact that history teachers in the study context often compare sources during classroom instruction. It is also possible that the history teachers used in this study had formal training in the analysis of primary sources using corroborative skills during their pre-

service education. This implies that history teachers may assist students to corroborate when analysing primary sources.

History Teachers' Knowledge of Ethical Judgement in History

The objective of this theme was to examine the history teachers' knowledge of ethical judgement in history. Thus, the research question was posed as "What is the history teachers' knowledge of ethical judgement in history?" Under this section, four themes emerged from the data. These were the history teachers' understanding of ethical judgement, context (space and time), belief systems, and contemporary standards.

History Teachers' Understanding of Ethical Judgement

The participants regard ethical judgement as value judgement in history. The participants understood ethical judgement to mean the rightness or wrongness of historical events drawn from the facts or sources presented to the individual. Emmanuel submitted that:

> …ethical judgement in history deals with the good and bad
> conclusions made by an individual based on the facts one has
> been presented with…this judgement is supposed to be
> dispassionate as possible, unbiased and very objective.

Similarly, Michael's explanation of ethical judgement supports the view that ethical judgement in history is about making value conclusions from past events. Michael was of the view that ethical judgement in history means "drawing facts about historical events together and then using primary sources as evidence to make valid conclusions". Patrick shared a similar view that ethical judgement in history is "the attempt to draw conclusions from historical events based on primary and secondary sources at hand". This

suggests that participants regard ethical judgements as valid statements of historical events devoid of biases. The knowledge of ethical judgements in history is good for historical objectivity. Therefore, history teachers' knowledge of ethical judgement in history will be appropriate for history classroom instruction because teachers are likely to present different views on any topic.

Context (time and space)

The participants also expressed that before value judgement is made from past events, the individual must take into consideration the context of such historical happenings. This is because the context of the historical happenings helps the individual appreciate better the behaviour of the historical actors. The comment made by Isaac substantiates this. Isaac was of the view that:

> …in fact, judging historical actors must be based on the context. For instance, judging Nkrumah's adoption of a one-party system in Ghana, some people argued that Nkrumah adopted the system just to fulfill his personal ambitions. Others also argued that looking at the time of the adoption of the system, it was not meant for his personal interest rather the interest of the people. Nkrumah adopted a party system just to avoid divisiveness in Ghana. Any country that starts with political divisiveness is likely to fail. Therefore Nkrumah saw the one-party system as the best way of ensuring national integration and economic development in Ghana.

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Ebenezer also shared a similar opinion that suggest that context must be considered in making value judgement in history. Ebenezer noted that:

> …using the slave trade, for example, people today condemned the actions of the past people for selling their fellow human beings into slavery. However, considering the context of which the institution existed, slavery was seen as part of the social institution of the people of Ghana. It was right for the noble class in society to own slaves. It is even said that the Trans – Atlantic Slave Trade contributed to the wealth and popularity of many Ghanaians especially John Kabes of Komenda. Thus, in evaluating such events, one needs to consider the context in which the event happened so as to understand the event better.

The responses of participants suggest that for value judgements to be made on historical actors or developments, there is the need for one to take into consideration the time and space of such historical events. Time and space provide a better appreciation of historical events. It is, therefore, evident from the findings that history teachers appreciate the importance of context in assessing historical developments.

Belief Systems

The participants submitted that belief systems influence judgement of historical actors or events. The participants were of the view that belief systems guide their thought in their everyday life, therefore, their belief systems influence the judgement they make of the past. The comment of Doreen is illustrative:

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> …my belief in the practice of democracy has made me come to understand that the introduction of a one-party system in Ghana in the year 1964 under the Nkrumah government was an inappropriate decision for Ghana at the time. I believe in modern democracy and the many political parties that existed at the time, should have been allowed to take active part in the political dispensation in Ghana so that the one who wins forms the government.

Patrick also expressed that:

> ...based on my belief systems, I judge Charles Darwin's evolution theory that man evolved from apes as a wrong historical account. This is because Christian doctrines provide that God created heaven and earth and on the last day of creation, man was created. I strongly believed that man was created by God. Hence, Charles Darwin's theory is not applicable per my Christian doctrine. Therefore, I judge his theory as a wrong assertion.

This suggests that belief systems influence participants' judgements of historical actors or development. This implies that participants appreciate the essence of belief systems in evaluating past events.

Contemporary Standards

The participants indicated that contemporary standards should not be imposed on the past when judging historical actors or events. The participants explained that systems, times and circumstances changed over time. In assessing historical events or actors, there is the need to look at the standards

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of the period the historical event happened. The comment made by Jemima is worthy to note:

> It is not appropriate to impose modern standards on historical actors because standards change from time to time. For example, freedom of speech and liberty in Ghana today was not the same in about 50 years ago where few people had the chance to participate in governance. With this, if a contemporary standard is applied to that system, it will not be appropriate.

Also, the respondents were of the view that imposing modern standards on the actions of past historical actors may not enable fair judgement to be made. The comment made by Joseph supports this assertion. Joseph said:

> …it is not appropriate to impose modern standards on historical actors. This is because the situation today is different from yesterday (past). Certain decisions and actions which were taken by historical actors at the time would not have been the same if modern standards were there at that time…if we look at the way democracy is practised in Ghana today, the various institutions that have been put in place to see to its implementation ensure that democracy is practised in its fullness having CHRAJ, law courts, security institutions, special prosecutor etc. It would not be right for somebody to conclude or accuse J. J. Rawlings to have come at the time when he had asked for probity and accountability in a very

> harsh way when people were whipped at public places,
>
> sentenced to death and killed through firing squad.

The findings suggest that imposition of contemporary standards on the past event is unethical in history. The participants believed that things changed over time therefore, society also changes. It then becomes important for an individual to avoid the imposition of modern standards on historical actors when making judgement.

The findings further show that history teachers regard ethical judgement in history as value judgement in history. This means that history teachers support the view that ethical judgement is the judgement of the rightness or wrongness of past events based on certain factors. This also implies that judging past historical actors depends on certain determinants which include context, belief system and contemporary standards. The history teachers believe that taking these into consideration provides value judgement of the past. This will also help one to make an objective assessment of historical events and actors.

With regard to historical context, the findings suggest that ethical judgement in history largely depend on the context of the historical happenings. When the context of an event is considered in assessing the past, it provides a better understanding of the event. Also, contextual knowledge gives a clearer picture of historical events under evaluation. On this note, history teachers argued that it is important to assess the past based on the circumstances surrounding such historical event. Contextual knowledge will enable the assessor question the historical context that existed at the time, and more specifically, find out whether there was any limitation that restricted

historical actors' actions in the past. Alternatively, context enables the assessor to question whether the historical actors had a variety of choices about how to act in the past or not.

This finding is not different from the findings of previous studies found in the literature. For example, Oates' (2010) concluded that making an ethical judgement in history is embedded in context (time and space). Bellino and Selman (2011) confirm Oates' conclusion that context should be recognise in making reasoned judgements of historical events or actors. Also, Rorty (2012) argues that in evaluating the rightness or wrongness of past decisions, one needs to assess historical actors based on the circumstances at the time.

Seixas and Morton (2013) endorse this assertion that historians take into consideration the context in which historical happenings occurred before drawing value judgements on any historical development. This suggests that history teachers view context as significant in evaluating the past. The implication is that recognising the essence of context in value judgement, history teachers would help students appreciate historical actors based on the circumstance that surrounds the decisions of such historical actors. Also, teachers with this knowledge will help students judge the past objectively to change what Seixas and Morton (2013) had opined that students tend to judge the past quite harshly without applying contextual knowledge. This will enable students to think historically.

Furthermore, the findings show that history teachers' belief systems do influence their judgements in history. That is, history teachers evaluate past events based on their belief systems. This suggests that no matter how objective history teachers will try to be in evaluating past events, their

judgement will be influenced by their belief system. The findings support previous studies found in the literature. For instance, Wineburg (2001) asserts that judgement of history teachers is influenced by their belief systems. In view of this, Wineburg suggests that history teachers should own up to their belief system and speak to students like a fellow human being who has views on what is good or bad. Wineburg believes that this act would minimize the influence of teachers' belief systems in ethical judgement in history. In a related study, Gaddis (2002) concluded that our present-day values will always be with us and we end up using them when judging the past knowingly or otherwise. These findings revealed a weakness of teachers in making an ethical judgement in the classroom.

Moreover, the findings show that history teachers are cautious of not imposing contemporary standards when making judgement in history. This suggests that history teachers avoid presentism in judging historical actors. Presentism is the act of using present-day values to assess past events. This shows that history teachers evaluate past events devoid of present standards. These findings corroborate with the findings of Seixas and Morton (2013). Seixas and Morton concluded in a study that history teachers do not impose modern standards when evaluating past events. Megill (2014) affirms the above conclusion that history teachers do not impose modern standards when judging past events. This implies that history teachers will discourage students from using modern standards when assessing historical events, because of the repercussions of imposing modern standards on past events or historical actors when making value judgements.

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Chapter Summary

The chapter has established that history teachers ascribe significance to historical events based on important past events, profundity, contemporary lessons, resonant and quantity. The chapter has also showed that history teachers possessed knowledge of historical empathy. The chapter brought to light that history teachers employed sourcing, contextualisation and corroboration in their analysis of primary source evidence. Finally, the findings have indicated that history teachers are influenced by contextual knowledge, belief systems and contemporary standards when judging the past.
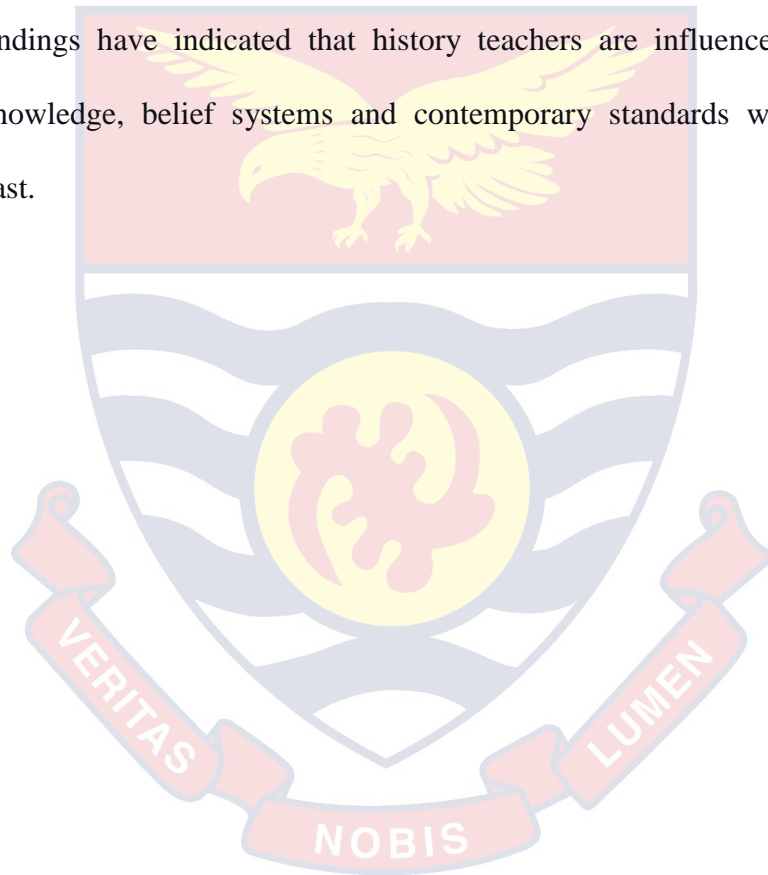
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the research process and its findings. It also draws conclusions and makes recommendations for practice.

Summary of the Study

The main focus of this study was to assess the history teachers' historical thinking concepts in selected public Senior High Schools in the Central Region of Ghana. The following research questions guided the study:

1. What do history teachers in selected public Senior High Schools in the Central Region regard as historical significance?

2. What is the history teachers' knowledge of historical empathy?

3. How do history teachers analyse primary source evidence?

4. What is the history teachers' knowledge of ethical judgement in history?

The interpretive phenomenological design of qualitative research was adopted to gather the necessary information for this study. The sample size for the study was twelve (12) history teachers. The participation of respondents was done voluntarily. Respondents who were willing to participate were included in the investigation. Data was collected through face-to-face interviews. The validity and reliability of the data were achieved through prolonged and sustained engagement in the field, peer debriefing, and member checks. Finally, the data collected was sorted into categories. The data was analysed thematically so as to put respondents' views into perspectives.

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Summary of Key Findings

The key findings have been presented in line with the research questions posed in the study.

Research question 1: What do history teachers in selected public Senior High Schools in the Central Region regard as historical significance?

This question was posed to find out what history teachers regard as historical significance. The key issues that emerged under this question are as follows:

The study established that history teachers' understanding of historical significance depends on many determinants. These determinants include important past events, profundity, contemporary lessons or relevance, resonant and quantity. Under important past events, it was revealed that history teachers ascribe significance to important past events that society cherishes regardless of the consequences the events had on society. Under profundity, it came out that history teachers' regard events that had impact on the lives of people in the past as significant. Concerning contemporary lessons, it was revealed that history teachers ascribe significance to events based on the lessons derived from past events. With regard to resonant, it came out that history teachers ascribe significance to events based on the analogies people make to past events. Finally, the findings showed that the number of people affected by a particular event determines its significance.

Research Question 2: What is the history teachers' knowledge of historical empathy?

This question was posed to elicit information from history teachers about their knowledge of historical empathy. The following were the key findings:

The findings showed that participants viewed historical empathy as the understanding of the emotional context that shaped people's lives and actions of the past. It also emerged that participants' perspective taking influences their understanding of the past. The findings further revealed that history teachers do not impose modern standards in evaluating past events. Finally, the findings revealed that history teachers recognise the need to interpret historical actions based on context.

Research Question 3: How do history teachers analyse primary source evidence?

This question was posed to elicit information from history teachers about how they analyse primary source evidence. The following were the key findings:

The findings revealed that history teachers do apply sourcing skills in analysing primary source evidence. Key issues such as the author's background, the content as well as the linguistic styles of the author were all identified by the respondents as the major issues needed to be considered as far as sourcing of primary source evidence is concerned. In terms of contextualising sources, it emerged that history teachers apply context when analysing primary source evidence. It also emerged from the study that respondents apply corroborative skills in the analysis of primary sources. The

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findings revealed that respondents corroborate sources to verify the validity of the sources before conclusions are made from the sources.

Research question 4: What is the history teachers' knowledge of ethical judgement in history?

This question led to the investigation of history teachers' understanding of ethical judgement in history. Below are the key findings:

It emerged from the study that history teachers regard ethical judgement in history as making value judgement in history. The findings also indicated that value judgement in history largely depends on the context. It emerged further from the study that history teachers' belief systems influenced their judgement. Finally, the findings revealed that history teachers do not use modern standards when making value judgements in history.

Conclusions

From the findings of the study, the following conclusions are made:

1. History teachers possess knowledge of historical significance. This implies that teachers are in a position to help students to appreciate what makes an event significant in history.

2. History teachers exhibited knowledge of historical empathy. This insinuates that history teachers understand historical empathy, and are therefore likely to aid students appraise the past using the process involved in historical empathy.

3. History teachers analyse primary source evidence using the heuristic proposed by Wineburg (2001).These include sourcing, contextualisation and corroboration skills. History teachers are,

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therefore, better placed to abet students to employ these skills when assessing primary source evidence.

4. History teachers possess knowledge of ethical judgement in history. This knowledge is likely to influence history teaching in the classroom. The issue of presentism is likely to be avoided.

Recommendations

Based on the findings and conclusions outlined, the following recommendations are made for consideration in history education.

1. History teachers should utilize their knowledge of historical significance to aid students identify significant events in the past.

2. History teachers should approach history in ways that students will appreciate the process involved in historical empathy.

3. History teachers should continue to employ the heuristics proposed by Wineburg (2001) in analysing primary source evidence to enhance students' historical thinking.

4. The ministry of Education and Ghana Education Service should occasionally organise professional development seminars on ethical judgement in history to further up-grade history teachers' knowledge of ethical judgement in history.

Areas for Further Research

The study assessed history teachers' historical thinking concepts in selected public Senior High Schools in the Central Region of Ghana. The following areas are suggested for further research. First, a similar study on a nationwide basis by any interested organisation or Ghana Education Service will be commendable. Second, a study to assess history students'

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understanding of historical thinking concepts is recommended. The findings of such a study will either confirm the findings of this study or do otherwise.

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APPENDICES
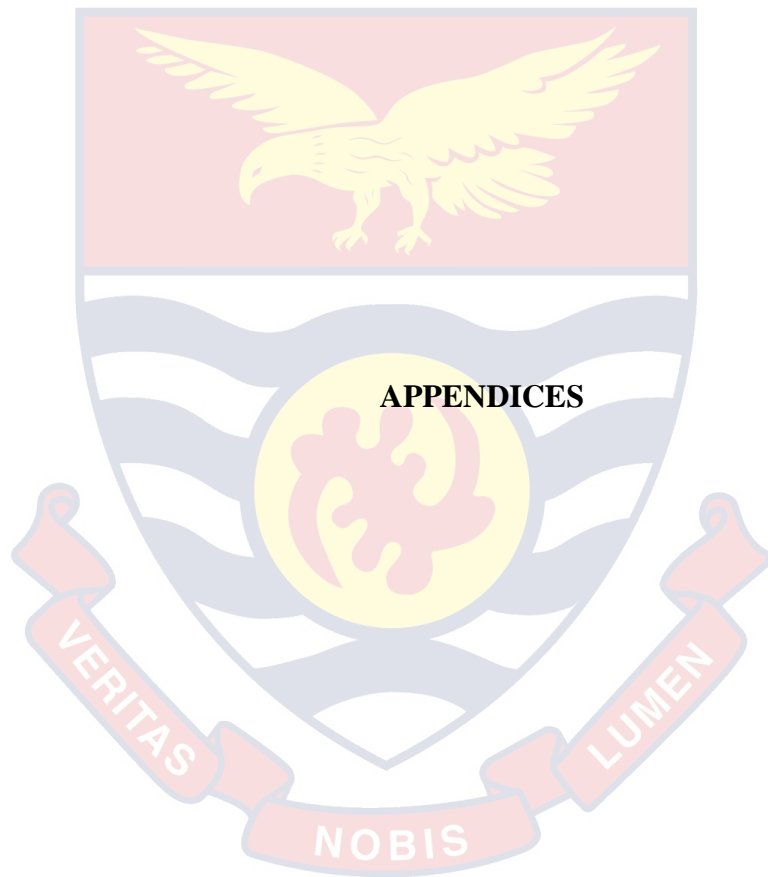
APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

EDUCATION

CONSENT FORM FOR HISTORY TEACHERS PARTICIPATION IN

INTERVIEW FOR RESEARCH

I volunteer to participate in an interview with a graduate student from the College of Education at the University of Cape Coast. I understand that the research is designed to gather information about my knowledge on historical thinking concepts. Specifically, we will discuss my knowledge on historical significance, historical empathy, ethical judgements in history as well as my analysis of primary sources evidence. I will be the one of the twelve people being interviewed for this research.

1. I understand that in most interview participants will find the discussion interesting and thought –provoking. Because this research involve history teachers' historical thinking concepts, I will be asked to discuss my understanding of historical thinking concepts. This may increase my emotional risk. If I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end my participation.

2. The interview will last approximately 40 minutes. Note will be written during the interview. An audio tape of the interview will be made.

3. I consent to be interviewed. Yes ………. No…………

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4. I consent to the interview being audio recorded and transcribed. Yes………. No……………..

5. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of the individuals and institution.

6. Staff and administrators from my school and school board will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I can contact the investigator, Isaac Ewusie (kwamedebradjan@gmail.com) with any questions or concerns. I understand that this research has been approved by Faculty of Humanities & Social Sciences Education, UCC, and can be contacted on +2330332135411 if I have any questions about my rights as a participant.

8. I have been given a copy of this consent form.

Name of participant, printed:…………………………

Signature of participant:……… …….. Date:……………………..

Signature of researcher: …………………… Date…………………..

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NB: if you would like a summary of the results of the study, please check

here. It will be emailed to participants after completion of the study.

This form is adapted from

http://www.stanford.edu/grouup/unspecified/student_assess_toolkit/pdf/sa

mpleinformedconsent.pdf.

Researcher: Isaac Ewusie, kwamedebrahdjan@gmail.com.

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

EDUCATION

INTERVIEW GUIDE FOR HISTORY TEACHERS

You have been selected to participate in this study to provide information on the historical thinking skills among teachers in the senior high schools of Central Region. Please answer the questions as frankly as you can. Whatever you say will be treated as confidential. Your name will not be associated with the responses you will give. Thank you in advance for your cooperation.

Section A: Background Information of Teachers

1. How many years have you taught?

2. What is your highest academic qualification?

3. What is your professional qualification?

Section B: Teachers Knowledge on Historical Significance

4. What qualifies an event as important in history?

5. What events do you regard as having historical significance?

6. What features /characteristics should an event(s) possess in order to be regarded as having historical significance?

Probe 1: Is it appropriate to qualify events as having historical significance based on the following?

a. How people's lives were affected by the events?

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b. How many people were affected by the events?

c. How the event was important in the past?

d. How the event was important at some stage within the collective memory of the people?

e. How often people like to make analogies with the events?

f. How people make religious, cultural and ancestral connections to the events?

g. How people draw contemporary lessons from the events?

Section C: Teachers Knowledge on Historical Empathy

7. How do you do perspective taking?

8. How do you evaluate past events?

9. How does context influence you in your understanding of the past?

   a. Probe 1: Is it appropriate to evaluate /assess past events using modern standards?

   c. Probe 2: Why?

   d. Probe 3: The flip side of the question.

Section D: Teachers Use of Primary Source Evidence

10. How do you understand primary source evidence?

11. How do you analyse primary source evidence?

   Probe 1: Is it appropriate to analyse primary source evidence based on the following?

   a. the author of the source?

   b. when the source was created?

   c. the place where the source was created?

   d. the content of the source?

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e. the linguistic style in the source?

f. the authors' position and motivation?

b. Probe 2: How does chronological (time and space) and socio – political knowledge influence historians when they want to analyse primary source evidence?

c. Probe 3: Is it appropriate to make connections between information found in different sources?

d. Probe 4: Why?

e. Probe 5: How do these connections enable historians to establish the truthfulness of the primary source evidence?

Section E: Teachers' Understanding of Ethical Judgement in History

12. How do you regard ethical judgement in history?

13. Do you judge historical actors while teaching?

14. How do you judge historical actors?

a. Probe 1: Is it appropriate to judge/evaluate historical actors based on space and time (context)?

b. Probe 2: How do your belief systems and orientation influence your judgement of past events?

c. Probe 3: Is it appropriate to judge/assess historical actors based on contemporary standards?