



UvA-DARE (Digital Academic Repository)

Teaching towards historical expertise

Developing students' ability to reason causally in history

Stoel, G.L.

Publication date

2017

Document Version

Other version

License

Other

[Link to publication](#)

Citation for published version (APA):

Stoel, G. L. (2017). *Teaching towards historical expertise: Developing students' ability to reason causally in history*. [Thesis, fully internal, Universiteit van Amsterdam].

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: <https://uba.uva.nl/en/contact>, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.



TEACHING TOWARDS HISTORICAL EXPERTISE

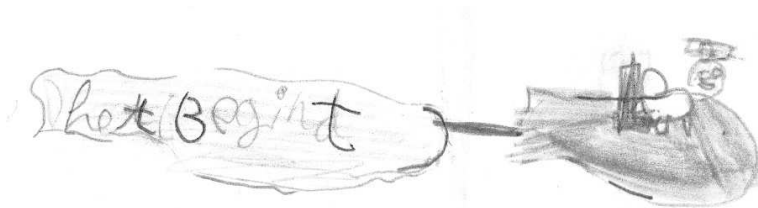
DEVELOPING STUDENTS' ABILITY
TO REASON CAUSALLY IN HISTORY

Gerhard Stoel



TEACHING TOWARDS HISTORICAL EXPERTISE

DEVELOPING STUDENTS' ABILITY TO REASON CAUSALLY IN HISTORY



UNIVERSITY OF AMSTERDAM

ico

ISBN: 978-94-028-0768-4

Copyright © 2017 by Gerhard Stoel

Cover drawings by: Emke en Jitske Brolsma

Cover design by: Toewan grafische communicatie

Printed by: Ipskamp Drukkers B.V.

TEACHING TOWARDS HISTORICAL EXPERTISE
DEVELOPING STUDENTS' ABILITY TO REASON CAUSALLY IN HISTORY

ACADEMISCH PROEFSCHRIFT

ter verkrijging van de graad van doctor
aan de Universiteit van Amsterdam
op gezag van de Rector Magnificus
prof. dr. ir. K.I.J. Maex

ten overstaan van een door het College voor Promoties ingestelde commissie,
in het openbaar te verdedigen in de Agnietenkapel
op dinsdag 14 november 2017, te 14.00 uur door

GERHARD LAMBERT STOEL
geboren te Groningen

PROMOTIECOMMISSIE

Promotor: Prof. dr. C.A.M. van Boxtel Universiteit van Amsterdam

Co-promotor: Dr. J.P. van Drie Universiteit van Amsterdam

Overige leden: Prof. dr. G.C.W. Rijlaarsdam Universiteit van Amsterdam

Prof. dr. M.L.L. Volman Universiteit van Amsterdam

Prof. dr. J.M. Voogt Universiteit van Amsterdam

Prof. dr. F.L.J.M. Brand-Gruwel Open Universiteit

Prof. dr. K. van Nieuwenhuyse KU Leuven

Faculteit der Maatschappij- en Gedragwetenschappen

TABLE OF CONTENTS

CHAPTER 1	7
General introduction	
CHAPTER 2	23
Teaching towards historical expertise. Developing a pedagogy for fostering causal reasoning in history	
CHAPTER 3	59
The effects of explicit teaching of strategies, second-order concepts, and epistemological underpinnings on students' ability to reason causally in history	
CHAPTER 4	103
Working on too many levels? An exploration of students' explanatory writing in history	
CHAPTER 5	137
Measuring epistemological beliefs in history education: An exploration of naïve and nuanced beliefs	
CHAPTER 6	171
Summary, general conclusions and discussion	
SAMENVATTING (SUMMARY IN DUTCH)	205
REFERENCES	231
CONTRIBUTIONS OF AUTHORS	241
ABOUT THE AUTHOR	243
RELATED PUBLICATIONS AND PRESENTATIONS	245
DANKWOORD (ACKNOWLEDGEMENTS IN DUTCH)	247
ICO DISSERTATION SERIES	251