



UvA-DARE (Digital Academic Repository)

Teaching towards historical expertise

Stoel, G.L.

[Link to publication](#)

Citation for published version (APA):

Stoel, G. L. (2017). Teaching towards historical expertise: Developing students' ability to reason causally in history

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: <http://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.

REFERENCES

-
- Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher*, 32(8), 10–14.
<http://dx.doi.org/10.3102/0013189X032008010>
- Alexander, P. A. (2005). Teaching towards expertise. *BJEP Monograph Series II, Number 3 - Pedagogy - Teaching for Learning*, 1(1), 29–45.
- Andriessen, J. H. J. (1999). *De andere waarheid: een nieuwe visie op het ontstaan van de Eerste Wereldoorlog 1914-1918*. Amsterdam: De Bataafsche Leeuw.
- Barton, K. C., & Levstik, L. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Barzilai, S., & Weinstock, M. (2015). Measuring epistemic thinking within and across topics: A scenario-based approach. *Contemporary Educational Psychology*, 42, 141–158.
<https://doi.org/10.1016/j.cedpsych.2015.06.006>
- Bertram, C. (2012). Exploring an historical gaze: A language of description for the practice of school history. *Journal of Curriculum Studies*, 44(3), 429–442.
<http://doi.org/10.1080/00220272.2012.668939>
- Board of Examinations. (2013). College voor Examen, geschiedenis HAVO & VWO, syllabus centraal examen 2015 op basis van domein A en B van het examenprogramma [History HAVO and VWO, syllabus national exam 2015, based on domain A and B of the curriculum]. Retrieved February 2017, from <http://www.examenblad.nl>.
- Breakstone, J., Smith, M., & Wineburg, S. (2013). Beyond the Bubble in History/Social Studies Assessments. *Phi Delta Kappan*, 94(5), 53–57.
<https://doi.org/10.1177/003172171309400512>
- Britt, M. A., & Aglinskias, C. (2002). Improving Students' Ability to Identify and Use Source Information. *Cognition and Instruction*, 20(4), 485–522.
- Buehl, M. M. (2003). At the crossroads of epistemology and motivation: Modeling the relations between students' domain-specific epistemological beliefs, achievement motivation, and task performance (Doctoral dissertation). Retrieved from <http://drum.lib.umd.edu/handle/1903/317>
- Buehl, M. M., & Alexander, P. A. (2001). Beliefs about academic knowledge. *Educational Psychology Review*, 13(4), 385–418. <http://doi.org/10.1023/A:1011917914756>
- Buehl, M. M., Alexander, P. A., & Murphy, P. K. (2002). Beliefs about schooled knowledge: Domain specific or domain general? *Contemporary Educational Psychology*, 27(3), 415–449.
<http://doi.org/10.1006/ceps.2001.1103>
- Carretero, M., Jacott, L., Limón, M., López-Manjón, A., & Leon, J. A. (1994). Historical Knowledge: Cognitive and Instructional Implications. In *Cognitive and Instructional Processes in History and the Social Sciences* (pp. 357–376). Hillsdale, NJ: Erlbaum.
- Carroll, J. E. (2016). The whole point of the thing: how nominalisation might develop students' written causal arguments. *Teaching History*, (162), 16–24.
- Central Bureau for Statistics (2015, December 8). *Inkomen van particuliere huishoudens met inkomen naar kenmerken en regio* [Data file]. Retrieved from

- <http://statline.cbs.nl/Statweb/publication/?DM=SLNL&PA=80594ned&D1=2,4&D2=1&D3=0&D4=0,121&D5=1&HDR=G2,G1,T&STB=G3,G4&VW=T>
- Chapman, A. (2003). Camels, diamonds and counterfactuals: A model for teaching causal reasoning. *Teaching History*, (112), 46–53.
- Chapman, A. (2016). Causal Explanation. In I. Davies (Ed.), *Debates in History Teaching*. London and New York: Routledge. Retrieved from https://www.academia.edu/23167211/Chapman_A._2016_Causal_Explanation
- Clark, A. (2009). Teaching the nation's story: comparing public debates and classroom perspectives on history education in Australia and Canada. *Journal of Curriculum Studies*, 41(6), 745–762. <http://doi.org/10.1080/00220270903139635>
- Coffin, C. (2004). Learning to write history: The role of causality. *Written Communication*, 21, 261–289. <http://dx.doi.org/10.1177/0741088304265476>
- Coffin, C. (2006). *Historical discourse: The language of time, cause and evaluation*. Continuum. Retrieved from <http://oro.open.ac.uk/5838/>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed). Hillsdale, NJ: Routledge.
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 6(11), 38–46.
- Collins, L. M., Schafer, J. L., Kam, C.-M. (2001). A comparison of inclusive and restrictive strategies in modern missing data procedures. *Psychological Methods* 6(4): 330–351. <http://doi.org/10.1037/1082-989X.6.4.330>
- Davies, I. (2011). *Debates in History Teaching*. New York, NY: Routledge.
- DeBacker, T. K., Crowson, H. M., Beesley, A. D., Thoma, S. J., & Hestevold, N. L. (2008). The Challenge of Measuring Epistemic Beliefs: An Analysis of Three Self-Report Instruments. *The Journal of Experimental Education*, 76(3), 281–312. <http://doi.org/10.3200/JEXE.76.3.281-314>
- De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97, 139–156. <http://dx.doi.org/10.1037/0022-0663.97.2.139>
- De La Paz, S., & Felton, M. K. (2010). Reading and writing from multiple source documents in history: Effects of strategy instruction with low to average high school writers. *Contemporary Educational Psychology*, 35, 174–192. <http://dx.doi.org/10.1016/j.cedpsych.2010.03.001>
- De La Paz, S., Felton, M., Monte-Sano, C., Croninger, R., Jackson, C., Deogracias, J. S., & Hoffman, B. P. (2014). Developing Historical Reading and Writing with Adolescent Readers: Effects on Student Learning. *Theory and Research in Social Education*, 42(2), 228–274.
- De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology*, 94, 687–698. [10.1037/0022-0663.94.4.687](http://dx.doi.org/10.1037/0022-0663.94.4.687)
- De La Paz, S., & Wissinger, D. R. (2015). Effects of genre and content knowledge on historical thinking with academically diverse high school students. *Journal of Experimental Education*, 83(1), 110–129.
- de Oliveira, L. C. (2010). Nouns in History: Packaging Information, Expanding Explanations, and Structuring Reasoning. *The History Teacher*, 43(2), 191–203.

- Del Favero, L., Boscolo, P., Vidotto, G., & Vicentini, M. (2007). Classroom discussion and individual problem-solving in the teaching of history: Do different instructional approaches affect interest in different ways? *Learning and Instruction, 17*, 635–657. [10.1016/j.learninstruc.2007.09.012](https://doi.org/10.1016/j.learninstruc.2007.09.012)
- diSessa, A. A., & Cobb, P. (2004). Ontological innovation and the role of theory in design experiments. *Journal of the Learning Sciences, 13*, 77–103. [10.1207/s15327809jls1301_4](https://doi.org/10.1207/s15327809jls1301_4)
- Donovan, S., & Bransford, J. (Eds.). (2005). *How students learn: History in the classroom*. Washington, DC: National Academies Press.
- Erdmann, E., & Hassberg, W. (Eds.). (2011). Facing–mapping–bridging diversity. Foundation of a European discourse on history education. (Vol. 1). Schwabach/Ts.: Wochenshau Verlag.
- Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). Effect size estimates: Current use, calculations, and interpretation. *Journal of Experimental Psychology: General, 141*, 2–18. <http://doi.org/10.1037/a0024338>
- Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., Greenleaf, C., ... Project READI (2016). Disciplinary literacies and learning to read for understanding: A conceptual framework for disciplinary literacy. *Educational Psychologist, 51*, 219–246. <http://doi.org/10.1080/00461520.2016.1168741>
- Greene, S. (1994). The problems of learning to think like a historian: Writing history in the culture of the classroom. *Educational Psychologist, 29*(2), 89.
- Halldén, O. (1997). Conceptual change and the learning of history. *International Journal of Educational Research, 27*, 201–210. [http://doi.org/10.1016/S0883-0355\(97\)89728-5](http://doi.org/10.1016/S0883-0355(97)89728-5)
- Havekes, H. G. F. (2015). *Knowing and doing history. Learning historical thinking in the classroom* (Doctoral dissertation). Retrieved from <http://hdl.handle.net/2066/141364>
- Hillocks, G. (1986). Research on written composition. Urbana, IL: National Council of Teachers of English. Retrieved from <http://www.jstor.org/stable/pdf/41405441.pdf>
- Hofer, B. K., & Pintrich, P. R. (1997). The development of epistemological theories: Beliefs about knowledge and knowing and their relation to learning. *Review of Educational Research, 67*(1), 88–140. <http://doi.org/10.3102/00346543067001088>
- Huijgen, T., van Boxtel, C., van de Grift, W., & Holthuis, P. (2014). Testing elementary and secondary school students' ability to perform historical perspective taking: the constructing of valid and reliable measure instruments. *European Journal of Psychology of Education, 29*(4), 653–672
- Hunt, M. (2000). Teaching historical significance. In J. Arthur & R. Phillips (Eds.), *Issues in history teaching* (pp. 39–53). London: Routledge.
- Kautsky, K. (with Tromp, B.). (2001). *Hoe de oorlog ontstond*. Soesterberg: Uitgeverij Aspect
- Keegan, J. (1998). *The First World War*. London: Hutchinson.
- Khishfe, R., & Abd-El-Khalick, F. (2002). Influence of explicit and reflective versus implicit inquiry-oriented instruction on sixth graders' views of nature of science. *Journal of Research in Science Teaching, 39*, 551–578. <http://doi.org/10.1002/tea.10036>
- King, M. (2015). The role of secure knowledge in enabling Year 7 to write essays on Magna Carta. *Teaching History, (159)*, 18–23.

- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco, CA: Jossey-Bass.
- King, P. M., & Kitchener, K. S. (2002). The reflective judgment model: Twenty years of research on epistemic cognition. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 37–61). Mahwah, NJ: Lawrence Erlbaum, Publisher.
- Kintsch, W. (1994). Text comprehension, memory, and learning. *American Psychologist*, 49(4), 294.
- Kolikant, Y. B.-D., & Pollack, S. (2009). The asymmetrical influence of identity: a triadic interaction among Israeli Jews, Israeli Arabs, and historical texts. *Journal of Curriculum Studies*, 41(5), 651–677. <http://doi.org/10.1080/00220270902717910>
- Kuhn, D. (1991). *The skills of argument*. Cambridge, England: Cambridge University Press.
- Kuhn, D., Cheney, R., & Weinstock, M. (2000). The development of epistemological understanding. *Cognitive Development*, 15(3), 309–328. [http://doi.org/10.1016/S0885-2014\(00\)00030-7](http://doi.org/10.1016/S0885-2014(00)00030-7)
- Kuhn, D., & Weinstock, M. (2002). What is epistemological thinking and why does it matter? In B. K. Hofer & P.R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 121–144). Mahwah, NJ: Lawrence Erlbaum.
- Lee, P., & Ashby, R. (2000). Progression in historical understanding among students ages 7-14. In P. N. Stearns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching, and learning history: national and international perspectives* (pp. 199–222). New York: New York University Press.
- Lee, P., Dickinson, A., & Ashby, R. (1997). “Just another emperor”: Understanding action in the past. *International Journal of Educational Research*, 27(3), 233–244. [https://doi.org/10.1016/S0883-0355\(97\)89731-5](https://doi.org/10.1016/S0883-0355(97)89731-5)
- Lee, P., & Shemilt, D. (2003). A scaffold, not a cage: progression and progression models in history. *Teaching History*, (113), 13–23.
- Lee, P., & Shemilt, D. (2003). A scaffold, not a cage: Progression and progression models in history. *Teaching History*, (113), 13–23.
- Lee, P., & Shemilt, D. (2004). 'I just wish we could go back in the past and find out what really happened': progression in understanding about historical accounts. *Teaching History*, (117), 25–31.
- Lee, P., & Shemilt, D. (2009). Is any explanation better than none? *Teaching History*, (137), 42–49.
- Leinhardt, G. (2000). Lessons on teaching and learning in history from Paul’s pen. *Knowing, Teaching, and Learning History: National and International Perspectives*, 223–245.
- Lévesque, S. (2008). *Thinking historically: educating students for the twenty-first century*. Toronto: University of Toronto Press.
- Levstik, L., & Barton, K. C. (2008). *Researching history education: Theory, method, and context*. New York, NY: Routledge.
- Limón, M. (2002). Conceptual change in history. In M. Limón & L. Mason (Eds.), *Reconsidering conceptual change: Issues in theory and practice* (pp. 259–289). Dordrecht: Kluwer Academic. [10.1007/0-306-47637-1](https://doi.org/10.1007/0-306-47637-1)

- Linnenbrink-Garcia, L., Durik, A. M., Conley, A. M., Barron, K. E., Tauer, J. M., Karabenick, S. A., & Harackiewicz, J. M. (2010). Measuring situational interest in academic domains. *Educational and Psychological Measurement, 70*, 647–671. <http://doi.org/10.1177/0013164409355699>
- Little, T. D., Jorgensen, T. D., Lang, K. M., & Moore, W. (2013). On the joys of missing data. *Journal of Pediatric Psychology, 39*, 151–162. <http://doi.org/10.1093/jpepsy/jst048>
- Logtenberg, A., Boxtel, C., & Hout-Wolters, B. (2010). Stimulating situational interest and student questioning through three types of historical introductory texts. *European Journal of Psychology of Education, 26*, 179–198. <http://doi.org/10.1007/s10212-010-0041-6>
- Lorenz, C. (1998). *De constructie van het verleden: een inleiding in de theorie van de geschiedenis*. Amsterdam: Boom.
- Maggioni, L. (2010). *Studying epistemic cognition in the history classroom: Cases of teaching and learning to think historically* (Doctoral Dissertation). Retrieved from <http://hdl.handle.net/1903/10797>
- Maggioni, L., Alexander, P., & VanSledright, B. (2004). At a crossroads? The development of epistemological beliefs and historical thinking. *European Journal of School Psychology, 2*, 169–197.
- Maggioni, L., VanSledright, B., & Alexander, P. A. (2009). Walking on the borders: A measure of epistemic cognition in history. *The Journal of Experimental Education, 77*, 187–214. <http://doi.org/10.3200/JEXE.77.3.187-214>
- McCarthy Young, K. M., & Leinhardt, G. (1998). Writing from Primary Documents A Way of Knowing in History. *Written Communication, 15*(1), 25–68. <https://doi.org/10.1177/0741088398015001002>
- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development, 50*(3), 43–59. <http://doi.org/10.1007/BF02505024>
- Mierwald, M., Seiffert, J., Lehmann, T., & Brauch, N. (2016, April). “Do they affect it all?” - *Measuring epistemological beliefs in history education and their relationship to students’ argumentation skills and future history teachers’ planning skills*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC, USA.
- Mombauer, A. (2002). *The origins of the First World War: controversies and consensus*. London: Pearson Education.
- Montanero, M., & Lucero, M. (2011). Causal discourse and the teaching of history: How do teachers explain historical causality? *Instructional Science, 39*, 109–136. [10.1007/s11251-009-9112-y](http://doi.org/10.1007/s11251-009-9112-y)
- Monte-Sano, C. (2008). Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers’ Practices. *American Educational Research Journal, 45*(4), 1045–1079. <https://doi.org/10.3102/0002831208319733>
- Monte-Sano, C. (2010). Disciplinary literacy in history: An exploration of the historical nature of adolescents’ writing. *Journal of the Learning Sciences, 19*(4), 539–568.
- Monte-Sano, C., & De La Paz, S. (2012). Using Writing Tasks to Elicit Adolescents’ Historical Reasoning. *Journal of Literacy Research, 43*(4), 305–330. <http://doi.org/10.1177/1086296X12450445>

- Nokes, J. D., & Dole, J. A. (2004). Helping adolescent readers through explicit strategy instruction. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 162–182). New York, NY: Guilford Press.
- Nokes, J. D., Dole, J. A., & Hacker, D. J. (2007). Teaching high school students to use heuristics while reading historical texts. *Journal of Educational Psychology, 99*, 492–504. <http://doi.org/10.1037/0022-0663.99.3.492>
- Novick, P. (1988). That noble dream: The "objectivity question" and the American historical profession (Ideas in context 13). Cambridge, England: Cambridge University Press.
- O'Neill, D. K., Guloy, S., & Sensoy, Ö. (2014). Strengthening methods for assessing students' metahistorical conceptions: Initial development of the historical account differences survey. *The Social Studies, 105*(1), 1–14. <http://doi.org/10.1080/00377996.2013.763524>
- Paxton, R. J. (1999). A deafening silence: History textbooks and the students who read them. *Review of Educational Research, 69*(3), 315–339. <http://doi.org/10.3102/00346543069003315>
- Perfetti, C. A., Rouet, J.-F., & Britt, M. A. (1999). Toward a theory of documents representation. Retrieved from <http://psycnet.apa.org/psycinfo/1998-06740-004>
- Perry, W. G. (1970). *Forms of intellectual and ethical development in the college years: a scheme*. New York, NY: Holt, Rinehart and Winston.
- Pieschl, S., Stahl, E., & Bromme, R. (2013). Adaptation to context as core component of self-regulated learning: The example of complexity and epistemic beliefs. In R. Azevedo & V. Alevén (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 53–65). Springer New York. Retrieved from http://link.springer.com/chapter/10.1007/978-1-4419-5546-3_4
- Pintrich, P. R., Smith, D. A. F., García, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement, 53*, 801–813. <http://doi.org/10.1177/0013164493053003024>
- Pontecorvo, C., & Girardet, H. (1993). Arguing and reasoning in understanding historical topics. *Cognition & Instruction, 11*, 365
- Prangma, M. E., van Boxtel, C. A. M., & Kanselaar, G. (2008). Developing a “big picture”: Effects of collaborative construction of multimodal representations in history. *Instructional Science, 36*, 117–136. <http://doi.org/10.1007/s11251-007-9026-5>
- Prangma, M. E., van Boxtel, C. A. M., Kanselaar, G., & Kirschner, P. A. (2009). Concrete and abstract visualizations in history learning tasks. *British Journal of Educational Psychology, 79*, 371–387. [10.1348/000709908X379341](http://doi.org/10.1348/000709908X379341)
- Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction, 30*, 86–112. <http://doi.org/10.1080/07370008.2011.634081>
- Reisman, A. (2015). The difficulty of assessing disciplinary historical reading. In K. Ercikan & P. Seixas (Eds.), *New Directions in Assessing Historical Thinking*. Routledge.
- Rouet, J.-F., Britt, M. A., Mason, R. A., & Perfetti, C. A. (1996). Using multiple sources of evidence to reason about history. *Journal of Educational Psychology, 88*, 478–493. <http://doi.org/10.1037/0022-0663.88.3.478>
- Rouet, J.-F., Favart, M., Britt, M. A., & Perfetti, C. A. (1997). Studying and Using Multiple Documents in History: Effects of Discipline Expertise. *Cognition and Instruction, 15*(1), 85–106. http://doi.org/10.1207/s1532690xci1501_3

- Rijlaarsdam, G. C. W., Couzijn, M., & van den Bergh, H. (2004). The study of revision as a writing process and as a learning-to-write process: Two prospective research agendas. In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (Vol. 13, pp. 189–207). Boston, MA: Kluwer.
- Savery, J. R., & Duffy, T. M. (1995). Problem based learning: An instructional model and its constructivist framework. In B. Wilson (Ed.), *Constructivist learning environments: Case studies in instructional design* (pp. 135–148). Englewood Cliffs, NJ: Educational Technology Publications.
- Scardamalia, M., & Bereiter, C. (1987). Knowledge telling and knowledge transforming in written composition. In *Advances in applied psycholinguistics: Reading, writing, and language learning* (Vol. 2, pp. 142–175). Cambridge: Cambridge University Press.
- Schleppegrell, M. J., Greer, S., & Taylor, S. (2008). Literacy in history: language and meaning. *Australian Journal of Language and Literacy*, *31*(2), 174–188.
- Schommer, M. (1990). Effects of beliefs about the nature of knowledge on comprehension. *Journal of Educational Psychology*, *82*(3), 498–504. <http://doi.org/10.1037/0022-0663.82.3.498>
- Schommer, M. (1993). Epistemological development and academic performance among secondary students. *Journal of Educational Psychology*, *85*, 406–411. <http://doi.org/10.1037/0022-0663.85.3.406>
- Schommer, M., & Walker, K. (1995). Are epistemological beliefs similar across domains? *Journal of Educational Psychology*, *87*(3), 424–432. <http://doi.org/10.1037/0022-0663.87.3.424>
- Schraw, G., Bendixen, L. D., & Dunkle, M. E. (2002). Development and validation of the Epistemic Belief Inventory. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 103–118). Mahwah, NJ: Erlbaum.
- Schreiber, W., Körber, A., von Borries, B., Krammer, R., Leutner-Ramme, S., Mebus, S., ... Ziegler, B. (2006). *Historisches Denken: Ein Kompetenz-Strukturmodell*. (Vol. 1). Ars una.
- Seixas, P. C. (2004). *Theorizing historical consciousness*. Toronto, Ontario, Canada: University of Toronto Press.
- Seixas, D. P., & Morton, T. (2013). *The big six: historical thinking concepts*. Scarborough, Canada: Nelson College Indigenous.
- Seixas, P., & Peck, C. (2004). Teaching historical thinking. *Challenges and Prospects for Canadian Social Studies*, 109–117.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, *78*(1), 40–59.
- Shemilt, D. (1983). The devil's locomotive. *History and Theory*, *22*(4), 1–18.
- Shemilt, D. (1987). Adolescent ideas about evidence and methodology in history. In C. Portal (Ed.), *The History Curriculum for Teachers* (pp. 39–61). London, England: Falmer Press.
- Stahl, S. A., Hynd, C. R., Britton, B. K., McNish, M. M., & Bosquet, D. (1996). What Happens When Students Read Multiple Source Documents in History? *Reading Research Quarterly*, *31*(4), 430–456. <http://doi.org/10.1598/RRQ.31.4.5>
- Stoel, G., Logtenberg, A., Wansink, B., Huijgen, T., van Boxtel, C., & van Drie, J. (2017). Measuring epistemological beliefs in history education: An exploration of naïve and nuanced beliefs. *International Journal of Educational Research*, *83*, 120–134. <https://doi.org/10.1016/j.ijer.2017.03.003>

- Stoel, G. L., van Drie, J. P., & van Boxtel, C. A. M. (2015). Teaching towards historical expertise. Developing a pedagogy for fostering causal reasoning in history. *Journal of Curriculum Studies*, 47, 49–76. <http://doi.org/10.1080/00220272.2014.968212>
- Stoel, G. L., van Drie, J. P., & van Boxtel, C.A.M. (2017). The effects of explicit teaching of strategies, second-order concepts, and epistemological underpinnings on students' ability to reason causally in history. *Journal of Educational Psychology*, 109(3), 321-337. <http://dx.doi.org/10.1037/edu0000143>
- Straaten, D. V., Wilschut, A., & Oostdam, R. (2015). Making history relevant to students by connecting past, present and future: a framework for research. *Journal of Curriculum Studies*. Advance online publication. <http://doi.org/10.1080/00220272.2015.1089938>
- Stradling, R. (2003). *Multiperspectivity in history teaching: a guide for teachers*. Council of Europe Strasbourg. Retrieved from http://www.esec.pt/cdi/ebooks/docs/Multiperspectivity_history.pdf
- Tobias, S. (1994). Interest, prior knowledge, and learning. *Review of Educational Research*, 64(1), 37–54. <http://dx.doi.org/10.2307/1170745>
- van Boxtel, C. A. M. (2014). Insights from Dutch research on history education: Historical reasoning and a chronological frame of reference. In M. Köster, H. Thünemann, & M. Zültdorf-Kersting, (Eds.), *Researching history education. International perspectives and disciplinary traditions (Geschichtsunterricht Erforschen)* (pp. 236–262). Schwalbach/Ts: Wochenschau Verlag.
- van Boxtel, C., & van Drie, J. (2013). Historical reasoning in the classroom: What does it look like and how can we enhance it? *Teaching History*, (150), 44–52.
- van Boxtel, C., & van Drie, J. (in press). Historical reasoning: definitions and educational applications. In S.A. Metzger & L. McArthur Harris (Eds.). *International Handbook of History Teaching and Learning*. Wiley & Blackwell
- van Boxtel, C., van Drie, J., & Kropman, M. (2010). 'Het is te veel en te weinig tegelijk': de VGN-veldraadpleging centrale examinering geschiedenis havo en vwo [It is too much and too little at the same time': Field consultation by the association of Dutch history teachers on the new history exams in pre-university and pre-applied sciences education]. *Kleio*, 51, 4–6.
- van de Grift, W. J. C. M., van der Wal, M., & Torenbeek, M. (2011). Ontwikkeling in de pedagogische didactische vaardigheid van leraren in het basisonderwijs. *Pedagogische Studiën*, 88, 416 - 432.
- van Drie, J., Braaksma, M., & van Boxtel, C. (2015). Writing in history: Effects of writing instruction on historical reasoning and text quality. *Journal of Writing Research*, 7, 123–156. <http://doi.org/10.17239/jowr-2015.07.01.06>
- van Drie, J. P., van Boxtel, C. A. M., & Braaksma, M. (2014). Writing to engage students in Historical Reasoning. In P. Klein, P. Boscolo, L. Kirkpatrick, & C. Gelati (Eds.), *Writing as a Learning Activity*. Leiden: BRILL.
- van Drie, J., van Boxtel, C., & Stam, B. (2013). "But why is this so important?" Discussing historical significance in the classroom. *International Journal of Historical Learning, Teaching and Research*, 12(1), 146-168.
- van Drie, J., & van Boxtel, C. (2003). Developing conceptual understanding through talk and mapping. *Teaching History*, (110), 27.

- van Drie, J., & van Boxtel, C. (2008). Historical Reasoning: Towards a framework for analyzing students' reasoning about the Past. *Educational Psychology Review*, 20(2), 87–110. <http://dx.doi.org/10.1007/s10648-007-9056-1>
- van Drie, J., & van Boxtel, C. (2011). In essence I'm only reflecting: Teaching strategies for fostering historical reasoning through whole-class discussion. *International Journal of Historical Learning, Teaching and Research*, 10(1), 55–66.
- van Drie, J., van Boxtel, C., Jaspers, J., & Kanselaar, G. (2005). Effects of representational guidance on domain specific reasoning in CSCL. *Computers in Human Behavior*, 21, 575–602. <http://doi.org/10.1016/j.chb.2004.10.024>
- van Drie, J., van Boxtel, C., & van der Linden, J. L. (2006). Historical reasoning in a computer-supported collaborative learning environment. In A. M. O'Donnell, C. E. Hmelo-Silver, & G. Erkens (Eds.), *Collaborative learning, reasoning, and technology* (pp. 265–296). Mahwah, NJ: Lawrence Erlbaum.
- VanSledright, B. (2002). *In search of America's past: learning to read history in elementary school*. Teachers College Press.
- VanSledright, B. A. (2011). *The challenge of rethinking history education: On practices, theories, and policy*. New York, NY: Routledge.
- VanSledright, B. A., & Frankes, L. (2000). Concept- and strategic-knowledge development in historical study: A comparative exploration in two fourth-grade classrooms. *Cognition and Instruction*, 18, 239–283. [10.1207/S1532690XCI1802_04](https://doi.org/10.1207/S1532690XCI1802_04)
- VanSledright, B. A., & Limón, M. (2006). Learning and teaching social studies: A review of cognitive research in history and geography. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 545–570). Hillsdale, NJ: Erlbaum.
- VanSledright, B., & Maggioni, L. (2016). Epistemic cognition in history. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 128–146). New York, NY: Routledge.
- VanSledright, B., & Reddy, K. (2014). Changing epistemic beliefs? An exploratory study of cognition among prospective history teacher. *Revista Tempo E Argumento*, 06(11), 28–68. <http://doi.org/10.5965/2175180306112014028>
- van Straaten, D., Wilschut, A., & Oostdam, R. (2015). Making history relevant to students by connecting past, present and future: a framework for research. *Journal of Curriculum Studies*, 0(0), 1–24. <https://doi.org/10.1080/00220272.2015.1089938>
- Voet, M., & de Wever, B. (2016). History teachers' conceptions of inquiry-based learning, beliefs about the nature of history, and their relation to the classroom context. *Teaching and Teacher Education*, 55, 57–67. <https://doi.org/10.1016/j.tate.2015.12.008>
- Voet, M., & de Wever, B. (2017). Preparing pre-service history teachers for organizing inquiry-based learning: The effects of an introductory training program. *Teaching and Teacher Education*, 63, 206–217. <https://doi.org/10.1016/j.tate.2016.12.019>
- Voss, J. F., Carretero, M., Kennet, J., & Silfies, L. N. (1994). The collapse of the Soviet Union: A case study in causal reasoning. In J. Voss & M. Carretero (Eds.), *Cognitive and instructional processes in history and the social sciences* (pp. 403–429). Hillsdale, NJ: Erlbaum.
- Wansink, B. G. J., Akkerman, S. F., Vermunt, J. D., Haenen, J. P. P., & Wubbels, T. (2015). Epistemological tensions in prospective Dutch history teachers' beliefs about the objectives of secondary education. *The Journal of Social Studies Research*. <http://doi.org/10.1016/j.jssr.2015.10.003>

- Wansink, B. G.-J., Akkerman, S., & Wubbels, T. (2016). The Certainty Paradox of student history teachers: Balancing between historical facts and interpretation. *Teaching and Teacher Education, 56*, 94–105. <http://doi.org/10.1016/j.tate.2016.02.005>
- Wiley, J., & Voss, J. F. (1996). The effects of 'playing historian' on learning in history. *Applied Cognitive Psychology, 10*(7), 63–72.
- Wiley, J., & Voss, J. F. (1999). Constructing arguments from multiple sources: Tasks that promote understanding and not just memory for text. *Journal of Educational Psychology, 91*, 301–311. <http://doi.org/10.1037/0022-0663.91.2.301>
- Wineburg, S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology, 83*(1), 73–87. <http://doi.org/10.1037/0022-0663.83.1.73>
- Wineburg, S. S. (1994). The cognitive representation of historical texts. In G. Leinhardt, I. L. Beck, & C. Stainton (Eds.) *Teaching and learning in history* (pp. 85–136). Hillsdale, NJ: Erlbaum.
- Wineburg, S. (1998). Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts. *Cognitive Science, 22*(3), 319–346. [http://doi.org/10.1016/S0364-0213\(99\)80043-3](http://doi.org/10.1016/S0364-0213(99)80043-3)
- Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.
- Wood, P., & Kardash, C. (2002). Critical elements in the design and analysis of studies of epistemology. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 231–260). Mahwah, NJ: Erlbaum.
- Woodcock, J. (2005). Does the linguistic release the conceptual? *Teaching History, 119*, 5–14.