Teaching towards historical expertise

Developing students’ ability to reason causally in history

Stoel, G.L.

Creative Commons License (see https://creativecommons.org/use-remix/cc-licenses):

Other

Citation for published version (APA):
REFERENCES


Central Bureau for Statistics (2015, December 8). Inkomen van particuliere huishoudens met inkomen naar kenmerken en regio [Data file]. Retrieved from


http://doi.org/10.1037/a0024338

http://doi.org/10.1080/00461520.2016.1168741


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.


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 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.


VanSledright, B. (2002). In search of America’s past: learning to read history in elementary school. Teachers College Press.


