An investigation into the impact of dialogic pedagogy on enjoyment and achievement in history.

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Dedication

I dedicate this work to the memory of my lovely Mam, Carol who was a constant source of support and encouragement throughout my life, but sadly is no longer with us.

Abstract

Dialogic pedagogy is the pedagogy of talk. It is about how teachers talk to their students, how students talk to their teachers and how students talk to other. Teachers are expected to employ talk in such a way that it contributes to the acquisition of knowledge and understanding. Question and answer moves can be monologic in that they employ a particular formula: initiation, response, and feedback/evaluation (IRF/E) such questioning is often said to be guessing what is in the teacher's head (Smith & Higgins, 2006). There is the need for an authentic voice of students and teachers in analysis of the efficacy of teaching methods. In Socratic questioning, the teacher uses extended, probing, follow-on questions often directed at an individual student. Socratic seminar is a format for discussion that allows students to extend their knowledge and understanding by interacting with each other in discussion on a topic.

Research questions looked at the role of dialogic approaches in the promotion of enjoyment and attainment in history. A scoping review looked at the issue of enjoyment and achievement in history. This revealed a paucity of studies on the theme of enjoyment and achievement in history. Evidence was found to suggest that surveys followed up with structured observation of students' behaviour was the best way to investigate students' feelings and attitudes to learning. In search of an authentic teacher voice, this study used an online survey of teachers (n=70) about their attitudes to aspects of pedagogy that might be described as "dialogic". Teachers expressed support for dialogic approaches, though they were concerned about the need to cover sufficient subject content. A similar approach was taken with students' views, (n=378) who completed a pen and paper Likert questionnaire about their views of various teaching and learning methods in history. Students expressed their enjoyment of dialogic approaches, 89% responded in the agree category to the items "I enjoy history lessons in class", although the levels of enjoyment in some areas differed. Students tended not to score being

asked hard questions by the teacher and talking about history with their peers in large numbers. Students were shy when it came to self-reporting of their attainment in history, in particular asking their teachers about their grades.

The primary school in the study took part in the Socratic questioning intervention, one class was studying the ancient Olympics and Greek culture the other was studying burial practices of ancient Egypt. Teachers were given examples of Socratic questions (Appendix 1) and encouraged to adapt them to fit students' ages and context. The teachers did feel that Socratic approaches were worth pursuing and that children would benefit from training in answering questions in the Socratic style. There remained a residual concern with covering subject content and first order concepts.

The high school in the study used Socratic seminars with Year 12 students. Participants did seem to engage in discussions by offering their views as part of a collaborative approach to enquiry. Teachers provided dynamic feedback on students' participation. Teachers shared the view that students could be trained in taking part in Socratic seminars and that the approach could be adapted to cover more subject content as required to prepare students for final exams. They also reported that their students enjoyed discussion, though they added that some more able students did not voluntarily take part in the seminars but students towards the lower end of the ability range did respond to the approach and took part enthusiastically in the discussion.

This study suggests that children enjoy dialogic approaches to pedagogy though there is a need for effective preparation and training in the methods. Socratic approaches are challenging for teachers to manage and there is a need to frame dialogic approaches more specifically to meet the need to make sufficient progress in subject content coverage. Students and teachers enjoy and value dialogical approaches but there is a need to teach students how to participate in such approaches and a need to make sufficient progress in relation to achievement and attainment.

Introduction

This is a study of the role of a dialogic approach to pedagogy, specifically Socratic methods (Knezic et al., 2010; Thomas & Goering, 2018), and whether they result in raised levels of enjoyment of history and to raised achievement in the subject. Dialogic approaches emphasise the role of speaking and listening in bringing about deep knowledge and increased understanding. Socratic questioning consists of probing, extending, and specific questioning that concentrates on thought processing. Attainment is measured by the extent to which students exhibit a fuller understanding of the subject matter that is being taught. It is at the same time specific to the knowledge domain being explored and generic in the extent to which thought processes can be enhanced. Some scholars (Hajhosseiny, 2012) also claim that dialogic approaches can improve critical thinking. As dialogic processes focus on speaking and listening, they have the potential to overcome some of the difficulties in addressing history's high literacy demands. Students who might struggle with a complex written texts might still be able to access and to enjoy, the speaking and listening part of the lesson. Hopefully over time, practice of speaking and listening may result in improvement in achievement.

Table 1.1 chapter summary

Item	Link to RQs methodology
Nature of dialogic approach	Background to the study
Introduction to Socratic methods	Link to the RQ on Soctratic techniques
Teacher and student survey	RQs on measuring enjoyment in history
Limits imposed by covid on schools	Method developed to mitigate impact of covid
Introduction of the research questions	List of RQs developed

Paucity of studies that take account of the authentic voice of students	Importance of tools to reveal students' views, thoughts and feelings about their learning
Positionality statement	Method adopted that reduces the impact of my position on the research, whilst maintaining the stance of a teacher researcher
Contribution to knowledge	Prominence given to techniques and focus that reveal role of enjoyment and engagement in the context of history teaching and learning
History in the broader culture	Role of teachers as gatekeepers to the broader culture, importance of teachers' views and feelings towards enjoyment in history
History's contribution to the development national myths and folk history	Temper the research to consider that teaching takes place in a contested space
History in the National Curriculum	Background to the study
De-colonisation and thematic history months	Consideration of the role of these elements to curriculum design
EBacc	Impact of the performance measure on student's choices at GCSE

The Socratic seminar is an instructional method that aims to improve understanding of ideas through engaged discussion. There are roles for students such as chair, record keeper etc and the teacher has a role in helping discussion moving along but the Seminar is ultimately self-regulating with a key role of the teacher to, amongst other things to provide feedback on the discussion. This has been described as a community of enquiry as used in Philosophy for Children (Sutcliffe, 2016). There are no set rules or prescription in the use of most dialogical approaches (the exception is probably Philosophy for Children which has extensive support materials and a developed training and intervention strategy). There are guidelines about the use of Socrates' methods in ancient texts, but this study is inspired by rather than prescribed by Socrates' example.

This study involved an online survey of teachers (n=70) about their attitudes to aspects of pedagogy that might be described as "dialogic". This gave rise to an interview with a small number of participants probing these issues further. A similar approach was taken with students' views, (n=378) who completed a pen and paper Likert questionnaire. Lesson observations took place in two participating schools, before and during a Socratic intervention such as a discussion in a Socratic seminar or use of Socratic questioning. It was not possible to obtain access to schools to observe lessons after the intervention. The fieldwork for the study concluded with focus groups with participating teachers on their experiences of using dialogic methods.

Development of research questions in the school context

The extended lead-in time because of covid, resulted in an extended period of literature search and development of research questions. The research questions for this study have emerged from a cycle (Gorard et al., 2017) which includes continuous review of the research focus and, where necessary review of the research questions. The questions have emerged as a response to the challenges of conducting research in the shadow of a global pandemic. Even when lockdown rules were eased, schools remained fundamentally challenged to return to pre-covid activity. The effects of the pandemic are still being felt as some cohorts of students have not had any external examinations at GCSE and A Level. It is only this year (2023) that special arrangements for exams have been lifted. In these circumstances, schools have had to concentrate on their core functions rather than accommodating an external researcher. This has resulted in the curtailment of fieldwork to two schools.

The following questions were agreed following from the literature review:

Main question: To what extent does a dialogic pedagogy contribute to students' enjoyment and achievement in history?

Sub questions:

-How do we measure enjoyment in the context of history lessons?

There are ethical implications in measurement: just because we can measure something, doesn't mean we should (Biesta, 2009). Few studies address the issue of enjoyment in history, though there are some studies on engagement (Bird, 2022; Pourtaghi et al., 2022). Enjoyment was expressed either explicitly in the surveys or observed in lessons. The emotional or affective domain, of which enjoyment is part, is somewhat under-researched. It is also appears to be the case that there is no consensus about the role played by enjoyment in the development of knowledge and understanding.

-How do dialogic approaches impact on enjoyment and achievement?

Achievement does not just mean attainment in tests and assignments set by the teacher . Achievement can, for example, mean moving from passivity in lessons to active engagement in discussions and include a willingness to bid for answers to questions. It can also include improvement in attitudes to learning and to other people in a group setting. Positive attitudes to learning can also be related to enjoyment and engagement. This wide definition of achievement is important as not all lessons include formal opportunities for assessment of specific attainment goals. Although many teachers are willing to try out a new teaching and learning methods there is a tension between participation and coverage of prescribed subject content.

-What impact do Socratic methods have on enjoyment and achievement?

This question looks at a specific dialogic approach to pedagogy. As discussed elsewhere many teachers use Socratic methods in their teaching without realising it. Although much questioning is in the IRF/E (Initiation, Response, Feedback/Evaluation) format teachers do at

times use probing, extended questioning. This study asks teachers to apply a Socratic approach to questioning rather than IRF/E. The Socratic seminar is a well-regulated and structured discussion format that has the potential to bring about enjoyment and attainment in specific subjects, in this case history,

-What are the implications for practice?

The implications for practice of this study are at both individual teacher level and policy level especially those concerned with the training and development of teachers. Providing feedback on the development of dialogic pedagogy is likely to enhance its effect on teaching and learning. This study includes a discussion with participants which focuses on implementation of the approach.

Significance of the study

This study examines an area of leaning in history that has not been extensively researched: enjoyment and its links to achievement. It reveals teachers' attitudes and beliefs about dialogical practices and how these impact on students' enjoyment and achievement in history. The study gives a voice to students and reveals that some students find elements of dialogic practice difficult. Some students find difficult Socratic questions uncomfortable, especially when directed at a specific student. Teachers need to be aware of this and to create an atmosphere of care and support when using questioning of individual students. The study examines the crucial role of the teacher in training young people to take part in discussion. The impact of the study on teacher practice is significant and reflected in the teacher focus groups.

Methodologically speaking the study is important in that it is focussed on individual experiences of dialogical practices by students and teachers. It applies a naturalistic approach to the study of teaching and learning, although it does include a quasi-experiment to support

these findings. The study gives a voice to students of various ages from Year 3 to Year 13, student voices are usually absent from studies of teaching and learning practice. Wall and Higgins (2006) conducted a large study looking at children's thoughts and feelings about their learning and looked at metacognition. They used speech and thought bubbles to extract information about pupils' views of their learning. They found the use of cartoons and speech bubbles provided a scaffold for children to access their thoughts and feelings about their learning.

COVID impact statement

This PhD study began in October 2019 and had an ambitious but achievable aim of working in a number of schools over an extended period, preferably two terms. The focus in the first period of the study was to look at children's understanding of complex historical concepts.

The first inkling that a pandemic was on its way was in December 2019 when cases of a novel virus were reported in China. January to February 2020 had a confused picture of the potential of covid 19 to cause significant harm. On 25th February SAGE advised that social distancing and school closures can cut transmission by 50% to 60%. This was the first sign that a major health emergency was on the way. On 18th March Boris Johnson announced the immediate closure of schools and colleges, with A-levels and GCSEs cancelled, to curb the spread of the virus.

These developments meant a complete rethink of the scale of the project as even when restrictions were eased in March 2021 the impact on schooling was still felt with few schools open to outsiders, no matter how committed they were to suppport educational research. Despite my best efforts to find schools to participate I was only able to secure a placement in two schools in the autumn and spring of 2021/2022. The high school that took part in the survey

were unable for their own reasons to participate in a post-intervention questionnaire. The study in the primary school was much smaller than I would have liked.

The extra time out of placement allowed for an extended literature review, including scoping review of enjoyment in history, alongside a general literature review of dialogic pedagogy and history in education.

Positionality

Positionality is the practice of a researcher delineating his or her own position in relation to the study, with the implication that this position may influence some aspect of the study, such as the data collected or the way in which it is interpreted. A concern about positionality in research is associated with critical approaches to social research from a gendered perspective, for example.

Although positionality, reflective or position statements are becoming more and more common, reflecting an increasing concern over the desire to maintain a critical stance, they are not without their critics. Savolainen *et al.* (2023) argue that it is impossible to construct credible positionality statements because they are constrained by the very positionality they seek to address. Positionality is circular they argue and is not a credible standpoint in scientific research. Second, positionality statements are unnecessary because reducing bias - positional or otherwise - in science does not hinge on the biographical details of individual scholars but on the integrity of the collective process of truth-seeking. Third, by asking scholars to disclose information about themselves, positionality statements undermine the very norms and practices that safeguard the impartiality of research. The rigour of the method, it is argued, should be enough to avoid bias or prejudicial outcomes.

I would agree that positionality statements are not the only thing we need to do to reflect better the reality of the power relationship in the social setting being studied. It has been argued such

position statements are not necessary for quantitative studies, but this does not reflect the reality of the choices about what data to collect and how to present and interpret results.

As a white, cis gender man I have not ever experienced direct discrimination on the basis of gender or race. I am part of the first generation to attend university in the 1990s and I have studied at Russell Group universities. No matter how I attempt to remain detached and impartial, it is genuinely hard to disentangle my acquired viewpoint and perspective based on academic and professional experiences. This was particularly a concern when working closely with a Head of Department, as position I have held myself and regard as some of the most challenging and rewarding. I strived to maintain an appropriate distance from the teacher participants, but this was a challenge. It is easy to become part of the institution in which the study is taking place, especially when levels of participation are high. My experience of teaching from a dialogic perspective helps with the design of the research and interpretation of the findings, so I consider that my position is an asset rather than a hindrance.

Thesis outline

The introduction is concerned with current issues in history teaching and learning, including EBacc, history learning in the wider culture and controversial issues in history. Chapter one presents a literature review on history in the curriculum in general andpresents the literature review on dialogic pedagogy, and history learning specifically. Chapter two presents the methodology of the study. Chapter three looks at the literature on enjoyment and engagement in history.

Chapter four examines teacher attitudes to dialogic practice as expressed in an online survey and follow-up interviews. Chapter five reports a study of young peoples' attitudes and beliefs about their history learning. Chapter six reports on the observation of history teaching before and after the Socratic intervention.

Chapter seven draws on all the findings of the study to answer the research questions and to discuss the emerging issues and implications for the practice of teaching and learning of history. The final chapter is a summary of the thesis and suggestions for improvement and further study.

Contribution to knowledge

The subject of enjoyment is not central to much educational research, although there are studies that investigate engagement (Eccles, 2016). Enjoyment and engagement are fundamentally intertwined, this study attempts to disentangle these elements. By way of example a topic in history may be engaging, such as war or genocide but not necessarily enjoyable or fun. This study focusses on authentic voices of children and their teachers, and this is also under-researched (this is part of positionality discussed earlier). There is a combination in methodology, a search of the literature helped frame the teacher survey, this gave rise to the student survey. The survey gave rise to the selection of the precise intervention in which teachers were prepared. In the field there was an observation of the intervention, and this finally led to the teacher focus group. Unfortunately, there was not an opportunity to conduct a post-hoc survey with young people as schools were unwilling for their own reasons to allow access.

This study is an attempt to gather evidence about activities that promote enjoyment and achievement in history. It is predicated on the assumption that enjoyment can be observed in behaviour and attitudes to learning such as participation in discussion. The study also considers achievement in a broad sense and is not limited to attainment in written tasks and exams. In saying this the importance of progress in such tasks is an important factor considered by teachers in their willingness to innovate or *to* experiment. The challenge is to maintain a perspective that is able to isolate the individual elements of the study Issues in history education

This section examines the background to the study of current issues in history education. It relates to all of the research questions to some extent. It includes a discussion of the impact of government policy on teaching of history as a discrete school subject, including EBAcc and the continuing influence of the National Curriculum on school history. It looks at current controversies such as the decolonisation of the curriculum and the issue of thematic history events such as black history month. It also includes a discussion of the current teacher supply and recruitment and retention.

History in popular culture

History continues to be a popular subject in school and in the broader culture. Although badly affected by covid, visits to historical museums are healthy, nearly 12 million people visited museums and galleries sponsored by the Department for Digital, Culture, Media, and Sport (gov.uk) in 2022. There are several history magazines such as "BBC History Magazine" and "History Today" which enjoy a healthy presence in print and online. Historians such as Simon Schama and David Starkey have a high profile in the media. Any perusal of TV guides will find any number of history documentaries and films, with dedicated history channels on TV. We can conclude there is a buoyant market for history, even if historians retain a healthy sceptical attitude towards commercialisation and commodification of the discipline. This critical disposition to the commercialisation of history needs to find a place in schools. EH Carr (1961) famously described history as a dialogue between the present and the past. People are attached to the past; it forms an integral part of an individual's identity and sense of self. History carries an emotional impact especially when events are memorialised, an excellent example is the response to war memorials and the remains of concentration camps in Europe. One cannot fail to be moved by their starkness and ruthlessness in their design, chillingly efficient for their purpose. Reports bemoaning the level of knowledge of events of the past deemed by the commentariat to be of national importance. Much is expected of history opinion makers, particularly secondary history teachers. In creating programmes of study history

teachers cannot ignore this clamour for history to include reference to events in the past deemed to be of national importance. These demands do not generally address history in schools as needing to be enjoyable, though some topics are more enjoyable than others. Most people recall their school history, but not all report the process as enjoyable. History is seen as worthy of study but not particularly enjoyable in its entirety.

History as a national myth

There are many popular myths about the past: national stories about elements of the national past, such as the Blitz in the Second World War or the Gunpowder Plot. A national myth is an inspiring narrative or anecdote about a nation's or a community's past. Such myths often serve as important national symbols and affirm a set of national values. A national myth may sometimes take the form of a national epic or be incorporated into a civil religion. It might simply over-dramatize true incidents, omit important historical details, or add details for which there is no evidence; or it might simply be a fictional story that no one takes to be true literally, but contains a symbolic meaning for the nation. It is not that these events are not important or uplifting, nor is it the case that such accounts should be ignored or dismissed as "non-historical", it is the case that these accounts need to be subject to a degree of criticism or scepticism. Schools have a role in creating and sustaining these myths, but they can also support students in criticising and problematising these accounts. In this sense, history teachers act as gatekeepers to the broader culture. The Blitz is often described as Britain's finest hour as plucky Londoners carried on their activities and rallied round to support their neighbours (Calder, 1992). The full realty is less palatable, looting was widespread and conditions in impromptu shelters such as Underground stations were insanitary and squalid. It is a truism that history is written by the victors and many historical accounts would benefit from a critical lens. History teachers are gatekeepers of these myths and are constantly negotiating the boundaries of mythic accounts and more critical accounts. There is no such thing as a correct

history, all historical accounts carry with them, among many other facets, the attitude of their writers. A nice example of this is the differing accounts of how Harold Godwinson (last Saxon king of England) was killed. Norman accounts, the victors, stress the popular myth that Harold died because of an arrow in his eye, whereas the Anglo Saxon Chronicle describes Harold being hacked to death by Norman soldiers. The former account is potentially more palatable and presents the Norman soldiers in a more heroic light, but all accounts of the past are useful if not entirely reliable. Dealing with conflicting accounts of the same event is an important second order concept and does give rise to enjoyable activities for young people. An enjoyable approach to these accounts might be to ask students to justify these different accounts and perspectives.

History in the National Curriculum

The National Curriculum in England is not set in stone and has gone through several versions since its inception in 1989. The original version included much more prescription with an emphasis of the history of Britain/England (there was not really a clear embarkation between the two) and had three Attainment Targets. The introduction of the curriculum was delivered by an army of advisors and consultants and lengthy non-statutory guidance (NSG). The publishing industry responded to the largesse of extra money in schools to produce off the shelf National Curriculum compliant books and resources.

The most recent National Curriculum, introduced in 2014, abandoned the level-based attainment scale and government stopped asking for levels in foundation subjects such as history and geography. The preamble to the National Curriculum Programme of study provides context for these requirements. It emphasises chronology, knowledge, and application of deepening understanding to specific historical terms and concepts. There is, not particularly surprisingly, a focus on British history and a British local study. There is a requirement to

study at least one topic of a significant society or issue in world history and its interconnections with other world developments. Despite this facility there is still a feeling, expressed by students in this study, that the curriculum is dominated by "the lives of dead white men.", according to a young person in the study.

The level of direct prescription in the National Curriculum has actually reduced, and so called "excellent" schools, Academies and Free Schools, do not need to follow it at all. There is a free for all in the mainstream media that surfaces from time to time with some story or other about the poor levels of knowledge of the past in the younger section of the population. Teachers are often pilloried as betrayers of Britain's glorious past with their interest in the decolonising of the curriculum and a much more robust approach to key elements of the national story. In most school settings students are encouraged to be critical of what they are studying and to build up their own knowledge and understanding of the past. Of course, children are entitled not only to a broad and balanced curriculum but also exposure to the foundational precepts of the culture. Young people should exit compulsory history education with at least an overview of the national past and a rather deeper knowledge of some of the key events in Britain's historical development. History competes for space in nation building with Geography and Religious Studies, a detail that does not feature in popular responses to the so-called lack of knowledge of British culture. Those who argue that history teaching and learning is lacking in some way do not appear to be concerned with what young people themselves would enjoy and value.

Historic teaching and learning

History teaching and learning has undergone many iterations and developments since the foundation of the modern English school system in the early part of the 20th century. Traditionally schools in England focussed on the transmission of knowledge of the past through

teacher instruction. There was a grand narrative of key events in "Our Island Story" (Marshall, 1905) such as the Norman Invasion, Magna Carta, or development of the British Empire (and its claimed beneficence). There was a prominence in activities such as rote learning and memorisation of events as isolated historical events. There were memory aides such as poems and songs. History classrooms include a portrait of the reigning monarch and of other prominent people (usually men) from the past. Right up until my own schooling in the 1970s and 80s a map of the British Empire with the "colonies" coloured in pink was prominent. Although these approaches were often enjoyable in their own way, such approaches were miles away from a subject specific knowledge. Little, if any, attention was paid to whether students enjoyed history or if they felt the subject had any relevance to their lives.

Thematic history months

One attempt to overcome concerns about diversity in the history curriculum is the notion of themed days or months about marginalised groups. Black history month in October, LGBT month is February, disability history month is November. The aim of these months is, amongst other things, to highlight the contribution of certain individuals from minority groups to mainstream history. Where black history month is observed, children may be exposed to the contribution of specific people of colour: studying Mary Seacole as well as Florence Nightingale for example. Some schools employ activities to promote enjoyment of these history themes, including role play, food and inviting individuals to come and talk about their experiences. In recent years there has been an emphasis on the contribution of the so called "Windrush Generation". This is due both to the 50th anniversary of the Empire Windrush but also by controversy around the immigration status of individuals from the period. The aim of these months is to allow the outside world of lived reality to permeate the classroom and to engage the whole of the community in historical accounts. The intention is also to make studying these themes enjoyable and engaging.

For me, this approach to representation in history is not without problems. There is no such discipline in history as "black history" or "women's history". There is such a thing as history from a gendered perspective or from a LGBT perspective, for example. These perspectives apply a critical lens to mainstream historical accounts. By way of example, an LGBT approach to the study of the impact of the Bletchley Park code breakers might reveal the sexuality of Alan Turing and reveal his post-war experiences of homophobia and subsequent pardon in 2018. Another example would be to tell children about the presence of African soldiers on Hadrian's Wall. There is no need for a specific month to study the experience of marginalised members of society, what is necessary is an approach to diversity throughout the whole curriculum. The curriculum is crowded, and the use of themed months may draw attention to the "other" in relation to marginalized groups rather than including them in the mainstream. Attempts at inclusion could end up being counter-productive if this "otherness" is maintained but the same is true about relegating the experience of marginalised groups to one month or one day in the curriculum. This is also an opportunity to promote enjoyment in the history as it emphasises history's relevance for modern society.

EBacc

To its supporters, especially the former Education Secretary Michael Gove, the English Baccalaureate (EBacc) represents a game changer in the project of raising educational standards. EBacc's supporters argue that the subjects that make up the measure are most associated with success at Year 13 and university. There is little attention paid to students' voices on the extent to which they are happy to have less choice at GCSE if it can be proven that it benefits them in future study or work. There is certainly little attention paid to the role that enjoyment plays in education. It is also not entirely clear what policy makers believe is the purpose of education or the characteristics of an educated person. I grew up before the National Curriculum was introduced in an inner-city comprehensive and received a curriculum

that was broad and balanced to some degree, but when I attended university in the 1990s, I was struck by the breadth and depth of my privately educated peers, evidenced for example by knowledge of Latin and Classics as well as English grammar. EBacc is not a qualification but it is a key performance measure for schools alongside other accountability measures and so schools need to report numbers of entrants and attainment. It is interesting to note that as the National Curriculum loses its pervasiveness, the government seeks to influence the curriculum and pedagogy through performance measures, such approaches typically pay no particular attention to what students enjoy. The performance measure was, to some extent, introduced to counter the practice of the use of vocational subjects to meet the five or more GCSE grades A* to C, (now 4 to 9) including maths and English. Attempts at qualification reform are hindered by the equivalency problem. This is when anything other than GCSE and GCE A level has to be related to these qualifications. Vocational qualifications no matter how good and enjoyable for students have to be justified in terms of their equivalency to GCSE and GCE A level.

The EBacc subjects are maths, English language and literature, Science, a foreign language (including ancient languages), history or geography. In general, this leaves three or four more qualifications for young people to choose which may include vocational subjects or creative subjects. History GCSE has retained its position in terms of take-up, entries increased by 1% in 2021. In the immediate years following the introduction of EBacc there was a significant uptake in both history and geography. Entries for EBacc subjects accounted for 81.8% of total entries for GCSE in 2022 (OFQUAL).

The Sutton Trust (Allen & Thompson, 2016) reported on the development of the EBacc in relation to the results achieved by pupils who qualify for the pupil premium. There was variance in the speed with which schools took up EBacc, with some schools embracing change and others trying to hold on to a curriculum offer that they believe better meets the needs of their students. The research suggested that studying EBacc subjects results in a 1.7% increase

in attainment at GCSE. Students eligible for the pupil premium benefited from the introduction of EBacc more than the general student population. This provision is not uniformly available, not all students are being offered an EBacc route, they suggest there is a shortfall of 11% of students who should have access to EBacc subjects.

It might be expected that history teachers would welcome increased participation in history, but there are concerns about the appropriateness of an academic, high-literacy qualification such as GCSE History. Indeed, teachers responding to a National Union of Teachers (NUT, now the National Education Union) cited problems with behaviour and motivation (Adams, 2014). This suggests, as with other initiatives aiming to raise standards in education, little attention is being paid to the voices of young people and a complete absence of interest in the affective domain. Despite heroic attempts by teachers to engage students in history, some students just don't like studying it and resent having to take the subject at GCSE.

Diversity and decolonisation of the curriculum

Issues of representation, diversity, and de-colonisation of the curriculum have become more prominent in recent times. The National Curriculum (*History programmes of study: key stage 3. National curriculum in England*, 2013) does cite issues around the origins, development, and end of Empire, it does not deal explicitly with de-colonisation of the curriculum.

Proponents of the de-colonisation of the curriculum suggest that the education system is rooted in an imperialistic epistemology, which holds that England/Britain's empire is rooted in benevolence and an emphasis on the so-called achievements of Britain's imperial past and its legacy in contemporary society. It has both positive and negative perspectives: negative aims to align the curriculum to a world view that regards white exploitation of indigenous peoples lasting centuries and a positive approach that emphasises the positive impacts of the achievements of colonised peoples. For example, the Year 9 curriculum usually involves an

explicit study of the Empire and as part of this involves the study of the Atlantic slave trade and its abolition. Such a study in a colonised curriculum might neglect the poor treatment of enslaved peoples and tell the story of white, British abolitionists and to portray enslaved people as passive victims. An alternative view would be to address head-on the savage nature of the trade triangle, would reflect on the lives of enslaved people in the New World and would explain the debt owed to slavery by British institutions such as the city of Liverpool amongst others. Of course, this is not to say that there is no place to study the role of white abolitionists such as William Wilberforce in bringing forward the necessary legislation in Parliament. Students would enjoy engaging in a debate on who should be given credit for abolition of slavery in the British Empire. Rather than waiting for a thematic black history month to approach this topic, good history teachers adopt an appropriately balanced perspective on the controversies of the topic.

These issues might be understood to be examples of history being a dialogue with the past (Carr, 1961). They certainly offer the opportunity for young people to think about the impact of the past on the present. The debate is proving most vociferous in universities in the English-speaking world, but secondary teachers are addressing the topic in terms of organisation of first order knowledge with an age-appropriate attention to issues of interpretation. From an enjoyment perspective, de-colonisation has the potential to engage students in current debates in the broader history community.

History teacher recruitment and retention

Central to teaching and learning is good subject knowledge, which in history means a good chronological and conceptual knowledge. Good subject knowledge allows the teacher to guide her students towards an understanding, of amongst other things, historical interpretation. Historical interpretation is constantly changing, based on the work of professional historians

as they produce novel or revised explanation of events in the past. Students at A Level study interpretations explicitly and younger students are encouraged to consider different explanations of the events they are studying. Teachers report that students find interpretation difficult, but students in this survey did not agree. This does highlight the need to have history taught by subject specialists who should have access to up to date interpretations of the topics they are teaching.

National figures for England (Long & Danechi, 2022) on history teacher recruitment and retention suggest that interest in entering the profession is buoyant, recruits to Initial Teacher Training (ITT) in history were 8% above target. It has been suggested that this is a result of the impact of the pandemic on the labour market. Teaching represents a secure career for graduates who wish to maintain their interest in the subject, this may overcome concerns about levels of reward in teaching and concerns about working conditions, in particular the number of hours worked over and above the core teaching day. In a more active labour market for graduates, fewer history graduates come forward for teaching as they can find better paying jobs in the private sector. It remains difficult to recruit and retain any kind of teacher in schools in challenging circumstances, most of which are in inner city locations. Lack of subject specialist history teachers has an impact on enjoyment of the subject in school. Difficulties with student behaviour, perceived lack of support for addressing behaviour by parents and senior staff and a general dissatisfaction with workload all compound to limit the extent to which teachers in these settings are willing to experiment with new pedagogical approaches or even to remain in the profession.

The British Academy (Morgan Jones et al., 2020) produced a piece of work that highlighted the employability and skill levels of graduates in arts, humanities and social sciences. They find that AHSS graduates are equipped with a range of skills they can adopt to fill a wide range of employment goals. Although they found graduates in STEM subjects had higher starting

salaries, AHSS graduates soon catch-up and can earn high salaries further on in their careers. In the current situation (2023) there is an ongoing debate about how to recruit and retain quality teachers in all subjects. History has consistently met or exceeded targets for entry into the various training routes for teachers (Long & Danechi, 2022). This does not necessarily mean there is a good range of candidates for teaching posts in all settings. In my direct experience of trying to recruit history teachers to schools in challenging circumstances, despite an expensive advertisement in specialist newspapers and assistance from a recruitment agency over a three-year search resulted in a tiny number of candidates with Qualified Teacher Status to fill a history post. There is an internal market within the education sector in England for teachers, there is a dearth of applicants for posts in high-performing schools and paucity of candidates for schools in inner-city settings. This brings about ethical concerns about social justice in that it is disadvantaged children whose education suffers from being taught by other than qualified history teachers.

Kitson (2017) looked at recruitment and retention of teacher trainees and at the levels of subject knowledge required of teachers in training. She found a marked difference in the academic qualifications of teachers in the three main routes into initial teacher training (or as she prefers initial teacher education). Beginning teachers in university-based programmes such as PGCE were most likely to have a good degree (2.1 or better) and they were also better at recruiting black and ethnic minority people. Since 2010 the government has promoted school-based initial teacher training, but PGCE routes are still popular. Kitson discusses the issue of what knowledge beginning teachers require to be ready for the next phase of their journey into teaching. There are various claims about the relative importance of subject specific knowledge and pedagogical or craft knowledge. These issues also pertain to the ongoing training and development needs of early career teachers. Kitson argues for an ongoing role for universities in teacher development, through the preparation of mentors for example.

`Conclusion

This chapter has looked at some of the issues pertaining to teaching and learning in history. These include attempts by authorities to influence what and how teachers approach history in the classroom through accountability measures such as EBacc and exam specifications. It presented the context of history learning as part of the broader culture and how teachers are regarded as gate keepers of knowledge of the past. It discussed issues such as decolonisation and the relevance of themed history months in overcoming the caricature of school history as being the history of "dead, white men". These young people's concern over the content of the curriculum is a subject of much debate within and without the academy.

Chapter one: History and dialogic pedagogy literature review

Introduction

This chapter looks at the literature around teaching and learning in history in general and about dialogic practices and how these impact on learning. It goes towards answering research sub question "How do we measure enjoyment in the context of history lessons?" and "How do dialogic approaches impact on enjoyment and achievement?" Achievement is broadly defined and is not limited to performance of students in written tests. It features evidence about the role of dialogic approaches on the development of deep knowledge and understanding in history. It looks at the importance of second order concepts, such as change and continuity, similarity and difference and the development of deep knowledge and understanding. It seeks to explain some of the learning processes in history and how effective they are in developing young people's knowledge and understanding of the past. This is a scoping review, with a broad-based

search criterion. Search terms included “history” and “teaching” and “dialogic pedagogy” these were used in Google scholar and a Boolean search of the terms in the library database. Literature was chosen based on relevance to the research questions and, as a way of producing the number of studies to a workable number, preference was given to studies from 2000 onwards, though earlier studies were included if they were particularly relevant. This has resulted in a narrative approach that seeks to provide a background to the main study. This background allows for consolidation of the material in the surveys to reflect ongoing debates in education in history.

Table 1.1 signposting of chapter themes

Element of teaching in history	Relation to dialogic pedagogy
History can be taught from a range of perspectives, from nation-building ”patriotic perspectives to critical “post-colonial” perspectives.	This gives rise to multiple opportunities to use dialogic approaches to help students handle these competing grand narratives.
There is a difference between first and second order concepts.	Dialogic processes are more focused on second order concepts but do impinge on key subject specific knowledge.
Analysing primary source material is a key feature of studying history at all levels	Dialogic approaches problematise the given nature of even highly regarded documentary records.
History as a subject contributes to the development of advanced literacy.	An approach to history that has an over reliance on written sources can be off putting

	for some students, but being able to discuss the content can improve accesibility and enjoyment of the subject

Teacher education has increasingly broken down the traditional history curriculum, changing the role of factual recall in developing students' awareness of aspects of a critical approach to learning about the past. There has been a move away, in England at least, from patriotic history in the 1970s to a more nuanced and critical account in the current time (Dawson, 1989). Students are presented with differing points of view about the past, at a rudimentary level for younger children. The UK government has recently given advice to teachers about how to approach the teaching of controversial subjects such as the legacy of Empire (Cohen, 2020; Gov.uk). Although second order concepts such as similarity and difference are hard to teach, children and their teachers in this study, have expressed the importance and enjoyment of these elements of history learning. This demonstrates that history can be problematic and enjoyable at the same time. There has been an increasing emphasis on the teacher as an intellectual transformer laying a criterion of convenience within an overall intellectually critical approach. Student teachers see the curriculum as an obstacle to broaching the subject from a more critical perspective. This study draws on the experience of members of the history teaching community and academic research on teaching and learning in history. Although mainly focussed on the English-speaking world some studies are from other systems such as The Netherlands. An omission in the studies reported are from highly prescriptive systems. It considers how teachers have used dialogue to motivate and promote enjoyment in the subject. It also examines some of the difficulties and challenges of particular aspects of history leaning such as historical interpretation and chronology.

First and second order concepts

First order concepts are the key knowledge areas that make up the discipline of history, they include the facts and details of periods being studied. Second order concepts are the organisational and ontological concepts that organise the discipline. Examples of second order concepts include change and continuity, similarity and difference and chronology. Students tend to find second order concepts more difficult to understand according to their teachers (Blow, 2011). Although there are debates about what should be included in the history curriculum, most debates amongst practitioners are about second order concepts. Dialogic pedagogy relates to second order concepts primarily this is related in the research questions considered here.

Miguel-Revilla (2022) in his study of beginning history teachers and history undergraduates concluded that, despite the efforts of many teachers to make the subject more accessible and enjoyable, there was still a focus on transmission of knowledge: first order concepts with an emphasis on memorisation, especially in the earlier years. Teachers in this study concluded that prescribed knowledge for exam courses, especially at A-level, is daunting and so knowledge of history is given prominence over attempts to make the subject more enjoyable. The most challenging aspects of history in the lower years is change and continuity, for older students' historical interpretation is the most challenging, but students in all ages have expressed their enjoyment of debates in history. Younger students find it difficult to understand chronology as an overarching organisational concept. They tend to simplify the chronological arc, their point of reference is the immediate past or even the present. This has led teachers to devise tools to help embed chronological knowledge such as timelines.

Differences in Historical significance and interpretation

Van Driel (2022) *et al* examined the differences between experts (teachers) and novices (students) in their reading and writing about significance in history. They adopted the example of the significance of Columbus according to a 19th century historian (Washington Irving) and a 20th century scholar (Howard Zinn). Students used a "think aloud" technique to produce accounts of the thought processes they applied to understanding the significance of key figures in US and world history. The students (10th grade in The Netherlands) tended to take historical texts at face-value rather than as products of their place and time. Students did enjoy discussing and debating historical opinions when supported by their teacher to engage in them. The authors acknowledge the language and literacy difficulties that history presents. Sources were translated into Dutch, so this is an added complexity to the interpretation. The problem with this research is that it has a small number of participants (students n=12, teachers n=4) also more weight is given to the teachers' responses.

McGrew (McGrew, 2021) compared students to professional historians and fact checkers on Margaret Sanger, a founder of Planned Parenthood in the US. McGrew looked at different ways participants used the internet to write about or work with contentious topics. Misinterpretations of history can run rampant with fewer gatekeepers to stop them proliferating. This is the conundrum of contemporary knowledge acquisition. In the modern world we have the entire *opus* in our mobile devices and there is an increasing need for a methodology that keeps pace with these developments. School history needs to review continuously its operational dynamics to embrace new technology. This is the conundrum of a subject which is the embodiment of the past but needs to reveal freshly new insights and methods. In the immediate concern are the use of Artificial Intelligence which appears to be able to come up with a plausible essay for example (Baidoo-Anu & Owusu-Ansah, 2023). How we cope with these developments will be of major concern in the ongoing period. Domain

experts (professional historians) spent more time scanning search results, whereas domain novices (students) reward superficial valuations with their attention. Younger students, and older students in universities find it difficult to evaluate different historical interpretations. Some students also tend to rely more on the use of textbooks as an authentic source of knowledge, even when teachers find these sources as lacking.

Form and content

For Fink, (2001) form and content are inextricably intertwined. Teaching history is an epistemic, logical, and cultural act conveying deep and sometimes unintended messages about what it means to be historical in modern society. Teachers attach great importance to the use of tangible heritage to teach history to make it an attractive subject and enjoyable for young people. Heritage is not only understood as monumental elements, but also something alive and changing, "heritage is collective symbols, landscapes, buildings, artists, museums, music and folklore"(Felices-De la Fuente et al., 2020). It is helpful to add enjoyment to this profile: students who enjoy their history learning are more likely to engage in cultural manifestations of the whole community.

Role of Learner autonomy in promoting historical understanding

Members of the history teaching community have addressed themselves to second order concepts, in addition to concerns about students' understanding of complex historical concepts. Although not a strictly linear progression, historical ability appears to consolidate with maturity. Alcoe, (2015) in a study of 6th Form students, found that understanding of causation improved considerably when students were able to reason more thoroughly and to integrate their knowledge of chronological events and substantive knowledge to come up with convincing explanations, working as more autonomous learners. Autonomy could be considered a goal of history learning for older students and is something students come to enjoy

as they progress through their studies. Older students are increasingly competent in dealing with historical knowledge. Alcoe identified a deficit from students' experience of a content-driven GCSE and noted that, despite this, students could develop, with support, disciplinary specific knowledge and understanding. As students move through the years from 11-year-old (Year 7) to 18 (Year 13) the development of organising concepts plays out. It is perhaps not a surprise to learn that experienced history students who at A level have at least average prior attainment in history can engage with the topics being studied. They have selected history from a wide range of possible subjects for advanced study and, compared to Key Stage 3 for example, should have adequate time and space to ponder deeper knowledge. The teacher can be ambitious in 6Th form teaching as the impact of behaviour on learning is much reduced, though there is still a need to maintain concentration and attention. The difference with 11-year-olds is profound, younger students encounter many difficulties in studying history, including the second order concept that people in the past are at the same time similar **and** different to them, but they find coming to terms with these issues enjoyable. The youngest students in this study (Year 3 and Year 4) showed elements of enjoyment in their study but struggled with some of the second order concepts, especially similarity and difference and historical interpretations.

Development of ideas about context

Bain (2000) acknowledges challenges to students' thinking of fact-based suppositions of history. Professional historians work with historical facts, students work to bring meaning to their historical experiences. At least they are better at "performing" the tasks and concepts of history, although at a relatively shallow level. Students develop an epistemological approach as they are encouraged to dialogue about historical issues, suited to their age and concrete historical knowledge. Students' beliefs about history itself develop, even if they show naivety about the nature of historical knowledge or second-order concepts. Students, when encouraged

to engage critically with historians' accounts, position themselves in relation to the period they are studying, although the extent this is true of students allocated just one hour a week of history in school is a challenging problem (Adey & Biddulph, 2001; Albergaria-Almeida, 2010)

Historical memory

Historical memory (Perry et al., 2017) is an individual way of life, a synthesis of discernible experiences and expectations. There are at least two functions of historical awareness: temporal orientation and identity creation. Historical education articulates metahistorical concepts with substantive concepts of history. There are parallels with history teaching in England, especially when encountering subject matter that challenges notions of identity in, for example, the study of the development of the Empire. Some teachers deal with some of the equity and diversity issues by moderating their language, using the term "the British" rather than "we". Although not used universally some practitioners use the term "the Common Era" (CE) rather than Anno Domini (AD). All teachers in Portugal enter the profession with master's degrees in history teaching and so are asked early on to consider some more complex areas of pedagogy. There is a lack of evidence on the role of enjoyment in designing teaching and learning activities for older school students and those in universities.

Value of conceptual understanding and concrete knowledge in historical assessment

Carrasco and Martinez (2016) have argued that in some countries conceptual knowledge remains the most valued domain and this is reflected in assessment patterns as well as pedagogy. Conceptual knowledge relates directly to the first order concepts, such as subject specific knowledge rather than second order concepts such as change and continuity. Assessment of history, in traditional classrooms, they argue, is undertaken as if knowledge is static, external, and unchangeable and certainly not to be challenged by young people. Enjoyment is seen as tangential, unnecessary, and not an important or essential aspect of

teaching and learning. Knowledge of history and the construction of narratives are closely related, this is encouraged through tasks that ask students to " give an account". Such accounts are derivative in character and consistent with an orthodox version of the account and pay little attention to differences in historical interpretation.

The teacher needs to make continuous use of direct observation in the classroom and assessment rubrics to establish a student's cognitive progress (Albergaria-Almeida, 2010). This approach to assessment is particularly attuned to dialogic approaches. The development of assessment techniques is an iterative process in which assessment requirements build on prior attainment. Progression in history is not measured by an increase in basic knowledge, not just more facts. In Key Stage 3, open-ended tasks should focus on consequences. Chapman suggests teachers use counterfactuals to focus on complex concepts (Chapman, 2003). The use of counterfactuals is fun and engaging in my experience and allows students to access substantive knowledge in a novel and enjoyable way. The plethora of popular dystopian fiction is an example of this approach. It facilitates a link between the recent past and the present day. Such accounts have resonance when they share features of the society are recognisable with the accepted settled view of events in the past or with accounts of the past in the popular culture.

Continual significance of the National Curriculum and the role of academies

School systems operate with differing levels of prescription in history (Macdonald, 2003). In England since the 1980s there have been different levels of prescription, though the loosening of ties and increasing autonomy are often the reward for performance in external tests and the result of school inspections. The formular has been that the more "successful" a school is, the less prescription the school becomes subject to. Schools considered to be operating in "challenging circumstances" are subject to the most intervention, such as being compelled to become academies as part of a Multi-Academy Trust (MAT). Continuous reviews of the

National Curriculum have offered an opportunity to develop a more appropriate curriculum (Chapman, 2003). Underlying principles of school-level curriculum design should include: clarifying second order concepts, identifying vocabulary, and giving students the opportunity to use vocabulary in an appropriate way. Although no longer the rubric on which all history curricula are built, schools continue to have regard to the National Curriculum in planning their work (Burn et al., 2018). Growing school autonomy in curriculum planning allows history teachers to experiment with pedagogical approaches that result in enjoyment on the part of young people.

Use of history for literacy development

The role history plays in developing language and literacy is well known and one of the justifications for the presence of history in the modern curriculum. These aspirations are laudable but the emphasis on language acquisition may hinder the development of genuine subject specific knowledge, skills, and understanding (Burn et al., 2018; Calder & Williams, 2021). In the early 2000s the government in England pursued reform of the curriculum that focused on literacy and language development. In the race to implement these reforms subject paradigms were altered to place literacy as a primary objective rather than historical skills, knowledge and understanding. Reforms such as a shortened Key Stage 3 (from 3 years to 2) must, logically, mean that historical knowledge, skills, and understanding may be less secure in these contexts than in schools adhering to the three-year Key Stage 3. This has impacted on the ability of the research community to look at attainment in Key Stage 3, as we are not comparing like with like. Later, the introduction of the English Baccalaureate was intended to promote the place of history and geography in the pursuit of a broad, balanced curriculum. This was combined with a further instance on so-called "high standards", a nebulas term which is difficult to define and apply. Its legacy in this regard has yet to be fully researched, outside of government sponsored reports (Greevy et al., 2012). There is some support that provision

for either history or geography has a high uptake (Nye, 2018) in high performing schools but less so in schools in challenging circumstances. Students may find history a more difficult subject than any other choices they have, but numbers taking GCSE history have stabilised (OFQUAL, 2021)

The Schools History Project

When it was established in 1972 the Schools Council History Project (SHP) represented a challenge to the orthodoxy of teaching history as "Our Island Story" (Marshal, 2007) that would be delivered through textbooks and teacher exposition (Dawson, 1989). Rethinking and new ideas would be accepted by teachers only if they were based on demonstrable reality and carried little risk to students' examination results. Although this approach predates the National Curriculum and other government initiatives in England, the SHP approach, particularly the use of primary source material and historical interpretations was sustained in curriculum development. However perhaps to the disappointment of SHP founders, its approach became very much the new normal in schools in England (Colby, 2009) and no longer represents the challenge to the orthodoxy than it did originally.

The SHP was the first major project to teach procedural knowledge (Colby, 2009). This was in response to defending the role of history as a discrete school subject, the prevailing pattern previously was to see history either as part of an integrated humanities curriculum or as an adjunct to English. The SHP's founding purpose consisted of reaffirming that history has value for young people, *per se*. There was a disciplinary approach with a specific range of skills and competences to be developed, influenced by Bloom's higher order thinking (Bloom, 1956).

SHP's proponents believed that young children could begin to interpret and analyse historical evidence, depending on their general ability and to some extent their functional literacy. Academic development is developed through fundamental goals: the deepening awareness of

humanity, the analysis of the contemporary world, and the understanding of the forces of social change. The underlying beliefs of the project show the influence of Carr (1961).

Use of documents to produce argumentation.

The use of documents in history lessons can expose students to literacy difficulties, documents need not only to be read and understood but be read within a suitable conceptual framework. A written source from the Middle Ages, for example, will almost always need to be seen as a product of a small elite that could read, write, and afford books, and there are many gaps in our knowledge of the Middle Ages. This can make history difficult and complex for some students. De la Paz and Felton (2010) conducted a quasi-experiment that studied the use of documents in preparing argumentative essays with low attaining students in two US high schools. The study included 160 11th grade students and four history teachers. "Results indicate that in comparison to a control group (N = 79), essays written by students who received instruction (N = 81) were longer, were rated as having significantly greater historical accuracy, were significantly more persuasive, and claims and rebuttals within each argument became more elaborated". Although not a large or longitudinal study, the results are consistent with the view that sound instructional practice such as modelling writing in argument forms yields gains in attainment even with students with lower literacy. History is not the preserve of the more able or more literate.

A teaching approach based on the use of discussion can lead to significant improvement in cognitive and motivational variables (Del Favero et al., 2007). Different relations between situational and individual interests effect perception of competence in history. Interest in history increases because of the discussion approach applied, as borne out by student comments in this thesis. Students in the discussion condition seemed to understand better the nature of historical enquiry. Does comprehension of domain specific, epistemological procedure result

in more autonomous, small solutions or whole class discussions guided by the teacher? The precise nature of the intervention is unclear, but there does seem to be a "discussion dividend".

Working with lower attaining students

Drake and McBride (1997) identified lower-level deficiencies with questioning. Low attaining students failed to organise information for proper analysis, they had difficulty thinking critically and applying the requisite habits of mind when answering historical questions. Advanced students recognise the difference between fact and conjecture. Higher attainment includes a degree of clarity and organisation, the quality of illustrations and support examples in the proper conclusion, some students find these requirements impossible to achieve, based on their literacy levels. Despite the efforts of dedicated teachers lower attaining students struggle with history and this is bound to result in lower levels of enjoyment.

It is important that teachers and students alike know in advance the criteria they are looking for in each dimension. The specificity of this study is helpful and pertinent. The custom of sharing learning and assessment objectives with students is commonplace and using mark schemes in GCSE and A Level in preparing students for exams is associated with consolidation of required knowledge and understanding of the requirements of exams. The role of enjoyment in this conception of history learning is unclear, however in the observation of lessons with Yr12 and Yr13 students they seemed to be engaged by good teacher explanation and use of examples.

Metaphor and analogy

Metaphor and analogy are commonly used by teachers to explain complex concepts and events and to increase enjoyment of the topic being studied (Fielding, 2015). The cumulative effect of providing an outline overview, employing analogies, visual metaphors and group tasks improve students' understanding of change and continuity. Different topics present their own challenges, teaching modern China for example is very interesting and lively but students

experience problems with names and terminology. Dealing with a large number of difficulties with the pronunciation of non-European names can prove a real barrier to enjoyment of the topic. Studying a culture very different from one's own is one of the great reasons for offering students the opportunity to encounter different societies in the past, this is now established through exam specifications.

Use of visual media

The use of visual media can help students' understanding of complex historical concepts and contributes to enjoyment (Hobbs, 1999). It can provide an overview of an historical period or character, e.g., "Gandhi" can be used to problematise the factors in Britain's rule of and ultimate withdrawal from India. But it is an interpretation and needs to be addressed critically and with circumspection. Films need to be treated with care especially when they manipulate the historical record for dramatic purposes. Having said this, films prove a useful strategy to provide an overview of a topic. They also allow the comparison of different viewpoints of events in the past, they contribute to improving understanding of historical interpretation. In addition to films produced for a general audience there is a buoyant market of video resources produced specifically for use in schools. Teachers need to apply their professional judgment when selecting appropriate resources to use with their students. Films can be an enjoyable way of securing an overview of a particular historical period, as long as they are subject to scrutiny.

Role of participatory pedagogy in curriculum design

When considering the role of teaching resources in the development of a curriculum, Fogo et al. (2019) suggested that there is a participatory relationship between teachers and curriculum materials. In some settings, history is delivered through official textbooks and authorised pedagogy, in others including England, the specifics of pedagogy are down to individual teachers. In encountering primary historical sources students learn disciplinary reasoning, the

ability to read and interpret textual evidence using disciplinary conventions. A critical stance in relation to history textbooks is paramount if unconscious bias is to be avoided. Many students in this study report finding traditional history textbooks boring and unhelpful. At the very least history textbooks can serve as a source for original source material and visual media, even if the overall approach of the author may not be as useful or reliable. Although working through a textbook chapter by chapter is unlikely to result in enjoyable history lessons it does provide some students with a sense of order and authority in a confusing learning environment.

Contradictions in history teaching and autonomy of teachers

History and history teaching take on complex and at times contradictory roles. History can be used to delegitimise the present and influence the future (Goldberg et al., 2019). Teachers are often tasked with promoting established viewpoints of selective national narratives. In countries where teachers' social status is high, (such as Finland) students and parents respect and trust teachers more. Strong teacher unions serve as a buffer against state actors trying to intimidate teachers into delivering mono narratives that concur with state actors' views of the national past (Goldberg et al., 2019). Education in history is a central pillar of nation building, but this needs to be done with utmost circumspection and care. For British school children this means considering the variation of points of view over, for example, the role of Atlantic slavery in advancing British interests in the 18th and 19th centuries and the differential impact of middle -class reformers and slaves themselves.

In the current climate there is considerable interest in how teachers address key aspects of history that pertain to the promotion of national values. This is strongly pursued in England's primary schools but less so in secondary schools. Grever et al. (2011) studied history in The Netherlands, which is not a highly prescriptive system. They found most students find 20th century and Ancient History more appealing. Ethnic minority students show less interest in

history of the host country. This stresses the importance in devising a curriculum that meets the needs of students from a wide variety of backgrounds. However, it is not the case that we should decimate the curriculum that investigates the history of the host country. It is the case that study of British history should be prominent and constitute the bulk of the history programme of study. This lies at the line of contention as to what the history curriculum should look like in the current context (Arnold, 2021; Calder, 1992; Cheang & Suterwalla, 2020) There is still room for the curriculum to remain relevant and interesting for students whilst maintaining the prominence of the history of Britain. In the study of the twentieth century for example the history of colonial expansion can be modified to include the contribution of people of colour to contemporary British society. Prominence is a debateable term; it is not the same as dominance. The traditional history curriculum can properly be described as having a dominance of the history of the ruling elites rather than a more cosmopolitan coverage. A richer curriculum can still be predominantly British in character but have a more inclusive content and emphasis. Somewhere in the contested, post-colonial space they may be a shared community value, the focus is more on the journey than the destination. Students actively engage in these debates in history, and they can be considered to be engaged and to be enjoying their learning.

Styles of reasoning

Hacking (1992) pursued an investigation of a range of styles used in science and history. How we find out, not just what we find out, is considered important. The emphasis is on underlying pedagogy rather than a lesson-by-lesson study. Reasoning is done in public as well as in private, this is particularly the case within the scope of dialogic teaching. Growth of knowledge is a communal activity.

Complexity and pedagogical approaches

A fully-fledged definition of complexity will never be reached and is an unattainable goal (Haenen & Schrijnemakers, 2000). Process orientated approaches towards the acquisition of concepts will always yield incomplete results. Beginning teachers come to realise that there is a massive gap between their own conceptual vocabulary and that of their students. Most early career teachers generally are still close to academic history if they were recently in higher education. They enter teaching with a strong sense of subject and have high expectations of what students will learn and engage with in history lessons. In general, teachers have benefitted from schooling and usually have advanced qualifications themselves. Teachers, in meeting the diverse needs of their students need to understand the positionality of students towards their learning. It is in this context that we should consider the role of enjoyment in history: students are more likely to engage in work they find enjoyable. Teachers' enthusiasm is a key factor in securing enjoyment of history by young people.

Although it is possible to divide work on the history curriculum and pedagogy into before and after the National Curriculum, earlier studies such as Hallden (1986) still offer helpful insights in the development of history as a school subject. Concept formation includes everything from the understanding of words to the formation of a general frame of reference for a society in the past. Language is very important in the acquisition of first order concepts. Students' moral judgements regarding historical events can be seen in terms of Piaget's (1969) description of moral development in children. An historical event is interpreted on the basis of the needs and insights of the student which exist at a particular point in time and in a society where interpretations are made. An awareness of the pertaining values of societies and how they are shaped by the past is crucial. An historical event does not exist spontaneously in an individual's general conception of things, independent of education or entail introducing new concepts, even this is often the case in educational contexts. Deep knowledge can be achieved by

engaging in foundational features of the society being studied. Enjoyment of history depends on the extent to which a particular society's distinctive elements can be revealed and studied.

Role of empathy

Hallden (1998) has described steps in a continuous line of reasoning in which students tend to personalise historical descriptions. This is a powerful observation on how students process historical knowledge. There is a tension between empathy with people in the past and a critical stance towards the historical evidence. Empathy is desirable and perhaps necessary to understand past societies but so is a critical stance in relation to historical periods. Older students are more able to distance themselves from personalities in past societies, whilst maintaining a degree of empathy. Inappropriate empathy needs to be avoided; students should be encouraged to have an awareness of the individual circumstances of people in the past. Wholesale use of empathy in history is problematic, to what extent should we show empathy with perpetrators of genocide or the compliance of people in the past in authoritarian regimes? This relates to the second order concept of similarity and difference. Some find this concept difficult to understand but it can result in enjoyment of the topic being studied.

Concept refers to classification (Hallden, 1999). Conceptual change refers to the classification of entities in a new way, a way in which empathy with people in the past is balanced with a critical stance. Conceptual change occurs when a recapitalisation involves a shift in an element to an ontological category. Conceptual change in history is in part due to difficulties in determining to which theoretical context a concept belongs. Although complexity and confusion are not particularly enjoyable positions in which history students find themselves, this dissonance allows knowledge and understanding to deepen and cope with more complex historical topics.

Levels of sophistication and types of knowledge

Historians often look for complex, nuanced explanations of a historical event or period. Students show differing levels of sophistication and use different kinds of historical knowledge (Hammond, 2014), not all of this relates to growing maturity, but it is a factor. It can be difficult to delineate the impact of history on general intellectual development, but it would be counterintuitive if no link was to be found. Hammond argues mark schemes used in exams restrict analysis of historical attainment and do not do much to promote deeper contextual knowledge or enjoyment. Avoidance of the overuse of mark schemes as a teaching strategy may actually improve knowledge and understanding. This encourages fingertip knowledge, knowledge easily accessible to apply understanding in new situations. Teachers often cite the problem of the demands of a large amount of content needed in exam subject teaching, this explains why they use mark schemes as part of their teaching, even if it detracts from enjoyment.

Performativity and teacher autonomy

Performativity leads to the undermining of teacher autonomy and freedom of action (Harris & Graham, 2019). Teachers in England are far more autonomous actors than in other settings, especially when compared to some states in the US. Teachers give life meaning to the curriculum and are powerful exponents of grand narratives and diverse interpretations (Gudmundsdottir & Shulman, 1987). History is often seen as a politicised subject area, with a role in shaping national identity and promoting social cohesion. There is a spectrum of curricular in history, with grand agreed narratives, sometimes referred to in England as "Our Island Story" (Marshal, 2007). On the other end are slippery and illusive grand narratives undermined by mischievous scholars constantly revising interpretations. Perhaps all teachers can find their own position on this spectrum. Revisionism can be a useful concept to ensure historical explanations are up to date but can be disruptive to the overall narrative. Teachers

need to constantly update their teaching content based on changes in contemporary historical scholarship. Whilst all teachers may agree with the need to update subject knowledge, especially in exam courses, few schools are able to provide time and money to support history teachers' ongoing engagement with historical scholarship.

Thinking like an historian

The "Thinking like an historian" project (Herrenkohl & Cornelius, 2013) involved students in authentic historical practices: sourcing, cross checking and imagining the setting. In addition to this they promoted virtues such as: open-mindedness, thoroughness, perseverance, and intellectual courage. Critical thinking approaches have become more popular in recent years (Gilbert-Edwards, 2019). Although this is a challenging way to look at history learning, students do enjoy immersing themselves in an open-ended historical enquiry. The teacher's skill here is to allow this open-ended study whilst managing the time given to lesson timing, which may be as little as one lesson per week.

Co-investigation and different orders of knowledge

At its best, history teaching is a co-investigation in which the teacher and her students shape and reshape their interpretations of the past. Drake and Brown (2003) present an account of history teaching using sources and narrative to produce an iterative effect which concludes with a plausible account of events in the past, rooted in the evidence. Teachers use sources to demonstrate that their accounts are plausible. Because teaching with primary sources is an active form of instruction, the teacher must pose questions and cause students to read and examine the sources with a critical stance. There are three categories of sources: first order sources essential to the teacher, second order sources support or challenge first order sources, in using third order sources students eventually find themselves and become central to them. So, the use of sources is a relative process, they are evaluated in relation to each other and in

relation to an overarching narrative or account. Sources can be relegated or promoted based on these investigative procedures, this depends on the historical questions being asked.

Selection of primary sources

The teacher's selection of first order documents is an act of interpretation and presents a potential conflict between the account to which the teacher is directing the study and the evidence presented in the selected first order documents. It used to be the case in school history that students might be asked to determine whether a source is primary or secondary. Younger students tended to oversimplify the distinction and tend to write off entire accounts as unreliable or biased because it has been categorised a secondary source.

The teacher's role is to give meaning to historical experiences (Gudmundsdottir & Shulman, 1987) and great care must be taken when editing sources. One of the problems of using textbooks is that sources have already been edited down to very brief extracts. As students move through the years sources get longer and less edited and an increasingly sophisticated view of the past develops. The narrative or story is the means employed by individuals to create meaningful frameworks of events in the past. It is important for teachers to probe the positionalities of students, which changes as students age and become more critical or autonomous in their approach to sources. Sources in use begin with 1 or 2 sentences in Year 7 to whole books at A -Level. Topics recur at several points during a students' history learning career, Nazi Germany is often taught in Key Stage 3, GCSE, and A Level and thus the students have the opportunity to work with longer and more complex source materials.

Chronology and timelines

Chronology is the air that history breathes (Hodkinson & Smith, 2018). Chronology helps younger students form a mental picture of how events in the past can be linked, and that changes and continuities occur over differing time periods. History may not be understood without the

prerequisite temporal condition, this is provided by a mixture of teacher exposition and conceptual modelling such as the judicious use of chronology. Although dates have importance, this importance lies in the development of structures that organise knowledge of the past. The interest in chronology gives rise to the practice of constructing timelines of events. Whilst these may give an arc of narrative, they are in themselves a lower-order mechanical task that is not in itself particularly historical. Timelines should provide no more than an adjunct to the construction of historical accounts. A timeline is not in itself a historical document, it is still an interpretation in that the complier of the timeline has selected items to be included and therefore what is not included. The National Curriculum stipulates that history topics should be taught chronologically; but some approaches teach history based on themes over time.

Students' preconceptions and attitudes towards events in the shared past

Students do not enter the classroom as blank canvases, (Kitson & McCully, 2005) they carry with them interpretations of particular historical events, pigmented and coloured by the further popular belief in their respective communities. Any study of nineteenth and twentieth century Britain will come up against, by way of example, the colonial question. The study of partition of India will rub up against the national history of India, Pakistan and (later) Bangladesh. This view of history is often coined as a national memory or myth (Calder, 1992). Students acknowledge that the history they encountered in popular representation, especially in the community, was often partial and fragmented and frequently politically motivated, but these perspectives are maintained. This debate is current in the wake of the protests about statues and monuments of colonial era figures. Teachers need to take careful account of students' own starting positions and of the culture of their communities. Whilst teachers should be respectful of these community histories, they should approach them with caution and should be prepared

to use appropriate techniques to help students to understand that there are differing opinions of events in the past.

Development of causal reasoning

Leinhardt (2000) conducted a study of a male student in a US high school for two semesters. The study looked at the student's essays and focused on causal reasoning. Over time, the student demonstrated an increasing ability to refine his speech as part of a dialogue and the focus on increasingly complex historical issues. He used a greater variety of causal links. For example, there was evidence of use of causal connectors. Concurrently with his writing activity were his responses in class to discussion of historical facts and ideas. Talking and writing activities are mutually constitutive. "The teacher prompts and prods students in each incoming group to reach a level of detail, exposition, and coordinated group conversation that he or she feels is appropriate" p.241.

History and claims to national identity

Liu and Hilton (2005) address the role of history in, for want of a better term, national identity. History serves the function of a foundational myth for a society; narratives of origin are part of a national myth but are still a contested space. Existence of objective records creates a possibility for inconsistencies between stories to be noted and for the historical reality of accounts to be challenged.

Ethnic and national identities are often formed when disparate groups unite to pursue shared goals. Politics and war accounted for about 70% of the events named as the most important in world history. Use of history in maintaining and legitimising the current political system is ubiquitous and can be seen most clearly when regimes change. An example of this would be the destruction of Soviet era statues in Russia.

Differences and similarities between history teachers and professional historians

In an earlier study, Leinhardt and colleagues conducted interviews with history teachers and historians (Leinhardt et al., 1994). They suggested that history instruction for young people should consist of:

- Events-existence of actions of people and governments in the past, what narrative features look like in time and place
- development of discipline specific forms of dialogue: appropriate rhetorical forms for explanations
- Meta systems-metacognitive elements and cited historiography

There is no one settled definition of "What is History?" rather a nuanced, complex, and evolving sophisticated working definition. There are similarities and differences between the practice of history teachers and professional historians. Effective teachers keep up to date with ongoing research activity and apply this to their practice. The Historical Association seeks to facilitate this interaction through its publication, *Teaching History*. The professional relationship becomes more important with advanced learners at A Level and first year undergraduates. Revisionism in history results in challenging narratives and identities of key figures. In the Tudor period, for example the reign of Mary has been revised to move away from the traditional moniker of "Bloody Mary". Young students almost always relate a superstition about looking in a mirror and repeating her name three times. This is an example of students bringing their own (often poorly supported) interpretation and folklore to the fore. Teachers obviously need to dismiss and counter these unfounded claims.

Scaffolding of knowledge

Li and Lim's study investigated how different scaffolds supported lower secondary students to do online historical inquiry tasks (Li & Lim, 2008). The study suggested that fixed scaffolds (written prompts and an argumentation template) and adaptive scaffolds (questioning and modelling) act as a combined system which might have facilitated each step of the students' online historical inquiry processes. The findings of this study can serve as benchmark data for secondary school history teachers to develop online inquiry. Augmentation scaffolds play a critical role in developing skills. The study argues that online is a game changer in the future development of history at school. Young people are supremely tech savvy but need to be taught about the epistemological issues raised by the huge amount of information about the past that they carry in their pocket. Digital approaches need to be grounded in the discipline's ontological position, but the prospect of using these approaches in engaging students in developing their own accounts of the past enriched by a wealth of documents and artefacts. Research has grown into the role of online learning which came into its own during the pandemic (Hidayat et al., 2022)

Historical reasoning and content

Although there is some consensus over the use of historical reasoning, content remains highly contentious and controversial (Maadad & Rodwell, 2016). Can higher order thinking and historical consciousness, and historical literacy survive a limited curriculum? Epistemic cognition is the cognitive process enabling individuals to consider the criteria, limits, and certainty of knowing (Maggioni et al., 2009). Perhaps the focus needs to shift from content, restricted by time allocated for teaching, the development of epistemology and subject discipline. Some historical topics are just not very interesting or engaging (Cooper & Chapman, 2009; Counsell, 2011) and students in this study derided the curriculum as being concerned with "dead white men".. In Key Stage 3, for example, the Year 9 curriculum usually includes

engaging and controversial topics such as the rise of Nazi Germany but also the less engaging expansion of canals in 19th century Britain. The history of the Industrial Revolution can be considered very important but is not particularly engaging. It would take an immensely skilful teacher to engage Year 9 on this topic last period on a Friday. This is the "holy grail" of practicing history, finding the inspiration in the mundane. An example of how this can play out might be about the study of experiences of lower status people in the past revealed though documents and artefacts of ordinary people. Students can become engaged in finding commonalities in the experience between ordinary people in the past and the present and they will come across and consider why there are gaps in the history of ordinary people. This is very much the problem when studying the Middle Ages: the lives of ordinary people are rarely present in original source material.

Most recent National Curriculum

There is no narrative on which to hang bite-size chunks of history (Mansfield, 2018). The curriculum is a smorgasbord of history: a plethora of choices with little depth about areas of study. Too much focus on skills rather than content has always been an ongoing debate from curriculum reformers. Michael Gove's desire was to create self-congratulatory British history "a beacon of liberty". There was a call for more British history and less focus on international and world history. Gove argued for emphasis on corporate values: the rule of law, individual liberty, toleration for other faiths and beliefs. It can be argued that these values in the curriculum are uncontentious, the opposite is in fact true. It is clear and accepted that the curriculum should have an emphasis on British history, but the extent to which history should be conceptualised as an unbroken narrative of an island story is highly contentious. A balanced view of Britain's colonial past for example, is subject to criticism in the context of the memorialisation of key figures in British history. The National Curriculum is becoming increasingly irrelevant as more schools are exempted from following it.

Teachers need to get behind the veil of words and draw out underpinning and reasoning in a way that enables students to see and be held accountable for the commitments and entitlements that are placed on what they say (McCory, 2015). Teachers must pin concepts down to identify them clearly for students. Students' reasoning, in other words, is what they make and understand by the claimant potentially strengthens as it is flexed, fleshed out, tested, and amended when student brings it back on the question in hand.

Historical interpretation

Monte-Sano (2008) conducted an action research study of two teachers in US high schools. They emphasized interpretation, identified as an area of difficulty for many young people. The contention is that students find it hard to understand that there can be many different accounts of events in the past. These were broadly typical of US classrooms in urban areas – culturally diverse. The students in the study were average to below average in terms of ability, though there was no definition of what that term means. There was a small improvement from the first teacher that explicitly taught essay writing and structured their teaching around traditional approaches. There was improvement in writing evidence-based history essays whereas the other did not. Qualitative analyses of the teachers' practices suggest that different opportunities to learn to read, write, and think historically are not equally valuable. Some approaches are more effective than others, but there is no conclusive view as to why some topics are just more engaging and enjoyable than others. The extent to which some approaches are better vary with the context in which they are applied and the extent to which students respond to the dialogic approach being applied. Teachers value an approach that has a focus on outcomes and can be related directly to achievement.

Students' essay writing and advanced literacy

In a later study Monte-Sano (2010) studied adolescents' history essay writing. Five trends in students' historical writing emerged:

- Factual and interpretative accuracy
- Persuasion of evidence
- Sourcing of evidence
- Corroboration of evidence
- Contextualisation of evidence

History makes a significant contribution to the development of what Monte-Sano calls "advanced literacy". The contribution of history to developing literacy is one of the key reasons to maintain history in a 21st century curriculum. It is important to develop knowledge, skills and understanding in history. This should be defended and built upon discipline specific knowledge. Students develop a sense of historical understanding through the interpretation of sources in the construction of arguments. Argumentation is key to historical understanding, but teachers need to frame lessons around this (Monte-Sano, 2016).

Historiography and historical interpretation

Historiography, by its very nature, is a foreign concept to non-practitioners, (Pearson et al., 2019). Many students tend to operate with an understanding or assumptions about history, e.g. historians simply report the facts.

As a practitioner, Murray (2015) is concerned with the development of historiography with regard to historical interpretation. The sequence of lessons aimed to improve 6th form students' understanding and construction of historical claims. It is noticeable in the literature that A

level history is deeply conceptual and complex but also that there is less of a consensus on how the subject should be taught at this level. Murray's topic was early Islam and original sources were fragmented and diverse. The goal of the enquiry was to improve students' understanding of how historical claims are made. By the end of the sequence students showed an awareness of the ambiguity of claims about early Islamic society and thus of the language needed and the provisional nature of claims based on evidence. Students were engaged in the study and were able to sustain their interest in the sequence. However, history in schools in England is moving back towards knowledge rich approaches (Newmark, 2020), this is being reflected in examination work. What cannot be mandated by the National Curriculum can be encouraged through the exam system, this might be seen as push and pull factors. Push factors included enthusiasm for the subject based on previous teaching and learning. Pull factors include a desire to get a good place at university.

All teachers need to be aware of the role history has in representing the past as contested and challenging of given opinions. Some areas of study need to be approached with ultimate circumspection, for example the Holocaust (Pearce, 2019). The connective turn has profoundly impacted on the construction of the past and our relationships with it in ways which we have yet to comprehend (Pearce, 2019). Integration to any degree becomes difficult in a climate in which history and memory are set against one another. It was presumed the knowledge would be transmitted and assimilated by teaching and learning, thus preventing any obliteration of memory through the passage of time. Students need to reflect on how they might know what took place engaging criticality. In the late 1990s in England, Holocaust education was increasingly framed as a means of addressing prejudice and intolerance, rejecting discrimination, and combating social injustice. As the availability of survivors of the Holocaust declines due to increasing age, we need to preserve these collective memories. One area of near total consensus is that there is no place for Holocaust denial in history.

Assessment in history and changing demands.

History assessment at the classroom level often lacks some of the qualities found in other school subjects (Peck & Seixas, 2008). Complex concepts include a moral dimension and students' need to position themselves to handle these difficult ideas. Understanding concepts is in a constant state of flux. In secondary education these moral dimensions become increasingly important, and students' knowledge is added to as they move through progressively more demanding courses culminating in A Level. Progress in history is linked to progress of advanced literacy.

In the 2000s there appeared to be a problem of poor literacy in US high schools (Reisman, 2012a, 2012c). Many students did not have a basic understanding of texts. In response, history offered the potential to improve literacy through the scrutiny of historical documents and textbooks. The activity sequence was: background knowledge, historical enquiry, discussion. Lessons were designed to complicate simplistic narratives and to emphasise the inter-textuality of historical reasoning. With younger students there is the problem of having to match sources authenticity with the lower literacy capabilities of younger learners. There is a fine line between editing and bowdlerisation. When redrafting is required to make the text accessible, the core ideas of the source need to be retained. This is most true of studies of the Middle Ages and earlier periods.

History and wider educational aims

According to Risinger (1993) the study of history must affect three ultimate purposes of education: firstly active citizenship, secondly career of work to sustain life, thirdly private pursuit of happiness or personal fulfilment. Seven principles associated with effective teaching and learning history are: chronological, analytical narrative, interpretation of narrative inclusiveness, pausing for depth, contingency and complexity, active learning, and critical

enquiry. History serves as a good example of learning for learning's sake. A person cannot be considered truly educated without at least a basic understanding of the history of their country of residence and the wider world. Learning history as part of a broad, balanced school experience has plenty of opportunities for students to enjoy their learning.

Counterfactuals versus established accounts

Roberts (2011) studied the use of counterfactual history in American high schools. Counterfactual history, for example, challenging the reputation of key historical figures, is argued to help with conceptual understanding. A good example would be to challenge the account of the life of Winston Churchill – considering his actions before he became Prime Minister. Before the war he was considered unreliable and responsible for major military errors in the First World War at Gallipoli, and he crossed the floor of the House of Commons twice. The primary purpose of using counterfactual history as a form of historical enquiry is to help students increase their historical understanding. The risk is that it is possible to undo settled historical interpretation by changing the narrative, not all national actors need to be de-constructed.

Rouet and colleagues (Rouet et al., 1996; Rouet et al., 1997) studied history undergraduates. They found in relation to primary documents that students regard the textbook as more trustworthy. History specialists outperformed novices of general history. Although perhaps the tendency to rely solely on textbooks or set texts may be problematic, students specialising in history outperform others, which is perhaps no surprise.

High achieving students (again an unexplored definition) form interpretations based on evidence more important in relation to primary sources. Experts were more circumspect in dealing with interpretational bias. Specialists were able to contribute to the knowledge base and hence to select contextual elements in a more appropriate level of generality. Documentary

expertise includes recognising the properties of documents and using document information specific ways.

Disciplinary knowledge vs generic knowledge

Samuelsson's (2019) study took opportunity of a major curriculum review in Sweden to study students' performance in national tests. The random sampling of schools included a mixture of rural and urban although urban schools were in the majority. They found that disciplinary, rather than generic knowledge should be developed. In history pupils are supposed to reason in relation to historical facts. Performativity might lead to less historical knowledge, because when students focus on generic skills performance, without connection to historical knowledge then skills, subject knowledge and understanding are at risk. History disciplinary knowledge includes causality, reasoning, concept analysis, concept application, and source assessment. Generic skills arise from the study of history. This juxtaposition of disciplinary versus generic skills development is present in many settings.

Neopragmatistism and communal knowledge

Rather than certainty, the neopragmatists seek warrantability, and warranted beliefs come through a consensus in the community of inquiry (Seixas, 1993). There are, broadly two distinct communities: professional historians who produce knowledge and communities of school leaners that produce learning. The teacher's role is to bridge the gap between these two communities. The communal nature of historical investigation to distinguish it from memory: History's collective nature sets it apart from memory. Historical knowledge is by its very nature, collectively produced and shared. Historical awareness implies group activity. Involvement in the community of enquiry stimulates criticism, which in turn, yields knowledge and it is disinterested and objective as possible. This sense of learning as part of a community has the potential to improve engagement and enjoyment.

Drama to engage students

Teachers seem to be more willing to experiment with 6th Form students, perhaps because there is more time to experiment, and students are generally motivated to achieve. Snelson and colleagues (2012) used scripted drama with 6th form students to provide an effective way for students to engage. This helped them make that leap into the story, developing the knowledge that they need and sufficient confidence in their mastery of the period that knowledge to be able to deploy subsequent argument and analysis. In discussions about meaning and how something should be reported there was a focus on interpretation. Students were deputised to go back to the books and check dates and locations to back up their interpretations. Struggling students regained their motivation and were able to engage with the original documents and this had a positive impact on the performance and enjoyment. A student who sees the past as given is less inclined to be constructive in developing explanations (Stoel et al., 2015) Historical knowledge is required to consider difficult, criteria needs to be used to assess the quality of interpretation.

Historical reasoning and understanding

Historical reasoning aims at historical understanding. It concerns one of three things: the evaluation or construction of a description of a process of change and continuity, an explanation of a historical phenomenon or a comparison of historical phenomena or periods. Van Boxtel and colleagues (2013) studied small groups of students' reasoning and evaluation skills. They found using an authentic setting and meaningful questions seemed to direct students to historical reasoning in classroom discussion. Teachers can support students' reasoning by adding representational tools, such as analogy and metaphor. An important question is whether students are able to use their historical knowledge to think and reason about past and current phenomena.

The authors consider historical reasoning an important competency to develop, so that as they go on learning students can make productive use of their historical knowledge to interpret new information and develop deeper understanding. Historical reasoning is an activity in which the application of first and second order concepts is integrated to reach justifiable conclusions about historical phenomena (van Boxtel & van Drie, 2018). Meta-historical concepts are higher order concepts that help define the structure of the discipline. There is a distinction between second order concepts and strategic procedural knowledge. Language is the most important of these cultural tools that mediate a process of learning and so is crucial to the development of historiographical knowledge. Narrative templates often underlie stories about the national past. Dialogic history teaching aims to engage students in dialogue about the construction and evaluation of representations of the past rather than presenting students with ready-made representations.

Conclusion

History is a complicated and highly conceptual school subject. Although literacy demands of the subject are high, an appropriate, pragmatic approach to conceptual understanding can yield positive results for all students. Central to the development of historical knowledge and understanding is an awareness that people in the past are similar and different at the same time. An approach that mixes an authentic, dynamic approach to historical interpretation can raise students' attainment and enhance learning in history. There are plentiful forms of teaching and learning in history that produce enjoyment as well as developing better historical knowledge.

Dialogic pedagogy and Socratic approaches

Introduction

This section reports a literature review on the general topic of dialogic approaches to pedagogy. The search strategy employed was a board one using Google scholar and a Boolean search of

the library databases. Studies were judged on their relevancy based on consideration firstly of the summary on Google then moving on to the abstract. Studies were included if they provided relevant information on the overall theme of dialogic pedagogy and its links to learning and in some cases to enjoyment, where they existed. It identifies dialogic features and supports the view that many teachers use dialogic techniques ubiquitously without realising what they are doing so. A teacher might choose a high achieving student to ask a series of probing questions by way of demonstration for the whole class or might use some form of structured whole-class discussion using increasingly complex questions. Although teachers use the initiation, response, and feedback/evaluation format, which is monologic in origins such methods can be dialogic depending on the response of the teacher to the student's responses. Not all discussion is automatically dialogic as it can just be an example of extended questioning, but all oral interactions have dialogic potential.

Dialogic pedagogy and Philosophy for Children

Lyle and Sue (2008) have usefully summarised some of the key pedagogical positions taken to have an impact on dialogic teaching. By way of illustration, they cite the example of Philosophy for Children (P4C) as an example of an approach to learning that gives a position for "student voice". Philosophy for Children was created by Mathew Lipman (1977) in the USA who was frustrated by his undergraduate students lack of ability to think critically and so he devised an approach that encouraged young children to engage in critical thinking. Children are arranged into a community of enquiry, usually in a circle and are presented with a stimulus, which may be an image, a piece of writing or some other form chosen by the teacher. Children are asked to come up with questions and they then vote on which question to debate further. P4C is a dialogic approach but has its own procedures and ethos, which is supportive by extensive training and ready-made materials. The project is curated by the Society for the Advancement of Philosophical Enquiry and Reflection in Education who provide an extensive

suite of materials and professional development for teachers. Siddiqui et al (Siddiqui et al., 2019) conducted a large study in which a treatment group was given a P4C programme for 18 months and a clean control group of primary schools. They found that students in the treatment group score highly on a self-report instrument which looked at a range of non-cognitive outcomes. These included social and communication skills, "teamwork and resilience" and "empathy" and a number of other such constructs. Teachers reported improvement in a range of areas including questioning and reasoning. They did however, remark that the improvements in the treatment group were small and felt that the two groups were not comparable at the onset. This being said students did report they enjoyed the sessions and there was a feeling that P4C, which can be considered a dialogic approach, contributes to the achievement of broader gains from education.

Dominance of Initiation, Response, Feedback/evaluation. Learning as a social process

Lyle and Sue criticise the dominance of the IRF/E (initiation, response feedback/evaluation) as a monologic approach that hinders students' development of understanding. But it is possible for IRF/E to become dialogic depending on how the teacher handles the child's response. They argue research evidence suggests dialogic approaches will promote improved student outcomes on a range of assessments. The suggestion that dialogic approaches have an impact on student assessment is important and encouraging. The study does not look at enjoyment and engagement specifically, but the subtext is that students who enjoy their studies are more likely to achieve good marks in assessments. Vygotsky (1994) recognised language as the driving force behind cognitive development. Growing language complexity is an ongoing concern for teachers as they try to expand on students' earlier learning and progress students to more advanced understanding expressed through language. Learning is located in social, cultural, and historical contexts. The social context of learning is of paramount importance to the development of dialogic approaches. Naturalistic observation is believed to provide insight

into internal cognitive processes. Bruner (1997) has argued learning takes place as a communal activity sharing the culture. He suggests educators have underestimated children's innate predisposition to particular kinds of interactions. Rather, a flat instructional approach based on the knowledge-giver (the teacher) imparts knowledge on a largely passive receiver (the student) does not result in deep knowledge and conceptual understanding. It is diametrically opposed to a dialogic process which is ongoing throughout learning with students in an active mode. The process is managed by the teacher but the extent to which she intervenes depends on how students take part in the dialogue. The Philosophy for Children (P4C) (Storme, 2011) movement has demonstrated the ability of young children to engage in active talk about complex topics, even if this is transacted in rudimentary language. Many, if not most, ideas in history learning can be expressed in everyday language, although historical language still needs to be rooted in a subject specific rubric. P4C can be seen as an example of how dialogue can be used even with young children, they seem to enjoy their lessons and take part readily and enthusiastically. The P4C framework needs to be moulded to the disciplinary demands of history. History teaching and learning is similar but not the same as P4C approaches. An approach to history that builds on P4C has the potential to sustain a dialogic approach that children enjoy.

Language for learning

Bakhtin (Bakhtin, 2004) argues that language for learning making allows the learner to play an active role in knowledge acquisition. Awareness of the intersubjective nature of language is an important part of the learning process. There is a genuine concern for the views of talk partners, and this may help participants to share meaning collaboratively. Students can move progressively from rudimentary knowledge to more sophisticated knowledge and understanding. Learning is a social process which is

not always strictly linear in history but is mediated by the development of ways of talking about the past. It is through this collaborative process that the teacher supports her students' cognitive development, often but not exclusively through modelling of language and concept formation.

Cognitive potential of dialogic teaching

Some studies have used mixed-methods focussing on teachers (Moate & Sullivan, 2015) while others looked at other issues related to teachers' Continuing Professional Development (CPD). Most earlier studies focused on primary students but there are more recent studies that shift the emphasis onto secondary schools (Higham et al., 2014). Neuroscientific evidence is conclusive that talk strongly promotes synaptogenesis - creation of connections in the brain. A more holistic approach, with less subject specific content, is more conducive to dialogic teaching. This is a challenge to practitioners who guard their subject knowledge jealously. Dialogic education, then, to be persuasive to many secondary teachers and schools, must be framed in terms specific to the discipline, in this case history. The same is true of enjoyment, teachers want their students to enjoy their learning because they are more likely to achieve in it if they enjoy it. It does serve as a useful contribution to the general discussion on dialogic teaching, especially when the neurologic perspective is considered. Techers are more likely to adopt a new approach if there is evidence for its contribution to learning outcomes.

Dialogic processes and links to learning and metacognition

Howe et al. (2019) studied the interaction of reasoned dialogue on outcomes in maths, literacy and science. They found that feedback retained the prerogative of the teacher rather than a free flow of ideas between all participants. Indeed, they found no evidence for teachers' contribution to reasoned dialogue-on test scores when considering group work. Quality was stronger when students participated in dialogue as equals when involving themselves with what the teacher might call "metacognition". Although small groups are recommended by policymakers, pupils rarely collaborate with each other in groups, and there needs to be

considerable sharing of common goals and a revision of the teacher's role in sustaining group work. Howe et al. (ibid) found small groups of dialogue in group work: elaboration, disagreement, and justification. Students need to be specifically taught how to engage in dialogical groupwork, the teacher is the manager of the process, and she needs to retain an active role in the development of groupwork.

Academically Productive Talk and Accountable talk

Soysal and Soysal (Soysal & Soysal, 2022) looked specifically at, what they call "Prospective Classroom Teachers" (PCT) with the aim of using dialogic pedagogy to encourage "Academically Productive Talk" and "Accountable talk". They found nine types of questioning, of which four (communicating, monitoring-framing, critiquing, legitimating, evidencing, and modelling) were considered helpful in developing productive classroom talk. They made extensive use in their research of videos of PCT's teaching. Although they reported their use of video, they do not address some of the methodological issues of using video, such as the impact of being filmed on students' behaviour. Their conclusions dwell on the central role of the teacher in encouraging productive talk. They used coding of video sequences to extrapolate their theoretical framework. Their work has potential in the training of teachers in the development of a dialogical approach to pedagogy, but their research methods (use of video) present some difficulty in extrapolation and imitation. There is a presumption that beginning teachers are more willing to engage in dialogical approaches than more experienced teachers who have already developed their own teaching style. Influencing more experienced teachers to try new ideas and approaches, including dialogic pedagogy remains a difficult area of research.

Alexander's working definition

Alexander is the seminal writer on dialogical pedagogy (Alexander, 2018). He suggests that although there is no single and agreed definition of the term "dialogic teaching" he suggests:

"… a pedagogy of the spoken word that is manifestly distinctive while being grounded in widely accepted evidence and in discourse and assumptions that have much in common" p2.

It is not the case that all types of talk are dialogical, it is inherent that both students and teachers are engaged in an active give and take in a dynamic, knowledge producing conversation. It is largely through teacher-talk that student talk is facilitated, mediated, probed, and challenged. Although teachers remain gatekeepers to what is discussed, the teacher is an equal partner in the discourse. Teachers serve as an example, if they show they enjoy and value their students' participation in discussion, then students are more ready to take part in discussion. What ultimately counts, is the extent to which instruction requires students to think, not just report someone else's thinking, to avoid the tendency to use questioning to guess what's in the teacher's head. If an answer does not give rise to a new question from itself, it falls out of the dialogue. Teachers sometimes believe that interventions are too short to achieve a discernible effect on students' learning. Dialogic teaching is longitudinal in its origins and in its outcome. Students effectively need to be trained in using dialogue as a key part of their learning, and enjoyment follows from this, but this takes time.

Talk amongst peers

Askell-Willaims and Lawson (2005) focus on the long term, participants were middle school and tertiary students. There were thirty-three students who attended extended interviews; 259 students provided written responses. The age range was 11 to mid-40s. The study took place over four years. They found that talking amongst peers improves performance, but students

need training in dialogical learning. Students recognised the role of affective and motivational elements, including enjoyment, in facilitating learning.

At its optimum talking amongst peers improves performance, participants support each other in the questioning, allowing extended utterances. It becomes clear that students need to become aware of their status as co-creators of knowledge, rather than passive receivers of the teacher's superior knowledge. Students acknowledge the role of affective and motivational elements in facilitating learning. Students have to learn to sit with ambiguity and the as yet unknown. Some scholars have underestimated the impact of radical dialogic practices on younger children, many dialogic studies focus on adolescents and 6th Form. The study took place over four years, so can be considered a longitudinal study. The intervention was clear but there was some variation in implementation and there was little evidence of diffusion or other threat.

Difficulties in definition

Asterhan et al. (2020) pick up on the difficulty of definition in the field of dialogic pedagogy the meaning of terms such as dialogue, talk, learning and pedagogy vary across different fields and there does not appear to be one settled view on, for example, history. The goal of enquiry dialogue is to search collaboratively for the most reasonable answer to a contestable question. The two terms I would pick up on are "reasonable" and "contestable". Reasonable in terms of talking about the past is to say that, considering all the other factors that impinge on the explanation, the explanation must be plausible and believable, even if it means taking on to some extent the beliefs and views of people in the sometimes, distant past. By way of example although to modern views the belief in the four humours as an explanation for disease and foundations of a cure are clearly incorrect according to modern medicine, such beliefs were reasonable at the time. Children often find it difficult to take on board views of people in the past rather judging them from a contemporary perspective. This highlights the importance of

teaching students about the second-order concept of similarity and difference. They do though, find learning about the ancient past enjoyable when they can relate their own lives to those in the distant past.

Contestability and the role of doubt

This brings us to the term "contestable". This can be taken to mean there is an arguable point to be made about the historical concept up for discussion. The question "How did Harold die at the Battle of Hastings" is contestable not least because the evidence is contradictory, there are at least two conflicting accounts of Harold's death. Due to huge volume of potential questions in history, most enquiries are at least contestable even if the view is considered a case of settled knowledge (for example, that Harold was killed with an arrow in his eye). The level of doubt in contestability is an important factor in the development of this second order historical concept. Students do sometimes struggle with doubt and seek certainty, dialogic approaches build on doubt to come up with an account of the past that is reasonable taking on board all the circumstances. Such ambiguity can be difficult for young people to take on board, it grows as students move through their history education, with 6th Form students most likely to deal with contestable and debatable version of an event in the past.

Dialogue in heavily prescribed systems

Dialogic pedagogy contradicts many cultures ways of being, ways of acting in the world. It has been reported that in more deferential societies, there are barriers to dialogue as the teacher is seen as the expert who has knowledge to impart on passive learners. It is also the case that some systems demand use of a prescribed textbook and a dictated teaching model, so scope for trying dialogic approaches is limited in these contexts.

Discussion culture in classrooms

Discussions can be used to accomplish an array of purposes (Billings & Fitzgerald, 2002) In agreement with Bakhtin, dialogic discussion, language, and literacy, meaning and understandings are inseparable from the social contexts in which they occur. The modern classroom is in a constant state of hiatus as these meanings come to be understood or perhaps left unresolved. This is one of the most useful attributes of dialogic teaching: that the answer is not always in the teacher's head but somewhere in the dialogue. Indeed, the abandonment of questions aimed at "guessing what's in the teacher's head" has the potential to radically change teachers' dialogical practices. This is not to say that direct questioning with a clear trajectory is not useful, in history there is a high amount of first order historical knowledge. Closed questions help children to grasp the content of lesson, but it is dialogic attributes that consolidate and deepen understanding of this knowledge. From an enjoyment perspective, closed questions as part of a summing-up are enjoyed by students as they gain a sense of achievement in the pursuit of consolidated knowledge.

Dialogue as a stance

Although not generally considered part of dialogical practice, closed questions can yield elaborated and substantive discussion (Boyd & Markarian, 2011). Talk to such extent that it informs the illocutionary force of the teacher talk and the discourse space is to be rewarded. Clearly the teacher in most dialogic settings can be considered the interlocutor. Dialogic pedagogy is a stance rather than scripted type of talk. Teachers do hold on to the view that a particular dialogue should result in an expected level of content knowledge.

As part of a dialogic stance, listening on the part of the teacher is equally important as speaking. Functions of teacher talk include: to prompt elaborated turns; to emphasise important student contributions re-voicing them to nominate speakers; to explicate material students may not

understand; offer authentic questions with interest and enthusiasm; to offer feedback; to close terms of talk over topics of discussion. The teachers' role here is multi-faceted and requires a good deal of judgment and a willingness to relinquish some didactic control to enable students' understanding to develop. There is no "merely" in the categorisation of teacher activity in the dialogic stance.

Components of dialogic teaching

In the field of teaching and learning (Calcagni & Lago, 2018) there are the following components: types of talk, relationship building, meaningful knowledge and building sequences. There is a need to raise issues of the power relationship. Teachers need to be secure in their own knowledge, skills and understanding in order to limit control of the dialogue as part of an overall dialogic approach. It is a sign of strength of pedagogy rather than a weakness.

Instrumentation in the process of learning

The instruments used in learning are material and symbolic teaching tools and may include a role of extended teacher talk. In the crowded curriculum, space for dialogic pedagogy requires substantial changes to the schooling environment. Just consider the high-stakes performativity regime in England. Talk tools such as questioning, teacher led discussion are devices that can be purposefully used and have an impact on verbal interaction in the classroom. Whole class teaching can be dialogic because it allows a modelling of discursive practices. This study is unusual in its support for whole class teaching but is very useful as an alternative approach although still dialogic in nature (Calcagni & Lago, 2018). The use of teacher talk must not be seen as a shibboleth for active dialogical learning, the teacher remains very much in charge.

Dialogic speech is multi-modal.

Crampton (2016), in a study of a group pf Year 8 science (STEM) students found that all dialogic speech is multi-modal, it involves a back-and-forth movement between speakers. It

needs to be decentred in order to allow construction of new knowledge. Crampton shows that dialogic approaches are not restricted to humanities, English or other subjects that use discussion as part of learning. It is possibly the case that there is a greater role for closed questions in STEM subjects than in history for example. In STEM subjects there are instances where there are set answers to set questions and less able students find this disconcerting.

There are fewer studies of dialogic teaching in secondary schools and fewer studies of history specifically (Davies et al., 2017). Perhaps this is because it is easier for an individual primary school teacher to implement a dialogic approach across a whole curriculum rather than in an individual subject. Young children are quite used to sitting in a circle and discussing things. Circle Time is a popular activity that is used in many primary schools to help develop positive relationships between children. It aims to give them tools to engage with and listen to each other. An advanced approach to using dialogue is Philosophy for Children (P4C) (Barrow, 2010). P4C is different from other forms of circle time in that it is related usually to a source provided by the teacher and children are encouraged to question each other and to make progress towards an agreed question. Circle time is more related to children's emotional development,

Categories of talk

According to Davies, (Davies, 2018) inspired by Alexander (2018) there are five categories of pedagogical talk: rote, recitation, instruction/exposition, discussion, and dialogue. A full approach to learning uses all these categories but not in equal standing. Rote has its place: learning times tables or poems as an example and some students enjoy these aspects of learning. Some of these categories can apply to history learning especially if the teacher wants to cover a large amount of subject content. Rote is limited in its efficacy, but younger children do seem to enjoy learning things off by heart, although this is limited in the context of history.

Role of thinking and talking in lesson development

Fisher (2007) offers a discussion on the role of thinking and talking in the context of Philosophy for Children (P4C) and the development of metacognition . Metacognition or thinking about thinking, has long had an association with dialogic education. As children emerge from childhood into adolescence, they become more capable of abstract thinking and there is a large body of work on thinking which also reference dialogic teaching (Hajhosseiny, 2012; Higham et al., 2014).

For Fisher (Fisher, 2007) dialogic capacity is a fundamental facet of human cognition. It is through dialogue that we develop consciousness, learn control over internal mental processes and develop conceptual tools for thinking. These are not only goals for education but also for development of young people in general. With young children dialogue allows them to practice skills of mental processes that are intrinsic to their development. The maturation process allies closely with an approach to learning that begins at a basic level of children's questions. "Dialogic teaching refers therefore to the kinds of verbal interaction that provide cognitive stimulus, expand consciousness and enlarge the dialogic space for thinking in children's minds" (Fisher, 2007) p. 617

Teachers do not always fully exploit the potential of talk for learning. From an evaluative perspective, Fisher offers good evidence for the potential of questioning and the community of enquiry, perhaps it needs more thought as to how other dialogic practices give rise to student autonomy of thought.

Principles of dialogic teaching in practice

Gillies (2016) posits five principles of dialogic teaching: collective, reciprocal, supportive , cumulative and purposeful. These principles can be used to assess whether an activity can be considered dialogic in practice. Note the importance of mutual understanding and collective

sense of achievement in dialogical practice. Students need to be taught specific ground rules for the way they should interact. Students need to be encouraged to take responsibility for their role in the dialogue. The genesis of dialogical pedagogy starts with changes in teacher behaviour which gradually and age-appropriately cedes responsibility for classroom talk to students. This belies the myth that as a dialogic approach develops there is less of a role for the teacher. In history this is never the case, although learning is a social and cultural process it does require an expert to make sure content is covered. Students enjoy discussion but also enjoy the teacher telling the "story" of the event or topic being studied.

For Grossen and Muller Mirza (2020) dialogism is not only a theory but is also an epistemological and ontological stance. Teachers add factual information to students' personal experiences. It permeates the teachers' craft encouraging them to approach knowledge acquisition in such a way as to encourage and support probing questions and extended oral contributions. Any utterance echoes other discourses in a dialogic form. This study is useful for teaching and learning designs as it functions as an organising concept for second order historical concepts such as change and continuity, similarity and difference and historical interpretation.

Role of spoken interaction in peer groups

Hardman (2020) found teachers use spoken interaction with students to promote guided participation, scaffolding responses. The development of student knowledge and understanding is provided by the intellectual support of a relative expert (the teacher) engaged with the novice (student) in a given learning task. Within peer group interaction there is co-construction of knowledge in which the power and status differentials between expert and novice are less likely to apply. Hardman (2020) found open questions made just 10% of the questioning and 15% of teachers did not ask any such questions. The prevailing form of

questioning remained initiation-response-follow-up/80valuation(IRF/E). This study suggests there is still much to be done if questioning for deeper understanding and more robust knowledge is fully developed. This study stands out in finding such a low percentage of open and extended questions.

Hierarchy of talk

Classroom talk is hierarchical in nature (Hardman, 2020) despite attempts at a more egalitarian atmosphere. Teachers remain very much in charge, but dialogic teachers are willing to forgo some authority in exchange for enhanced student accountable talk. The model of talk is a small unit of discourse realised by one or more utterances produced by the same speaker or by two speakers in a dyad. Productive talk moves used by teachers and students are said by Hardman to result in high levels of engagement in learning. Productive talk is a student led dialogue where participants make observations that add to, clarify or challenge statements in response to a question or prompt. This takes place in a climate of accountability and mutual support. Although emphasis is on self-regulation in productive talk the teacher models productive approaches through their own questions and responses. This was a large-scale research project across a range of schools and settings. The emphasis was on student talk rather than teacher talk. This study perhaps underestimates the change in classroom culture in which the teacher yields their authority and allows peer-to-peer sustained dialogue. It would be interesting to look at how much young people enjoy these movements in the role of accountable talk. This would benefit from studying students who have received some training in the use of dialogue.

Hennessy et al. (2016) conducted an observation of dialogic teaching in schools in Britain and in Mexico. They found evidence of Alexander's core principles, collective, reciprocal, supportive, cumulative, and purposeful talk. However, they found some school cultures expect participants to follow a particular set of conversational ground rules that discourage students'

reasoning, and question prodding and evaluation of their responses. According to Bakhtin, (cited in Hennessy et al., 2016) a dialogic utterance reflects the interaction of at least two voices: those of the speaker and the listener. Teachers using dialogic approaches need to develop their listening skills in order to get to the core of students' understanding of the concept. Dialogic talk can provide a formative as well as a summative function, especially when achievement is broadly defined. Students may be distracting in their talk and need to be encouraged by the teacher to stay on track and not to be too divergent in their discussion.

According to Wegerif (2020) a dialogic gap between two or more perspectives is held together in the tension of dialogue. Out of the tension between viewpoints comes not only criticism and judgement but also insight and understanding. This interpretation suggests that a degree of uncertainty and doubt persists in dialogic practices, but also holds this tension is productive. This tension can be observed when watching how teachers sit with silence: there is a tendency for teachers to wait merely seconds before modifying the question or redirecting the discussion.

Dialogic culture and exam performance

Howe et al. (2020) conducted a study of dialogue in Year 6 classrooms over a wide geographic area and demographic character. They analysed all sequences of dialogue involving teachers in whole class, small group and on an individual basis. They also studied children's performance in national assessments (SATS). Where they found dialogic teaching in place there was a "dialogic ethos" characterised by open mindedness, mutual respect, freedom from censure, reduced role divisions and space to explore. This is a large study with a clear research design that allows for comparison. The emphasis on attainment in the form of SATS is unusual in the field but helps to understand the impact of the practice on attainment. They argue that two types of dialogue, elaborated and querying, if taken up by the child have a positive impact on SATS' scores. This study offers a balanced comparison with children's performance on

SATS offers the opportunity to use a control and an intervention group. It was a clear and comprehensive intervention with a sound theoretical base with regards to dialogic pedagogy.

Dialogic processes in relation to knowledge and understanding.

Matusov and Wegerif (2014) argue for dialogic processes that are focused on engaging across deep differences in ways that can facilitate an enlarged understanding among former enemies (Maddison, 2015). It does not expect a collapse or merger of the involving paradigms, although collapse or merger may occasionally occur. "Once we switch to a dialogic ontology, we discover that the reality of things often depends upon orientations towards them" (p 5). They sit easily with disagreement and set a good example of how to approach differences. Children need to be encouraged to sit with and to accept that not everyone will agree with them but that this is useful and appropriate situation to be in. Knowledge only makes sense within dialogue. This discussion has direct relevance to history where there are multiple, contested interpretations of historical evidence.

Llearning as a social interaction

Mercer and Howe (2012) argue for a social model of learning witch fits into the approach of dialogic pedagogy. "Children's intellectual achievements and failures are not just dependent upon their own efforts or discoveries, but the product of culturally situated forms of social interaction." p12. Knowledge is the shared property of members of communities of inquiry, all knowledge is provisional and is constructed by social interaction. One cannot fully learn alone but in collaboration participants are making a coordinated, continual attempt to solve a problem or in some other way to construct knowledge. Exploratory talk represents a joint, coordinated form of reasoning, in which speakers share knowledge, challenging ideas, evaluating evidence, and considering questions in a relevant and equitable way. This pertains to history in several ways, there are as many takes on a written extract as there are readers, but

not all these interpretations are equally valid. Coping with dissonance of one of the key features of dialogic pedagogy as has been discussed already. Students enjoy engaging in shared learning but also need to be reassured that they are, as individuals, making progress in the subject being studied. Attention needs to be paid to those students who, for a variety of reasons do not want to take part in class discussions. Students who find speaking in class easy need to be trained to listen and to allow less articulate students to take part in discussion. Dialogic pedagogy permeates the teaching context (Moate & Sullivan, 2015) even if the teacher might struggle to define their craft in terms of theory and pedagogy. Dialogic space expands awareness and develops students' capacity to question and to be able to think for themselves.

Seeking the truth through dialogue

In monologic teaching someone knows (usually the teacher) and possesses the truth and passes this knowledge on without questioning the underlying presumptions that result in the knowledge being produced (Reznitskaya & Gregory, 2013). In dialogic teaching an epidemiological approach that involves students in the collaborative construction of meaning characterised by shared control of the key aspects of classroom discourse. "Students in dialogic classrooms get to observe and use the tools of language and thinking that are required for effective engagement in reasoned argumentation" (p 123). Reasoned argumentation is also a key feature of teaching and learning in history. It has the potential to promote enjoyment as arguments are accepted, rejected. and amended as part of a dialogic approach.

Not knowing the right answer is indicated as a key obstacle to participation. According to some studies participation problems are related to socio-economic background (Gorard & Siddiqui, 2019; Sedlacek & Sedova, 2017). In the dialogical approach to teaching, students are encouraged to participate as productively as possible. There is a role for connectivity: principles of connectivity are maintained in the class in the form of a positive relationship

between students who actively verbally participate in the teaching episode in the utterances with thoughts and reasoning in the same episode.

Affective dimension

Ideally, in dialogic teaching, students are endowed with high levels of autonomy and empowerment and influence the development of classroom discussion (Sedova, 2017). Students are encouraged to sit with dissonance, such as a disagreement over historical interpretation for example. There is a return to Gestalt-harmony of cognitive and emotional factors which need to teach a tendency to act in a specific staging way. This development of emotional factors is particularly pertinent, students need to be emotionally sound to fully engage with a powerful other, such as a teacher. It is an emotional state as well as a cognitive one.

According to Sfard (2020) dialogic teaching has the power to break the cycle of low demand/low performance too often experienced by children from disadvantaged socio economic backgrounds.This is because all students can be trained to take part in dialogical activities. They further argue that there is not yet decisive evidence of its impact. There are indeed few studies that, for example, look at the impact of dialogic teaching on performance in public exams and very few look at enjoyment and its relationship to attainment. Some students demonstrate attainment in what they say which does not always transfer into what they write in their exercise books.

Object level learning

Object level learning is that which brings change in what is being told and endorsed, whereas a meta level learning transforms how this is done. Dialogic teaching and learning aim at metalearning and the development of an awareness of metacognition. In meta learning, occasioned by the learner's encounter with the discourse incommensurable with their own,

conversation is indispensable. It is argued that dialogic teaching transcends subject boundaries but perhaps this is part of the problem, schools are unlikely to spend time on initiatives that do not result in measurable improvements in performance, even if such efforts contribute to broader educational aims. Schools are not to blame for this emphasis on performativity, it is the result of years of high stakes accountability and publication of attainment in the form of league tables. The same is true of enjoyment, it needs to be established that making history enjoyable will result in gains in final exam scores.

Participants as equals

According to Gadamer quoted in Sfard (2008):

> "each [in the dialogue] opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such extent that he understands what a particular individual what he says."

This is an interesting quote because it views all participants in the dialogue to be fundamentally equal, this is one of the problems with implementing dialogic teaching as it brings about new social relations between teacher and student. This becomes all the more evident in the later years of secondary schooling.

Students often need to be supported in shifting from an everyday understanding of a concept to an academic or subject specific one (Skidmore, 2020). There is a naturalness of dialogue that contrasts with the artificiality of monologue. Meaning is never settled or fixed but rather there is a constant struggle of access in each somatic sector of existence. Language needs to be chosen carefully and used in as an unambiguous way as possible. In history it is the case that some words are used in a way that is different from everyday use. The content and sequencing of the lesson conducted in the dialogical fashion cannot be wholly determined in advance. This view is quite challenging as its sets itself at the core of the teacher's craft:

speaking and listening. In history learning there is a role for didactic talk, when relating an interesting story from the past for example.

Problems with student response

Teo (2013) conducted a study of teachers of social studies in English medium schools in Singapore. Teachers were often exasperated by lack of student response and tend to answer their own questions. This finding is also supported in a body of work that looks at dialogue in the specific context of English as an Foreign Language (EFL) (Al-Darwish, 2012). (The more usual term used in the UK is English as an Additional Language (EAL).) Dialogic teaching draws on student contributions, no matter how paltry or parsimonious they are, teachers need to seize on emerging student understanding as it reveals itself in what they say. Dialogic teaching is egalitarian in nature, but it has been found that students form more authoritarian school cultures tend to struggle with dialogic approaches as they do not wish to challenge the authority of the teacher (Kim, 2002).

Dialogic teaching is based on the premise that all participants and perspectives have intrinsic and shared value (van de Pol et al., 2017). Classrooms are deeply rooted power structures implying that the teacher must take a controlling role in discussion, but successful teaching strategies encourage teachers to take a more directive role. This is not to undermine the authority of the teacher and her role in developing dialogic capabilities of students.

Boundary spanning

Education, as opposed to training, (Wegerif, 2020) requires the persuasive or dialogic voice that crosses the boundary between self and other and speaks to the student as if from within. Training suggests drilling or rote learning, perhaps teaching solely to the test. Education is more interested in personal development and the notion of what counts as educated varies in contexts (Alexander, 2000). In every area of formal education, one does not just learn

mathematics, science, and history; one learns how to be able to invoke the voice of mathematics, science, and history. History presents an opportunity to use dialogic process in teaching and learning, but these approaches need to be considered as to how they relate to learning and achievement. Although dialogic approaches can be considered innately educational in their impact, this impact needs to be considered in relation to subject specific knowledge domain. The following section discuss the role of a particular approach to dialogue inspired by Socrates.

Socratic methods: Introduction

In this section I discuss the origins and application of some Socratic methods on teaching and learning. It is not an attempt to apply a thorough study of Socrates' contribution to Western philosophy. Instead, I examine some aspects of Socratic methods as they impact on teaching and learning. It is not restricted to work with children and schools but draws on examples from other fields in order to explain how Socrates' methods can be implemented in everyday contexts.

Nature and style of Socratic questioning

Socratic questioning is a disciplined, systematic approach to the acquisition of new knowledge and the development of deep knowledge using questioning. When used with students it can build on their simple answers to open questions and consolidate and extend their learning in an extended dialogue. Socratic questioning can serve as a model for students to extend their own knowledge and understanding – they ask themselves questions and develop ever more sophisticated knowledge. Socratic questioning is used in a wide range of learning contexts, including in law and history-taking in medicine. Teachers often use Socratic questioning without realising it. The techniques used in this study are inspired by Socrates rather than prescribed by him.

Socrates encouraged young Athenians to doubt everything for this he was convicted of corrupting the youth and this ultimately cost him his life. There is a difference between teaching and preaching: in Socrates' time this was intrinsically linked with the development of a moral compass and so the difference between teaching and preaching was not so clear. As is the case with many thinkers Socrates was not welcome as a prophet in his own land.

It is suggested (Davies & Sinclair, 2014) that Socratic questioning improves a student's engagement as it builds on their individual position and relates this to a wider communal view. However, there is a tension between allowing freedom within dialogical discussions for students and the level of intervention from the teacher. Socratic questioning is an iterative process which, for it to be successful in managing doubt, expectation and with the ultimate acquisition of new knowledge needs the consolidation of prior knowledge. Students' conceptual and first order knowledge is not a *tabula rasa*, by the time children are exposed to Socratic questioning (as are the younger participants in this study) they have already acquired some knowledge and understanding in a socially informed context. In the dialogue, teachers are not necessarily always the authentic knowledge custodian so can be subjected to a round of Socratic questioning themselves. One can ask oneself Socratic questions in order to confirm ones' own knowledge and understanding. Teachers need to be ready to learn more from dialogue with their students. In the Socratic terms there is no such thing as one, complete body of knowledge to which all roads lead.

Robinson (2022) conducted a small study with Year 8 (12 to 13 year-olds) looking at the connection between Socratic seminars and engagement in Classics. The study is descriptive and there is not before/after or any other comparison. The approach taken was probably more like a Philosophy for Children more than a Socratic pedagogy *per se*. (Portelli, 1990) In this study the young people chose the questions and sought to come to some sort of resolution or agreement. There is more room for doubt in the Socratic setting. Robinson acknowledges

some of the limitations of the study and will bear them in mind when using Socratic method again, which she suggests she will do.

Role of the teacher in Socratic approaches

For the teacher, the Socratic approach means partially relinquishing control of the flow of discussion, the habit of evaluating each student's contribution (Kim, 2002). There is still a crucial role for the teacher as an expert in terms of conceptual and technical knowledge and the ability to use metaphor, allegory, and examples to extrapolate the topic being discussed. These require a comprehensive level of specific subject knowledge, sometimes described as finger-tip knowledge. In most uses Socratic methods are not ends in themselves but are tools and methods aimed at deep knowledge, skills, and understanding. The teacher has in her mind an ultimate goal or end point to which the method is aiming. Nor should the teacher step away from correcting errors and misconceptions on the part of students Were this not to happen then the intellectual expenditure employed in the Socratic method would be limited. All activities as part of any pedagogical approach need to be aimed at achieving the learning objectives usually, but not always set by the teacher.

Although this thesis is situated in England, there is an interesting dilemma about the role of the teacher from the point of view of non-European students (Kim, 2002). In her study there were concerns about silence from Asian and Asian American students. From a European point of view, talking is a positive act, an expression of the individual's basic means of communication. Speech is closely connected with thinking; a positive meaning of talking is contrarily specific rather than universal. From a Socratic perspective, knowledge is within, to be recovered through verbal reasoning but some concepts are not easily verbalizable. In East Asia silence and introspection are considered beneficial. East Asians tend to use holistic thinking would be

negatively affected by talking. As history is mediated through talking, it is hypothesized that dialogue encourages the development of a multi-layered account or argument.

Intrinsic motivation on an individual level

Bergin (1999) focussed on the promotion of interests and engagement. Intrinsic motivation is said to be person (individual) centred but also related to group motivation. Positive affect is a necessary component of interest and dialogue and talking promotes this. Users of the Socratic methods point out that they begin with the individual but also concern themselves with collectible and group interests. In the Socratic classroom, groups and individuals collaborate to produce a synthesis of an historical account or argument. Synonyms of interest include attention, curiosity, and engagement. Challenge is a feature of interest and exposure is necessary for the development of interest. Socratic method crosses the boundary between self and group: an individual may be answering a question, but her peers contribute their responses based on their own social world. The teacher's role as interlocutor is to overcome the tension between the group and the individual. No matter how enthusiastic and engaged students are, the teacher's role is crucial in the achievement of subject-specific goals.

Why use Socratic questioning (SQ)?

Socrates believed that knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good pedagogy, a skilled educator must reach into learners' hidden levels of knowing and awareness in order to help them reach new levels of thinking through thoughtfully developed questions. Teachers need to plan questioning so that they can probe, check, use counterfactuals and act as Devil's advocate for encouraging deep thinking. The modern Socratic method is not named modern because it has been invented recently but because it is commonly used in modern times (Delić & Bećirović, 2016). It originates in Plato dialogues and is different from the classic Socratic method in that it leads a person step by step

and knowledge is gained by more and more questions. If the classic style is just naming or identifying different topics, the modern method is one that goes deeper, producing the specific knowledge of those topics. People are questioning their own ideas and thus developing their critical thinking. The modern Socratic method makes a situation in which the students are not ignorant and in which they know the answer or that they can live with uncertainty. One of the benefits of the Socratic method is that it draws the student and the teacher into an intimacy which cannot be achieved by lecturing as they both become active participants in the teaching and learning process. The emphasis is on asking well-formed questions and continuing the investigation, not on finding absolute answers. This study does not aim to go deeply into the philosophy of Socrates but concentrate on the application of Socratic method into teaching and learning. Socrates compared himself to a midwife meaning that as a midwife helps a woman give birth to a child, he helped men give birth to the knowledge they had within. Socratic questioning (SQ) is therefore a pedagogic disposition: helping students speak their own thoughts, probes to ascertain how deep knowledge and understanding are and converse with learners to apply their understanding and intuition to other topics and knowledge domains (Abbs, 1994). Things are not tightly resolved: because the state of accidental perplexity in the student is intrinsically valuable, is indeed invariably the precondition for authentic education rather than merely training. Students are asked not just a random series of questions but instead the teacher asked follow-on questions based on their answers and the learning objectives for the dialogue. The modern method differs in the regard that teachers have an overview of what they want students to learn.

Use of SQ in other contexts

In understanding the impact of SQ on learners it is useful to consider the use of SQ in contexts than schools. SQ is used in clinical settings, law, forensic settings, and English as a foreign language. Al-Darwish (2012) used observation, questionnaires, and interview with a cross

section of teachers to study teachers' use of SQ in the English language classroom. SQ is very useful in the acquisition of EFL, particularly modelling language use. Other methods of questioning are more limited and do not effectively consolidate language learning. Perhaps because it accommodates various levels of comprehension, and that acquisition of language is an iterative, cumulative process that benefits from the probing nature of SQ.

SQ is used in clinical settings such as Cognitive Behavioural Therapy (CBT) (Vittorio et al., 2022) and history taking. Perhaps it is because it allows clients to delve deep into their thinking and behaviour. Clients can deconstruct their troublesome thoughts and feelings to understand their problems and take positive action to help themselves. This is analogous to advanced thinking in students.

SQ applied to critical thinking

SQ can promote the development of critical thinking, particularly the logical sequence of questions aided by the teacher (Elder & Paul, 1998). Students can display anxiety towards the questioning strategy, in some cases lower order questioning can consolidate understanding. Adaptions of Socratic questioning such as constructing similar questions, rephrasing, and breaking up the main question into simple questions can aid progress. This is the role of the teacher, who needs to be flexible and follow the logical progression of the argument. Students can be trained to argue and to progress argumentation (Husniah, 2016). These are critical perspectives that sustain a critical disposition towards learning.

SQ in different cultures

Knezjc (2013) studied the impact of SQ on foreign language learning using a pre-/post-test model looking at teacher learner dialogues (TLD). Overall quality of TLD improved after the seven-week course and continue to improve the treatment at the completion of the course. Students and teachers appeared to co-construct knowledge. The dialogical enquiry was not

present in monologues. Interlocuters must slow down the pace of dialogue to make it more manageable. Teachers' interactional skills might be enhanced through a course in a special form of Socratic Dialogue, where the facilitator works to encourage learners' agency towards co-constructing knowledge and understanding.

SQ can be difficult for some students from more compliant cultures (Kennedy, 2002) Depending on their cultural background students reported substantial differences in the extent to which Socratic classroom communication was valued in their school systems. Students from Socratic (Western) cultures indicated that all kinds of Socratic method were present in their school systems. Students from non-Socratic cultures, such as Confucius, found it more difficult to participate in Socratic dialogue. In the Western tradition so called learning attitude is that of scepticism and a preference for challenging each other's opposing views.

Socratic seminars

Socratic seminars (Chorzempa & Lapidus, 2009; Polite & Adams, 1997; Tuleshova, 2023) allow students to ask questions, make comments and write up their learning in which they can demonstrate their progress in understanding. Inferential questions and reframing of problems by teachers help learners come to terms with learning goals and make progress towards subject specific learning objectives. Socratic questioning leads to inclusive classrooms especially as it is primarily an oral pedagogy. Skilled interrogation from teachers helps students to respond to document-based questions a task required on many official assessments in history. Students feel more comfortable sharing their ideas and respond well to being challenged, in some cases by their peers as well as by the teacher.

Modern Socratic method

The modern Socratic method (Maxwell, 2019) is a process of questioning to successfully lead a person to knowledge and wisdom through small steps. The more difficult, ambiguous, and

controversial an issue the more powerful the Socratic method will be. A single consistent definition of the Socratic method is not possible due to the diversity with which the method has been used in so many different settings and contexts. Students in the habit of receiving knowledge are not accustomed to challenging knowledge (Schoeman, 1997).

Smith (1987) conducted a study of three approaches to teaching and learning on Sociology degree programmes: traditional lecture, Personalised System of Instruction (PSI) and Socratic method. Significant improvement of student performance was found in the PSI condition but also in the Socratic questioning condition, in contrast to traditional lecture.

Socratic method actively engages students in the learning process which should produce performance outcomes superior to the traditional lecture. Students found it more necessary to be prepared since they were not treated as passive recipients of knowledge and have a high chance they may be asked to contribute. Teachers can use a range of methods to encourage shy students to take part in the discussion. Gender is a relevant feature here. Male students of all ages tend to dominate discussion and tend to interrupt and speak over female participants. The teacher can help this by establishing group rules at the beginning of the activity. There were significant differences in the ancient world between males and females. Females tended, when educated at all, to be educated in the home.

Elder and Paul (1998) have argued that SQ promotes development of critical thinking in students particularly through the logical sequence of questions aided by the teacher. All thought requires the making of inferences, drawing conclusions and the creation of meaning. You do not fully understand a thought until you understand the influences that have shaped it. The writers reject the view that questions can be taught separately from answers.

SQ, it is argued, is linked to the development of critical thinking, which has many applications in learning historical concepts (Husniah, 2016). Students displayed anxiety toward the

questioning strategy as a part of the SQ approach. Teachers used lower order questioning to consolidate understanding and use higher order questioning to draw out deeper understanding of concepts. Adaptions of Socratic questioning include constructing similar questions, rephrasing, and breaking up the main question into simple questions. The use of a Socratic model allows for smaller steps in the development of conceptual understanding. The modern Socratic method is a process of questioning to successfully lead a person to knowledge through small steps. The more difficult or ambiguous a controversial issue is the more SQ can contribute to deeper understanding (Maxwell, 2019).

In Monte-Sano's study (Monte-Sano, 2016) students developed a sense of historical understanding through the interpretation of primary sources in the construction of arguments. Argumentation is the key to understanding in history, but teachers need to frame their teaching around specified conceptual constructs.

Socratic method actively engages students in the learning process which produce performance outcomes superior to matters like the traditional lecture (Smith, 1987). It uses the student as an active means of learning. Student responses are used in two ways: first, as a barometer of student comprehension of material and, second, as a means of restructuring questions in order to lead the student to a fuller understanding of the problem or question.

Socratic approaches are broad and applicable to a range of contexts. In younger age groups, there is a greater need for the teacher to manage and promote discussion. Older students who have been trained or practised in debate are more able to participate. Discussion in older age groups need to be handled by the teacher, but groups are ideally self-sustaining. Teachers as midwives help young people to come to new knowledge and understanding. Socratic methods are not a free for all but a structured, systematic, and subject specific tool to promote effective teaching and learning. Dialogue is an end in itself. Dialogues occur in time as well as space,

they create their own sense of time as well as their own sense of space, they are not restricted to subject boundaries.

A student's self-concept of ability is a key characteristic of students' beliefs about their own capabilities and affect their participation in classroom discourse (Alexander, 2000). Discourse needs to be orientated toward a learning goal. Student participation in classroom discourse has been shown to be strongly dependent on students' self-concept of ability. There is a difference between some students' oral ability and their literacy, students with lower levels of literacy are able to take part in the discourse and to enjoy this aspect of their learning.

Conclusion

The area of dialogue is an emerging debate about the role of talk in the development of knowledge, skills and understanding. The power relations involved are complex, with different conceptions of the role and position of the teacher and the need for students to be allowed to participate in dialogic spaces. Questioning and dialogue are related to each other, and extended discussion has been suggested as factors in increased knowledge and understanding. The affective domain is an important aspect to consider in evaluation of the role of dialogic pedagogy.

Chapter two: Method

Introduction

This chapter describes the methodology of the study into impact of dialogic processes on teaching and learning. The chapter addresses to some extent all of the research questions although it is principally concerned with discovering evidence of the influence of dialogic approaches on enjoyment and the affective domain. It takes a naturalistic approach to data collection and goes to unveiling student and teacher voices in connection with attitudes to teaching and learning. .Gorard (2013) has emphasised the importance of rigour in educational research and this is a key principal in devising and implementation of studies in education. Although the relationship between education research and classroom practice is somewhat problematic, all teachers seem to be committed to being *thoughtful* at least and reflective at best in their practice (Biesta & Aldridge, 2021) The literature reviews for this study produced hits in the tens of thousands, few of which seem to have made use of true experiments (though there are a variety of quasi-experiments) or truly randomised control trials (RCTs). This research is of course limited by the extent to which access to schools allows for a control group or for genuine randomisation with regard to for example, choosing particular students for engagement in the questioning part of a study. As discussed elsewhere covid has had a devastating impact on research in classrooms. Schools are striving to prioritise filling in the gap in children's education and social skills and are less likely to be willing to cooperate in educational research as they concentrate on their core functions The aim of the research described here is to contribute to the development of enjoyable history lessons in individual classes, and so this research is focussed on teacher behaviours, and student responses to them and the interplay between them in an attempt to raise achievement in history. Equal weight is given to the voices of teachers and students, and this is reflected in the treatment of the teacher

and student surveys. The expression of these voices in the development of curriculum and pedagogy is a core objective of this study.

Teachers' beliefs about knowledge of their craft depend on the context, and they do not fall into ready-made categories (Pace, 2017; Parra-Monserrat et al., 2021; Raghavan, 2021). This study seeks to be as informal and naturalistic as possible, bearing in mind the potential of an investigator effect, for example. We rely on teachers' willingness to be observed and to be open to discussion about their craft and the choices they make as part of their ongoing pedagogical development. This theme and aims are the foundations of this thesis.

In this chapter I describe the different methods used to capture the beliefs and thoughts of teachers and students in relation to dialogical approaches and enjoyment and attainment in history. The study is a mixed methods study applying some quantitative analysis and an attempt at a quasi-experiment. It outlines the difficulties and challenges along the way to obtaining as full a view of the interplay with dialogic processes and their congruent behaviours. It also reports on the adverse impact of the covid pandemic.

Scoping review on enjoyment and achievement in history

The focus of the scoping review reported below mapped out the foreground of dialogic approaches to pedagogy in curriculum development and the pursuit of enjoyment of and engagement in history. It looked at enjoyment and achievement tangentially though it is held that engagement and achievement are often co-related (Askell-Williams & Lawson, 2005). It was perhaps a presumption to conclude that if students are enjoying history, then they must be, logically, achieving in it. The reality is more complex than that (Cunningham, 2009). Not all topics in history are as enjoyable as others and in some sensitive cases enjoyment would be problematic, especially studying topics that are emotionally disturbing or politically divisive.

Aim of the review

This review judged existing evidence on the measurement of engagement and enjoyment in history. There is also a relationship between the review and the teachers' survey. The study examined the evidence of practice in which classroom dialogue was employed to create a learning environment in which students enjoy their studies and achieve expected levels of performance in history.

Rationale for the review

The review used a predetermined, specific search criteria that attempted to find all extant research that answers specific questions. It minimises the potential for selection bias and publication bias.

The review synchronises evidence from previous research and was particularly helpful in understanding the quality of research in this area and using the best available evidence. Scale is significant, in some areas of scholarship there are many thousands of relevant studies and there are studies which touch on the topic of enjoyment and achievement the number meeting the criteria for synthesis and further study is relatively small. The aim of the review is to end up with a number of studies (n) that is comprehensive enough, with a realistic and relevant research finding based on the imitations, practical and otherwise, of this study. Restrictions on access to schools led to a narrowing of the research questions to questions about enjoyment and engagement and also allowed for a specific focus on literature.

Enjoyment can be inferred from student behaviour as much as from their responses to the student survey. Enjoyment was also strongly represented in the teacher questionnaire. A new set of more specific research questions emerged from the initial review that could be best addressed by a scoping review.

The review had a tight but dynamic search strategy: inclusive and exclusive criteria, a screening strategy, quality appraisal, and a synthesis of evidence. A comprehensive database search, including Google Scholar and a comprehensive hand search was performed in order to identify as many relevant studies as possible, and to eliminate irrelevant or tangential studies.

Of course, having the entire *opus* on a topic is a great technical advance, in studies such as these, for one researcher working alone but there are problems. As search engines use an algorithm that does not recognise some of our everyday uses of language. For example, we may understand how the terms "history" and "schools" "enjoyment" interact and look at history as a distinct subject being taught in primary and secondary schools. The results are often sorted by relevance so as soon as the results move away from studies that are less relevant in the search can be excluded. The use of search engines has of course revolutionised the ability to conduct all kinds of literature searches. However, it is still necessary to be circumspect in evaluating because of the way in which computers use language, which is not the same as a human being.

Research questions for review

The research questions that the review aims to address are:

RQ 1How do we measure enjoyment in the context of history lessons?

RQ 2:How do dialogic approaches impact on enjoyment and achievement??

It is possible that the further review identifies research findings that answer the main research question, so the specific nature of the review should still be flexible enough to identify all relevant studies as they become available. It is worth pointing out that the fieldwork carried out in the middle of this study may give rise to further details searching extant studies based

on similar research designs. Gorard (ibid) has suggested that research is cyclical so the search strategy may change once my own research has been completed.

The search strategy

The search for this study began with a search using databases available through Durham University's online library and reference lists of published studies. Where possible an alert was created that would identify new studies as they became available if they meet defined criteria. Indeed, new work has been added to the corpus and are subjected to the scrutiny of work to determine whether they should be added to the finished product.

Use of databases with the search terms reported below produced huge numbers of studies, many tens of thousands, so clearly a more discrete search strategy was required. At this stage the search was limited to the following criteria:

-since 2000 – this may seem arbitrary but there are few studies that reflect the many changes that have taken place in schools in England since 2000

-source types: journal articles, books, conference papers and proceedings, dissertations and theses, Government and official papers, subject specific magazines

-published in English (including translations)

The development of the search was iterative, beginning with an initial broad Boolean style search to test the sensitivity of the search terms. These searches reported many thousands of studies and so an increasingly specific search was used to narrow down the studies to a more practical number. Most databases allowed for the sorting of studies by "relevance", but it is unclear how this algorithm is applied. For example, is it merely to indicate a high incidence of the use of the search terms in the body of the text in which case is not particularly helpful as each writer has their own idiosyncratic style. One thing that stood out was how the search

engines managed synonyms and specific search terms. For example, many of the studies used enjoyment and engagement as synonyms for each other. Although these words are often used in a similar way, in this study they are similar, but not the same. The term "history" for example identified studies that used the term in its broadest terms, including, for example, the use of the term "history" to mean a history of a patient's illness. As in the latter case the numbers of such studies were limited and were easily identified in the screening phase.

Table 4.1: search syntax used in each database.

Google Scholar 1	Action
1	Search Google Scholar using ((Dialogic OR dialog* talk OR speak OR interact* OR discourse OR listen OR discuss* question* OR philosoph*) AND (pedagogy OR interven* OR program*) AND (teach* OR class* OR grade) AND (secondary OR high school) AND (enjoy* OR interest* OR happy OR fun*)AND (achieve* OR attain OR perform) AND (history OR historic* OR hist*subject) AND (evaluat* OR trial OR experiment* OR RCT OR quasi-experiment) N=43900
2	Narrow down to 2000 – 2021 N=17600
3	Use sort by relevance
4	Read title and abstract. Save relevant studies. Look for experimental studies, quasi-experiments, specifics of history teaching and learning
5	Review saved items in Google Scholar n=46
Google Scholar #2	
1	history AND enjoyment AND RCT OR quasi experiment n=56,000

Google Scholar 1	Action
2	Restrict to 2000-2021 n=1830
3	Add: schools, Key Stage 3, GCSE n=1080
4	Sort by relevance
5	Hand search of studies n=3

British Education Index	Action
1	Search with terms history AND School AND enjoyment n=12
2	Hand search n=0 No relevant studies

Web of science	Action
1	Search = history AND schools AND enjoyment AND Quasi-experiments N=0

JSTOR	history AND Schools AND enjoyment AND quasi-experiment or RCT

	N=12
Hand search	N=1

Screening

As there was a relatively small number of relevant studies identified, screening was reasonably straightforward. The first stage was to read the studies, taking notes with a view to identifying the impact of studies and interventions on measuring students' enjoyment and achievement in history. Each study was then put through a list of questions that helped to answer the RQs.

The study made use of the "sieve" to evaluate the methodological rigour of the studies (Gorard, 2014).

Table 4.1 A "sieve" to assist in the estimation of trustworthiness.

Table 1: A 'sieve' to assist in the estimation of trustworthiness

Design	Scale	Dropout	Outcomes	Fidelity	Validity	Rating
Fair design for comparison	Large number of cases per comparison group	Minimal attrition, no evidence of impact on findings	Standardised pre-specified independent outcome	Clear intervention, uniform delivery	No evidence of diffusion or other threat	4★
Balanced comparison	Medium number of cases per comparison group	Some initial imbalance or attrition	Pre-specified outcome, not standardised or not independent	Clear intervention, unintended variation in delivery	Little evidence of diffusion or other threat	3★
Matched comparison	Small number of cases per comparison group	Initial imbalance or moderate attrition	Not pre-specified but valid outcome	Unclear intervention, with variation in delivery	Evidence of experimente r effect, diffusion or other threat	2★
Comparison with poor or no equivalence	Very small number of cases per comparison group	Substantial imbalance and/or high attrition	Outcome with issues of validity or appropriateness	Poorly specified intervention	Strong indication of experimente r effect, diffusion or other threat	1★
No report of comparator	A trivial scale of study, or N unclear	Attrition not reported or too high for any comparison	Too many outcomes, weak measures, or poor reliability	No clearly defined intervention	No consideratio n of threats to validity	0

It was possible to identify duplicates and relevance by reading the titles and abstracts. There were so few studies that applied any kind of experiment or RCT it was relatively easy to consider the relevance and applicability of these studies. It is a finding in itself that there are so few experiments or RCTs in this area.

Eligibility criteria for selection

The main question in the research is causal in nature as it is intending to look at the impact of something (dialogic pedagogy) on something else (enjoyment and attainment). This means there should be a preference for experimental, quasi-experimental studies and randomised

controlled trials (RCTs) but this does not mean non-experimental studies are not helpful in answering the research question. The studies were included because they were relevant to the issue of enjoyment and engagement in history. The emphasis is on what techniques help to explain enjoyment and engagement in history. The following questions were applied:

-is the study experimental or quasi-experimental?

-is there a control group and a treatment group?

-are groups randomised or matched?

-are there enough groups to come up with appropriate conclusions?

-is there a pre and post-test?

-are any claims made in the study well founded?

Sample

The sampling strategy for each study was considered using the following questions:

-how was the sample identified?

-what is the sample size?

-is there attrition that has an impact on the study?

Outcome measures

-what are the outcomes of the study? How are they measured?

-what tools are used in measuring outcomes, for example a teacher devised survey?

Rigour of the study

It is difficult to judge the rigour of a study that has a small data base, but all studies will be subject to the following questions:

-is the research question clearly stated?

-is the research design appropriate?

-is the randomisation, where present, procedure clearly described?

-is the conclusion warranted?

Judging the quality of studies

As the number of identified studies was quite small, with very few being genuinely experimental or RCTs, the quality of studies is especially important. The studies were subjected to scrutiny using the grid shown below.

Table 4.2: Scrutiny questions for discovered studies

Name of study
Country of origin
Setting
Objective
Study design
Participants
Intervention
Control
Score (0-4)
Comment

In the review the studies were rated by myself and my supervisor, based on Gorard (Middleton et al., 2014) When the ratings were different, we explained our differences and came to an agreement. In most cases we agreed on the score and the effectiveness of the research design. The score is arrived at by looking at all aspects of the study aiming to come up with a "best fit" score between 0 and 4.

The analysis worked from left to right, as the design and comparison of the studies is critical in understanding the impact of the study. The score of 4* for design is stringent at "fair design" but is not so high that no studies can achieve it. The same is true of scale, which relates to the

size of the study, though 4* suggest a large number of cases, a small number of cases still scores 2*, which may be offset by other criteria. Dropout or attrition can render a longitudinal study less robust even though they score highly for design and scale. This is a good example of how one should consider all the aspects of trustworthiness do come up with a "best fit" to decide on the study's trustworthiness.

Not all studies have measurable outcomes that can be scored according to this analysis. In the case of an experiment or quasi-experiment there will likely be measurable outcomes and a pre- and post-assessment. There is the possibility of overreaching with regard to outcomes, resulting in a large amount of statistical data that obscures rather than informs the results.

When considering fidelity, this was looked at in relation to other factors. A study may not be based on an intervention as such and so might score 0 in this section. It would need to be argued that a study could still be scored on its merits whilst scoring low on fidelity, it will not be dismissed entirely. In the context of schools there are several effects which impact on research.

Firstly, a teacher may change their behaviour if they know they are being observed and students may behave differently too. This might be described as a Hawthorne Effect (Economist, 2008) There might be "seepage" from the treatment groups into other groups they teach. This reduces the usefulness of the control group as a comparator. There is a risk especially if the intervention is proving to be successful as they like to try it with classes outside of the study. To compensate, some researchers stay on after the study to help extend the intervention into the control group. This addressed the ethical dimension that children should not miss out on a good programme because they were not in the treatment group.

Summary

The review produced a workable number of studies around the issues of impact of some interventions and their outcomes. It has also identified non-experimental studies that help towards answering the RQs. The low number of quasi-experiments, experiments and randomized control trials is relevant research finding.

Surveys of teachers and students

The research questions gave rise to two surveys, interviews with teachers and the development of a quasi-experiment. The survey items were developed based on my own professional experience of using dialogic approaches in my own teaching and consolidated by the literature on dialogic pedagogy, in particular the concepts of accountable and academic productive talk (Soysal & Soysal, 2022). The student survey was constructed after the teacher survey and was similarly consistent with the literature on dialogic responses from students. The wording the student survey was moderated to make it more accessible for students of differing literacy and academic abilities. These questions would benefit from an extensive amount of fieldwork in several schools, and this was the plan before the impact of covid was known.

The objective of this phase of the project was to ascertain teachers' attitudes and perceptions towards dialogic teaching, even if they were not aware that they are practicing dialogic pedagogy. The suggested dialogic teaching methods emerged from the literature on dialogic pedagogy (Mercer * et al., 2020)

The research questions for the teachers' phase of the study are:

How do we measure enjoyment in the context of history lessons?

How do dialogic approaches impact on enjoyment and achievement?

What impact do Socratic methods have on enjoyment and achievement?

The history teacher's work has been likened to that of a magpie, picking up the bits and pieces of practice, ephemeral documents, pictures, or audio-visual sources. The same can be said of theory, teachers have a deep grained "theory in practice" which guides their work. The research tools described here rely on what teachers have to say about their own work, with the intention that the researcher gains insights into the factors influencing teachers with the intention of influencing their practice. They give rise to the authentic voice of practitioners, making them central to the research process.

Table4.3 Teachers by career stage

Early career teacher	17
Experienced teacher	52

In response to an appeal online for teachers to report on their views of dialogic teaching, 69 teachers participated. This was a Likert-scale questionnaire distributed through web-based groups of history teachers in primary and secondary schools, through professional contacts and social media (see appendix 3). The survey presented thirteen pedagogic approaches to questioning and teacher presentation. These included: teacher talk/storytelling, (also known as "exposition" or "instruction"), open ended individual questions and the use of written and visual primary sources. The questions looked at the themes of enjoyment, student achievement, teachers' views of dialogic techniques, and teachers' perception of difficulties in history learning, for example if they thought students found some concepts challenging, or some techniques, such as probing questioning, difficult or uncomfortable. The survey questions for teachers were developed from the literature review (Albergaria-Almeida, 2010; Davies et al.,

2017; Doukmak, 2014) as they were focussing on teachers' attitudes towards dialogic pedagogy. The questions for the student survey were similarly devised from what teachers said about pedagogic approaches. Many teachers are practising dialogic pedagogy without realising that they were doing so. A range of pedagogical methods were presented to teachers in the form of a 0 to 10 Likert scale and free text questions.

Some consideration was given to two issues relating to the range of response offered on the Likert scale. Firstly, it was decided that a 0 -10 scale would capture a more nuanced view of teachers' beliefs: allowing them to express a very weak to a very strong opinion. With a wider scale and an even number of possible responses, there is less of a tendency to opt for a neutral response, such as opting for a middle value.

Teachers' theory in practice allows them to engage in a number of complex tasks, basing their decisions about, for example how to meet the individual needs of students to meet the aims and practical implementation of their education, health, and care (EHC) plans. The research tools described here rely on what teachers have to say about their own work, with the intention that the researcher gains insights into the factors influencing teachers with the intention of influencing their practice.

There was also the opportunity to write in examples of dialogic teaching from their practice. The survey took between five and ten minutes to complete. Participants were asked if they were willing to take part in the interview phase. Teacher responses were converted into mean values for each of the statements to allow for analysis.

Interviews

The interviews were relatively short and specific, lasting approximately 15 to 20 minutes. Participants were sent the questions in advance (appendix 4). For convenience, the interviews took place on MS Teams or Zoom. Four teachers in four separate schools agreed to take part

in the interview. These platforms have become ubiquitous following on from the pandemic but were novel at the time of this research. It is perhaps the case that online interviewing is a growth area of research methods in education. In natural conversation speakers speak over each other, ending sentences and concurring or not with speakers. A drawback of interviewing online is that there is a possibility of losing extracts of the video due to bandwidth. In this study only a small part of one interview was affected by this. Interviews had a focus on students and their experience of learning history. Questions included whether students found aspects of questioning challenging and how they use questioning in their practice. They were finally asked what aspects of questioning practice they would like to take forward. The interview questions went through a review phase which concluded in the questions being amended.

Table 4.4 Interview questions

Original question	Revised question	Comment
Perhaps you can begin with telling me a bit about your setting: what is your position e.g., Head of Department	Can you tell me about your current position?	Less of a leading question, able to describe their setting in their own words. Opens up the dialogue with regard to positionality.
What, in your opinion are the most difficult historical concepts for children to come to understand ?	What historical concepts do students struggle to understand?	Use of "students" rather than children more inclusive. Not pre-

Original question	Revised question	Comment
		loading the question into "complex" at this time.
Do you agree that questioning has a role in developing children's understanding of complex concepts? If so, can you give an example?	What role does questioning have in helping students' make progress in historical concepts?	Avoidance of a leading question. Cued for examples but these can be asked for in the interview.
Do you use probing questioning to draw out conceptual knowledge? Do some children find this more difficult than others?	How do you use probing questioning to draw out conceptual knowledge? Do some students find this approach more difficult than others?	Less of a leading question, but participants in the pilot all answered this question in some detail.
Do any children find probing questions uncomfortable or difficult?	Delete	Repeats preceding question.
What dialogic features contribute to the understanding of complex historical concepts?	What role does dialogue play in developing students understanding of complex historical concepts?	Allows for a wider range of answers, easier to understand. The original had to be restated in the pilot.

Original question	Revised question	Comment
What kind of dialogue do you think helps children to access their internal thought processes?	Delete	Not well answered and not really what the study is about.
To what extent can dialogue evidence be used to ascertain children's knowledge and understanding of more complex historical concepts?	How can dialogue be used to determine students' knowledge and understanding of complex historical concepts?	Question focuses on dialogue and its relationship with achievement in history.
What are the implications for practice?	Delete	Will be drawn out during the interview, replicates the later question.
Looking forward: What aspects of your practice with regard to use of talk would you like to take forward?	How do you want your practice in dialogue to develop?	A more open question that allows for a free answer.

Recruitment of schools for fieldwork

I sent out speculative emails to local schools with a view to getting them onboard with the project. The problem with this was that the schools do not give out or publish the contact details for key history personnel such as Heads of Department. Three schools in the neighbouring local area expressed an interest in doing fieldwork but were unable to take part

because they were recovering from the covid outbreak. The two schools recruited were volunteers from the teachers that took part in the interview.

Student survey

The research questions were devised in the light of the teachers' survey and interviews: both suggested that enjoyment was an integral part of learning well, so the study shifted to an emphasis on enjoyment and its link to achievement. It was anticipated that all students in the study would complete the questionnaire, which will attract a good number of participants. The questions ranged from the general about students' enjoyment of history to specific questions citing particular aspects of history learning, such as whether they enjoyed working with primary written sources. Demographic data such as gender and age-range were also collected.

Table 4.5: relationship between teacher and student questionnaire

Teacher statement – pedagogical approaches	**Student statement-learning preferences**
Teacher talk/story telling	I enjoy history learning in class
Written accounts	I enjoy reading through written accounts of historical details and events
Individual closed questions Individual open questions	I enjoy learning when the teacher asks hard questions.

Teacher statement – pedagogical approaches	**Student statement-learning preferences**
Individual extended questions	I have opportunity for raising questions in the history lessons
Use of primary sources – written Use of primary sources – images Audio-visual approaches	I enjoy learning through pictures and images from the past
Use of a prescribed textbook	I find history lessons less enjoyable when we use the same textbook for every lesson
Extended group discussion	I enjoy talking about history with my classmates

Students also had the opportunity to fill in a free text response about their feelings and opinions about history learning. Student responses were analysed from the perspective of gender (using an odds ratio), age range and perceived prior attainment. The free text responses were coded for their relevance to enjoyment.

Intervention

The fieldwork for this study involved a quasi-experiment looking into the impact of a key dialogic pedagogic approach: Socratic methods in the form of questioning and seminar

discussion. Questioning is a key part of a teacher's craft, and it is hard to imagine a lesson that does not involve some form of questioning.

Although of limited application in qualitative studies (Lareau, 2012) of this type, hypotheses can be useful in framing active research. Drawing on the literature in the field and the surveys the following hypotheses were developed:

H1: dialogic pedagogy has a positive impact on students' enjoyment and attainment in history.

H2: Socratic methodology is an effective form of dialogic pedagogy that students enjoy taking part in.

The study involved an observation phase, an intervention phase, and an evaluation phase. Teachers were given an overview of the study but, in order to minimise an unintended effects such as Hawthorne effects (Economist, 2008) they were not told what the hypotheses were. Teacher participants were informed that the subject of the observation was to look at questioning within a broad dialogic approach (Alexander, 2020). The secondary school chose Year 12 as the intervention group because of the minimal impact on exam preparation time, they also felt that these students have already experienced attempts to encourage talk through a dialogic approach.

The lesson observation was discussed briefly with the teacher and very general feedback was shared with the teams of teachers sometimes as part of the department's own professional development. The next stage was to agree on which classes would be in the treatment group and which would be the control group. This was achieved via mutual consent on the needs of the research and the department's own purposes.

There were two parts to the intervention: Socratic Questioning in the primary school and a Socratic Seminar (Brickhouse & Smith, 2010; Fisher & Machirori, 2021) in the secondary

school. Teachers were asked to choose a stimulus, such as an image or piece of writing and to prepare some SQs in advance. Teachers were given examples of Socratic questions (see appendix 1). They were encouraged to ask follow on questions of a selected student (perhaps choosing a student they can expect to be confident in speaking), to pause and allow thinking time between questions. They were particularly encouraged to tolerate periods of silence in the questioning to allow students to come up with an answer or point for discussion.

The second intervention was the Socratic Seminar or Circle. Teachers were shown a short video of a Socratic Seminar with 16–17-year-olds in the USA. Students in the participating school were given a stimulus, in some cases in advance, and spent time discussing it. Teachers were encouraged to act as a facilitator, giving feedback on the discussion. The observation of the lesson focussed on the extent to which students were engaged with and enjoying the lesson. Lesson observation took a narrative form, focusing on the flow of the dialogue amongst the students and between the students and their teacher. Knowledge of attainment levels was generally already an integral part of their teaching and learning in the school setting. During the Socratic Seminars I played the role of a participant observer, assisting the teacher in framing follow-on questions and in using probing questions with selected individual students.

The school was asked to provide pre- and post-attainment data on all students in the study. They were also asked to repeat the questionnaire with the treatment and the control group. Teachers took part in a round table discussion on their experience of the using Socratic techniques and whether they would continue with Socratic methods in their teaching going forward. Unfortunately, the secondary school decided to withdraw at this point.

Table 4.6: Features of participating schools

School1	Age range	FSM	Participant teachers	Latest OFSTED rating
Secondary	13 – 18	16.7%	4	Outstanding
Primary	3 – 11	58.3%	2	Good

Focus group

There were two focus groups in the study: primary teachers and secondary teachers, though the questions and parameters of the discussion were the same. Teachers were asked about their experiences of using the Socratic approaches (see appendix 5). Teachers were encouraged to reflect on their experience of using the techniques with different types of students. They were asked about difficulties and challenges in using the techniques in their specific context. They also asked about how they might take these ideas forward.

Limitations of the study

The study was limited by the impact of the global pandemic on schools. The plan at the outset of the study was to spend year 2 working in schools for as much as half a term in a number of secondary and primary schools by way of comparison. In reality only two schools were in a position to accommodate a researcher. The number of classes in the primary school made using a control group not practicable.

The student and teacher surveys need to be treated with caution because they are self-reported. Younger children in particular might be reluctant to be critical of their teacher or history

learning either out of loyalty or affection for their teacher. The free text responses by the children allow them to express their feelings and thoughts in their own words. There is also a limitation of Likert scale questionnaires in the form of unintended bias revealed through the formation of statements and the rating range for each statement. The teacher statements in this study were drawn up with reference to the literature and my own practice. As the student questionnaire was drawn up in response to the teacher questionnaire then the integrity of the student response was sustained.

Validity

Validity in social research is the extent to which the research instruments capture the right data to answer research questions. The teacher survey captures professionals' views about the effectiveness of certain dialogic approaches and their influence on enjoyment in history. The items in the survey address a good range of techniques to constitute an effective view of the impact on dialogue on the affective domain. The use of a wide spectrum of responses in the form of a Likert scale allow for a nuanced view of these approaches to teaching and learning. These views were consolidated by the use if an interview with a small number of teachers provided a consolidation of these views, as they allow for teachers to speak freely about their views about dialogic pedagogy and its impact on enjoyment.

The focus group was made up of teachers who took part in a Socratic intervention. Focus groups allow participants to freely express their views, feelings and thoughts, in the form of a naturalistic conversation. The focus group in this study served as a post-intervention investigation. To the extent to which participants are able to give consideration to the impact of the Socratic methods on student responses, a focus group can be considered a valid method of collecting useful data.

The student survey similarly captured an authentic voice of students' voices in relation to their views about dialogic approaches on their learning and its relation to enjoyment. The survey items were informed by the teacher survey so covered a similar range of approaches to teaching and learning. Although a Likert scale was applied to the student survey, the number of responses was much narrower with an agree/disagree and neither agree nor disagree. The narrower choices for students to choose

from served to consolidate their views on what aspects of teaching and learning they found enjoyable. Although on reflection a few more options, such a five item Likert scale may have been more subtle, the relative simplicity of agree/disagree allowed for sufficient clarity of students' views about the teaching and learning approaches they are exposed to on a regular basis.

Reliability

Reliability is the extent to which the data is taken from an appropriate sample of the population. The teacher survey was from a varied participant pool, in that it includes teachers from primary and secondary teachers and from beginning to veteran teachers. This means it is possible to draw conclusions from the dataset, although the extent to which the conclusions are generalisable is less secure. The student survey was limited to just two schools, but the uptake in these setting was high. It is possible to draw inference from this size of sample but there are limits on the extent to which these results are generalisable. The research instruments in this study are reliable, but are limited in the extent to which they are generalisable is less secure.

Philosophical stance

With regard to a philosophical position pertaining to learning I adopt a social constructivist paradigm to understand the influence of social interaction on learning (Bruner, 1997). This is particularly useful with regard to dialogic pedagogy which is an essentially social interaction in relation to the acquisition of new learning and the consolidation of prior learning and so enhanced understanding of knowledge gained though a social interaction. As the regards the broader approach taken in the study the best fit description of the philosophical approach taken is post-positivism. Post-positivism proposes that social phenomena can be revealed through consideration of qualitative methods, but that this reality is affected by the position of the subjects being studied, a similar view to the issue of positionality as discussed earlier. It is related to the study design in that a comparative design was employed to compare different types of response to the approach of dialogic pedagogy. It produces qualitative evidence that can be analysed using both qualitative and quantitative approaches, with the enumeration of the response on the Likert scale. Observation is used to capture authentic data about a range of teacher and student responses to dialogic pedagogy. These are facts that can be discovered about the real world, albeit seen through the lens of a comparative design.Ethics

Ethical considerations in education are complex as it often involves work with subjects considered vulnerable by reason of age and ability to give informed consent. Children's rights were protected by anonymity in the final version of the project and explicit consent gained at each stage in the life of the project. When working with potentially vulnerable groups there is a need to balance promises of confidentiality with safeguarding requirements. The work presented here was approved by the ethics committee in the School of Education at the University of Durham.

Conclusion

This study has demonstrated how different parts of a study can inform others: student survey items were, for example, informed by teacher views on effective pedagogy. Students have

demonstrated the ability to reflect on their own learning, but this process is difficult and needs teacher support. Teachers in the survey indicated they are willing to apply dialogic pedagogy to their teaching, but some were more willing than others. Teachers' hesitance in trying new techniques was most explained by a concern with content coverage.

Chapter three: review on enjoyment and achievement in history

Introduction

The aim of this review is to answer this research question:

How do we measure enjoyment and engagement in the context of history lessons?

It is also related to the broader methodology in that the review suggests that survey and observation are the most effective methods in order to ascertain the best way to measures enjoyment and engagement in history. Enjoyment is the pervading theme of this thesis as is its aligned feature engagement. This chapter reports on a range of tools used in history research and seeks to discover the extent to which enjoyment can best be measured and applied to the context under consideration. Although the number of studies is quite small, they have all been put through a rigorous evaluation process to produce a series of interesting and relevant studies.

Evaluation criteria

The methods section in Chapter 2 describes the process of evaluation of each of the identified studies. Table 3.1 shows the number of studies in each rating category from 1* to 4*, 4* being the highest possible rating.

Table3.1: number of studies in each band

Score	Number
1*	1
2*	9
3*	6
4*	1

The number of studies, as have been discussed elsewhere (Chapter 2), was quite small (n=17) suggesting that the topic of enjoyment in history is somewhat under researched at the present time. Several studies in this review employed more than one measurement tool, so are counted more than once in table 3.2. Table 33 shows an evaluation of selected studies grouped together by measurement tool and so to answer the research question. As with table 3.2 a study can be included in more than one category.

Table 3.2: number of measurement tools in studies

Method	**Count**
Literature review	2
Questionnaire	3
Intervention	8
Case study	4
Interview	3
Focus group	2
Observation	8

Table 3.3 Study evaluations

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
Questionnaire	(Boliver & Capsada-Munsech, 2021)	England	Primary	1900	Not reported	2*
	(Guerrero-Romera et al., 2021)	Spain	Primary Secondary teachers	332	Not reported	2*
	(Harris & Haydn, 2006)	England	11-14	1740	Not reported	3*
	(Huggins & Knight, 1997)	England	Primary Secondary	Unstated numbers of children in Yr. 6 and 7.	Not reported	2*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
Literature/research review	(Deary et al., 2007)	England	11-16	70,000+	Not reported	3*
	(Fredricks et al., 2004)	USA		literature on behavioural, emotional, and cognitive engagement	Claims to reduce dropout	2*
	(Reznitskaya & Gregory, 2013)	England		Empirical studies on dialogue and engagement		1*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
Intervention study/evaluation	(Boliver & Capsada-Munsech, 2021)	UK	Primary	1900	Not reported	2*
	(Deary et al., 2007)	England	11-16	70,000+	Not reported	3*
	(Eccles, 2016)	England	educational psychologists, developmental psychologists, and other academics	NA	Not reported	2*
	(Freedman, 2020)	USA	9th grade	6 boys 14 girls 7 boys 19 girls	None reported	3*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
	(Huggins & Knight, 1997)	England	Primary Secondary	77 primary and 27 secondary school teachers	Not reported	2*
	(Jay et al., 2017)	England	Year 5 students and their teacher	38 treatments 38 controls	Not reported	3*
	(Kolikant & Pollack, 2019)	Israel/Palestine	High school	30 pairs of students	None reported	2*
	(Reisman, 2012b)	USA	High schools in San Francisco	5 urban high schools	None reported	2*
	(See et al., 2015)	England	Year 6	181 treatment	25%	3*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
				and 204 control		
Case study	(Cunningham, 2009)	England	Secondary	4 teachers	None	3*
	(Fisher & Machirori, 2021)	Australia	Undergraduate	99	None reported	2*
Interview	(Cunningham, 2009)	England	Secondary	4 teachers	None	3*
	(Gorard & See, 2011)	England	14-19	45 cases	Not reported	4*
Focus groups	(Gorard & See, 2011)	England	14-19	45 cases	Not reported	4*
	(Harris & Haydn, 2006)	England	11-14	1740	Not reported	3*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
Observation	(Boliver & Capsada-Munsech, 2021)	England	Primary	1900	Not reported	2*
	(Cunningham, 2009)	England	Secondary	4 teachers	None	3*
	(Freedman, 2020)	USA	9th grade	6 boys 14 girls 7 boys 19 girls	None reported	3*
	(Jay et al., 2017)	England	Year 5 students and their teacher	38 treatment 38 control	Not reported	3*
	(Kolikant & Pollack, 2019)	Israel/Palestine	High school	30 pairs of students	None reported	2*

Type of study/ measurement tool	Reference	Country	Age/level	Sample size	Attrition/ dropout	Rating/score
	(Reisman, 2012b)	USA	High schools in San Francisco	5 urban high schools	None reported	2*
	(Wan Yussof, 2018)	Malaysia	Secondary	22	None reported	2*

Literature reviews and research reports

Some studies were systematic literature reviews or analyses of other, sometimes larger, studies. Deary et al. (2007) studied over 70,000 students in schools over five years. However, there are relatively few new learnings in this study, for example the differential between boys and girls is well known and does not benefit from the treatment here. Perhaps a future study would look at ethnicity, social class, and school-based characteristics. This study did find a strong relationship between "ability" measured by a standardised test (Reynolds et al., 2021) (Cognitive Abilities Tests, (CATS)) and performance at GCSE. Briefly, high scores in CATS result in high attainment in all subjects at GCSE. Again, this is not surprising. The ongoing situation with exam results in the light of the covid pandemic will make studies such as this difficult to compare like with like. A history teacher in possession of data like CATS and

SATS has the ability to tailor their teaching to students' ability, they also create the opportunity to design activities that can be more enjoyable, than, for example reading from a textbook. As far as measurement of enjoyment, the scrutiny of this large study certainly pertains as to gains in attainment but not of enjoyment specifically. Large studies are perhaps too general in design to capture the authentic experience of enjoyment, but literature reviews do help to provide a theoretical context for this study. As there was no control group nor were the authors reporting a fresh intervention, we scored this study as 3*.

Fredricks et al. (Fredricks et al., 2004) conducted a large review of existing research on the topic of engagement. The authors concluded that, although much has been learned, the potential contribution of the concept of school engagement to research on student experience has yet to be realized. They call for richer characterisations of how students behave, feel, and think—research that could aid in the development of finely tuned interventions. They reported on the domains of behaviour, emotion, and cognition under the idea of engagement. This can be expanded into the concept of enjoyment, especially in relation to emotion. They argue this is valuable because it may provide a richer characterisation of children than is possible in research on single components. The differentiation of engagement into these three domains is useful and is well suited to a research report such as this and the overview is useful in conceptualisation of the concept of enjoyment.

In line with this thesis' concern with dialogue, Reznitskaya and Gregory (Reznitskaya & Gregory, 2013) examined the effectiveness of a dialogue-based argument curriculum in fostering middle-school students' knowledge acquisition as well as dialogic and written argumentation skills A novel question-and-answer method was found superior to a traditional one (presuming they are referring to monologic IRF/E framework). They recommend promoting acquisition of factual knowledge sufficient to support argumentation. The phrase "finger-tip knowledge" has been used to describe the minimum knowledge of a period or topic

required to study it effectively. As this study was generally a literature review it perhaps does not test a particular intervention. Papers such as this are helpful in that they contribute to an overall theoretical or conceptual viewpoint. As there was no sample or control group and the possibility of researcher effect, so the score was only 1*, but the study was of some use to the investigation of enjoyment and engagement at a conceptual level.

Questionnaires

As this thesis is looking at students' enjoyment in history, student voice can be considered important in the analysis. A well-constructed questionnaire can capture participants' views and beliefs on the topic being considered. Boliver and Capsada-Munsech's study (Boliver & Capsada-Munsech, 2021) scored 2* in overall consideration. Although their sample size was large, they were not measuring the impact of a specific intervention but were evaluating the long-term impact of ability grouping in middle years of schooling. Like most studies in this group, they relied on self-report to ascertain students' views of their own learning. The authors argue that a student's negative "academic self-concept" can have an impact on their psychological wellbeing, meaning that they are unlikely to enjoy their studies. This interest in the realm of emotion is unusual but does suggest an alternative way of considering levels of engagement and enjoyment.

The centrality of student voice in education (Robinson & Taylor, 2007) has become increasingly important. It is through listening to messages from students that we gain entry into their interior world. In this study there was the potential of an experimenter effect in the design of the study tools. They did not design the study but relied on drawing data from the Millennium Cohort Study (MCS) developed by the Institute of Education, University of London which has followed a nationally representative sample of children in the UK born between 2000 and 2002. They made assumptions about the reliability of this study and were

unclear about how precisely academic ability was being measured. Having said this, their conclusions that "lower ability" students suffer adverse effects and lack of enjoyment from grouping by ability is an important finding, although the study was of maths and English rather than history.

Although most of these studies were fairly broad in their approach, some were on a niche topic. Guerrero-Romera et al. (Guerrero-Romera et al., 2021) looked at "active" teachers' engagement with teaching resources for the subject. Although in some contexts teachers must use an approved textbook, teachers in Spain, the location of this study, were free to choose what resources they wished to use. They found teachers value better the resources that imply a greater involvement of the students in the learning of history and therefore more active methodologies. Teachers preferred heritage over textbooks for example. The study suggests that teachers are moving away from their perception of resources, which involve a more traditional methodology of teaching history. The study did not contain a group that was not able to choose their resources so there was no control group. However, the study participation rate, at 332 secondary and primary teachers was high and the use of a Likert scale to measure teacher's views mean this study was grade 2*.

Studies vary as to the extent to which they give voice to students to express their own views on their learning in history. This is, in my view, is a serious omission if we are looking at students' enjoyment and engagement in the subject. Harris and Haydn (Harris & Haydn, 2006) surveyed 1740 students from 12 schools from Year 7 to 9. The emphasis on lower secondary in this study is justified as Key Stage 3 is regarded as in need of reform with regard to students' attainment and enjoyment in history. Frankly, the subject matter is regarded as boring and irrelevant. This was a very useful study for this research as it in one of the few studies that look specifically at what students think about history as a subject. There was evidence in the study of a high level of enjoyment of history, but there was evidence of a "school effect" and

a “teacher effect”. There is evidence of popularity of interactive approaches such as role play and evidence of dislike of essay writing. This is a challenging result as history uses extended writing in all phases. These authors’ findings suggest that how students are taught appears to matter more than what they are taught and identifies teaching approaches that students considered to be particularly effective, and teaching approaches that appear to contribute to student disaffection and disengagement from the subject. As this was not an experimental study or intervention study, we scored this as 3*.

Huggins and Knight’s (Huggins & Knight, 1997) study is of limited applicability as so much has changed in Key Stay 2/3 transition, including a concerted effort to address transition issues in the late 1990s/2000s. Their finding that schools adopt a “fresh start” approach to Year 7 is still the case, but reforms such as Multi-Academy Trusts (MAT) taking on all-age schools (from Reception to Year 13) are aimed at aiding transition across the whole span of students’ pre-university education (Harris & Jones, 2022). It is likely to be some time until these developments are evaluated in terms of achievement of children in these “all through schools”. There was some decline in students’ ratings of their experience of secondary education across Year 7. As regards Huggins and Knight, the study is interesting and a good example of a questionnaire itself, although they did not state how many students were surveyed. The study has limited applicability, so we judged it as 2*.

Questionnaires are a useful tool in the measurement of student enjoyment in their studies. They provide an authentic view of how students (and teachers) feel about what they experience in their schooling. However, questionnaires need to be carefully constructed to avoid leading questions, and to avoid a researcher effect. Scale is a factor in the reliability and usefulness of a study, the bigger the participation pool the better.

Intervention and evaluation studies

Studies that evaluate an intervention are particularly useful in providing recommendations to adopt a particular approach or curriculum innovation. At classroom level, evidence of the efficacy of particular approaches may, or perhaps even should, result in the adoption of a particular pedagogical innovation. The studies reported here adopt some form of an evaluation, though this is not always the most prominent feature of the study.

Boliver and Capsada-Munsech (2021) as reported earlier looked at students' attainment and well-being in relation to grouping by ability. This paper explores the related but distinct concept of "academic enjoyment", which refers to the extent to which students like the particular subjects they study, and like school generally, which they claim has been shown to be positively correlated with academic engagement and achievement. They present a rather concerning finding that, amongst other things, primary children from lower socioeconomic groups are less likely to be placed in higher ability groups. The extent to which students like particular school subjects and school generally does not necessarily follow from students' knowledge of how well they are doing at school. This is an important finding which is based on a large data set, though this does rely solely on a study of primary students. The findings about setting and its impact on individual students is troubling and it is unlikely that a young person in a lower ability set will enjoy their studies. Students do find being placed in lower ability sets makes them feel negatively about their schooling. Generally speaking, because history differentiates well by outcome it tends to be taught to mixed ability groups. These findings are able to be clearly identified because of their method of critically evaluating interventions.

The data used in Deary *et al.* (2007) has a number of strengths. The sample is very large and representative, according to the authors. The cognitive ability test (CAT) battery assesses a

range of abilities in 10 individual subtests. The timing of the test was ideal: at the beginning of secondary education when there has not yet been as much subject-specific teaching. The prospective longitudinal nature of the study is a strength, but there is a need to evaluate subjects at an individual level. GCSE examinations are national, almost all school students in England take them, and their timing is such that no students have yet left school officially, though some young people have dropped out of school for a variety of reasons. The majority of schools use CAT scores for a variety of uses, including target setting for both students and teachers. The study does not report some of the issues with CAT, such as a potential cultural bias of the verbal battery (Reynolds et al., 2021). The use of non-subject data in forecasting future performance makes some sense for target setting and accountability but does little in making learning more enjoyable, quite the opposite. School children in England are amongst the most tested students in the developed world. Having said this, Deary reported that 58% of students with a mean CAT score of at least 100 achieved the benchmark of five GCSEs and grade C or above, or grade 4 and above, of course a score of 100 is the mean score of CATs,

Some of the issues with the study are its limited attention paid to other factors in examination performance, including enjoyment and engagement, attendance, students' personality traits, motivation, and effort; the extent of parental support; and the provision of appropriate learning experiences, teaching quality, and school ethos. Despite these issues such a large study is bound to report significant factors, there is little attention paid to enjoyment in the study. Having said this, it is important to try and identify the specific impact of the intervention under discussion. It is actually quite hard to isolate an intervention as there are other pertinent factors influencing the result. The research is involving human beings who sometime react in unpredictable ways.

Theoretical and methodological issues have their place in a discussion on engagement and enjoyment in education. Eccles (2016) assembled a group of educational psychologists,

developmental psychologists and other academics to discuss the issue of engagement in schooling. Although an interesting summary of some of the issues in engagement and to a lesser extent enjoyment, Eccles' study was not really a research study in itself but helps to clarify some of the foundational issues. Eccles used the metaphor of three blind men trying to describe an elephant. No one was able to capture the essence of the elephant. Not only was there no intervention, no control group, or even teachers in the panel reported in the study we scored this study as 2*. However, the paper neatly illustrates that engagement is a difficult and multi-faceted concept to assess. In terms of a measure of enjoyment the paper rightly in my view, concerns itself with emotion, cognition and thinking and these are reflected in the affective domain.

As alluded to earlier the default mechanism of teachers when questioning is to use the IRF/E framework, where the teacher already knows the answer she is expecting, and students try to guess what is in their teacher's head (Alexander, 2000; Smith & Higgins, 2006). There is a security in this format in that it can be directly related to a pre-defined amount of content coverage. Freedman (2020) conducted a study of two 9th grade history classes in a US high school in which the IRF/E framework was replaced with Productive Disciplinary Engagements (PDE) a more dialogic approach in which questioning is much more open. The two class sections were comparable academically but had experienced slightly different implementations of the curriculum, but not so much as to act as a control group in the experimental sense. One group did receive some training in taking part in discussion and Freedman did find both classes employed sound historical reasoning throughout, but that by the third period one class grew more productively engaged. Based on these limited findings, PDE is recommended as a dialogic approach to engaging students. Although the study is quite small, its findings are scalable and are of use in determining engagement and enjoyment. As the students in the study traded ideas back-and-forth, their demeanour changed. They spoke louder, interrupting each

other, often barely containing their excitement. "Emotional engagement" refers to curiosity, excitement, and other affective indicators. Freedman analysed talk-moves over an extended period and concluded that there needs to be a good deal of training and preparation for students to take part in genuine dialogue. With regards to measurement of enjoyment the study highlights the benefits of extended, structured observation of teaching and learning in relation to a particular intervention. Analysis of talk in the classroom yields a large amount of material that can be used to measure enjoyment in history lessons.

Huggins and Knight's (1997) study of Key Stage 2/3 transition is of limited applicability as so much has changed in Key Stay 2/3 transition, including a concerted effort to address transition issues in the late 1990s/2000s. Their finding that schools adopt a "fresh start" approach to Year 7 is still the case, but reforms such as Multi-Academy Trusts (MAT) taking on all-age schools (from reception to Year 13) are aimed at aiding transition across the whole span of students' education (Harris & Jones, 2022). It is likely to be some time until these developments are evaluated. There was some decline in students' ratings of their experience of secondary education across Year 7. The conclusion is that there is a case for saying that the new arrangements have not alleviated the problems associated with the transfer. As a measure of enjoyment, the study reports enjoyment and motivation in a study from as far back as 1986. The study would be better if it discussed examples of schools' efforts to "bridge the gap" between Key Stage 2 and Key Stage 3. As regards Huggins and Knight, the study is interesting in itself but has limited applicability, so we judged it as 2*.

Some studies addressed issues such as dialogic pedagogy so were included in the review. Jay et al. (Jay et al., 2017) evaluated a large (76 schools, 38 in treatment group, two Year 5 classes in each school) study into the impact of dialogic pedagogy on attainment in English, maths and science in primary years. The intervention looked at the quality of teacher and student talk in an overall dialogic approach. The study reported attainment gains in all three subjects, between

2 and 3 months. The evaluators of the study from a UK university rated the that these findings have "moderate security". It did not specifically address enjoyment as a measurable factor, but this can be inferred from what was observed as part of the evaluation of the intervention. The majority of participating teachers felt that it would take longer than two terms to fully embed a dialogic teaching approach in their classrooms. It could therefore be valuable to test the impact of the intervention over a longer period. The project aimed to maximise the quality and educational impact of classroom talk, building on prior work on dialogic teaching. They encourage a classroom culture that engages pupils in the task in hand and retains their attention and interest can be measured.

This intervention required teachers to change classroom talk across the curriculum, supported by training, handbooks, video, and regular review meetings with mentors. Future research could aim to differentiate the effects of these different elements. They aimed to evaluate the extent to which these gains in attainment were due to the dialogical features or to other causes. Twenty-one percent of pupils were not included in the final analysis, primarily because of attrition from some schools in the study who did not submit post-intervention data. There is some evidence that schools implemented the intervention to varying extents, but not such that there was a threat to validity. This study is an example of the extent to which researchers need to maintain fidelity in a study, taking into account attrition rates that are beyond researchers' control. There was attrition in the study and some lack of uniformity in implementation, so the agreed score was 3*.

Work in history education often takes place in a contested space and the role of history in the making of national identities is worthy of attention. These contested spaces allow for the development of argumentation in a topic that also gives rise to enjoyment: young people enjoy dealing with controversial aspects of history. There may perhaps be no more contested or controversial space than in Palestine/Israel, where even a postal address can be contentious:

Jerusalem is contested between Jewish Zionists and the aspiring Arab Palestinians. As such, Kolikant and Pollack (2019) should be commended for their efforts to bring together students from Israeli and Palestinian backgrounds to study differing views of events seen from either side of the conflict. Fifteen groups of pairs, sixty students in total, consisting of a student from the Israeli side (the authors use the term "Jews", a complicated term but there is not the space here to suggest an alternative) and another from the Arab/Palestinian side. They participated in paired and group work on an historical topic of common interest. This led up to a joint essay writing in pairs and groups. The authors found that the joint texts produced were constructed of themes from both in-groups' perspectives. The students constructed a dialogic relationship between these themes, which enabled them to legitimize the other's voice, yet keep the voices unmerged. Participation in the dialogue is greeted with enthusiasm and enjoyment of the process as well as the subject content. This is a good example of a researcher considering student voice, which is a key component of engagement and enjoyment. Additionally, although they never abandoned their in-group narratives, the joint accounts reflected a new, multi-perspective historical meaning of the historical event. The ability to see the perspectives of people from different backgrounds is a key aspect of studying history. This study is interesting and important but does not score more than 2*, because of the small sample size, lack of a control group, and difficulties in measurement, though there was evidence of enjoyment in the observation of the young people working with each other. As an evaluation study, this study reveals that enjoyment can be present and observed, even if this is not a central tenant of the investigation. On a positive note, the study shows the potential of history to bring together factions in a joint learning exercise.

In the United States, history is predominantly delivered under a "Social Studies" label, so Reisman's study (Reisman, 2012a) is a welcome insight into classroom practice in that context. The "Document-Based Lesson" organized existing forms of teaching in Social Studies

classrooms (lecture, recitation, group-work, whole-class discussion), into a predictable and repeatable sequence that engaged students in the processes of historical inquiry and consequently contribute to enjoyment. This study preserved the traditional role of the teacher and the signature activities that stand as landmarks of social studies' instruction. Moreover, by providing classroom-ready materials and activities that married content knowledge and disciplinary inquiry, the Document-Based Lesson attempted to reconcile the fundamental tension in history instruction between depth and coverage. It neglected to evaluate the issue of enjoyment and engagement. The study involved five schools for six months in San Francisco. In form and content, the lessons would not be out of place in history lessons in England, the authors indeed conceded this in that they praise the work of the Schools' History Project. The study is mainly descriptive of the process and details of the construction of curriculum tools, including a potentially disingenuous practice of paraphrasing primary source material, they did not consider enjoyment. There was some description of what might be called normative procedures which are a long way from the dialogical approaches that make up most of the studies in this review. Whilst a study that presents predicable activities in a defined sequence is appealing to a busy teacher, the neglect of the affective domain reduces the usefulness of this study. The lack of control group, initial imbalance of the cohort and unclear outcomes mean an agreed score of 2* for this study.

See et al. (2015) present the findings of the first independent UK evaluation of a large-scale randomised controlled trial of Response-to-Intervention, which is an intervention in literacy rather than history, but increases in literacy levels can be seen to have an impact on other school subjects, including history. A total of 385 pupils in their final year of primary school (Year 6) were involved in the study (181 treatment and 204 control). Students were identified as being at risk of missing the expected level of Level 4 in English SAT results . The pupils came from 49 schools across England. Twenty-seven schools were randomised to receive treatment

immediately and 22 schools, which formed the control, were randomised to receive the intervention later. The overall impact based on the standardised New Group Reading Test (NGRT) showed an 'effect' size of +0.19, and of +0.48 when considering only free school meal eligible pupils. High attrition (25%) particularly in the control group means these results need to be viewed with caution. Prior training on the technicalities of trials and research in general is necessary for both developers and any staff delivering the intervention so that all parties involved understand their commitment and the need to provide accurate and complete data. The main influence of See et al. on this project is primarily methodological rather than a direct comparison of enjoyment in history. The use of attainment data does contribute to understanding of enjoyment as there is claimed to be a positive link between enjoyment and attainment in assessment. For example, the need to maintain contact with schools throughout the whole process, in order to achieve fidelity throughout the process. We agreed that because attrition was high at 25% the agreed score was 3*

The intervention and evaluation studies reported here contribute to an understanding of methodological issues, even if they do not relate directly to history enjoyment. This is particularly the case with studies that scored 3* such as See et al. and Deary. There are specific reasons why each of these studies did not reach the top rating of 4*, such as the attrition rate and fidelity issues. The studies reported in the section agree to a greater or lesser extent on the place of student voice in the design of experiments or studies looking at feelings, emotions, or the affective domain generally. The studies tend to look at engagement as a concept rather than enjoyment, but this does not mean that conclusions cannot be drawn about enjoyment, although this might be via inference.

Case studies

Case studies are useful as they allow researchers to study the impact of something in a real-life context (Yadav et al., 2007). If well designed they offer an opportunity to isolate the impact of an intervention whilst at the same time being aware of other factors, such as institutional issues. Case studies can produce naturalistic accounts of daily classroom activity.

Role of empathy

Empathy is a key component of engaging with the past, in order to engage fully with people in the past it is important to see things as they would have been seen at the time. Empathy has the potential to create enjoyment in studying history as it is fun to learn about some of the more gruesome elements of daily life, for example study of everyday life in the Middle Ages can give rise to humour. This needs to be balanced with a critical and objective stance in relation to people in the past. Cunningham (2009) conducted a small (4 teachers) but compact case study of secondary school teachers and their beliefs about promoting empathy in young people. They selected from broad repertoires of strategies, including major activities as well as small-scale discourse strategies. There were significant discrepancies between these teachers' thoughts and practices in empathy teaching. We scored this study 3* rather than 4* because there was no control group or an intervention: teachers were not asked to do anything in particular. The study reported the voices of teachers with regard to teaching empathy, they agreed it was desirable and could become enjoyable. The enjoyment of these approaches could also be studied using a case study approach.

Only one of the studies studied a Socratic intervention and this was with undergraduates rather than school aged students (Fisher & Machirori, 2021). They found that using Socratic approaches had an effect on engagement and a sense of belonging. Students grew in confidence with regard to speaking in public. There appears to be a linear process in which appropriately

engaged students gain confidence and are increasingly willing to engage in dialogue. Students in the study were not asked about their attitudes and beliefs about their learning, and we cannot make assumptions about this just based on their increase in engagement. Without a control group it is difficult to truly measure impact, though the inbuilt feedback from the observer group is interesting. Although the study was of undergraduates, the findings also pertain to younger students, in Year 13 for example, who can only be a few months' away from studying history at university. The lack of information on the topic being discussed, the size of the participant group and the progress of the discussion reduces the usefulness of the study, so the agreed score was 2*.

As there was a small number of studies that applied to case study as a method, there are limits to the extent that this method contributes to measuring enjoyment and engagement. A study that isolated inputs aimed at increasing enjoyment may well be bounded by a case study approach. As a naturalistic approach it may be possible to isolate enjoyment as an outcome of every day lessons delivered routinely by teachers, but this is not straightforward. Case studies that can isolate enjoyment from other factors would be useful for further research.

Interviews

In this review a small number of studies used interviews alongside other methods. As part of an overall case study approach, Cunningham (2009) reported results of multiple interviews and lesson observations of history teachers in England. The interviews allowed for an authentic teacher voice as they discussed their practice in relation to teaching empathy. In regard to enjoyment, Cunningham's naturalistic approach does allow for evidence to be found about students' enjoyment of history from an empathetic point of view. The interview does not stand on its own but is to be considered alongside observation and other tools which measure features of the affective domain.

In Gorard and See (2011) the authors also applied interview techniques alongside other research instruments, such as questionnaires. It does seem to be the case that interviews are most useful when used with other research techniques. They conducted interviews with the principal, chair of governors, a parent governor, teacher governor, local employer, representative of a partner organisation, young people disengaged from education or training, young people with learning difficulties, Year 11 learners, and some of their parents. Their findings on levels of enjoyment in school make for sombre reading as so few older students report enjoying school. Interviews alone would not have provided the wealth of evidence reported in this study, but they do serve a very useful function as part of a broad approach to data collection. Interviews also provide for the voices of participants to be heard. It seems to be the case that students do not tend to be interviewed individually but are involved in group interviews or focus groups. The reason for this is unclear, but perhaps one of the issues is the power relations between children and researchers: children may feel intimidated by an induvial interview.

Focus groups

Focus groups are a form of group interview which are used in a couple of studies in this review (Gorard & See, 2011; Harris & Haydn, 2006). Their usefulness as a research method is at a similar level to that of one-to-one interviews. However, the dynamic influence of talking in a group might result in different outcomes, for example students may not wish to be seen as being a teachers' favourite or to disclose they find something difficult. The interaction of individual participants needs to be considered as young people in particular may feed off each other. Focus groups can be useful in measuring enjoyment, as long as the social aspects of the method are appropriately addressed. Paying attention to the turns-taken by individual participants in the groups so as to avoid the dominance in the discussion of a particular participant, such as a

particularly articulate student. Paradoxically it is perhaps more interesting to investigate the views and emotions of the whole student cohort.

Observation

Observation is ubiquitous in education both for research purposes and for "evidence" gathering as part of the performativity regime. Observation can be tightly structured: only observing one element of a lesson, ignoring other factors or free flowing taking a naturalist stance where the observer judges what they see and hear. Some of the studies reported here used observation along with other methods (Boliver & Capsada-Munsech, 2021) Cunningham (2009) for example used a mixture of lesson observations and interviews to study teachers' beliefs and practices in the context of her study on student empathy.

Freedman's (2020) study made extensive use of observation as part of his evaluation of a dialogical approach to questioning. Rather than using a complete free-for-all, general observation, analytic codes tracked discursive moves within each discussion (e.g., authentic questioning), as well as shifts in discursive style (e.g., from monologic to dialogic). In applying this structured approach to observation, Freedman can draw robust conclusions on the effect of the teaching method under consideration. His findings suggest a model for promoting productive disciplinary engagement (PDE) in historical discussions that emphasizes the distribution of intellectual authority and the provision of sufficient time and resources. The strength is this study is that is combines a framework for observation alongside an overall approach that looks at talk as a medium.

Jay's study (Jay et al., 2017) has been evaluated earlier, suffice it to say here that observation presented a comprehensive picture of the impact of dialogic pedagogy on teaching and learning. Their study was large and rigorously evaluated by a panel of researchers. With regard

to measuring enjoyment, such a large and systematic study presents examples of engagement of young people.

Although Kolikant and Pollack (2019) mainly looked at outcomes from written tasks, they did observe aspects of dialogic pedagogy shown by students in their involvement in discussion. This is a useful example of how observation can be used to measure different aspects of teaching and learning, including enjoyment.

Reisman's study is reported earlier, suffice it to say here they use observation extensively to support evaluation of their document-based lessons in history. Although observation on its own is useful in terms of investigating enjoyment, it is more powerful when combined with other methods.

Conclusion

There is no one preferred research method for studying levels of enjoyment, instead it seems that mixed methods are the most promising candidates. Evaluations are useful but are most appropriate when compared with a control group or some form of benchmark to measure the impact of the intervention under discussion. Questionnaires are particularly important because they reveal the beliefs of participants including young people in particular. Naturalistic approaches to observation are preferred to observation based on an over complicated coding system that can obscure outputs such as behaviour suggesting enjoyment.

RQ 1: How do we measure enjoyment in the context of history lessons?

Enjoyment and engagement can be measured through the different ways of accessing students' thoughts, feelings, and attitudes. Questionnaires, interviews, and focus groups can be configured to measure enjoyment as they can give rise to revealing authentic student and

teacher voice. Kolikant is an example of a study that can offer insights into students' beliefs and feelings towards their studies, even in the context of history in a contested space.

Gorard and See (2011) was the only study to score 4*, as they matched the criteria on the evaluation grid. They demonstrate the need to use more than one research tool in order to gain as full an insight as possible. Future work on the subject of enjoyment in history needs to look at the link between enjoyment and achievement in the subject, in pursuance of this methods that identity authentic voices of participants are the most helpful. The next section looks at teachers' views and feeling about teaching methods that can be considered dialogic in character in doing so, the study seeks to capture the authentic voice of teachers in speaking about their craft.

Chapter four: Teachers' attitudes towards dialogic approaches

Introduction

This chapter describes the results of an online survey of 70 teachers about dialogic aspects of their teaching practice. it also references discussion with participants as part of a focus group. Although it pertains to all of the research questions, it is most pertinent to the question: "how do dialogic approaches impact on enjoyment and achievement?" By allowing participants to scale their responses in the form of a Likert scale (1 to 10) it captures a nuanced and rich picture of teachers' views of their craft. The survey suggests teachers find dialogic approaches useful, but sometimes difficult to apply in the classroom. It shows that, while protective of their autonomy, teachers are willing to reflect on their practice and to ways in which their own teaching can be improved. A survey was chosen because of the ease of use for participants and the multifaceted nature of the data that can be collected. This survey was collected online which meant that it easy for teachers to complete. The use of a Likert scale allows participants to express a nuanced opinion and so can be used to measure the strength of a particular opinion. This study had a ten-point scale, which does allow for a middle value, the same would be true of a five-scale design. Some Likert scales do not have a middle value deliberately in order to avoid neutral positions. In this study middle values were allowed because some teachers take a middle position and this needs to be considered as part of the overall position. For analysis these teacher views were collated into means which allows for quantitative analysis of survey data. Surveys can be presented and understood as a naturalistic picture of practicing teachers. Each individual item reflets some aspect of what might be characterised as a dialogic approach to teaching and learning. On the downside a survey is only as good as its questions, and so a pilot to test the efficacy of the survey terms would have been ideal but due to access issues this was not possible in this circumstance. Education research depends on the willingness of schools and teachers to take part in studies, and this has been severely impacted by covid,

schools have retreated back to their core purposes and so in many aspects this survey represented the best possible level of access in the pertaining circumstances. Surveys like this aim to capture an authentic voice of participants, in which they are asked to reflect on their own practice and to place their professional values in a wider context. The results in this study do seem to suggest that teachers rate dialogic features of teaching and learning as highly as effective in the development of historical understanding.

A teacher's craft is multi-layered and in a constant state of flux, as each lesson is unique, with learners having a variety of needs needing to be met by the teacher. As a stark but not unusual example is where a secondary school teacher might teach hundreds of young people from Year 7 to Year 13. This presents challenges for teachers in trying to reflect and renew their pedagogy without being overwhelmed. Consider the predicament of a new teacher teaching Year 7 history in a six-form entry school, with 30 students in each class, which produces a total of 180 students. Teachers employ a range of techniques to meet students' individual needs, some of which can be described as "dialogic".

Context of the teacher survey

There are pressures acting on all teachers, in particular the need to cover a wide range of history in a short period of time and the need to address public concern over poor knowledge of significant events in the general population, for which teachers are often held to account. Dialogic practice can help to promote deep learning that traditional teacher exposition might miss. It does still take a leap of faith for teachers to employ new pedagogical techniques.

Socratic questioning is a tool that uses probing questions to result in deep learning and secure understanding. Where individuals are being questioned, other students can follow the flow of the dialogue and participate by actively observing the student being questioned or by asking questions of the student or teacher conducting the dialogue. Questioning is broken down into

individual components: open questioning, probing questioning, and extending individual and group questioning. Many teachers use these approaches without acknowledging they are practising Socratic questioning (Schoeman, 1997). Teachers tend not to apply specific, named pedagogy and rely on their own judgment in determining approaches to their own teaching (Admiraal et al., 2017). The teacher survey breaks down each element of examples of dialogic practice and then draws on teachers' answers to produce a detailed assessment of teaching with a dialogic pedagogy. Teachers' views on appropriate pedagogical approaches are informed by their experience and practice and an overarching working philosophy.

Research questions

The research questions for this part of the project are:

- How do dialogic approaches impact on enjoyment and achievement?
- What impact do Socratic methods have on enjoyment and achievement?

Table 4.1 shows the teaching phase of participants, it is important to note that participants could choose more than one, and the overall sample size is 70. The study showed that 62 of the respondents taught history as a stand-alone subject. This is indicative of a move back from integrating humanities to history as a stand-alone subject. There is a significant difference in the methodology and epistemology of History, Geography and Religious Education, this study is focused on history as a standalone subject, though its avowed focus on enjoyment in history. One result of EBacc rather curiously has been students having to drop large elements of social studies and humanities in their GCSE choices and to a narrowing of the curriculum at the expense of other subjects (Maguire et al., 2019).

Table 4.1 Demographic profile of respondents

Phase	Count
Primary	5
Secondary	61
Other	4
Total	70

Career stage of respondents

Table 4.2 shows the career stage of respondents. The take-up by experienced teachers in the survey is encouraging, suggesting they are willing to participate in research, in total four participants also agreed to be interviewed. Although newly qualified teachers and early career teachers may have been introduced to dialogic teaching as part of their initial teacher training, there is evidence from this study that teachers are sometimes challenged by the relinquishment of teacher control.

Table 4.2: Teacher career stage

Years of experience	Count
Early career teacher	17
Experienced teacher	53

Table 4.3: Pedagogical approaches to enjoyment and achievement of history.

Approach	Secondary means enjoyment	Secondary means achievement	Primary means enjoyment	Primary means achievement
Teacher talk/story telling	7.91	7.14	6.00	5.33
Written accounts	5.33	6.62	4.75	5.67
Individual closed questions	3.61	4.89	3.75	5.33
Individual open questions	5.65	6.64	5.75	6.33
Individual extended questions	5.54	7.03	6.25	7.00
Use of primary sources written	5.76	5.42	5.25	5.67
Use of primary sources images	7.14	6.30	6.75	6.67

Approach	Secondary means enjoyment	Secondary means achievement	Primary means enjoyment	Primary means achievement
Use of a prescribed textbook	4.45	6.62	4.50	7.00
Extended group discussion	6.73	6.38	6.75	7.33
Audio-visual approaches	7.72	6.70	7.50	8.33
Fieldwork	7.25	5.85	8.5	8.33
Assigning homework tasks	3.70	5.09	4.25	4.00
Project based learning	5.20	4.38	8.25	7.00

Table 4.3 summarises primary and secondary teachers' views on pedagogical approaches on enjoyment and achievement in history. There are wide variations in some categories and closer variation in others. The survey asked about leadership roles in history and most participants were in some sort of leadership role, either Heads of Department or senior leadership roles. The secondary participants were not asked about this specifically, although the recruitment of

participants was targeted at subject leaders. It is difficult to identify how strong an association these Likert scores are, but with a wide option of ten possible indications, an item can be said to be similar if they have a score with less than 0.9 difference.

Taking this on board it can be seen that, although there was a lower score in the primary section, especially for achievement, it is not surprising that teachers believe that historical overview helps to contribute to enjoyment. It may be the case that because secondary teachers of history are generally history graduates, they may be more confident to use this technique in class, but with a score of 5.33 for primary teachers for attainment, then teachers may be underestimating this aspect of their work. Teacher exposition allows for the individual teaching style to emerge and those elements of the topic that pique the teachers individual interests in element of the past. A comprehensive scheme of work ensures that the full range of knowledge required for exams is still covered. The lower scores for primary teachers may be the result of a less secure core knowledge or depth of knowledge and also may because of greater need for younger students to access core knowledge at a more basic level.

Written accounts are an integral part of the knowledge domain of history and most of the material used in history lessons is some form of written account. Even young children are encouraged to, where they can, produce written accounts of aspects of the past and as they mature, these accounts become more sophisticated, especially as their understanding of second order concepts such as change and continuity or similarity and difference. This possibly explains why a lower score is given for primary achievement. Extended writing is considered important in history, as shown by its prominence and population of most school history textbooks. The relatively low score for written accounts is perhaps because of the difficulty for students in writing extended written accounts of the past. The higher score for achievement reflects the importance of written accounts for attainment in history. Written accounts are intrinsic to the discipline but are problematic in that they are difficult to produce and to sustain

at an extended level. When asked about the use of such textbooks, there was a large difference of opinion about enjoyment and achievement for both primary and secondary teachers. Use of textbooks scored low levels of support from both primary and secondary teacher for enjoyment but scored better for achievement. The difference may be because textbooks in history usually contain primary source material to be used in the construction of extended written accounts. Primary teachers scored the use of history textbooks relatively high which suggests that standardised textbooks are an essential part of learning about the past. From dialogic perspectives textbooks are useful in that they represent an authored accounts of events in the past that can be made subject to a critical evaluation of the veracity of the account being presented. It speaks to the perennial conflict between enjoyment and achievement in history, the condition might be that textbooks are useful for learning but are a bit boring. This was certainly the view of students in the survey.

Approaches that might be considered not particularly dialogic, are low scorers in all four columns. Individual closed questions score a mean of 3.61 for enjoyment from secondary teachers and 3.75 for primary teachers. Despite being low for enjoyment, closed questions did score higher for achievement suggesting that these approaches do have a role in effective teaching and learning. These questions are time consuming and do not tend to engage other students who are reduced to passive listening. Closed questions may be efficacious with students when taking part on a one-to-one basis, but they are limited in the extent to which they promote deep knowledge in whole class teaching. There is a role for informal quizzes that help to consolidate knowledge, but are not as effective in consolidating learning than other approaches .

The distinction with open questions is marked and it should be a source of further study as to how these approaches relate to each other. Individual extended questions scores are modest, 5.65 for secondary and 5.75 for primary, , t It might be the case that as students improve their

listening skills, they can take part in active listening. Listening may be initially framed in terms of good manners but it is a key goal in the development of dialogic pedagogy, but the process takes time. The scores for achievement are significantly higher which suggests that things do not need to be very enjoyable to contribute to achievement. Enjoyment is welcome, but not a pre-requisite to achievement in the subject. The scores very close to the same for primary and secondary teachers, suggesting that the relationship between enjoyment and achievement are similar in relationship to each other. Enjoyment is a welcome way of evaluating the curriculum but is not a prerequisite for achievement in the subject, especially if achievement is defined in the broadest sense.

When it comes to the notion of extended individual questions, the pattern is broadly similar to that of individual questioning. However, the scores for achievement are a little higher, 7.03 for secondary and 7.00 for primary. The different scores suggest that teachers believe that extended questioning, including Socratic questioning, are very useful in achievement in history. Again, enjoyment scores lower than achievement, but at 5.54 for secondary and 6.25 for primary this approach does result in enjoyment alongside scores for achievement. It is possible to argue that enjoyment and achievement are not related to each other, but not unconnected. The issue may be that teachers believe more able students find extended questioning difficult but rewarding in terms of achievement in the subject. It is also possibly the case that since questioning is oral rather than written, children of differing abilities can participate in the resulting dialogue. This is related to the first and second research questions as they relate to enjoyment and the effect of dialogic approaches as extended questioning is an example of a dialogic approach to teaching and learning.

There is an interesting way to look at the high scores for use of what are generally termed "primary" sources: written and images. These are the building blocks of history education, and the veracity of any claims about the past need to be evaluated against the physical record, where

such evidence exists. With very young children this can be a contrasting comparison between two visual stimuli that the child is asked to say how they are different to today. Audio visual approaches proved highly regarded, with the highest level of agreement in this study. A film can be an effective teaching tool, covering a broad historical scope in an engaging way. When literary competence is needed, such as with written sources, teachers score these approaches at a lower level than images. The scores in all iterations of the written sources item are broadly similar, close towards a mean of 5, equally for enjoyment and achievement, The scores for use of images are again similar for secondary to primary, but secondary teachers scored visual images higher for enjoyment than for achievement, related to the score for achievement, suggesting a connection between the accessibility of images compared to written sources. But there are problems, young people have pre-determined views on films based on arbitrary features such as if the film is in black and white (e.g. Schindler's List) or an animation (e.g., Animal Fam). Teachers need to be circumspect in their use of video – they should treat films as an authored account with its own levels of interpretation. Audio visual approaches are supported by teachers. It is important to treat films about history as discrete historical accounts, although it is important to respect the producer of these accounts of the past, teachers do need to support young people in evaluating these accounts. Visual images can be manipulated to present a certain view of events in the past, but so can written sources be manipulated. Visual and written sources are both authored accounts in the past, so need to be treated with a critical stance, which can make these items difficult to handle, though teachers relatively scored highly for these approaches.

The use of a set textbook is problematic for teachers in both phases. Teachers scored low for enjoyment (4.45 secondary and 4.50 for primary), suggesting that textbook based work is not particularly enjoyable but the higher scores for achievement (6.62 and 7.00) suggest theses tools are useful in securing achievement. It may be the case that the consistent approach of a

set textbook it a reliable way of accumulating knowledge of a particular topic. Textbooks are also a useful source for finding written and visual source material. Dialogical approaches to using textbooks depend on how the teacher uses the material in textbooks with her students. As with written and visual source approaches, a critical stance needs to be applied ot the way information is presented in textbooks.Extended group discussion, a highly dialogical approach, scored highly in all four categories. This suggest that teachers are willing to use this approach in their teaching. Group discussion needs to be carefully managed in order to involve students of all abilities, Most group discussion involves a written or visual source as a stimulus to engender discussion, The primary group scored the approach highly for achievement (7.33), suggesting that very young children can participate in dialogic practices.

Audio visual approaches scored highly in all iterations, and particularly high for primary achievement (8.33). This suggests that video and moving images make the content of history lessons accessible for students of all ages. It is important to remember that audio visual sources are still authored accounts of events and so need to be subject to a critical lens, being aware of in-built bias and manipulation of the original material on which these accounts are based. A dialogue can ensue from these critical approaches, as students engage in discussion about, amongst other things in the use of known historical evidence combined with invented or re-imagined events from the past.

Fieldwork and project-based learning are highly valued by primary colleagues but less so in secondary schools, but not by much. I would suggest this can be explained by different professional processes in primary and secondary schools. Primary teachers undertake project work that spans across several subjects and timescales. Teachers in secondary settings feel more pressured to get through large amounts of content within a particular period rather than a topic which crosses into other subjects especially with exam courses, so are less likely to use project-based approaches, although they do find the approach helpful (7.25 for enjoyment and

5.85 for achievement). Fieldwork can help to promote interest in the subject as it often involves study of sites in the local area. Project work and fieldwork are often related to each other and are open to dialogic approaches again combined with a critical approach to evidence from the field or from a project.

The relatively low scores for homework are interesting since there is pressure in schools to come up with a constant stream of homework, deploying strategies such as whole-school homework diaries. Teachers can see a role for it in children's overall education but do not find it particularly helpful to set homework according to a whole school timetable. A good use of homework in this study was used when 6th Form students were given reading tasks in advance of learning in the lesson. Students in the school seemed accustomed to this and were compliant with teacher's expectations. This being said, the scores for both achievement and enjoyment are low for both primary and secondary teachers. There is a small difference between enjoyment (3.70) and achievement (5.09) from secondary teachers suggesting that although homework has a role to play in learning, it is not particularly enjoyable. Homework works best as an adjunct to what is going on in lessons, as demonstrated by the use of homework reading tasks for 6th form students.

Table 4.4 Teachers' position on pedagogy

Agree/disagree	Mean Secondary	Mean Primary
Teachers need to tightly control discussion	6.00	3.00
Students enjoy taking part in discussion	5.91	7.25
Students benefit from systematic, probing questions	5.91	7.25
Students find some concepts in history challenging	5.91	7.25
Talking about a concept helps students to understand it	6.27	7.75

Table 4.4 reports teachers' responses to five statements about some aspects of pedagogy. The majority of respondents agree that teachers need to tightly control discussion. This is not surprising, a teacher who has achieved much success at engaging students in dialogue will always keep control of discussions. I would perhaps pursue what "tight control" looks like. If this allows students to speak freely, without unnecessary interruptions and for extended periods of time and that all students get the chance to speak then extended discussion is an effective approach to gaining understanding and enjoyment in history. Students need to be trained how to participate in discussions, as listeners as well as speakers. Dialogic teaching is not a free for all, some teachers go so far as to write down their plan for discussion, whilst others prefer for discussions to pursue students' own interests, following their own trajectory. Students' attitude (according to their teachers) towards discussion is more evenly distributed. Perhaps what this is telling us is that not all students are naturally disposed to open discussion but may enjoy other parts of a dialogic pedagogy, such as systematic, probing questions. There is a difference

between primary and secondary teachers in this item, with a much lower score for primary than for secondary. This might be explained by the project nature of history in the primary years, with more time to pursue the inquiry following students' line of discission and questioning. The responses to the enjoyment of discussion are mainly differentiated with secondary teachers are less enthusiastic about features of dialogic approaches in the form of taking part in discussion.

Systematic probing questions, such as Socratic Questioning (SQ) drill down on first responses then ask more questions in response to answers and comments. The role of the teacher is to act as an interlocutor, following the lead of the leaner but can also be used with pre-determined questions. Teachers strongly supported this strategy with 59 responded greater than 5. Primary teachers score each item in this section higher than secondary teachers. This suggests that primary teachers are more comfortable with dialogic approaches than secondary teachers. This is reflected in the almost identical scores of 5.91 for secondary and 7.25 for primary.

The last two opinions in this set are related: challenging concepts and taking about challenge helps students to understand them. Talking about a challenging concept can include breaking a concept down into constituent elements, trying to use allegory or metaphor to explain a concept or using sources to extrapolate the concept. This might be considered a forensic approach that students might find enjoyable and certainly engaging.

Timelines appear frequently in school history textbooks and are used often by teachers to give an overview of an event or period. They can over-simplify causation as long periods are sometimes covered in a timeline. As teaching of a topic develops, then timelines can become more complex and useful. Students can compare timelines from start of their study of a topic to a more detailed one later on, timelines can also be seen as historical interpretations. This progression of historical phases showed a very wide distribution from 0 to 10 in terms of

difficulty. Teachers often talk about a sense of period as well as the progression of historical events and this is needed to allow students to compare and contrast different cultures from the past. Extended study of a topic of around 1000 years, such as medicine or crime and punishment for GCSE is challenging, especially understanding the points of view and attitudes of people in the past compared to the present day but such studies prove popular and enjoyable amongst students.

Historical interpretation and bias in sources are related to each other, bias in sources can be an example of historical interpretation but the meaning may be subtle. Respondents in this study scored these aspects as difficult. One approach is to consider all sources as biased to some extent and to locate them as only ever giving a partial account of the past. This is a particular feature of a dialogic approach as there is an important role for doubt and ambiguity. Students who approach sources with a critical perspective may well enjoy challenging the source material they encounter. Teachers generally find historical interpretation difficult to teach but it remains a fundamental aspect of a history education.

Perceived influences on teaching practice

The responses in this study speak to the centrality of teachers' applied craft knowledge of what is required to make progress in and increase enjoyment of history at school. Although they appear to engage in co-construction of knowledge, the teachers here like to maintain overall control of the learning environment. This is not surprising, as allowing students to engage in new forms of learning and any new approach to studying is risky in a high-stakes accountability regime. There is the heavy hand of performativity that restricts risk-taking in teaching. Beginning teachers (students and Early Career Teachers (ECT) and experienced practitioners sometimes engage in defensive teaching (McNeil, 1982). They simplify content and reduce demands on students in return for classroom order. Beginning teachers are fearful of being

seen as weak in terms of classroom management and will plan excessively, individual student/teacher interaction means less time at the front of the classroom controlling students (Kyriacou & Kunc, 2007).

Teachers in this study seem to be far from this and are willing to try out new ideas, even if there are teething problems in adopting a dialogic approach. Classroom control is less of a worry in 6th Form but beginning teachers might worry about their subject knowledge and older adolescents often test their teachers' tenacity in sticking to the planned lesson. Primary teachers, at the other end of the spectrum need to sustain concentration and engagement of very young learners over an extended period.

Subject knowledge

Subject teachers often feel that using their subject specific knowledge to engage students in the overarching story or narrative is one of the most rewarding aspects of teaching history and almost definitely one that teachers believe increases the level of enjoyment for all. This is reflected in this study, with all but a handful of participants stressing the importance of teacher-talk. Working with KS3 students can involve some creativity in designing learning around a subject specific activity, by dramatizing the Battle of Hastings or the Trial of Charles I by way of example. Knowledge retention is stronger when a teacher's talk is supplemented by music, film, and participation in a dialogue with each other and the teacher (Snelson et al., 2012).

Teachers' perceptions of their practice depend to a greater or lesser extent on their ability to transfer knowledge to their students and for this knowledge and understanding to be demonstrated in some form of assessment. This is a tension for teachers: they want students to enjoy their studies and not to be too focussed on impending assessment, but achievement in assessments is very important. Teachers may also feel the need to balance the traumatic and highly emotive subjects of the Holocaust and post-colonial strife in the former colonies with

more positive stories such as the role played by people of colour in re-building Britain as part of the Windrush generation. At this crucial stage, the end of compulsory history; history teachers are gate keepers of the culture and hence carry a heavy responsibility.

Artefacts

There is a huge variety of artefacts from the past that can help students to enjoy their history study. The difference in using images as opposed to written sources is also not surprising. Powerful visual images, such as the iconic raising of the Red Flag on the Reichstag at the end of the Second World War can convey much but must be used with caution, as they are still objects of their time. The Soviet authorities were secretive about the Reichstag images, and this has led to claims that the images are staged. Staged or not, the large number of photographs give teachers a huge range of sources to build lessons on, for example the use of images in the development of collective national consciousness. They are also a good example of how the distinction between primary and secondary sources is not always helpful. Teachers in this survey reported efficacy of audio-visual approaches in their work, equally of primary and secondary teachers. The issue of provenance is much more pertinent in the development and use of film. All films are interpretations and reveal as much about the producers as it does about the story being told. A well-made balanced account in film, such as "Gandhi" can help with students understanding of the whole of Gandhi's life and the events at the end of British rule in India. Teachers need to deploy these resources with care.

Attainment

When asked about attainment, teachers seem to hold to a connection between enjoyment and understanding. The teachers in the study expressed limited support for written elements in the accomplishment of achievement in history. In seeking to establish whether the planned

learning has been successful then individual closed questions can help students to build up their learning and increase their understanding. Teachers in this study acknowledged the need to use written accounts in the development of an overview. Working with audio-visual approaches brings forward issues of bias and interpretation which teachers acknowledge as a difficult aspect. The problem is that there is little, if any time for individual closed questions in a full class of 30. It can be argued, perhaps counterintuitively, that older students in smaller classes at GCSE and A Level might have more time to work with longer texts, including where appropriate, whole texts such as textbooks and works of significance within the historiography of the period. 6th form students are encouraged to read around the topics they are studying and are provided with reading lists to help with this.

Participants offered support for open questioning, with one *(*in the free text box) pointing out the role that open questioning can have into producing scaffolding of extended written accounts, using the scaffold as a plan. An issue of importance for the teacher is maintaining the interest and involvement of all students throughout a lesson. Initiation-response-feedback, or IRF, is a pattern of discussion between the teacher and learner that are largely controlled by the teacher Studies show there is a very short (5-10 seconds) period of silence before the teacher answers the question herself or reformulating the question. One participant gave out lolly sticks for students to write their name on and used these to select respondents rather than allowing students to "bid" for answers. For this to work, the classroom rapport and mutual support among students needs to be very solid. Teachers also need to be comfortable with silence. It is ironic that a study of dialogue includes suggestions on the role of silence!

Homework

Homework can be described, along with uniform, as the school's front window and many schools invest time and money into the development of homework policies and procedures

(Eren & Henderson, 2011). There has been scepticism amongst secondary school teachers of history on the role of homework set because of a rota, rather than at a convenient place in the curriculum to back up with homework. The lukewarm attitude towards homework in the history teaching community is reflected by low mean scores for homework here.

When asked to give examples of dialogic teaching not all participants responded, supplying further evidence that dialogic teaching is not as ingrained in the teacher's day to day practice. However, the responses showed that when the dialogic approach is applied the pedagogy of talk is evident, one participant offered Socratic questioning without prompting. Although Bloom's Taxonomy is widely used, its place within a dialogic approach is less clear, with authors tending towards "repertoires of pedagogy" (Kim & Wilkinson, 2019) which is better at conceptualising students' thinking rather than their output in response to a pre-planned literacy based assessment.

Teacher workload issues

In response to criticism about high teacher workload, the UK government has encouraged the production of "off the shelf" units of work that can be easily taught, perhaps even by non-subject specialists. This presents a challenge for dialogic teaching as it depends, as the teachers in this study attest, on its quality. Resources need to be responsive to students' authentic, spontaneous talk. Teachers need to have a flexible approach towards the deployment of resources that is attuned to the flow of discursive patterns, but this process needs to be workable and realistic from the teacher's point of view.

As this study advertised itself as a piece of research into dialogic teaching, it is not surprising that they were open and engaged about their teaching in relation to dialogue. The essential rapport that all responses seem to point to create authentic dialogue. The teachers' skilful probing and guiding of students towards shared learning and understanding is essential.

Teachers responded to the examples in the video in a positive way, they believed their students could emulate those on the video. In other words, they felt their students already have the skills and experience to engage in structured debate and discussion. There is also the related issue of subject content, teachers in the focus group and in informal discussion were concerned about. Teachers would use Socratic seminar as long as they were able to cover enough content with an eye on the impact on results.

The concepts identified as challenging for students to come to terms with is of no surprise. The development of an understanding of the term "monarchy" takes years to achieve, from a naïve, simplistic, and quite literal understanding in Year 7 to a complex, ambiguous, and multi-faceted in 6th Form. Dialogic teaching is a powerful way to address these ambiguities, as they are focussed on students' oral outcomes which develop over time.

Conclusion

This chapter has explored teachers' attitudes and beliefs about aspects of their work that can be considered as a dialogical pedagogy. One thing that is clear is that there is no single way of deploying dialogic pedagogy and for it to have any impact at all, more teachers need to be aware of it and be willing to use it. What is also clear is that the pedagogy of talk is not just about students chatting about their work but is part of an overarching narrative or arc of a period. It also evident that source-based work can be enhanced by developing a dialogic approach that is able to deal with, for example, ambiguity in the sources. The material here help to answer the questions of how we measure enjoyment in the context of history lessons and how dialogic approaches impact on enjoyment and achievement. It is particularly important because it allows for the authentic voice of teacher participants. What is now needed is to study the application of dialogic teaching in interaction with their students, and discussions with young people on the issues raised in their historical studies.

Chapter five: students' attitudes to dialogic practices

Introduction

This chapter looks at students' responses to a penand paper questionnaire using a Likert scale and a free text response box. It relates directly to the research question: hoe do dialogic approaches impact on enjoyment and achievement? In doing so it considers achievement in its broadest sense, not limited to attainment in written tasks and assessment. It seeks to capture the authentic voices of children and young people as it allows them to express a range of views about their feelings about aspects of their experience of dialogic approaches in teaching and learning. Although this primarily consists of a Lickert scale questionnaire it also includes a free text response box which allows participants to express anything they want to say about their studies. In total there were 378 responses from students from Year 3 and Year 4 to Year 9 to Year 13. Students were told they need not give their names and teachers conducted the study and did report that younger students needed some support from their teachers to complete the survey. Unfortunately, restrictions on access to students to take part in the survey, this meant that there are some design flaws that would have become apparent and then acted upon. For example, one item asked about further studies in history, but was rather difficult for students to answer. The item read "I would not like to take history as a subject for further studies" thus potentially cuing a desired response, some students use the text box to comment on this item. On reflection, the item is probably only appropriate for students who are about the choose history at GCSE, A Level or university. For the student survey the options were limited to three: agree, disagree and neither agree nor disagree. The intention was to keep the survey as clear and straightforward as possible, by restricting options it encourages students to provide a clear answer, a broader scale, such as 1 to 10 as in the teacher survey would have resulted in less clarity about how to respond to the items. Scope in response was balanced with simplicity of completion. Again, a pilot would have been useful to iron out the issues with

wording and obstacles to understanding which were only found when the survey went live with children in their classrooms.

As reported elsewhere, surveys provide for an authentic voice from a participant perspective. The role of students' voices in research is not always given the weight that they should be, and this survey does channel student's responses by the cuing of answers through the statements. The statements for the student survey were related to those of the teacher statement in that they both tried to capture the views of participants on aspects of dialogic pedagogy. This is discussed in the method chapter, but by way of example, the teacher item related to "written accounts" became "I enjoy reading through written accounts of historical details and events". The fact that these were self-report does mean that the survey data needs to be interpreted carefully. For example, the item on attainment, "I get good grades in history" may seem to be straightforward enough, but in reality, students found this item troublesome. Students either did not know their grades (unlikely for courses with a formal exam, as the school provided feedback to students on their assessments) or alternatively they were shy about revealing their "good grades" status. The survey presented here would have been improved by use of a pilot, but because of ongoing issues of access this was not possible.

The responses were enumerated to produce scores based on agree and disagree and these responses were subject to analysis based on gender, age range, attainment, and by free text responses. The secondary school offered to conduct the survey via an online platform that their students would be familiar. Using pencil and paper for surveys of young people has some advantages over an online version, there is no need to deal with technical issues with the IT nor are students exposed to complex items that they feel they have to complete as its online, the pencil and paper task allows for discussion between young people and between teachers and students. Whilst tabulating the data is time consuming and has the possibility of error in populating the spreadsheet, this method does allow for the researcher to draw inferences from

the data as it begins to emerge, Gender was analysed using odds ratio, the other categories were measured by mean scores and the free text responses were analysed using textual analysis.

Gender

In reporting their gender students were given: male, female and rather not say. Twenty-six of the responded "rather not say" or wrote in another gender category such as "sort of" and "gender queer". These responses were reported separately in the gender analysis. Perhaps it was naive of me to assume that young people do not readily conform to traditional gender categories, but there was room to accommodate this in the study. This is an example of the role of positionality in research, perhaps the gender statement is an example of unconscious bias or at least a lack of awareness of the issue.

Table 5.1 Odds ratio student responses by gender

Item	Odds ratio
I enjoy history lessons in the class.	1.72
I enjoy learning when the teacher asks hard questions	2.0
I enjoy learning through pictures and images from the historical past.	1.07
I enjoy reading through written accounts of historical details and events.	1.29

Item	Odds ratio
I find history lessons less enjoyable when we use the same textbook for every lesson.	1.68
I have the opportunity to ask questions in class	0.97
I enjoy talking about history with my classmates	0.88
I find it hard to work out the full meaning of concepts and opinions of historians	0.48
I get good grades in history tests.	1.0
I would not like to take history as a subject for further studies.	1.04

Table 5.1 reports the responses to the survey filtered for gender. With hindsight, a heading of "other" may have been more appropriate, having said this, the gender analysis is strictly limited to "male" or "female" for the odds ratio. The gender balance was pretty much equal, males = 189 and females =187 and covered a wide range of year groups: from Year 3 to Year 13.

Clearly, history is a popular option across the age groups in the two schools in the survey, including those still in the compulsory phase of history learning, Years 3 to 9. The odds ratio suggests that there is a stronger corelation of boys' answers to the enjoyment question than

girls and that these findings are independent of each other. In national attainment, (according to OFQUAL) there is a percentage difference between females' and males' achievement of at least grade 4 (girls 79.3% and boys 72.7%). Individual GCSE results for History 2021 were not available from the school but 63% of the cohort nationally achieved at leastgrade 4 in the English Baccalaureate, this would apply to these students currently in Year 12. The survey data needs to be taken with a degree of caution, but the trends are evident. Although the number for males and females was a good number, they were taken from one secondary school and a small sample from a primary school. This caveat accepted, 89% and 83% are significant proportions that indicate that students enjoy their history lessons overall, but other items suggest "enjoyment" is a complex concept that doesn't necessarily neatly fall into agree and disagree categories. Respondents can contradict themselves: answering "agree" to the general enjoyment category but "disagree" to each of the items that flow from the general enjoyment item. Students could entirely contradict themselves in their responses. This is a weakness of the survey which would have been addressed if the survey was able to be repeated in the participant school or in another respondent school. The effects of covid on this research has been discussed elsewhere and the lack of access to participants for a pilot and for a post-hoc repeat of the survey has affected the extent to which these findings can be considered generalisable.

There is a marked difference in students' attitudes to challenge in the form of "hard questions". There is no further clarification offered as to what constitutes "hard questions", so the teachers had to support younger students in replying to this item, ironically the "hard question" item was a *hard* item! The ambiguity of this item is deliberate, as it requires a degree of self-awareness of what they considered hard questions. Teachers and students are not always in agreement as to what constitutes a full answer to a self-reported "hard" question. Teachers ask questions all the time and this study looks at Socratic questioning as a way of employing

dialogic pedagogy to elicit enjoyment and attainment in history. The odds ratio of 2.0 helps to extrapolate that there is a marked difference, evidentially, between girls' and boys' attitude to challenge in their learning. In the observation of lessons as part of this study, some attention was given to whether there was a different approach to girls as to boys in answering/asking questions and to the level of challenge. This study employed a naturalistic framework for observation, using to some extent the lens of what constitutes dialogic pedagogy. This therefore means that not all aspects of teaching and learning came into the purview of the study. There was an age-related difference in the employment of more difficult questions. The teachers in the younger age groups tended to avoid more difficult questions, whilst still developing second order conceptual knowledge which was difficult to understand, such as similarity and difference. Students in the primary lessons spent more time on becoming familiar with the lives of people in Ancient Rome and Ancient Greece through the lens of similarity more so than difference. Being able to observe lessons from middle primary (Year 3) to upper secondary (Year 13), allows for a valuable exemplar of similarities and differences in pedagogy as experienced by students, as articulated in this survey.

The use of images and pictures in history teaching is well established and their popularity is reflected in this study, with a small difference between boys and girls as indicated by the odds ratio. The inverse of this item, written accounts, is reported as less enjoyable, and girls by a small margin, disliked written accounts. It is important to remember the limits of this survey with regard to generalisability, the result is perhaps surprising. In popular understanding boys prefer visual stimuli and girls are "bookish". This is a lazy assumption of course and boys need to be provided with challenging texts as much as girls, especially in Years 12 and 13. A-level students in this study actively engaged in reading and text work, including overnight reading homework. Younger students, especially in the primary phase, were mainly provided with fewer, shorter texts and more images. The question of what comes first, text or image is an

interesting question in itself and is widely debated in the history teaching community. Popular history periodicals such as *History Today* and *BBC History* make extensive use of images to elaborate articles and often discuss the importance and significance of art, images, and artefacts. Younger children in this study enjoyed working with mixed media to replicate physical artefacts from Ancient Egypt.

Purchasing history textbooks is a significant investment for schools and there is a large, competitive market for new titles, especially following updates to the National Curriculum or a major change in exam specification. In England schools are entirely free to choose whatever textbook they wish, unlike other systems that require use of a prescribed textbook. Even advanced democracies such as states in the United States proscribe textbooks for use in publicly funded schools.

In this study males expressed less enthusiasm for the use of set textbooks than females. There is a flaw in the formulation of this question which might account for the differences in response. A clearer form of words for this question might have been "I enjoy it when we use the same textbook for each lesson", the "less enjoyable" tag does not work particularly well with the bi-polar agree/disagree option or the middle neutral response. Having said this it does appear to be the case that students prefer not to use the same textbook all the time. Most teachers would probably agree with this although there is an argument that a consistent approach of a particular textbook may be useful (Counsell, 2011). Being able to ask questions in class is a fundamental component of a dialogic pedagogy and when well executed is an example of engagement. The majority of both males and females reported being able to ask questions and there was plenty of evidence of students asking questions of their teachers.

Promoting discussion amongst peers through the use of Socratic seminars is discussed elsewhere but is also reported here. The difference between males and females was statistically

small, as shown by the odds ratio being close to 1.0. Older students did take part in discussion about their work and needed only minimal support by the teacher to stay on task. Younger children needed more support from the teacher to stay on task when talking about the topic. Younger students needed more input from the teacher than more mature students. Perhaps younger children may not be used to being asked their opinion.

Historical interpretation and bias in sources are related to each other, bias in sources can be an example of historical interpretation but the meaning may be subtle or obscured. Teacher respondents to the questionnaire in the study scored these aspects as difficult. One approach is to consider all sources as biased to some extent and to locate them as only ever giving a partial account of the past. This can however end up being reductive and loosing aspects of the unintended and intended purposes of the author. There is a problem with the wording of this item, firstly it is not particularly illustrative of either enjoyment or engagement. An alternative wording might be "I enjoy working out what historians mean when they write about historical concepts" but this would probably be too complex in its wording for younger students. This being said the gender breakdown in response to this item is remarkable. The odds ratio suggests the difference between boys and girls is significant. Boys tend to be more confident than girls about their ability (Lipsett, 2008) despite the clearly established phenomena that girls outperform boys in exams, though the gap appears to be narrowing. In the classroom environment boys' behaviour has been observed to be more boisterous and, to some extent more attention-seeking than girls (Ahslund & Bostrom, 2018; Warren, 1997) so it is difficult to disentangle encouraging boys to stay on task and to wait for their turn in class dissussion. Classrooms are not gender neutral (Warren, 1997) boys and girls are on a developmental journey in which behaviour becomes increasingly gender normative, though this is challenged by young people themselves, as shown by resopondents who rejected the

binary gender label and indicated their gender identity as “other”. Boys in this study were observed to be enthusiastic in a more obvious fashion than girls, though not exclusively.

It has not been possible to obtain detailed attainment data on individual students in this cohort, so the next best thing is to use the self-report item “I get good grades in history tests” to divide the sample population into “good grades” and “not good grades”. In actuality this item proved the most difficult for students to answer. In each lesson observed students asked their teacher to help them answer the question, although the school in question had a developed system for gathering, analysis and distributing attainment data. Perhaps what is being observed is a coyness about how well or less well students believe they are actually doing (D'Souza, 2003; Hughes & Coplan, 2010).

Students’ response to the question about taking history further is perhaps not a surprise when compared to the questions about enjoyment and engagement which suggest this cohort of history students are positive about their experience of the subject. The odds ratio shows a close relationship between boys and girls in their opinion about further studies. The wording of the item would have been better expressed in positive terms (I would like to study history further) as the original wording could result in a double negative.

Responses by age range

This section looks at responses from the perspective of age, which is also a proxy for level of compulsion: younger students must study history whereas older students have chosen history from a range of options at GCSE and A Level. The majority of the survey was with students in Years 10 to 13. Of course young people consider a range of factors that impact on their subject options including their experience of studying history in the previous phases or a liking for a particular teacher (Harris & Haydn, 2006)

Table 5.2: Percentage responses to questionnaire by age range

	Yr. 3 -9		Yr. 10-13	
	Agree	Disagree	Agree	Disagree
I enjoy History lessons in class	80.5	19.5	89.3	10.7
I enjoy it when teacher asks hard questions	53.0	47.0	39.8	60.2
I enjoy learning through pictures and images from the historical past.	82.0	18.0	78.0	22.0
I enjoy reading through written accounts of historical details and events.	59.3	40.7	52.5	47.5
I find history lessons less enjoyable when we use the same textbook for every lesson.	45.5	54.5	57.3	42.7
I have the opportunity to ask questions in class	81.0	19.0	84.0	16.0
I enjoy talking about history with my classmates.	56.8	43.2	55.6	44.4
I find it hard to work out the full meaning of concepts and opinions of historians.	58.3	41.7	16.8	83.2
I get good grades in history tests	37.9	62.1	51.3	48.7
I would not like to take history as a subject for further studies.	24.2	75.8	22.6	77.4

Table 5.2 shows the percentages of students' responses to survey items arranged in age ranges. In reporting the responses in this way, it is important to consider caveats that apply to the sample. The number of young children (Yr. 3 and Yr.4) was relatively small (n=45) as part of the broader, younger age group (Yr. 9 n=68). This compares to the older age group which is much larger (n=262). In the younger group, one student response has a greater impact on the overall percentage score than with older students. There are still overall trends that can be reported, taking this caveat on board.

A percentage gap of almost ten percent between what we might choose to call the compulsory group with the opted-in group is not particularly surprising, as young people might regard embarking on GCSE courses as a fresh start and might benefit from an age-appropriate boost to their learning. Having said this, much more than 2/3 of both groups suggest that students of all ages in this sample enjoy their history lessons. This is true for all iterations in this study.

The responses to the "hard question" item are interesting. Younger students were more in agreement than older students (53.0/39.8). This pertains to the self-concept of students in the study. Younger students perhaps experience more difficulty with questions from the teacher than older students. As students mature, they may gain a greater insight into their own abilities and their disposition towards their learning changes. Older students are more aware of their own learning style; indeed, many schools have invested time and resources in helping students understand how they learn and in teaching that meets these different learning styles. These developments are viewed with suspicion in some quarters (Riener & Willingham, 2010). As they mature students experience more challenge in their learning and their enjoyment in this respect changes. Students may find a concept difficult in advanced study but do not appear to find difficult questions helpful in improving their understanding.of topics. It is important to consider this within the context of approaches, such as Socratic questioning, which are focussed on probing and systematic interrogation. In making sources easier to understand teachers need

to be careful not to bowdlerise them or remove key cues to points of view that render them useless.

The majority of students in each category find learning through images enjoyable, 82.0% for the younger population and 78.0% for older students.This finding is consistent with other levels of analysis applied in this study, and the use of images in history teaching is widely applied. History teachers use images extensively to stimulate students' interest in a topic often as an initial starter activity. This finding contrasts with students' responses to the written sources item. Students were markedly less enthusiastic about written sources than pictures. Again, this raises questions about the concept of challenge, written accounts are more challenging than images, according to student responses. Older students, perhaps counterintuitively, only like more than unlike by a small margin (5%).

As noted elsewhere there is a large range of textbooks for teachers to use with their classes. In this study younger students do not seem to be hostile to the use of a prescribed textbook. With older students there was a significant majority who felt that textbooks make history less enjoyable. The explanation for this is difficult to discern. Perhaps younger students find solace and security in the same style and approach, whereas older students respond better to a variety of texts, stimuli, and approaches.

Healthy majorities of students in both age ranges, reported they have opportunity to ask questions in class. This is the beginning of a dialogic pedagogy and strongly suggests that the students would be able to take an active part in, for example, a systematic approach to questioning like Socratic questioning. Students were less enthusiastic about talking about history with their classmates and this was observed during lesson observations students found the Socratic seminar challenging, such as asking questions of each other based on their contributions.

Older students are much more enthusiastic and optimistic about understanding the concepts and opinions of historians (Burn & Harris, 2021). As reported elsewhere, the wider history teaching community report that historical opinions is a difficult area of students' history writing, in class and in exams. Studying historical interpretation is an important aspect of study at GCSE and A level. It is maybe that older students overestimate their abilities in this area.

When it comes to attainment in general, both age groups were modest in their self-report of their getting good grades in history. There is less of an emphasis on measuring attainment in Key Stage 2 and 3 than at GCSE and A level. This might be reflected in the lower percentage of younger students reporting low attainment in history. In earlier years students are recorded as "working above", "working at" and "working towards", whereas GCSE and A levels are given numerical or letter grades. Another possible reason for the results is that the data was collected in the first term of the year and so students may not be fully aware of their progress.

Finally, students were asked their views on studying history at further levels. As discussed earlier, the question on future studies is rather clumsily worded as it invites a negative. Each of the age groups reported "disagree/neither agree nor disagree", suggesting they are open to studying history at the next level. This is undoubtedly encouraging and suggests students are experiencing history in a positive and optimistic manner and suggests they enjoy their studies. This is reflected in the free text box, reported below.

There were significant differences in the self-report of students of enjoyment and attainment in history. Younger students are more naïve in their attitudes to history learning than older students. Older students in the post-compulsory phase continue to report positive attitudes towards some of the more difficult aspects of learning in history and show their openness towards dialogic practices.

Responses by perceived attainment

This section looks at student responses by prior attainment. Students were presented with the statement: "I get good grades in history". When observing the lessons in which the survey was being completed several students asked their teacher about their attainment. Students in secondary settings, especially in exam classes are assessed frequently and they are counselled about their performance and usually receive feedback on their written work. It may be the case that students are shy when it comes to their perception of how well they are doing.

Table 5.3: Percentage response by perceived attainment

	Good grades n=160		Not good grades n=168	
	Agree	Neither agree nor disagree/disagree	Agree	Neither agree nor disagree/disagree
I enjoy history lessons in class	81.0	19.0	94.3	5.7
I enjoy it when teacher asks hard questions	52.2	47.8	31.5	68.5
I enjoy learning through pictures and images from the historical past.	76.9	23.1	80.1	19.9
I enjoy reading through written accounts of historical details and events.	58.8	41.2	49.0	51.0
I find history lessons less enjoyable when we use the same textbook for every lesson.	57.6	42.4	56.0	44.0

Table 5.3 presents items on enjoyment of history lessons and contents taught in classroom, filtered by perceived attainment. This table presents the differences between two groups who reported to achieve good grades in history and those who do not achieve good grades in history. As a result of this, these results need to be considered with circumspection, any claims made from the data need to be taken with a degree of scepticism. It is also worth remembering that with a denominator of 168/160 a single response results in a 0.5 change in percentage points. It is also important to say that students are self-reporting their level of achievement and attainment.

Although both groups recorded high scores in the enjoyment of lessons, it was the "not good grades" category that scored the highest (81.0/94.3). This is an interesting pattern and possibly the explanation could be that the subject does not judge students' ability in a hard sense as in mathematics or sciences. Students who do not get good grades enjoy it more perhaps because they are not judged on their academic potential as intensely. History content is open to discussion and debates and there is rarely a straight right or wrong answer. Indeed, history can be seen to wallow in ambiguity and positioning themselves in this uncertain place is one of the most significant aspects of learning history. Progress in the subject is not linear and subtle movements in knowledge and understanding are not easy to measure. It is no longer mandatory to report National Curriculum levels at the end of Key Stage 2 and 3, but schools do still use them to measure attainment in history, but they also use a range of data sources to set individual targets. Ideally this should allow for more innovative approaches to assessing attainment and achievement in history, as the pressure on raw results as part of accountability measures is less acute.

Hard questioning by teachers is when students' knowledge and academic ability are judged. The difference indicates that low achievers are less likely to enjoy teachers' questions: it can be challenging for them to answer teachers' questions to a right expectation or perhaps there is

reluctance to participate in answering questions that students find conceptually difficult. As argued earlier learning in history is not linear, teachers can teach the same topic all the way from primary to Year 13. Using hard questions is a way in which teachers can check for knowledge and understanding of the topic. This questioning is an example of a dialogic approach to teaching as it depends on a two-way process. Even the most advanced learners can find dialogic approaches challenging. In the crudest form students can just stay silent when asked questions. There is also some resistance from students who want to know what to write in the exam (Fielding, 2015).

The finding that students not achieving good grades enjoy history more than their counterparts who achieve good grades is encouraging but puzzling. It indicates that students have the potential to learn more if their enjoyment is accounted for. It is very different from other subjects such as maths where low grades and low enjoyment are highly associated. Lower attaining students are able to participate in history lessons because history differentiates by outcome and young people identify or show empathy with people in the past. This suggests there is an emotional component to learning and achieving. With support, students are able to access second order concepts such as similarity and difference. Most students are able to identify with people in the past: seeing them as similar to and different from themselves at the same time. Students in this study showed empathy with the people they were studying: the primary age students identify things that were similar in the past and things that are different in the past. Primary students were able to compare the modern Olympics and the ancient Greek Olympics.

Students' academic performance and attitude to reading are also associated factors. The survey results suggest that high achievers enjoy reading more than low achievers. The low achievers enjoy content that is more visual. Images of the past can be powerful in helping students develop a schema of the real lives of people in the past. Unfortunately, history is a subject that

needs to use a large amount of textual understanding to come to a comprehensive knowledge of the lives of people in the past. It is through written accounts that we come to learn about past societies, but history is not solely a text-based discipline. The differences between each group were more like what might be expected of this sample population. Most of the sample (69.3%) were on post-compulsory history courses so it might be a non-surprising outcome that enjoyment of the subject is high (81.0% good grades, 94.3% not good grades)..

The asking of questions is a fundamental part of a dialogic approach to pedagogy, including the Socratic method used as part of this study. It is an example of engagement as well as enjoyment as it is exemplified by behaviour as well as enjoyment which is more related to emotional aspects. It must also be noted that the questionnaire was completed immediately prior to the Socratic intervention. The results here are perhaps indicative of more able students responding more enthusiastically to challenging teacher questioning. Other students are able to follow the thinking of the student answering the question as well their peer's response. Questioning needs to be carefully constructed to extend the answer of an individual student as well as showing all students how to follow a train of thought. Learning in this area needs to be supported by appropriate texts from the period being studied.

Students maintain that they do not find it hard to understand complex concepts such as historical interpretation. This was found in both the get good grades and the not good grades categories. However, among the history teaching community, including those in charge of public exams, maintain that historical interpretation is an area of challenge for students (Haenen & Schrijnemakers, 2000; Hammond, 2014). It is entirely possible that the high level of understanding of interpretation in this school is due to strong teaching of this skill. It is the observable case that students show their engagement in the subject by participating in complex dialogical exchanges.

There is a 12% difference between good grades and not good grades when it comes to talking about history with their peers. This would be a dialogic approach if it is structured around a particular historical question or problem. There is an argument that willingness to talk in class is related to the individual differences in personality and that some students are just more confident than others, or some students are keener on talking about their work. There is a small difference between male and female, with females expressing enjoyment of talking with classmates. This is an unexpected result as boys tend to try and dominate class discussions. In the observation connected with this study, teachers managed the oral responses of their students carefully, using follow-up questions with individuals and the whole class. The Socratic seminar which the school participated in encourages students to discuss their work with each other as well as with the teacher. In the focus group with teachers, they expressed the view that, with support, students were able to demonstrate enthusiasm and ability in talking as part of a Socratic seminar. Younger students showed enthusiasm by offering bids to answer their teacher's questions but were less enthusiastic about interacting with each other: approval of the teacher was seen as a reward for a correct answer and so value this type of activity as less value.

Learning through images from the past can be considered dialogic if there is engagement with these sources acknowledging that they are themselves interpretations of the events they report. There are many images that are full of interpretive potential. Images of the past are ingrained in popular culture and have become totems of historical stories.The image of a Soviet flag over the ruins of the Reichstag in Germany is one of the abiding images from the Second World War: it serves to show the triumph of the invading Soviets and is also linked to an earlier event which formed part of the Nazi rise to power (the Reichstag fire, 1933). The problem is that the incident is almost certainly staged, but its poignancy is powerful and is a good example of how images can serve different purposes. At advanced levels learners act as curators of historical artefacts, usually in the form of photographs and text extracts. Lower down the age range in

earlier years of secondary schooling students are introduced to the concept of "Primary Sources" though this classification is rather simplistic and tends to wither on the vine as students move through their years of secondary schooling. All sources including so called secondary sources need to be analysed as interpretations of the past. History as a subject discipline becomes more challenging for older students: but this difficulty is not reflected in student responses in the survey. This kind of activity is redolent of a dialogic approach that maintains a critical attitude towards interpretations of the past: an activity these students seem to enjoy. There is not necessarily a direct link between enjoyment and attainment, students can find something difficult and enjoyable at the same time. Easy, rudimentary tasks such as sorting sources into chronological order do not really challenge much and are not core skills of the discipline, despite their ubiquity.

Students in the good grades group report a marginal difference between the not good grades group, in the written accounts item. We do not have enough information to validate the view that students who don't get good grades have a lower level of literacy and so find written accounts more difficult to access, but this would make sense. Almost half of the not good grades group expressed enjoyment of written accounts of the past. We may be observing a school effect in that students are well taught regarding written sources and so students of all abilities are able to access written accounts of the past. Many teachers of history are ambitious for their students and so resist the view that full historical knowledge and understanding is only accessible to "more able" students or with higher standards of literacy. This was the case with younger students (Yr3 and Yr4) who were all engaged in the lessons about Ancient Greece and Ancient Egypt. Teachers used a variety of strategies to engage students and they responded with enthusiasm to the tasks set by the teacher. I would argue that this is because teachers have established a safe space for students to experiment with different approaches.

As reported elsewhere, there is a large selection when it comes to history textbooks (Diamond, 2022). A small margin of students expressed dislike of the use of a particular textbook. Again, we may be observing the effect of good teaching that does not rely solely on a standard textbook. In the lesson observations textbooks were put to good use particularly with regard to use of original documentary extracts. Textbooks can provide a narrative overview using the textbook as a place marker to navigate through interesting original sources. This interaction with records of the past is an example of a dialogic approach. Teachers using original sources are aided by a dialogic approach that problematises all historical accounts. All age ranges, including in Primary phases are encouraged to ask questions of historical artefacts. Advanced learners develop a heuristic to engage with a wide range of original source material. This is supported by responses to the ask questions item, suggesting engagement.

In the teacher questionnaire reported elsewhere, a mean of 5.9 (of 10) expressed a view that students find some concepts difficult. A large majority of both good grades and not good grades expressed the view that they did not find working out concepts difficult. Is it perhaps the case that the schools in the questionnaire teach complex concepts well and so students can handle complex historical concepts. In the observations of A level lessons on the concept of propaganda students demonstrated a nuanced and complex understanding of the concept. Students were able to draw on secure background knowledge and a practised critical approach to original historical material. Of course, there is a spectrum of difficulty from very easy to very difficult, in the bi-polar response here students' responses are funnelled into "disagree". Students may not find it very difficult to grasp historical concepts, but that does not mean they find them easy. The student survey would have been more helpful if students were able to express difficulty on a spectrum, 0 to 5 for example.

The item about further studies is rather clumsily worded as it encourages a negative response. It is of course a good example of the necessity of reading the question! Encouragingly high

numbers of all ages expressed a positive view of history as a subject to study further. Over two-thirds in both categories said they disagree with not studying history further. This reflects the efforts of the schools in the sample to make the subject enjoyable and accessible. This result is compatible with a school with healthy take up of GCSE and A level history.

Free text responses

In this section I examine students' responses to the free text box on the student questionnaire. The instructions were as simple as possible: "Please write your comments regarding history subject or learning history in classroom" as the intention was to capture an authentic version of students' experience of their history lessons. In the lessons I observed teachers encouraged students to write whatever they wanted. This view was re-enforced by teachers in informal discussion and in the post-intervention focus group.

The sample was entirely self-selecting, despite the encouragement of their teachers, only 57% of participants wrote something in the free text box. All but two of the 47 primary school students wrote something in the free text box. It is worth considering why the response rate wasn't higher. Firstly, they were told they could leave the box blank. The lack of compulsion may have steered participants away from a response if it was not compulsory. It may be the case that students simply felt their responses were adequate and did not want to add anything else. Finally, it may be that asking their opinions is such a rare event they did not know what to write so left the box blank. There was still a good number of responses to consider.

Clauses

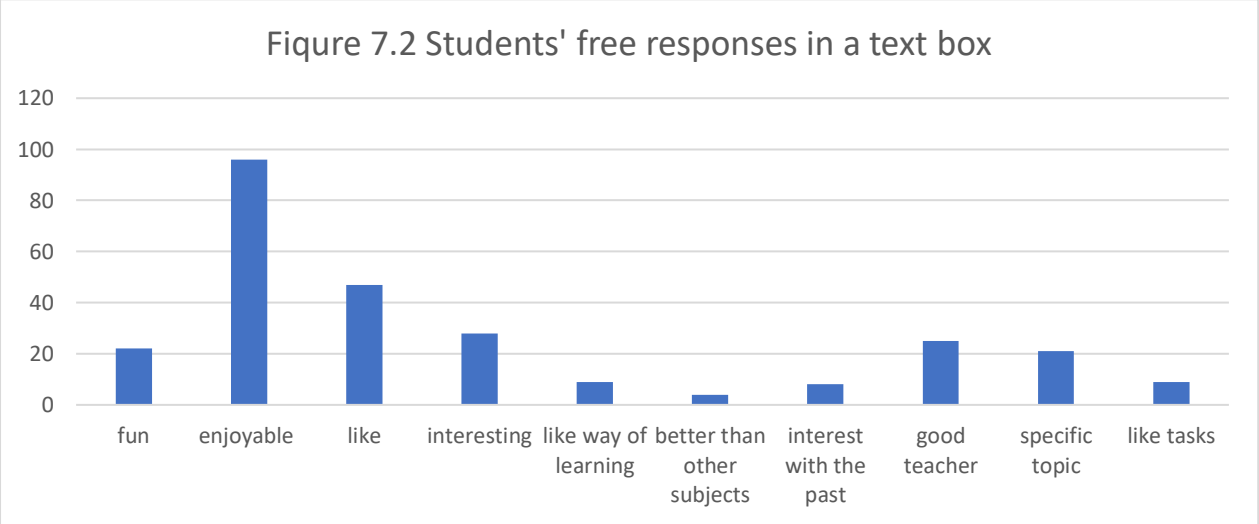
The first analysis looked at the length and complexity of responses, interpreted as "clauses". The boundary between one clause and another is either a conjunction (e.g., "and", "but" and "also") or a punctuation mark such as a full stop, a comma, or a semi-colon. Both the mode

and the median clause length was 2 and the mean was 2.16, this then suggests that most students expressed two ideas separated by a conjunction or a punctuation mark.

The responses were transcribed exactly as the student wrote them with the same spelling, punctuation, and syntax. Some students, especially younger children asked for help from their teacher to complete the sentence. Teachers were encouraged to support their students in writing appropriate responses matched with their literacy level. There was some discussion amongst older students (Yr12 and Yr13), but the teachers observed appear to adopt a neutral position.

Design effects on free text responses

Figure 7.2: Chart showing content of students' responses.



A majority of students used "enjoy" or "enjoyment" perhaps the result of cueing in the first question ("I enjoy history lessons in class"). "Like" is similar to enjoyment and some students used "like" in their description, alongside enjoyment. "Enjoyment" suggests engagement in the lessons and "like" suggests a positive feeling towards their learning in history.

"Fun" is a problematic term to use in relation to teaching and learning in history. It may be satisfying if a teacher is able to make history fun, but serious study of the past may well be

engaging and enjoyable, but fun may be counter intuitive; study of war and conflict is unlikely to be described as "fun". More mature students in this study were observed learning about the Cuban Missile Crisis, this may well be interesting and engaging but perhaps fun may even be inappropriate. "Interesting" is included here and is perhaps a more appropriate term to use.

In curriculum design terms topics are chosen because they have intrinsic interest, a balance between, for example social and political topics. Students in this study expressed preferences for social over political topics as well as an interest in the past in general. There was some support for the specific topics used in class, even in exam classes where there was the requirement to study a set content. Some students reported that they found the pace of lessons too fast. Teachers in the focus group also reported that the requirement to cover a large amount of content impacts on their ability to try new teaching techniques. On this theme, a good number (n=25) of students expressed confidence in their teacher, some of the students identified their teachers by name.

When it comes to aspects of learning that students say they enjoy, there was a small number (n=9) that were specific about what types of learning they enjoyed. They reported they like talking about historical issues, debating, and discussion. This does not mean that only nine students like debate and discussion, as this was asked as part of the questionnaire, with most students expressing they enjoyed discussion and debate.

Conclusion

This chapter has looked in a naturalistic manner at students' freely expressed views about their experience of enjoyment and engagement in their history lessons. It is clear that a large percentage of students find history enjoyable. There is less enthusiasm for talking in class and asking hard questions, and this is the case in all age groups, though older students found some aspects of their studies more difficult than others. The appreciation for named teachers

is encouraging and suggests a good practice in place. There is strong support for elements of study that are dialogic, such as talking in class, but this is not the case in all categories. If there was an opportunity to survey this population again, after they have experienced a deliberately Socratic approach such as a seminar then an understanding of young peoples responses to the Socratic approaches would be clearer. In any combination of analysis, students in this survey enjoy their studies and are willing to take part in a range of activities. They are receptive to a range of approaches to teaching and learning that can be classed as dialogic in character.

Chapter six: Socratic methods intervention

Introduction

This chapter looks at teachers teaching and students learning. It relates directly to the research question: what impact do Socratic methods have on enjoyment and achievement? It describes a three-stage investigation: benchmark, intervention and post-treatment, although the latter section is impacted by unavailability of a post-treatment student survey, so this is limited to a focus group discussion with teacher participants. The first section stands as a benchmark or starting point, the middle section looks at a Socratic based intervention and the third section attempts at a post-treatment evaluation of the Socratic method. The study uses the four-part lesson format to evaluate the progress in learning evidenced by what is observed, through the interaction between teachers and their students.

The chapter aims to answer these two research questions:

-How do dialogic approaches impact on enjoyment and achievement?

-What impact do Socratic methods have on enjoyment and achievement?

The first question is quite general in tone and the second question looks at specific dialogic approaches in the form of Socratic questions and the Socratic seminars. The evidence will be in the form of observation of lessons and a group discussion with teachers' post-intervention. Observation of lessons as a base line was followed up by observations of teachers using their chosen Socratic method. There were two teachers in the primary school that employed Socratic questioning and four teachers in the high school that used Socratic seminars. The interventions were not genuine experiments as there was no control group and due to access problems, it was not possible to conduct meaningful post-experiment observations. The best way to describe the intervention would be a quasi-experiment. Instead, the focus groups provided data on the reality of experience using the two chosen methods, Socratic questioning, and Socratic seminar.

There were several threats to the validity of the study, such as differences in the precise details of how teachers used questions and discussions in the lessons: teachers were encouraged to use their skill and judgement in implementation of the intervention. For example, one teacher divided her class into small groups whereas other teachers used the whole class: both approaches were equally valid but are not standardised. The lesson observations were naturalistic in approach, taking examples of dialogic practice, such as how children answered and asked questions of their teachers and how they interacted with each other.

Although observation is used extensively in education it is not always welcomed by teachers. This is because it is strongly associated with performativity and accountability measures and as an obstacle to innovation. This has resulted in a high level of prescription of the use of observation in the sector. These arrangements usually involve a maximum number of lesson observations per year, selection of lessons for observation, choice of a specific focus and paperwork requirements such as provision of a lesson plan or list of attainment levels or grades for students in the class. There are different arrangements for providing evidence of how teaching meets the needs of individual students with special educational needs and disabilities. Short term planning will also cover the deployment of additional support such as a teaching or learning assistant. It is for this reason that the school was not asked to provide lesson plans, as this was not the normal practice in the school or other paperwork and agreed which year groups were to be involved in the Socratic intervention.

In England there is not a strong tradition of peer-to-peer observation with a view to contributing to continuing professional development. Time allocated to observing colleagues teaching is taken out of a teacher's non-teaching hours allowance and so such time is extremely valuable to teachers, especially primary teachers. It is in the spirit of peer-to-peer continuous professional development that teachers were asked to allow their lessons to be observed as part of ongoing research alongside a Durham University researcher. Referring to the positionality

statement in the introduction, the role of participant observer was considered the most appropriate position to take in relation to lesson observation. Rather than being an external observer using observation to measure "standards" I approach the observation as a teacher-researcher, I am not asking teachers to do anything I would not do myself. This is the reason the fieldwork lasted for six weeks in each school: to build trust and rapport with colleagues. So, each secondary teacher was observed teaching four times and each primary teacher was also observed four times.

Agreed focus and observation.

As discussed earlier it is common to agree a focus for lesson observation, this was agreed with both schools involved in this study. The agreed focus was on questioning and discussion. My belief was that dialogic features were in all likelihood be found in conversations between teachers and their students and among students themselves. The observations therefore looked at the presence of dialogic features such as questioning and discussion and resultant teacher and student behaviour to see whether these behaviours can be considered evidence of enjoyment. The emphasis was as much on students' as on teachers' behaviours. Other elements of teaching and learning were not systematically observed or analysed. It is not possible to observe everything that takes place in a lesson, so it is important to be circumspect in what was seen and analysed.

Differences between Primary and Secondary teaching

There was a marked difference in approach between primary and secondary teachers. Teachers in each phase had a learning objective that addressed the key second order concept of similarity and difference though they chose a radically different topic to teach. Year 3 students studied the similarities and differences between the ancient and modern Olympics. Year 9 students were observed learning about the Nazi Party's consolidation of power in Germany in the 1930s.

Although these topics are far apart conceptually, there is a similar pedagogic issue. This is how people in the past are at the same time similar and different to people in the world today. The primary teacher used a question-and-answer technique to find out what students knew about the modern Olympics and used these answers to form a teacher talk segment about the ancient Olympics. History teachers often like to find a "hook" on which to hang a historical account. This is a tool to engage students and to promote their enjoyment, especially if the hook is humorous or shocking in a light-hearted manner. In this case it was that in the ancient world athletes performed naked! This caused humour amongst the students and so it could be argued they are enjoying their learning. There is not a particular "hook" on which to hang Germany in the 1930s, but there are opportunities to engage students: particularly in encouraging them to understand the gradual path from unstable democracy to stable dictatorship. Teaching in the earlier years has to spend much more time on managing behaviour. It is not that behaviour was observed to be poor on the contrary students were observed to be consistently on task, focussed and calm. In this study teachers of younger students were observed to be more concerned with tackling off task and low level disruptivebehaviour. The presentation of SEN needs such as ADHD or specific learning difficulties (dyslexia) was observed to be much more obvious in younger students,

With regard to measuring enjoyment, the behavioural presentation of younger students makes it easier to study levels of enjoyment as they are much more demonstrative in exhibiting their emotional states. Younger students are much more an open book when it comes to the affective domain. Older students self-regulate their behaviour much more and may conceal how they feel about their studies, and they are certainly not used to being asked about them. Older students' behaviour is different than younger students, they are more influenced by peer pressure so may be hesitant to participate in open discussions.

Lesson structure

Although not compulsory, lessons in English schools often follow a four-part structure:

Table 8.1: Typical four-part lesson structure in history

Time (min)	Part	Description of typical activities
0 – 5	Starter	Brief, self-contained activity, aimed at catching students' attention
6 -15	Introduction	Recap of previous learning, engagement with a stimulus such as an image or a piece of writing.
16 - 50	Main teaching phase	Independent or small group work, sustained engagement with historical material, discussion
51 – 60	Plenary	Summary of the learning, often with direct relevance to the lesson objective, foregrounding of future learning.

This template is used in this section to evaluate and structure the consideration of the material in the lesson observations. A naturalistic approach was used to study the dialogic features of lessons, through the prism of dialogue between the teacher and her students and between students in the form of discussion and response to questions. Lessons were observed for two weeks prior to the introduction of the Socratic intervention which went along with the practice in the school. Each teacher was observed at least four times over the four-week period. In the primary school the teachers specified in advance when they would be teaching history. Not all the observed material can be directly related to a pre-determined lesson structure, but the four-part lesson is a useful starting point.

Starters: pre-treatment

Starters included images and short pieces of writing. The activity was often dealing with provenance and students had a series of short questions as part of a known technique. They often are "W" questions: Who, What, When, Why, and Where. As such they can be considered closed questions and can be seen as monologic: the "W" questions have specific rather than open answers. They serve their purpose in engaging students in the lesson and providing an appropriate starting point. Observation of starters allows access to the overall lesson objectives and can help engage students with the topic and depending on the activity can be enjoyable for students.

In the first two-week period four secondary school teachers were observed teaching twice as part of a baseline mechanism. The starter consisted of the student survey and bled into the lesson introduction phase. Students talked amongst themselves about the questions in the survey and some students asked for clarity about the questions, in particular about the attainment question (good grades/not good grades). Although on the surface the questions are monologic, there was some discussion about the items on the survey and these might be considered dialogic, especially because there was a choice of answers to the statements. From an enjoyment perspective, it can be noted how quickly students settle into the activity, but this may also be the case that students are used to the starter as part of their learning so are accustomed to the structure. It may be as simple as waiting for students to arrive in class as in Yr10 – Yr13 students do not all arrive at the same time. So, in this case starters are part of a technique to manage students' behaviour as they arrive in class. Whatever the reason, students were engaged by the starters they were presented with and seemed to enjoy them.

Introduction: pre-treatment

As has been noted, although starters are often free-standing, they can be linked specifically to the main phases of the lesson, and indeed can be re-visited in the concluding plenary. In the observations for this study there were explicitly linked starters and examples of the starter bleeding into the main lesson, for completion of the survey for example.

Questions and answers were noted in the introduction part of the lessons, and were noted in they were dialogic or monologic, especially if they demonstrated an ingrained dialogic approach to questions. This is further evidence that teachers can be seen to be employing a dialogic pedagogy without being aware of it. These questions developed on an age trajectory, the most sophisticated questions were seen in Yrs. 12 and 13, but questions of some sort were used in all situations. In earlier years the questions were about factual recall, but these questions were followed-up by, for example, asking for another fact or by asking for more information or details. Students were enthusiastic, all looking at the teacher and raising their hands to "bid" for answers. The principal method of questioning in Yrs. 3, 4 and Yr. 9 (to a lesser extent) was Initiation, Response, Feedback/Evaluation (IRF/E). IRF/E is the dominant format of questioning observed in English schools, especially in the early years. It is particularly effective in establishing what levels of knowledge and understanding exist in students' conception. From an enjoyment point of view, students can appear to be enjoying their lesson: all look at the teacher, little chat or off-task talk, hands in the air bidding for answers and following the line of questioning and sometimes asking questions of their own. For example, in one lesson students were asked to come up with factual questions about a source on Medieval hospitals. Although devising factual questions appears at first glance to be a monologic manoeuvre, it does involve discussion using prior knowledge and scaffolding by the teacher means it can be considered dialogic in nature. Students demonstrated their

enjoyment by enthusiastically contributing to the discussion and responding positively to the teacher's modelling.

Main teaching phase

Teacher exposition is an important and integral part of an active and engaging pedagogy. Teachers mainly used talk to teach the historical content and were clearly following a developmental trajectory that moved from material in the introduction and within a specific topic being taught. Phases of teacher talk were spaced with paired, individual, and small group work. Teachers did use extensive follow-up questions to advance learning, students were encouraged to support each other's learning by providing answers to questions based on each other's contributions. One teacher was observed giving feedback by writing on the desk, thus being unobtrusive and effective at the same time. In the earlier years there was more teacher-talk in the main teaching phase, but this was lively and engaging, but perhaps less dialogical in nature. High levels of student engagement in discussion and in response to teacher questioning and feedback are all indicative of enjoyment. Younger students were observed to be more easily distracted either by needing to be reminded of behaviour expectations or by wandering off topic.

Plenaries

Gathering together whole classes in a short, concluding plenary is particularly useful in consolidating learning and foregrounding future learning. In the plenary, teachers used a variety of techniques to re-engage students who may have been working in lively pair or group discussion. Closed questions, aimed specifically at the content taught within the lesson, predominate. Although the main technique used was IRF/E there was some foreshadowing of future learning, in older year groups this included suggested reading. Homework, where appropriate, was usually set at this point.

Socratic starting point

After the initial observations over a two-week period, feedback was given to teachers on the parts of their teaching that could be described as dialogic pedagogy. After discussion it was agreed to use Year 12 as a treatment group in the secondary school. All four teachers in the high school were briefed on the Socratic approach in general and on Socratic seminars specifically. The team were able to observe examples of Socratic seminars from high schools in the USA. It was agreed that students in the treatment have been suitably taught about talking approaches so could be taught using Socratic seminars specifically. The team were surprised at how much older the young people in the training video appeared to be compared to Year 12 students here in the UK. They also reported that they felt their students would be able to take part in sustained discussion.

In the primary school it was decided that two year groups, Year 3, and Year 4, with one teacher for each year group would use Socratic questioning. Teachers were given examples of Socratic questions and encouraged to re-phrase the questions to make them more age appropriate. Examples of Socratic questions (see Appendix 1) were provided and there was some discussion on how these might be used with younger children,

Starter as part of a Socratic method

In the Year 12 classes the beginning of the lesson involved the setting up of the seminar, in particular agreeing ground rules and assigning roles such as Chair. Three teachers interpreted the task as applying to a whole-class discussion whereas one teacher interpreted the instructions as applying to smaller groups, so four teachers in total. In the Primary groups the starter was based around a visual source, with children being asked to describe what they see. All students settled quickly to participate in the discussion phase in Year 12 and to the stimulus in Years 3 and 4. With regard to the lesson structure the starter extended into the introduction phase,

taking the first part of the lesson therefore lasted about 15 to 20 minutes. This is an example of the adaptation of the four-part lesson structure to meet the learning needs of the group. The adaptions to the short-term lesson plans demonstrate that dialogic aspects of teaching can engage students and allow them to enjoy participating in a genuinely dialogic encounter. Students demonstrated behaviours that suggest they are enjoying their lessons: hands up, paying attention, talking at the appropriate time. This was the views of teachers in the study.

Main teaching phase: Socratic seminar and Socratic questions

Teachers in the Primary phase used Socratic questioning in the teaching of social aspects of life and culture in ancient Greece (Year 3) and Egypt (Year 4). Social aspects of history are the main focus of the Key Stage 2 history curriculum, in contrast to older years that are increasingly concerned with political and economic aspects. Children were interested in what the teacher had to say, perhaps due to the teacher's well-worn techniques for maintaining children's attention. In rephrasing their questioning into a Socratic format teachers are demonstrating high expectations of on-task behaviours required to see the thread of an argument or account. The second order concept of similarity and difference was a common theme of both year groups and is a challenging concept for younger children to grasp. Children showed they enjoyed learning about social aspects of the past by putting up their hands to offer answers put by the teacher and by sustaining interest through follow-up questions focussed on an individual responding student. With the appropriate amount of action by the teacher to keep children on task, they seemed to enjoy learning through Socratic questioning. They appeared to be engaged in the follow-on questioning, putting up hands to answer and allowing other children to speak. They also were willing to ask their own questions that were related to the topic or responding to the teacher's questions. For example, they asked what events in the modern Olympics were in the ancient Olympics. They asked for clarification of the facts being given by the teacher so were engaging in the dialogue.

Students in the Year 12 groups were used to discussion. They wait to speak, allowing their peers to finish their contribution, they make relevant comments with little off-topic talk. In the lessons observed students were using a text given for reading before the lesson, as part of a homework task. They answered questions set by the teacher to analyse the text, students responded positively to comments made about their contribution and were willing to engage in an extended question and answer sequence. The teacher acted as a guide maintaining a dialogic approach to the discussion, asking questions such as "why do you say that?" or "can you say more about that?" In the class that worked in smaller groups the teacher moved around the room, writing comments on the desk, which a student would read out for the rest of the group. Comments were mainly feedback on the process, informed by the boundaries of the Socratic seminar ("good point well made!") and feedback on subject matter being learned.

A feature of a Socratic seminar is the idea that participants build on each other's contributions. This aspect was new to the students in this group. The teacher modelled this: "I agree with X's point about Y and would add…" Students did struggle with this concept and some students did not speak at all. Although the lessons were dialogic in character, it does not mean that all students were as happy or competent in using dialogical processes, there is a need to go over the format until all students are equipped to participate. In the early stages of implementing a pedagogic innovation, some students are more receptive than others. The dialogue can be internal, the participant can be engaging in the dialogue without actually talking. Teachers need to encourage all students to participate by encouraging them to ask questions of their peers or by being selected to answer a question. The discussion is not a free for all, the teacher has a role in maintaining the accessibility of the discussion. In taking this approach forward the teacher would need to train students to respond to feedback from their peers and to develop a way to involve all students in the dialogue.

Concluding plenaries

A final sequence at the end of the lesson, referred to as a plenary, is useful to clarify and consolidate the learning that has taken place and to look forward to future learning. Dialogic approaches are particularly useful and helped teachers to plan future learning based on the levels of knowledge and understanding shown in the lesson. Dialogic approaches were exhibited in all of the lessons observed, usually in the form of a question-and-answer format. There was also an element of recall of learning from previous lessons as well as the lesson in hand. Dialogic discussion does appear to allow access to memory of facts and understanding by drawing an arch of a historical problem or topic.

In the Primary lessons, teachers summarised what came out of the questioning section of their lesson, these were both content based (What were the ancient Olympics like?) and second order concepts like similarity and difference (How are the modern Olympics similar to the ancient Olympics?). The lessons ended with the teacher explaining what they will learn about next. Children seemed to enjoy the lesson, and also seem to respond to movements in the lesson, although the teacher needed to work hard to keep children engaged for the whole hour. Observation of plenaries is a useful tool in analysing the impact of particular pedagogic approaches, such as Socratic questioning in this example.

In the Year 12 lessons observed plenaries were a prominent feature of the lesson structure. As well as summarising the discussion teachers also sought to find out how the students found the Socratic seminar. Students responded positively, not only to the opportunity to feedback on what they have learned but also in their perception of the dialogic approach. Their response was consistently positive, students enjoyed discussing the topic being studied as well as the learning approach. They enjoyed their learning being characterised as part of an ancient

tradition. They did express in their feedback that they enjoyed active discussion but wanted to be assured that they were covering enough subject content.

Teacher discussion emerging themes

Scaffolding

There was a need to use scaffolding to help students understand the importance of sustaining an idea through several questions. Scaffolding was required as students were not used to this form of questioning. Teachers stressed the importance and usefulness of training in dialogue. This was equally true of teachers in both groups. Scaffolding of discussion helped overcome shyness in that students were able to express their views in a supportive environment. Teachers reported that some of their best students academically were reluctant to take part in open discussion, preferring the notion that there is a right answer to a question. Scaffolding can be gradually withdrawn as students become used to the form of questioning and debate. Group size was a factor, groups ranged from 6 or 7 in the high school to 30 in the primary school. The larger the group the bigger the role for scaffolding group work. The need for the teacher to maintain discussion meant there was a preference for larger groups, though one teacher divided their large class into smaller groups.

Enjoyment of Socratic questioning

Teachers reported that not all students enjoyed this form of questioning, this is borne out in the student survey. Teachers used the model "this is what I want it to look like". This is not the same as the monologic format of guessing what's in the teacher's head. There was a need to repeat processes several times, this is evidence that the technique was a novel approach to questioning. Some students did find this format engaging: which they showed by the way they took part in asking and answering questions. Again, it is the role of the teacher to coordinate the learning of the technique as much as the subject content being covered.

Need to drive conversation forward.

There is a difference between a conversation and a discussion. Generally, a conversation is informal whereas a discussion has the aim of reaching some form of agreement or consensus. In the discussion here there was a need to drive conversation forward, which might have benefited from an overarching plan of how the teacher wants the questioning to progress, whilst still allowing the discussion to produce a head of steam that sustains engagement. The issue of pace is important some young people in the study found lessons too fast, as revealed in the survey. Teachers were similarly concerned with pace and find it challenging to progress the subject content at an appropriate speed that sustains learning and promotes enjoyment.

Age related differences.

There were some significant differences between primary and secondary students. This was a different kind of thinking for all students, but younger children are used to having content handed to them. Primary teachers, looking at the methodological features brought up the impact of covid in terms of how much face-to-face teaching, including group discussion children have missed out on. There was a need to go back over the rules, again stressing the difficulty of allowing the group dynamic to develop, maintaining the autonomy of the individual learner in a group, and guiding the discussion. The recovery of education from lockdown in England is proving to be a significant challenge for the whole education sector (Darmody et al., 2021; la Velle et al., 2020). There appears to be a lasting impact of covid on how external exams are marked in England, with comparisons now being made to pre-covid levels of attainment.

Social needs needed to be attended to in a careful way: though teachers did express delight that very shy and quiet students did contribute. All teachers raised the problem of recording achievement via speaking. Allocating most of the lesson to discussion does not always result

in much evidence in the form of work in exercise books. The consensus of teachers is that they would use the techniques again and would encourage dissemination to other teachers.

Coaching

Teachers applied coaching, especially when working with able but quiet students, but also as training for the whole class. Teachers developed talking through discussion by way of example. They recognised the need for teachers to manage their time: students who enjoy talking may be tempted to keep the talk going, perhaps to avoid written tasks! Some teachers preprepared questions in advance based on the homework reading, but they would still allow the discussion to develop naturally, prepared questions represent the minimum progress that needs to be covered. There is a role for teachers to coach each other in the use of Socratic methods. Individual coaching can help students who are particularly shy to feel they are able to participate. Sixth form teachers pointed out the efficacy of teaching discussion skills in anticipation of what studying at university will require.

Management of silence.

The management of silence generated some interest in all participating teachers. They all agreed that there is a tendency to fill the vacuum of silence with a rephrased question of an answer (O'Connor et al., 2017). All teachers got through less amount of topic content even under taught a little. However, there was a consensus that they had gone deeper, and were able to unpick the topic. Silence on a topic may indicate that the conceptual understanding is not secure, but teachers talked about allowing time for thoughts to emerge, another example of the role of silence.

Differences in ability

There are differences in ability in any group of students, even within the 6th form there is a range of ability from those who are likely to get an “E” (a pass at A-level) and a student looking

read history at a Russel Group university. Teachers in all phases reported that less able students seem to find it easier to speak as part of the Socratic community. Lower attaining students listened better and exhibited better learning related behaviour: they waited their turn to speak and listened to their peers for example. SQ and its allied practices seem to encourage shy students to speak. Perhaps this is because the pace of discussion is generally slower than monologic methods such as IRF/E. Students did engage in the discussion when teacher didn't think they would do so.

Big questions

Older students liked to have a big (maybe complex?) question to discuss. The format of the Socratic seminar allows for embodiment of the big question in smaller constituent parts. Teachers felt that the seminar was better second time round, but they did feel that students needed to have done the reading in advance. Teachers reported that some of their most able (high achieving) students were reluctant to speak up and were amongst the number of students that were concerned about covering enough subject matter. Composition of the group was more significant than size. More able students in some classes were quieter, though these students did tend to come onboard once the discussion had started. Thinking was moderated through talk, as much talk as teacher or student talk.

Experimenter/researcher affects.

There was the issue of effects of being observed in the form of an experimenter or Hawthorne effect. Some teachers felt the presence of the researcher on students' participation: they felt that students were more likely to take part in discussion than they would have been. There was also the issue of novelty of the discussion technique and its influence on their enjoyment. Teachers reported a boost of confidence from students and for themselves. Certain topics to lend themselves more to a Socratic seminar than others.

Conclusion

Students have a varied response to the method of teaching being used to teach them. They can cope with a demanding, age appropriate, approach to questioning and discussion. They enjoy learning through talk and when supported can make extended contributions to discussion. Students in the later years demonstrate agency in that they are able to modify their contribution based on discussion with their peers.

Teachers are central to the application of a dialogic approach. In primary years children needed to be carefully managed to maintain learning consistently throughout the hour. Socratic approaches to questioning are challenging with younger students and require an active and dynamic attitude on the part of the teacher, which in turn allows for the use of dialogic pedagogy. Students enjoy taking part in discussion but require guiding on the part of the teacher to achieve success through dialogue. Although applying Socratic methods is not straightforward and takes a high amount of planning and regulation by the teacher, they result in higher levels of enjoyment and achievement in the subject being studied.

Chapter seven Discussion

. This chapter looks at some of the issues pertaining to the literature review and as they are addressed in the study. There is an important role for the de-colonisation in the teaching and learning in history. Raised in the literature,(Van Drie & van Boxtel, 2008) the role of Columbus is an example of differing views about significant figures or events in the past. In this study a number of student participants raised the issue of the extent to which history consists of the experience of "dead white men". Although there is potential for teachers to present critical perspectives of past events, attention needs to be paid to the role of key persons in the past in order to meet the requirements of exam specifications. The de-colonisation agenda is becoming an increasingly important facet of teachers' craft as they work to provide a relevant and interesting history curriculum. In as much as these critical approaches give rise to discussion of primary sources then they produce a form of dialogic pedagogy, then they relate to enjoyment in the context of history lessons (Blow, 2011; Brandist, 2018).

Student autonomy is increasingly important as students advance through their studies from upper primary to upper secondary (Alcoe, 2015; Calder & Williams, 2021). In doing so, students are able to reason about historical significance and to gain a greater understanding of second order concepts such as similarity and difference, historical interpretation and empathy (Chorzempa & Lapidus, 2009) . Younger students in this study engaged with physical objects representing the lived experience of people in the past, but struggled with the notion that people in the past can be similar and different at the same time. Older students were able to reason about the past and to apply an appropriate level of empathy in their study of people's attitudes in Nazi Germany. Student autonomy, especially amongst older students, gives rise to enjoyment and engagement and they can exercise their own judgment in evaluating original source material (Counsell, 2011).

Students develop as they move from naïve perspectives in early years to a more nuanced and critical approaches in the upper years of secondary education (Bain, 2000; Drake & Brown, 2003; Haenen & Schrijnemakers, 2000). As they move through their school history career, content gives rise to an increasingly sophisticated historical understanding . This promotes engagement in the topics being studied and this usually results in enjoyment as students comes to terms with differing accounts of

events in the past they are studying. This is also reflected in students decision to study history for GCSE and A level (Adey & Biddulph, 2001)

In some settings, preference is given to knowledge-based approaches over more interpretive perspectives (Buehl & Fives, 2009; Carrasco & Martínez, 2016). Knowledge-based approaches are harder to relate in dialogical terms and also with regard to enjoyment. Teachers in this study reported that it is difficult to always allow students to involve themselves in interpretive approaches within the time restrictions in school history.

There is a deficit of attainment in students with lower level of literacy (Drake & McBride, 1997), with less clarity in the form of argumentation and organisation of knowledge. Advanced students are able to apply aspects of mind that enable them to distinguish between facts and conjecture (Alcoe, 2015). Advanced students in this study were able to identify differences of opinion between different historical sources. This gives rise to engagement and enjoyment in the topic being investigated. This helps to provide answer the research questions about how to measure enjoyment in history lessons and about the impact of dialogical approaches on achievement.

An overall reliance on set textbooks is unlikely to result in high levels of engagement and enjoyment in history (Fogo et al., 2019). Teachers need to select materials that are lively and engaging and that contribute to knowledge and understanding in the topic being studied Students in this study did not regard the use of a set textbook particularly engaging or enjoyable (Blow, 2011), teachers need to keep their knowledge of new historical interpretation in order to keep history learning enjoyable.

Empathy is a important feature in understanding the actions of people in the past and contributes to enjoyment. There is a need to consider empathy in the totality of an historical account but there is a possibility of over emphasis of empathy, which could be used to disinvest responsibility for controversial choices made by people in the past, such as the role of ordinary people in the prosecution of genocide in the Holocaust. Younger students in this study showed empathy with people in the ancient world and this gave rise of enjoyment. Older students were more circumspect in their use of empathy, though they did seem to enjoy engaging with their lived experience of people in the past.

There are different levels of sophistication in the retelling of historical events, from the first order knowledge which is the core knowledge that the teachers employ as part of their overall instructional strategy. When combined with other types of knowledge, often described as second order concepts they produce an iterative effect resulting in a layered and authentic account of an event in the past. These iterative telling produces engagement and enjoyment in later years in particular.

The aim of history teaching is to engage young people in the totality of the past, including where the topics are of a mundane nature. This is primarily done in the knowledge heavy prescription of exam specification. Teachers in this study applied various methods to increase the enjoyment in the period being discussed. They carefully selected extended source material and used this to promote discussion of the events being studied. Teaching of historical writing was centred around argumentation (Monte-Sano, 2016).

Using an authentic setting and meaningful questions seems to direct students to historical reasoning in classroom discussion (Van Boxtel & Van Drie, 2013) Students in this study were able to use discussion to extrapolate on historical material, as long as they were able to use representational tools such as allegory and metaphor. Where discussion was limited, such as in the primary settings the ability to reason historically was also limited.

Students in this study work towards increasingly complex and nuanced historical accounts. Discussion in particular allows students to test their ideas and subject these opinions to scrutiny by their peers. Younger students find history is more enjoyable when their teachers use representational tools such as metaphor and allegory. Although history can be a challenging and difficult to conceptualise, it has the potential to be both engaging and enjoyable.

Conclusion

Aims of the study

This study investigated the potential of a dialogic pedagogy to bring about changes in the affective domain in the form of enjoyment in history lessons and investigates the possibility that enjoyment is linked to achievement in its broadest sense. Achievement may take the form of silent people becoming vocal, students geting used to listening and encouraging each other in discussion and there may be a more positive relationship between teachers and their students. The form of the study is to consider dialogic practices already being by used by teachers, even if they were unaware that they were using dialogical approaches. There is an obsession in education with measurement (Biesta, 2009) , but not all things can be easily measured, and some aspects should not be measured for ethical reasons. It is appropriate to measure enjoyment in general terms as it adds to students' experiences of their learning and contributes to attainment. There is an entanglement of the concept of enjoyment and engagement, and this is reflected in the studies reported here. Evidence of enjoyment is similar to evidence of engagement, but enjoyment is more in the affective domain. Enjoyment can be measured by students' voices in the form of a survey as presented here and through direct observation of student behaviour, also presented here. Surveys allow for the authentic voice of participants especially when, as in this study, there was a strong case of self-report via the inclusion of a free text box. The study sought the authenticity of teacher and student voices, views, and attitudes in the form of a survey of each group and observation of a dialogic pedagogy in the form of a Socratic intervention. Teachers' views of the effectiveness of the approach were captured in a focus group. This mixed approach is the best way to study a concept such as

enjoyment in a specific learning context (history lessons). The surveys are related to each other using similar wording, including the inclusion of a free text response. The observation of lessons was focussed on student responses to elements of the Socratic method that can be considered evidence of enjoyment. The main findings of the study are that dialogic pedagogy promotes enjoyment in history and have a positive impact on learning, but that there needs to be a great effort to achieve true dialogical practices whilst at the same time dealing with sufficient subject content.

Some findings

Role of the teacher - gatekeeper

There is a popular assumption that some dialogic practices are student centred, and that the role of the teacher is merely to act as a facilitator. The teacher's role may be limited to providing an initial stimulus such as a photo, an object, or a piece of writing: the rest of the session is student led. Teachers may merely observe ensuring that the discussion makes sufficient progress. Where questioning is evident the teacher uses the initiation, response, feedback/evaluation (IRF/E) framework in order to move learning forward. Although these practices are speech orientated, they are not necessarily dialogic in character, nor are they particularly related to deep knowledge. It is easy for the discussion to move in a way that undermines the deep and broad learning that is a major concern of teachers in this study.

As discussed earlier, teachers are gatekeepers for the broader historical knowledge as evident in the culture of society. They give space to the acquisition of communal knowledge and understanding of so-called important shared events in the past. Teachers do share the frustration that not everything that is taught is learned and so we tend not to remember much of our history knowledge beyond school. Teachers decide what to teach on the whole and are free to choose how to teach it, although they are constrained by exam specification more so than by the National Curriculum which has lessened in its relevance in recent years. Teachers

need to choose stimulating resources to help with teaching. All respondents, students, and teachers expressed an enthusiasm for visual material and these resources, when carefully presented, can help with learning, and can support a dialogic approach. Like all sources used in history learning, a regard needs to be paid to provenance, relevance, and bias.

The role of the teacher in a genuine dialogic pedagogy is central and much more than a mere facilitator. Teachers are gate keepers of the body of knowledge that is central to the learning objectives in each individual lesson. The teacher selects what first order concepts (subject knowledge) to teach and decides the best way to teach them. All teachers are concerned about covering sufficient subject content in their teaching and this affects whether they are going to use a dialogic approach or a traditional teacher exposition to cover a pre-defined amount of content. Teachers in this study used a mixture of the Socratic approaches with more traditional content led teaching. Teachers in the focus group expressed some concern that the dialogic approaches do not necessarily cover enough subject matter. Teachers in this study needed to identify with some precision how much content they thought would be covered in the lesson in the context of a dialogic approach. This is the first item to be addressed in developing a more general dialogic method, how much and what content will be covered in the lesson. Participant teachers reported that they needed to decide how much they can allow an experimental or novel approach in their practice, and they stated they found this aspect challenging. This study only considers a few lessons as part of a broader curriculum or scheme of work, but it still shows the effects of teachers' willingness to try a novel technique, despite the issues it raises. It is not necessarily the case that dialogic pedagogy is always required or always appropriate but teachers in the study suggested they would continue to use dialogic pedagogy in other parts of the programme of study. This supports the view that not all dialogical approaches are always applicable, some topics would benefit from more teacher input, some less. This very much

depends on the response of students to systematic questioning and a structured discussion. Student response is a predicate to further pedagogical innovation.

Role of the teacher: trainer

Teachers in this study found it helpful to look at examples of dialogic approaches in action, especially the Socratic seminar. The material presented for this purpose showed an example of a Socratic seminar in a US high school, equivalent to Year 12 which was fortuitous as this was the selected group for the intervention. Some teachers chose to share this resource with their students by way of example, and the response was interesting. Students commented that the students in the video looked and sounded much older, more like university students than people of the same age. For the teacher the extract showed the extent to which students would need to be trained in the format of the Socratic seminar to realise its potential. The first sessions relied very much on the teacher modelling the kinds of talk that were required to participate in a seminar. Following on from this session students took a more active part in the discussion. Students need to be trained in listening as well as talking. A teacher in the study used summarising to help students cope with the active listening required to participate fully.

The teacher acts as trainer or coach as well as facilitator. The amount and level of training depends on the age of students and the complexity of the task. In the Primary school the intervention used Socratic questioning, teachers trained their students by rephrasing and modifying questions based on previous answers. The build-up of answers based on previous responses is the distinctive feature of the Socratic methodology. Whilst older students seemed to benefit from being told they were taking part in a specific form of teaching and learning; this was not relevant or appropriate for younger students. The primary teachers took the view that children's response to Socratic type questions would improve with time and practice. They also acted as trainers, developing learning habits in children that will enable them to access

concepts at a deeper level of understanding. One such habit would be to sit with and tolerate silence.

Role of the teacher -completer

The teacher has a role in completing the discussion and relating the progress made by the discussion to the desired learning objectives including subject content. The discussion needs to be brought to a conclusion and this, in the earlier stages of student proficiency in the management of the discussion, generally falls to the teacher to handle. In secondary settings the teacher has to curtail the discussion as time is limited before the bell goes for the next lesson. The teacher needs to summarize the progress made in terms of knowledge and understanding of the subject content. Progress can also be in the form of improved discussion techniques and improved speaking and listening skills.

This balance of progress in subject content and improvement in discussion skills is problematic for teachers, who are more than aware of the large amount of subject content to cover. Socratic seminar is not the only dialogic practice in use by teachers in this study. Teacher exposition, aided by questioning of students, is a dialogic practice that can be used to cover a wide range of content, but does require high levels of engagement in the process. Teachers in this study did report a hesitance to forgo teacher exposition and replace it with discussion, but it is not the case that discussion needs to replace a well structed and genuinely dialogic teacher exposition.

Teachers' role in the development of dialogic pedagogy is very significant, it is not just the case that teachers are mere facilitators, acting as a chair would in a meeting. Teachers need to conceptualise the notion of talk as it applies to curriculum content. Teachers need to have an ear to students' talk and to use, amongst other things, directed questioning or simultaneous feedback as practiced by teachers in this study. The input of teachers in this study, as part of

the survey and feedback on their use of dialogic approaches suggest that teachers enjoy this aspect of their work. This enjoyment is bound to have an influence on students.

Role of the student: preparation

Students generally look for certainty in the way they are taught and learn (Doukmak, 2014). They find comfort in the familiar and soon become acquainted with their teacher's personal style and idiosyncratic behaviours. This is particularly true of primary students who spend all day with the same teacher. A number of students in the survey reported positively on their teacher, even to the point of naming them or citing a particular teaching strategy. To take part in a dialogic activity there needs to be some preparation on the part of students. They need to find confidence in their teacher's change of style when they replace IRF/E questioning with Socratic questioning for example. Students need to abandon the search for a "right" answer in favour of a nuanced and conditional approach to answers. In this regard history differs from STEM subjects in that there is rarely a right or wrong answer. Having said this, there is a corpus of knowledge that students need to learn for their exams, but understanding and analytical skills are of equal or even more importance. This is supported in this study by students in when they indicated they enjoyed history but did not report high attainment in history. Where appropriate, students need to do preparatory work, such as reviewing previous learning and completing of reading tasks set by the teacher, as did participants in this study.

Role of the student: participation

All dialogical approaches require students to engage in productive talk. A classroom culture which students are only allowed to talk when answering closed questions cannot become dialogical overnight. Ideally not all talk is equally valuable or efficacious, students are encouraged to talk and are held accountable for what they say. Students have agency and choose for themselves when and if they contribute to a classroom discussion, (Sedova & Sedlacek, 2023) unless the teacher devises some strategies that calls on every student to be

actively engaged by speaking in discussion or perhaps by reading set texts ready for discussion. When engaged students respond to discussion enthusiastically raising their hands and listening to each other. Students also need to know when not to speak as much as when to speak, and this goes beyond mere turn-taking. In a dialogic encounter students need to acknowledge the contributions of their peers, agreeing or disagreeing with them and providing feedback in a supportive way. This is the dialogic space in which deep knowledge can be achieved.

Tolerance of silence is an important part of developing a dialogic approach to discussion. Students do not always find silence easy or comfortable, nor do their teachers. In standard IRF/E questioning there is virtually no time between asking a question and reframing or repeating if there is not response or an insufficient. Students need to wait until they have formed a thought and can convert this thought into a relevant contribution. This is difficult, especially for younger students whose knowledge and understanding are less secure, but also reflected in older students who expressed some difficulty in applying their knowledge and understanding. In Socratic questioning students need to tolerate a developing understanding emerging through extended questioning of an individual student. Students need to accept their role in discussion, which is sometimes in a leadership position.

Response to research questions

The research questions have formed the backbone of this study, especially the authentic voice of teachers and students in relation to enjoyment. Enjoyment and engagement are somewhat intertwined, so some disentanglement has been necessary. Enjoyment is in the affective domain and can be observed in behaviours as an external form such as how students respond to being asked hard questions as part of a Socratic question for example. Not all findings were anticipated by the research questions, this was particularly true of the findings related to the role of the teacher.

RQ 1: How do we measure enjoyment in the context of history lessons?

There are ethical considerations in relation to measurement of enjoyment, as it accesses the emotional status of students in relation to their studies. Just because we can measure something doesn't mean we should. Actively measuring enjoyment may be counter-intuitive: measuring of enjoyment might make teaching less enjoyable as teachers seek to demonstrate enjoyment rather than it is emerging spontaneously from the lesson. A teacher may over plan for enjoyment and students respond with non-engagement behaviours as they are unfamiliar with the teaching strategy. As in all work with children care needs to be taken in securing consent, in this study this refers to participation in the survey. As the survey was administered in the classroom by subject teachers caution needs to be applied as students, especially younger students may have felt some obligation to complete the survey, even though it was made clear participation was voluntary. Having said this more than 360 students participated in the survey, most added something in the free text box.

Authentic voices of students and teachers need to be captured as part of the measurement of enjoyment. Self-report is a common method of capturing opinions, thoughts, and feelings. Such material needs to be taken both at face-value, a casual remark might stand on its own or might reveal something deeper. At a deeper level, participants are unlikely to be untruthful or deceptive especially when performativity or accountability concerns are absent. A survey is a useful way of obtaining participants' views and feelings. They are relatively easy to administer, and answers can be aggregated and subject to quantitative analysis which can give an insight into the social world of participants. A Likert scale allows participants to express their views in a nuanced way. Some forms of Likert scale use a wide range scale (0 to10 for example) or use smaller scales using the terms "agree, disagree neither agree nor disagree".

This study used two surveys, one of teachers and the other of students both of which covered elements of dialogic pedagogy. Broadly speaking, as reported elsewhere the participants agreed that some teaching methods were more enjoyable than others, use of textbook was generally not as enjoyable and activities involving discussion were more enjoyable. Student participants reported history as fun and enjoyable. These findings are consistent with the enjoyment provided in the context of dialogic approaches. In designing surveys and questionnaires it is important to avoid leading or value laden questions, especially when working with younger children who might be reluctant to be critical of their teacher. When well designed and implemented, surveys and questionnaires are a methodologically strong indicator of beliefs and attitudes which are an important feature of this study. They are particularly important as the "voice" of children is an often-neglected feature of research with young people.

Alongside surveys and questionnaires direct observation of students learning can help to amplify the findings from self-report. These observations need to be general and naturalistic in their approach as evidence of enjoyment in the form of student behaviour can occur at different points in the lesson, including informal activities such as how students come into the room and settle down ready to work. Enjoyment type behaviours include hands-up (sometimes called "bidding for attention"), listening to each other, use of humour on the part of the teacher and an appropriate response by students. To some extent these attributes could be summed up as being about atmosphere or climate for learning. As such the creation of a productive learning environment may be the result of the efforts of teachers building a safe space in which all students feel able to participate. Therefore, it is important to consider the longitudinal effects of positive attitudes by the teacher built up over time. Isolated observation of one lesson is limited as a way of measurement of enjoyment: an attribute that has been built up by the teacher over an extended period. Observation tends to be focussed on the end product rather than of a

process, thus observation evidence needs to be seen in the context of learning and where the lesson fits into the wider series of lessons.

Whereas surveys followed up by direct observation is probably the best way of measuring enjoyment in history lessons, there is also a role for group discussion or focus group. In this study teacher participants took part in a discussion group immediately after the planned intervention. Teachers were able to reflect on the impact of the Socratic method on their students and their students' learning. Teachers found the process challenging but worthwhile and enjoyable for them and for their students. The consensus was that whilst dialogic approaches were worthwhile, they require considerable input from the teacher in order to effectively engage students and make progress in the form of content coverage.

RQ2: how do dialogic approaches impact on enjoyment and achievement?

In framing an answer to this question, the concept of achievement needs to be broadly described. It does include attainment in exams and assignments and this element of achievement is very important to practitioners. Achievement incudes improvement in speaking and listening and more independent thought and learning. In the focus group teachers did express concern about the key issue of balancing content coverage with the development of a dialogic approach to pedagogy. It is the case that adopting dialogic approaches takes time to develop and as reported above training of students in speaking and listening is required. The fact that these techniques are worthwhile in themselves is fine except when there is a pressure to focus on knowledge transfer to meet the requirements of exams. It may be the case that once students are more used to talking as part of their learning then their progress in subject learning will increase.

Although this question is predicated on the assumption that we value achievement in all its aspects, it is the case that dialogic approaches may have an impact on attainment at all levels

of ability. In questioning the teacher is able to use broad enquiry-based question to help students gain an overview of a historical event or period (Bird, 2022). Working from meta to micro knowledge in terms of knowledge acquisition can allow students of all abilities to understand a historical problem. When teaching more able students the teacher can frame her questions to allow students of all abilities to acquire some understanding of the lives of people in the past. In attainment terms history differentiates by outcome: historical questions can be answered at more or less complex levels. Open questions give all students the opportunity to participate in a dialogue, without reference to performance in written assignment or exams. This is not necessarily the case with conventional IRF/E questions, although this form of questioning can be dialogic if they build-up on students' oral contributions.

In the form of discussion associated with dialogic approaches students' achievement in terms of speaking and listening can be enhanced. Dialogic discussion includes building on contributions and answers, the teacher might model a response, reframing students' contributions by paraphrasing and revoicing answers and discussion points. In a dialogic interaction students might actively engage with each other. This might take the form of "I agree/disagree with X because…". This improves students' argumentation skills (Murray, 2015) as in an effective dialogic discussion participants challenge each other's points of view. Such approaches also create a harmonious environment and a safe space in which all feel they can become involved in speech-based activities. This approach was reinforced by teachers in the focus group.

With regard to enjoyment, then dialogic features are consistently scored as enjoyable or fun by students. This is related to the approach to achievement discussed above in that in dialogic terms there is rarely a right answer compared to STEM subjects for example. Not all dialogic activities were described as enjoyable by students as expressed in the survey. They did not enjoy being asked hard questions and only a small majority of more able students (self-

reported) expressed enjoyment of being asked hard questions. Only small majorities said they enjoyed talking about history with their classmates. This finding suggests not all dialogic approaches are equally enjoyable for students and a good proportion of students do not like to be challenged as part of a dialogue. The issue of challenge is important in appraising dialogic practices, particularly when compared to monological approaches in history or indeed in other subjects at the same level. It could be an unintended consequence of using dialogic pedagogy that history is regarded as a more difficult option for students to study, particularly at A level and university.

RQ3 What impact do Socratic methods have on enjoyment and achievement?

Whereas RQ 2 looked at dialogic pedagogy in general, this question looks at a specific approach in the form of Socratic questions and Socratic seminar. Socratic questioning was used mainly by the primary school in the study and Socratic seminar was used with students in Year 12 (16 to 17 years old). According to the teachers of younger children, they did find the use of Socratic questioning difficult or uncomfortable. This is consistent with the general theme that some young people do find dialogic activities challenging, and also that they do not always find Socratic approaches easy, but they are willing to give it a try. In the questioning phase students did exhibit behaviour that was consistent with enjoyment and certainly engagement. They followed the line of questioning offering answers to questions and bidding by putting up their hands. There were periods of silence when students falter in the line of questioning and necessitate a change in the question by the teacher, following an appropriate silent space. This is consistent with the findings that teachers play a pivotal role in developing novel approaches to pedagogy.

It is difficult to distinguish between responses to Socratic questioning with other forms of teacher interaction. The teachers in the study are strong classroom teachers with excellent

behaviour management, particular with management of questioning phases of lessons. Having said this, it is possible to draw some conclusions on the impact of Socratic questioning by looking at children's answers to questions as the dialogue develops. Children of a variety of ability levels answered questions with relevant material based on their knowledge of the topic that they have been studying. In particular the dialogue allowed discussion of the second order concept of similarity and difference. It appears that Socratic questioning is enjoyed by children even though they found the shift in gear challenging. The challenge associated with younger children is also evident with older students, but they were less deterred by the questioning process. It seems that younger students did find Socratic questioning difficult but enjoyable demonstrated in their behaviour and responses to questions.

With older students the management of behaviour is less evident as older students regulate their behaviour more, but they do need encouragement and help from the teacher to try out new approaches. In their feedback, teachers reported that some academically more able students were quiet during class discussions which contrasts with less academically able students who tended to contribute more. This is an interesting finding, despite training as mentioned above, some students in discussion simply do not contribute, unless specifically asked to do so by the teacher. Although the Socratic seminars reported in this study were at the formation stage in which participants are finding their feet there is a crucial role for teachers in encouraging all students to take part in discussions. It would be useful to seek the views of students when they have more experience of the Socratic approach, particularly from the whole range of abilities. These caveats aside, most young people enjoy discussions as part of a varied approach to teaching and learning which contribute to the acquisition of knowledge and understanding required in exams.

This reference to attainment in exams is important but so is the elements of achievement that are part of a young person's wider education. The use of seminars of all forms is good

preparation for study in history and humanities in higher education for example. Teachers reported that students from the lower end of the ability range, who find elements of written work difficult, took an active role in discussion, although the quality of the contribution was variable. Although teachers in this study said they and their students enjoyed the discussion in the Socratic seminar, there was a concern that content coverage was not sufficient. Training has been alluded to elsewhere and so it may be the case that with more exposure to focussed discussion the contribution to knowledge may increase. Content coverage and limited participation of certain students was the main concern of teachers in taking discussion forward, though they did express the view that this approach can lead to enjoyment and achievement in history.

RQ4: what are the implications for practice?

The implications for practice can be broken down into policy level, institutional level, and individual practice of teachers. At policy level the study identifies that measures to influence practice such as prescription in the curriculum, exam specifications and the OFSTED environment create a climate of performativity in which changes in teaching and learning can only be entertained if they fit into accountability measures and the need to cover exam content. Accountability measures are important but there needs to be an acceptance that new pedagogies emerge form a climate that creates a space for innovation. The growing body of research into dialogic pedagogy is establishing the methodology as effective and useful for teaching and learning, but these studies are limited in terms of which subject is being taught This study establishes the need to accommodate the authentic voice of teachers and students as they embark on learning. Performativity measures are important but should not work as a dead hand on teacher innovation. Such measures need to pay attention to the role of enjoyment and its impact on attainment. Students who enjoy their studies are more likely to show good behaviour relevant to the learning activity. There needs to be more research into how dialogic pedagogy

works in history specifically and also into the role of enjoyment in attainment. This small-scale project suggests that enjoyment in learning does have an impact on achievement in broad terms but there needs to be much more research into the impact of dialogic approaches on attainment. In this study teachers did report that students made academic progress in the lesson, but this is limited by the time taken for discussion.

There is a need to promote enjoyment as a goal of teaching as much as attainment and exam performance. This study has suggested that young people enjoy their history leaning when they take part in activities that can be determined to be dialogic. When adequately supported by the teacher, students take an active role in discussion and questioning, including Socratic questioning and they appear to enjoy these approaches. Space needs to be created at a policy level for teachers to feel that the pressure to perform in a particular way includes the space to try new approaches.

At an institutional level there needs to be a supportive environment for innovation and experimentation. This needs to be incorporated into the professional development programmes of the school. If enjoyment is related to achievement, then it is worth investing in promoting enjoyment at a school level. History needs to be present in the agenda to innovate and not reduced to the side lines. Dialogic approaches have impact on all school subjects, especially those which depend on language as a prominent form of learning. Dialogic approaches can help in language acquisition for leaners who are learning in a language other than mother tongue. There is a key role in schools for lead practitioners such as heads of subject or Advanced Skills Teachers (ASTs) who carry the burden of lesson delivery on a day to day and strategic basis. This is through their own practice as teachers who are willing to innovate and their influence on colleagues' practice. In this study teachers worked in teams to implement the intervention and to evaluate it.

At an individual level the potential to use dialogic approaches or other innovative strategies depends on the school culture as described above. A teacher that has a proven track record in terms of grades at GCSE or A-Level may either been secure enough to try a novel approach to their teaching or conversely argue they do not need to change their teaching as students are achieving well in exams. I do have some sympathy with this argument summed up the phrase "If it aint broke don't fix it". These highly effective teachers can also be persuaded to try out new ideas that might result in enjoyment in the subject. Does any teacher not want their students to enjoy their schoolwork? Although all teachers in this study were willing to try explicitly dialogic approaches such as the seminar and Socratic questioning it is fair to say some were more willing than others to allow time in a busy curriculum to spend lesson time on discussion for example. It is evident that for any attempt to change how a subject is taught needs to be supported at institutional and individual levels.

Conclusion

Dialogic pedagogy covers a wide range of approaches all of which share a concern with talk, but not all talk is dialogic. Teacher exposition is an important part of teaching and learning at all levels from authentic and engaging storytelling with younger children to a sophisticated explanation of a particular topic at A-Level. Students do seem to enjoy these stories and expositions and they are important part of the teaching and learning diet. Teacher talk can be repositioned as dialogic by the introduction of questions and answers as part of the lecture, but students might regard q and a in this phase of a lesson and prefer just to listen to their teacher. The quality of the talk is important and probably needs to be revised as the talk matures – the exact same talk in all lessons probably needs to be revised for particular audiences: some classes have greater capacity for following a teacher exposition than others. This alludes to the central role of the teacher in selecting what parts of the lesson to use for teacher exposition and to re-model the talk for specific audiences. Teacher talk can use metaphor, allegory, and

humour to help young people gain knowledge and understanding of a historical period or, particularly with older students, a specific historical problem. Adding dialogic elements to teacher led talk can make the exposition enjoyable and accessible for all students.

Socratic questioning was employed to some extent in both of the schools in this study, but principally in the primary school. Younger students appear to enjoy hard questions more than older students but not by much. Not all students found Socratic questioning enjoyable or helpful and teachers also mentioned they found probing questions difficult to apply. Something can be difficult and enjoyable at the same time and perhaps the findings here are because students are not used to being questioned in this way and so find it uncomfortable. Teachers reported that even more able students are reluctant to contribute to advanced questioning. Students seem to prefer conventional q and a, but this might change if they receive training in the use of probing Socratic type questions. What is clear here is the role of the teacher in training and preparing their students to take part in a particular learning technique. When this technique is established then students are more likely to enjoy it than when they are first introduced to it.

The use of discussion in the form of a Socratic seminar was more accepted as a natural development of teaching and learning in history. Discussion is already an established approach to learning about historical concepts at A-Level and university. Students revealed their enjoyment of discursive practices in the survey and expressed their preference for discussion when able to offer feedback in the form of the free text box. Their engagement and enjoyment were shown in the classroom discussion by their behaviour and attitudes. Participation rates were high, a good number of students were willing to offer their opinions in the discussion and some students were willing to take part in feedback on each other's contribution in the form of "I agree with X because…".

Although discussion is rated as enjoyable by both teachers and students, there is the need for training in discussion so that the goals of the lesson in terms of content coverage can be met. Enjoyment of talk needs to be harnessed from mere conversations about the topic to a structured objective focussed discussion. The role of the teacher is crucial in securing appropriate discursive turns in debate and so to match enjoyment with progress in the form of subject knowledge and understanding.

Limitations of the study

The study would have benefitted from a pilot phase of both of the main research instruments (the teacher and the student survey) this would have dealt with issues such as leading questions, duplication, and unclear statements. The participant number for the teacher initial interview was quite small and did not reveal much more than was revealed in the teacher survey. An improved interview would have allowed teachers to provide more examples of how dialogic approaches might improve their practice. It would allow the research to differentiate what teaching and learning techniques they found useful for encouraging enjoyment on the part of their students. Although the technique of naturalistic observation was fruitful and helped to answer the research question, a longer observation phase would have allowed for other perspectives to be taken on board. A useful technique in addition to the general observation would have been following the participation of specific students, perhaps something like a low attaining student and a high attaining student. This would have been possible in a longer fieldwork placement. The attitude of students in response to the "I get good grades in history" was interesting in the ways described earlier, the study would have benefited from some attainment data. This does not require extensive assignment results, but something like below average, average and above average, or in the language used in primary schools "working towards, working at and working above" the levels expected. Unfortunately, the schools in the study withdrew at the end of the intervention period and were unable to repeat the questionnaire

or do any follow-up work. A follow-on study would have allowed for a fuller understanding of the impact of the specific dialogic approaches on students' attitudes over time. The follow-on study was therefore limited to the teacher focus groups. The study would have benefited from a broader range of schools in the study and a longer period in each school would have allowed for a more complete picture of the impact of dialogic pedagogy. I would have also liked to explore Socrates as an example, looking deeper into his philosophy, but as I have said elsewhere am inspired by Socrates rather than prescribed by him.

Contribution to knowledge

This study contributes to the corpus of work on the application of dialogic pedagogy to teaching and learning of young people. It highlights the role of the teacher as going beyond a mere facilitator to a direct and dynamic leader of learning. It identifies that whilst much of dialogic pedagogy is enjoyed by students, some do find aspects of the approach challenging. The study identifies the usefulness and challenges that dialogic practices present in the specific context of history lessons. The combination of surveys combined with observation and discussion with teachers has resulted in a rounded set of findings about the potential of dialogic pedagogy to raise levels of enjoyment in history and so to raise achievement in the broadest sense of the word.

Dialogic pedagogy is emerging as one of the current themes in teaching and learning as an attempt to engage students in more productive talk that will have an impact on attainment. In this study attention has been drawn to the concept of achievement in terms other than academic attainment, although academic attainment is important, and this is reflected in teachers' views of the dialogic process. Dialogic pedagogy has a significant impact on enjoyment and achievement in history.

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Appendix1: List of SQs

1. Questions for clarification:

• Why do you say that?

• How does this relate to our discussion?

• What do you mean by?

• What do we already know about...?

2. Questions that probe assumptions:

• What could we assume instead?

• How can you verify or disapprove that assumption?

• Could you explain why you arrived at that conclusion? (Explain how...)

• What would happen if...?

• Do you agree or disagree with this statement...?

3. Questions that probe reasons and evidence:

• What would be an example?

• What is....analogous to?

• What do you think causes to happen...? Why:?

• What evidence is there to support your answer?

4. Questions about Viewpoints and Perspectives:

• What would be an alternative?

• What is another way to look at it?

• Would you explain why it is necessary-or beneficial and who benefits?

• Why is the best?

• What are the strengths and weaknesses of...?

• How are...and ...similar?

• What is a counter argument for...?

• Compare... and... with regard to...

5. Questions that probe implications and consequences:

• What generalizations can you make?

• What are the consequences of that assumption?

• What are you implying?

• How does...affect...?

• How does...tie in with what we have learned before?

• Why is... important?

6. Questions about the question:

• What was the point of this question?

• Why do you think I asked this question?

• What does...mean?

• How does...apply to everyday life?

Appendix 2 Enjoyment and engagement in history: student survey

Thank you for participating in this research survey. By answering the questions, you are giving me permission to use your answers in my study. I will not use your real name in the study.

Name (full name)	
Year group (circle)	Yr. 4-6 Yr7-9 Yr. 10-13
Gender (circle)	Male Female Rather not say

Read the statements about your history learning in classroom. Tick the box that best matches your opinion.

	Statements	Agree	Disagree	Neither agree nor disagree
1	I enjoy history lessons in the class.			
2	I enjoy learning when the teacher asks hard questions			
3	I enjoy learning through pictures and images from the historical past.			
4	I enjoy reading through written accounts of historical details and events.			

5	I find history lessons less enjoyable when we use the same textbook for every lesson.			
6	I have opportunity for raising questions in the history lessons.			
7	I enjoy talking about history with my classmates.			
8	I find it hard to understand the full meaning of concepts in history.			
9	I get good grades/marks in history tests.			
10	I would not like to take history as a subject for further studies.			

Appendix 3:Teacher survey

The aim of this study is to contribute to raising achievement and enjoyment of history as a subject domain. In taking this survey you will give the researcher important information about the practices of teachers in relation to a range of talk situations. The survey will take approximately 10 minutes to complete.

Consent

Yes, I agree to participate. My participation in this survey is entirely voluntary. I realise that my given details will not be identifiable in the project reports. My responses will be used only for the research purpose. My information will remain anonymous, and the data will be maintained by the Durham University in compliance with the GDPR data protection policy. If you agree with the above statement, then please select the option below and carry on to the following sections. If you do not want to participate, then please leave the survey at this stage.

Q1 Please indicate how, in your opinion, the following pedagogic approaches contribute to students' enjoyment of history?

Statement	0 – not at all	1	2	3	4	5	6	7	8	9	10-to a very great extent
Teacher talk/story telling											
Written accounts											
Individual closed questions											
Individual open questions											
Individual extended questions											

Use of primary sources – written											
Use of primary sources - images											
Use of a prescribed textbook											
Extended group discussion											
Audio-visual approaches											
Fieldwork											
Assigning homework task											
Project based learning											

Please indicate how, in your opinion, the following pedagogic approaches contribute to students' achievement in history.

Statement	0 – not at all	1	2	3	4	5	6	7	8	9	10-to a very great extent

Teacher talk/story telling											
Written accounts											
Individual closed questions											
Individual open questions											
Individual extended questions											
Use of primary sources – written											
Use of primary sources - images											
Use of a prescribed textbook											
Extended group discussion											
Audio-visual approaches											
Fieldwork											

Assigning homework task											
Project based learning											

Can you give an example of a particularly effective use of dialogue in children's learning?

Please rate the following statements about your professional opinions.

Statement	0 – not at all	1	2	3	4	5	6	7	8	9	10-to a very great extent
Teachers need to tightly control discussion											
Students enjoy taking part in discussion											
Students benefit from systemic, probing questions											
Students find some concepts in history challenging											

Talking about a concept helps students to understand it											

Which of the following areas do your students find difficult to understand?

Statement	0 – not at all	1	2	3	4	5	6	7	8	9	10-to a very great extent
Timelines of events											
Progression of historical phases											
Concepts (monarchy, oligarchy, democracy etc@0											
Cultural influences on historical events											
conflicts											
Historical interpretation											
Bias in sources											

In which phase of education do you work? (Tick all that apply)

Primary	
Key Stage 3	
GCSE	
Post 16	

What best describes your current status? If other, please specify.

Student/beginning teacher	
Early career teacher (0 to 5 years)	
Experienced teachers (5+ years)	

How is Key Stage 3 delivered in your school?

Stand-alone subject	
Part of integrated humanities	
Other – please explain	

How is Key Stage 4 delivered in your school?

Stand-alone subject	
Part of integrated humanities	
Other – please explain	

Appendix 4 teacher interview questions

Can you tell me about your current position?
What historical concepts do students struggle to understand?
What role does questioning have in helping students' make progress in historical concepts?
How do you use probing questioning to draw out conceptual knowledge? Do some students find this approach more difficult than others?
What role does dialogue play in developing students understanding of complex historical concepts?
How do you want your practice in dialogue to develop?

Appendix 5: focus group questions

- Did you find it difficult to engage students in Socratic Questioning (SQ)?
- Did you employ any other techniques during SQ that helped students to participate actively in discussion?
- Were there unintended effects of SQ on students' enjoyment in history?
- How did your students respond to the use of Socratic Seminar?
- Did students find it difficult to fully engage with the Seminar?
- Will you implement any dialogic approaches with your students?
- Any other comments?

Appendix 6 Consent Form (Adult)

An investigation into the impact of dialogic teaching and Socratic questioning on the development of children's enjoyment and achievement in history.

Researcher David Prendergast
Department **:**Education
Contact **details**david.prendergast@durham.ac.uk
Supervisor **name** :Nadia Siddiqui
Supervisor contact details: nadia.siddiqui@durham.ac.uk

This form is to confirm that you understand what the purposes of the project, what is involved and that you are happy to take part. Please initial each box to indicate your agreement:

I confirm that I have read and understand the information sheet dated 12/07/2021 and the privacy notice for the above project.	
I have had sufficient time to consider the information and ask any questions I might have, and I am satisfied with the answers I have been given.	
I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	
I agree to take part in the above project.	
I specifically consent to the interviews being audio recorded	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.	

Participant's Signature_____ Date_____

(NAME IN BLOCK LETTERS)_____

Researcher's Signature_____ Date_____

(NAME IN BLOCK LETTERS DAVID PRENDERGAST

Appendix 7seven: ethical approval

The following project has received ethical approval:

Project Title: *To what extent does a dialogic pedagogy contribute to children's enjoyment and achievement in history;*
Start Date: *18 October 2021*;
End Date: *30 September 2023;*
Reference: *EDU-2021-11-23T17_08_04-jdjp68*
Date of ethical approval: *08 December 2021*.

Teacher discussion summary

- Did you find it difficult to engage students in Socratic Questioning (SQ)?
    - Yes, not used to it, need to use scaffolding, importance of training, shyness, group size. Feedback, not all students enjoy it. This is what I want it to look like. Need to repeat processes, need to drive conversation forward. Keep going, different kind of thinking, used to having everything handed on a plate, age of the children, impact of covid, going back over the rules, social needs. Back to the forefront of the teacher's mind problem of recording achievement via speaking. Re-phrase the question. Would use the techniques again, dissemination to other teachers.
    -
- Did you employ any other techniques during SQ that helped students to participate actively in discussion?
    - Coaching, talking through discussion. Need for teacher to manage their time. Preprepared questions. Little diamonds – facts. Management of silence, source material. Talked less, less amount of topic, under taught a little, gone deeper, unpick the topic.
    - Got better growing independence. Letting go is hard, tolerating of productive silence. Body language (e.g. heads down)
- Were there unintended effects of SQ on students' enjoyment in history?

    Shy students spoke. Children engaging when teacher didn't think they would

    Lower attaining students listened more. Thinking processes. Silence? Need to allow thinking.
- How did your students respond to the use of Socratic Seminar?

    Big question to discuss, better second time round, needed to have done the reading. Smaller groups. Composition of the group- more able but quieter. Moderating thinking though talk. Effects of being observed. Boost of confidence. Certain topics lend themselves. Specific form of discussion.
- Did students find it difficult to fully engage with the Seminar?

    Like to know the answers.
- Did you find it difficult to engage students in Socratic Questioning (SQ)?

    - Yes, not used to it, need to use scaffolding, importance of training, shyness, group size. Feedback, not all students enjoy it. This is what I want it to look like. Need to repeat processes, need to drive conversation forward. Keep going, different kind of thinking, used to having everything handed on a plate, age of the children, impact of covid, going back over the rules, social needs. Back to the forefront of the teacher's mind problem of recording achievement via speaking. Re-phrase the question. Would use the techniques again, dissemination to other teachers.
    -

- Did you employ any other techniques during SQ that helped students to participate actively in discussion?
    - Coaching, talking through discussion. Need for teacher to manage their time. Preprepared questions. Little diamonds – facts. Management of silence, source material. Talked less, less amount of topic, under taught a little, gone deeper, unpick the topic.
    - Got better growing independence. Letting go is hard, tolerating of productive silence. Body language (e.g. heads down)

- Were there unintended effects of SQ on students' enjoyment in history?

    Shy students spoke. Children engaging when teacher didn't think they would

    Lower attaining students listened more. Thinking processes. Silence? Need to allow thinking.

- How did your students respond to the use of Socratic Seminar?

    Big question to discuss, better second time round, needed to have done the reading. Smaller groups. Composition of the group- more able but quieter. Moderating thinking though talk. Effects of being observed. Boost of confidence. Certain topics lend themselves. Specific form of discussion.

- Did students find it difficult to fully engage with the Seminar?

    Like to know the answers.