

**The role of self-directed
learning in the promotion of
historical thinking in first
year Senior and FET History
for Education students**

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DECLARATION

I, Nicolaas van Deventer, declare that this dissertation is the result of my own research. I further declare that this research has not in its entirety or in part been submitted to another university.

I further declare that all information used and quoted has been duly acknowledged by complete reference.

17 November 2022

Signature

Date

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ABSTRACT

Historical thinking allows an individual to understand the past by analysing and evaluating sources. These skills are not only critical in the discipline of history, but it also emphasises critical thinking to ensure a deeper inquiry and interpretation of the past. This study aimed to explore the factors that influence historical thinking and how these factors relate to self-directed learning and higher-order levels of historical thinking with first-year Senior and Further Education and Training (Sr. & FET) History for Education students.

To reach the aim of the study, a qualitative exploratory case study was employed. This exploratory case study focused on the relationship between historical thinking and self-directed learning within the lived experiences within the case of first-year Sr. & FET History for Education students at the North-West University. Three data sets were collected for the empirical study. Data were collected in the form of two documents and two 45-60 minute online semi-structured interviews with each of the participants. The two documents were two essay assessments from each of the first-year student participants that completed the first year, first-semester module (HISE112) at the North-West University on the Vanderbijlpark and Mahikeng campuses. The audio of the interviews was transcribed verbatim and analysed using an inductive thematic data analysis. Both documents were analysed by means of summative content analysis.

With the data analyses, the researcher found that the participants' conceptual level of historical thinking mostly aligned with the theoretical concepts. With the application of historical thinking, the participants' application did not align with most of the historical thinking concepts, pointing to a low level of historical thinking skills. The only historical thinking concepts that improved throughout the semester were taking historical perspectives and establishing historical significance. This improvement was due to the feedback that was provided by the lecturer on the first assignment. The participants also only improved in identifying these concepts from secondary sources, pointing to a lack of originality in creating their own interpretations. The participants' lack of originality was also highlighted by mostly being influenced by external factors in forming not only their perceptions of the different historical thinking concepts but also their perceptions of history in general.

The participants were also externally influenced regarding their self-directed learning process. The participants relied on the lecturer to evaluate their work. Only after receiving feedback from the lecturer, did the participants fulfil the rest of the steps in the self-directed learning process.

The dependent nature of the participants to form perceptions and to be guided on what to improve in their learning points to a serious lack of independence in interpreting history and in their learning

process. The participants were only consumers of information and did not understand why and how they understood the information that they consumed, pointing to a clear lack of micro-reflection or metacognition. The factor in self-directed learning that may improve historical thinking was independence, more specifically independently creating information based on metacognition. By only understating a concept to its fullest extent, can an individual independently reach the highest level relating to that specific concept. Only once participants' lack of understanding was pointed out by the lecturer, did they manage to take the first steps in the self-directed learning process. The result was a marginal improvement with the second essay assignment.

Key terms: history, historical thinking, historiography, History for Education, self-directed learning, critical thinking, metacognition, self-reflection, Senior and Further Education and Training (Sr. & FET), Department of Basic Education (DBE)

OPSOMMING

Historiese denke laat 'n individu toe om die verlede te verstaan deur bronne te analiseer en te evalueer. Hierdie vaardighede is nie net krities in die dissipline van geskiedenis nie, maar dit beklemtoon ook kritiese denke om 'n dieper ondersoek en interpretasie van die verlede te verseker. Hierdie studie het ten doel gehad om die faktore te verken wat historiese denke beïnvloed en hoe hierdie faktore verband hou met selfgerigte leer en hoër-orde vlakke van historiese denke met eerstejaar Senior en Verdere Onderwys en Opleiding (Sr. & VOO) Geskiedenis vir Onderwys-studente.

Om die doel van die studie te bereik, is 'n kwalitatiewe verkennende gevallestudie aangewend. Hierdie verkennende gevallestudie het gefokus op die verhouding tussen historiese denke en selfgerigte leer binne die geleefde ervarings binne die geval van eerstejaar Sr. & VOO Geskiedenis vir Onderwys-studente by die Noordwes-Universiteit. Drie datastelle is vir die empiriese studie ingesamel. Data is ingesamel in die vorm van twee dokumente en twee 45-60 minute aanlyn semi-gestruktureerde onderhoude met elk van die deelnemers. Die twee dokumente was twee opstelassesserings van elk van die eerstejaarstudente-deelnemers wat die eerstejaar, eerste semester module (HISE112) by die Noordwes-Universiteit op die Vanderbijlpark- en Mahikeng-kampusse voltooi het. Die klankbane van die onderhoude is woordeliks getranskribeer en met behulp van 'n induktiewe tematiese data-analise ontleed. Beide dokumente is deur middel van summatiewe inhoudsanalise ontleed.

Met die data-ontledings het die navorser gevind dat die deelnemers se konseptuele vlak van historiese denke meestal met die teoretiese konsepte ooreenstem. Met die toepassing van historiese denke het die deelnemers se toepassing nie met die meeste van die historiese denkkonsepte belyn nie, wat op 'n lae vlak van historiese denkvaardighede dui. Die enigste historiese denkkonsepte wat deur die semester verbeter het, was om historiese perspektiewe te neem en historiese betekenisvolheid te vestig. Hierdie verbetering was te danke aan die terugvoer wat deur die dosent op die eerste werkopdrag gegee is. Die deelnemers het ook net verbeter in die identifisering van hierdie konsepte uit sekondêre bronne, wat dui op 'n gebrek aan oorspronklikheid in die skep van hul eie interpretasies. Die deelnemers se gebrek aan oorspronklikheid is ook uitgelig deurdat hulle meestal deur eksterne faktore beïnvloed is om nie net hul persepsies van die verskillende historiese denkkonsepte te vorm nie, maar ook hul persepsies van geskiedenis in die algemeen.

Die deelnemers is ook ekstern beïnvloed ten opsigte van hul selfgerigte leerproseses. Die deelnemers het op die dosent staatgemaak om hul werk te evalueer. Eers nadat hulle terugvoer

van die dosent ontvang het, het die deelnemers die res van die stappe in die selfgerigte leerproses nagekom.

Die afhanklike aard van die deelnemers om persepsies te vorm en gelei te word oor wat om in hul leer te verbeter, dui op 'n ernstige gebrek aan onafhanklikheid in die interpretasie van geskiedenis en in hul leerproses. Die deelnemers was slegs verbruikers van inligting en het nie verstaan hoekom en hoe hulle die inligting wat hulle verbruik verstaan het nie, wat dui op 'n duidelike gebrek aan mikro-refleksie of metakognisie. Die faktor in selfgerigte leer wat historiese denke kan verbeter, was onafhanklikheid, meer spesifiek die onafhanklike skep van inligting gebaseer op metakognisie. Deur slegs 'n konsep tot sy volle omvang te verstaan, kan 'n individu onafhanklik die hoogste vlak bereik wat met daardie spesifieke konsep verband hou. Eers toe deelnemers se gebrek aan begrip deur die dosent uitgewys is, het hulle daarin geslaag om die eerste stappe in die selfgerigte leerproses te neem. Die resultaat was 'n marginale verbetering met die tweede opstelopdrag.

Sleuteltermes: geskiedenis, historiese denke, geskiedskrywing, Geskiedenis vir Onderwys, selfgerigte leer, kritiese denke, metakognisie, selfrefleksie, Senior en Verdere Onderwys en Opleiding (Sr. & VOO), Departement van Basiese Onderwys (DBO)

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CHAPTER 1

INTRODUCTION AND RATIONALE

This chapter briefly introduces the study before stating its purpose. It furthermore shares the research questions and objectives and clarifies relevant concepts such as History for Education, historical thinking, critical thinking, and self-directed learning before finally attending to the research methodology.

1.1 INTRODUCTION

Godsell (2016:4) found that first-year primary school student teachers that have history as a module, understand history as merely undeniable facts. This understanding is based on the individual student's own moral code which in turn, is based on the student's own worldview and ideology. From this perspective, history is seen as having a good part and a bad part, similar to fictional stories of heroes and villains. The understanding of history that these students and any person have, depends on which facts are selected to form part of a cognitive framework that is used to create meaning (Wiersma, 2009:15). Colapietro (2016:18) remarks that the selection of facts to be included in each individual's framework of understanding tends to be limited to the person's contextual understanding of the time during which events occur, which in turn is dominated and guided by the context of the present. The students that formed part of Godsell's (2016:6) study only had a basic concept of history based on their framework of meaning, with their reasoning determined mainly by what they believed was "good" or "bad" within their own personal contexts. These students did not show any contextual understanding of a particular historical time which in turn weakened the credence of their interpretation of history (Godsell, 2016:7).

Since historians are human beings from different backgrounds, different interpretations and writings of history are the norm (Wiersma, 2009:15), but their interpretations should still follow the basic competencies of historical thinking to ensure a truthful, or in other words, a valid interpretation of the past (Parkes & Donnelly, 2014:129; Thorp & Persson, 2020:892). Historical thinking can be loosely defined as the skills that are required to understand history and not only know about history (Kelly, 2013:21). Historical thinking is of particular importance because the history teacher will be in a constant struggle with the past with regard to recording, understanding, and presenting historical narratives as the truth (Van Eeden, 2016:39). Elder *et al.* (2014:34) highlight that the problem with human thought mainly contributes to the actual struggle that history teachers will face. The problem with human thought is that people are biased, distorted, partial, uninformed, or prejudiced (Paul & Elder, 2020:4). When the distortion of history that is caused by problematic human thought is evident, it should be remedied to ensure a valid, i.e., sound, and

grounded (Pharos, 2023; OED, 2023), interpretation of the past. Critical thinking is proposed as a solution to the problem of human thought (Paul & Elder, 2020:4). Critical thinking enables a person to “conceptualize, apply, synthesize and evaluate information” that was gathered or generated through “observation, experience, reflection, reasoning or communication” (Scriven & Paul, 1987). In modernity, critical thinking is emphasised as fundamental in historical thinking as it ensures deeper inquiry and interpretation of the past (BDL, 2016:3; Department of Basic Education, 2012:8; Martin, 2012:20).

The quest for learning and the ability to find, consult and compare various sources, written from various historical perspectives should be imparted to the history teacher to ensure that there is a constant engagement with occurrences in his/her study field in a neutral way. It also goes without saying that history teachers face the huge responsibility of teaching about historical occurrences and the effects thereof and in so doing, influence the minds and emotional experiences of young learners. In other words, improved historical thinking also arises in the teaching of history to firstly teach history in a valid manner and also so that historical thinking will develop with the history teacher’s own learners. Based on the fact that studying and teaching history is a constant process of learning and developing (Black & MacRaid, 2016:17; Van Eeden, 2016:39), lifelong learning is crucial in the career of a history teacher (Booyesen *et al.*, 2017:176). Lifelong learning also enhances historical thinking or understanding of history when one studies a multitude of sources and is able to engage with the content of these sources on higher cognitive levels e.g., analysing, interpreting and comparing sources whilst a chronological and contextual comprehension is maintained (CSHC, 2014). It is then crucial for the history teacher to engage historical content on a higher cognitive level. This engagement is spurred on by self-directed learning because self-directed learning emphasises the development of skills for the means of applying expertise productively (Gibbons, 2002:11). This indicates the need for history teachers that are self-directed learners and also for self-directed History for Education students that will be prepared for their professional careers. It is, therefore, paramount that the development of self-directed learning skills is prioritised in the training of history teachers. To be self-directed is to take over all aspects of the operation that enables the individual to reach the goal of self-improvement (Smith, 2017:16). When a person is self-directed, he or she is self-determined and mostly independent (Cloninger *et al.*, 1993:976). Such a person initiates, plans, implements, and monitors his/her own learning (Knowles, 1975:18). To initiate one’s own learning can be seen as taking the first step in being self-directed. For the student or teacher of history, this will be the determination to come to a better understanding of a particular historical occurrence or occurrences. The second step is to plan the learning process. Planning, after initiation, is the starting point to guide self-directed learning (Knowles, 1975:18). In this step, the teacher/student might plan which different historical sources to consult. The entire process of self-directed learning is goal-oriented, making it possible

for the individual to monitor (assess) his/her own learning. For the student or teacher of history, the goal would be to develop a deeper understanding of a particular historical occurrence, i.e., to develop historical thinking. This goal will be self-taught. Only once certain goals have been achieved the process of self-directed learning reaches completion (Morris, 2019:634).

Throughout the process, however, the self-directed learner needs to monitor and assess whether criteria, aligned with the final goal, have been met during and at the end of learning, i.e., the history student or teacher may ask him-/herself the following questions: Which different perspectives from which different sources did I use to look at the phenomenon? What did I learn from the comparison of different sources? How do I know I was objective in my analysis of the literature? In self-directed learning, assessment is not only about measuring a final product but to constantly meeting criteria during the learning process (Knowles, 1975:18). As the individual takes charge of the entire learning process, self-assessment and reflection are implemented.

The process of self-assessment is where the individual evaluates and reflects on his/her own work, focusing on the quality of the work and own learning, as well as judging to what degree criteria have been met and goals have been reached in order to identify and improve on strengths and weaknesses in both content knowledge and skills (Wride, 2017:2).

Having a higher level of historical thinking may lead to the effective teaching of history that includes historical thinking skills (Doughty, 2017:37; Awang *et al.*, 2016:64). The constant involvement in developmental activities may increase a history teacher's level of historical thinking (Doughty, 2017:58; De La Paz *et al.*, 2011:519). Being constantly and independently involved in developmental activities, requires a self-directed process if personal improvement is the goal (Smith, 2017:51). It may then be important to emphasise self-directed learning in the teaching and learning of prospective history teachers, in turn, to reach and also to teach a higher level of historical thinking to ensure a valid interpretation of the past.

1.2 PURPOSE STATEMENT

The purpose of this study is to explore first-year Senior and Further Education and Training (Sr. & FET) History for Education students' levels of historical thinking, what factors influence their historical thinking, and how these factors relate to self-directed learning and higher-order cognitive engagement, in the end, to discover how historical thinking in History for Education may be promoted by self-directed learning.

1.3 RESEARCH QUESTIONS

The following primary research question will guide the research:

How may historical thinking in History for Education be promoted by self-directed learning?

The following secondary research questions will be used to further guide the research:

- What is the level of historical thinking of first-year Sr. & FET History for Education students?
- Which factors influence the level of historical thinking?
- What role does self-directed learning play in historical thinking?

1.4 RESEARCH OBJECTIVES

The following primary research objective should be reached to fully complete the research:

- To discover how historical thinking in History for Education may be promoted by self-directed learning.

The secondary objectives that should be reached to fully complete the research are as follows:

- To discover the level of historical thinking of first-year Sr. & FET History for Education students.
- To discover which factors, influence the level of historical thinking.
- To understand the role that self-directed learning may play in historical thinking.

1.5 CONCEPTUAL FRAMEWORK

The conceptual framework on which this study is based can be summarised as constantly improving one's own historical knowledge and historical thinking by being a self-directed learner.

The concepts in this framework are as follows:

- History for Education
- History, historiography, and historical thinking
- Critical thinking
- Critical thinking in historical thinking.
- Self-directed learning
- Meta-cognition

- Self-reflection

1.5.1 History for Education

The discipline of history is the study of chronological records of events by critical examination of the source materials, and in some cases, to present an explanation of their causes (Talekau *et al.*, 2018:3-4). History allows people to understand past events, what they led to up until the present and what they may eventually lead to (UWM, 2018). History is defined by the Department of Basic Education (DBE) as society's change and development over time (DBE, 2012:8). The approach to history that the DBE follows is to think critically about the past, to enquire and evaluate how human action affects the present and how it influences the future (DBE, 2012:8).

History for Education is the term that will be attributed to the history module that first-year Sr. & FET student teachers select to study to qualify as history teachers.

1.5.2 History, historiography, and historical thinking

Historiography is the examination and reporting of history (Stein, 2018), while history focuses on the study of the past itself (Talekau *et al.*, 2018:2). History and historiography are essential when studying history. History is the study of source materials for the purpose of providing evidence and historiography is important to understand how certain sources were written and also how one writes about history. The study of source materials alongside the examination and reporting of history requires thoughts about both history and historiography. Thinking about history and historiography, or more specifically thinking historically, revolves around the skills to find historical significance, use primary sources, recognize continuity and change, analyse cause and consequence, understand different historical perspective, and comprehend what other interpretations are based on (CSHC, 2014).

1.5.3 Critical thinking

To think critically is to guide beliefs and actions by following a skilful “process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication” (Scriven & Paul, 1987). It is guided independently by self-disciplined thinking to reach the highest level of fair-minded reasoning (Scriven & Paul, 1987).

Critical thinking is also made up of a certain skill set. This skill set includes skills such as understanding the logic of ideas and the connection among them, fault detecting in arguments, systematic problem solving, identifying, and judging the importance and relevance of ideas,

reflection on personal beliefs and values, and the justification thereof and the construction and evaluation of arguments (Lau & Chan, 2018).

1.5.4 Critical thinking in historical thinking

Elder *et al.* (2014:5) highlight critical thinking as the basis of historical thinking to overcome the problems that are found in human thought about history. They argue that historical thinking cannot be achieved by a lacklustre approach to developing it and add that it should be built on critical thinking. Using critical thinking as a basis for historical thinking should lead to critical thinking in historiography and history (Elder *et al.*, 2014:5). Critical thinking will add to the intellectual virtues of creating sound historical narratives and the improvement of the method of historical inquiry (Savich, 2009:9-10), when applied to the six historical thinking concepts on which historical thinking is based (Elder *et al.*, 2014:42; Seixas, 2006:2).

The first historical thinking concept of establishing historical significance (Seixas, 2006:3), is to be able to understand how people were affected and to what extent during a certain time frame and how it influences the concepts of modern life (Seixas, 2006:3). The second historical thinking concept of using primary source evidence is to be able to read primary sources for why and how they came to be and not only for what they are (Seixas, 2006:3). The third historical thinking concept of identifying continuity and change is to be able to isolate events during a time period and evaluate these events on their own and in the broader context of history (Seixas, 2006:3). The fourth historical thinking concept of analysing cause and consequence is to be able to find and understand multiple causes and consequences within their own framework of existence (Seixas, 2006:3). The fifth historical thinking concept deals with historical perspectives and being able to understand different perspectives throughout history without contaminating them with personal perspective (Seixas, 2006:3). The “sixth historical thinking concept, to understand the *ethical dimension* of historical interpretations”, is to be able to understand modern ethical conventions within their historical framework without contaminating them with personal bias (Seixas, 2006:3).

1.5.5 Self-directed learning

Self-directed learning can be seen as the independent or dependent initiative that individuals take in diagnosing their learning needs, formulating learning goals, identifying resources (be they human or material for learning), choosing and implementing a strategy or strategies that are appropriate for learning, and evaluating the learning outcomes (Knowles, 1975:18).

Self-directed learning is summarised by Wilcox (1996:165), as the learning process where an autonomous learner takes responsibility for planning, initiating, and evaluating his/her own

learning. Cloninger *et al.* (1993:976) emphasise autonomy in self-directed learning by describing self-directed learning as a trait that underlines self-determination, more specifically to regulate and adapt one's own behaviour as is needed to achieve the goals that one has chosen. Brockett and Hiemstra (1991:26) also focus on autonomy by describing self-directed learning as the ownership that an individual takes of his/her own thoughts and actions where the educator's role is that of the instigator to the individual for undertaking personal responsibility for his/her own learning.

The student will have to take over his/her own learning to become an independent lifelong learner. History is always changing with new findings that come to light as well as narratives that change throughout time. The student teacher has to be up to date with new findings and narratives to add to his/her views about and reporting of history. Self-directed learning is required to be up to date with new findings and to improve one's own understanding and reporting. This type of responsibility is required by student teachers to not fall into a failed state of being an insufficient future teacher because of frustration, anxiety, and fear (Knowles, 1975:15).

Self-directed learning in the context of the study is the process where the independent learner initiates, plans, monitors, and evaluates his/her own learning in order to reach certain goals. Understanding one's own thinking to improve one's own thinking is central to the aspect of self-directed learning.

1.5.6 Metacognition

Meta-cognition is the process of thinking about one's own thinking. This process is to plan, monitor, and assess what you understand about your own performance when measured against a certain set of criteria (Chick, 2013).

Metacognition consists of two dimensions: meta-cognitive knowledge, and meta-cognitive regulation. Metacognitive knowledge is to know one's own cognitive abilities, i.e., how one's own thoughts work. Metacognitive regulation is to monitor and adapt cognitive processes, i.e., to improve one's own thoughts (Somerville, 2017:5).

1.5.7 Self-reflection

Self-reflection is the constant and careful deliberation about what supports beliefs or knowledge and what it concludes to (Dewey, 1933:9), including the exploration of an individual's own experiences in a rational manner that does not exclude emotions, to establish a new understanding and appreciation (Boud *et al.*, 1985:19). Reflection differs from self-assessment because it is not only measured against established criteria. Reflection is to think about what a person knows or not and about the area of confusion in between (McMillan & Hearn, 2008:46).

Goals are then set to be reached and criteria that have not yet been established can now be established to reach certain goals.

1.6 RESEARCH METHODOLOGY

This study was a qualitative exploratory case study. This section briefly discusses the research paradigm and design, as well as the strategy of inquiry, data collection methods, and data analyses. A complete and more detailed discussion is provided in Chapter 3 of this study.

1.6.1 Research paradigm and design

This study was underpinned by social constructivism. Social constructivism focuses on the subjective reality that an individual constructs through social interaction (Tracy, 2013:48). To discover how historical thinking in History for Education may be promoted by self-directed learning, the study explored different aspects (*cf.* 1.2) and how they relate to each other. The aspects that were explored focused on how the participants experienced the different factors and how their experiences influenced their historical thinking and self-directed learning.

To explore how the participants experienced the different factors, the researcher interpreted the subjective understanding that was socially constructed by the participants (*cf.* 3.2). When the expressed understanding about a phenomenon is subjective and socially constructed, a qualitative research design is followed (Saunders *et al.*, 2016:168).

To guide the collection of the data that had to be interpreted, the strategy of inquiry that the researcher employed was an exploratory case study. A case study, according to Yin (2014:45-46), is an in-depth investigation of a contemporary phenomenon that rests on the understanding of important contextual conditions. The case for this study is first-year Senior and Further Education and Training (Sr. & FET) History for Education students at the North-West University. This study explored how first-year History for Education students experienced the different factors in their personal social settings as well as their personal experience during the first semester in their first year in the History for Education module (*cf.* 3.2).

The population for this case study was first-year History for Education students from the North-West University's Vanderbijlpark and Mahikeng campuses. The sample consisted of seven participants who were selected by using maximum variation purposive sampling. Maximum variation purposive sampling allows the sample to comply with specific criteria while allowing the researcher to search for multiple perspectives within the conditions that comply with the specific criteria (Dudovskiy, 2019; *cf.* 3.5). The specific campuses were selected by means of convenience sampling due to the ease of access to the campuses for the researcher (Battaglia, 2008). The

researcher was also the lecturer who took responsibility for teaching the History for Education module on the two campuses.

The data were collected from the participants by using two 4560-minute online semi-structured individual interviews with each participant and two essay assignments that were completed by each participant.

The first essay assignment was given to all the students who registered for the first-semester module, once the first study unit had been completed. The students then had four weeks to complete the essay assignments. After two weeks, each student received individual written feedback as well as general feedback from the lecturer. The general feedback, based on the criteria of assessment in the holistic matrix, was shared with the students by means of a video that the lecturer recorded. In a separate video, the lecturer furthermore introduced all first-year History for Education students to a self-directed learning framework in the form of an “Essay Improvement Plan”. This plan was based on Knowles’s (1975:17) process of self-directed learning. The lecturer carefully explained how students should apply the Essay Improvement Plan. The second essay assignment was then given to them on the same day, and they had three weeks to complete the second essay assignment. From the cohort of first-year History for Education, the participants were confirmed after the first semester had been finalised. Right after participants had been confirmed, the essay assignments and Essay Improvement Plan were collected.

The two online semi-structured individual interviews were conducted during the second semester. Two interviews were scheduled because the researcher did not want the interviews to carry on for too long and cause discomfort for participants. Detail is provided in Chapter 3.

The collected data were analysed deductively and inductively. The essay assignments were analysed deductively by means of summative content analysis. By using summative content analyses, the researcher could identify initial codes that were based on set theory to determine the frequency in which specific content appeared in the essay assignments (Hsieh & Shannon, 2005:1283). The online semi-structured individual interviews were transcribed verbatim (Addendum A) and inductively analysed by means of inductive thematic analyses. By using inductive thematic analyses, the researcher was able to allow themes to emerge from the subjective data and not from any pre-existing theory (Agyepong, 2019:181; Braun & Clarke, 2006:12; *cf.* 3.8).

1.7 CHAPTER DIVISION

The chapters of the whole study will be as follows:

- Chapter 1: Introduction and rationale
- Chapter 2: Literature review
- Chapter 3: Research design
- Chapter 4: Data analysis and interpretation
- Chapter 5: Summary, findings, recommendations and limitations of the study

1.8 CONCLUSION

This chapter introduced the study and explained the rationale for exploring how historical thinking in History for Education may be promoted by self-directed learning. The direction this study took is also highlighted by the primary and secondary research questions and objectives. Chapter 2 will further explore the relevant literature relating to the purpose of this study.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

Given that this is a qualitative study that focuses on participants' perceptions based on their subjective reality, this chapter will explore the contexts within which the participants' varying realities and experiences may fall. The empirical study will later delve into the actual subjective realities and experiences. Bronfenbrenner's (1977:514-516) theory of bio-ecological systems will be used as a framework to place the development of the student teacher's perception of what history may be in this chapter to serve as a basis for the later empirical study. The interaction that the student teacher may have had and had with history will be placed in all relevant systems within these ecological systems. Once all the systems with which the student teacher interacted have been explored, the chapter moves on to the importance of historical thinking and self-directed learning.

2.2 BIO-ECOLOGICAL FRAMEWORK

According to Bronfenbrenner's theory of bio-ecological systems, a child's development is based on their interaction with the immediate and larger environment or context. Using Bronfenbrenner's theory, the possible influence that the interacting systems may have on the child's development of what history is, rather than the overall development, will be explored (Patel, 2011:246).

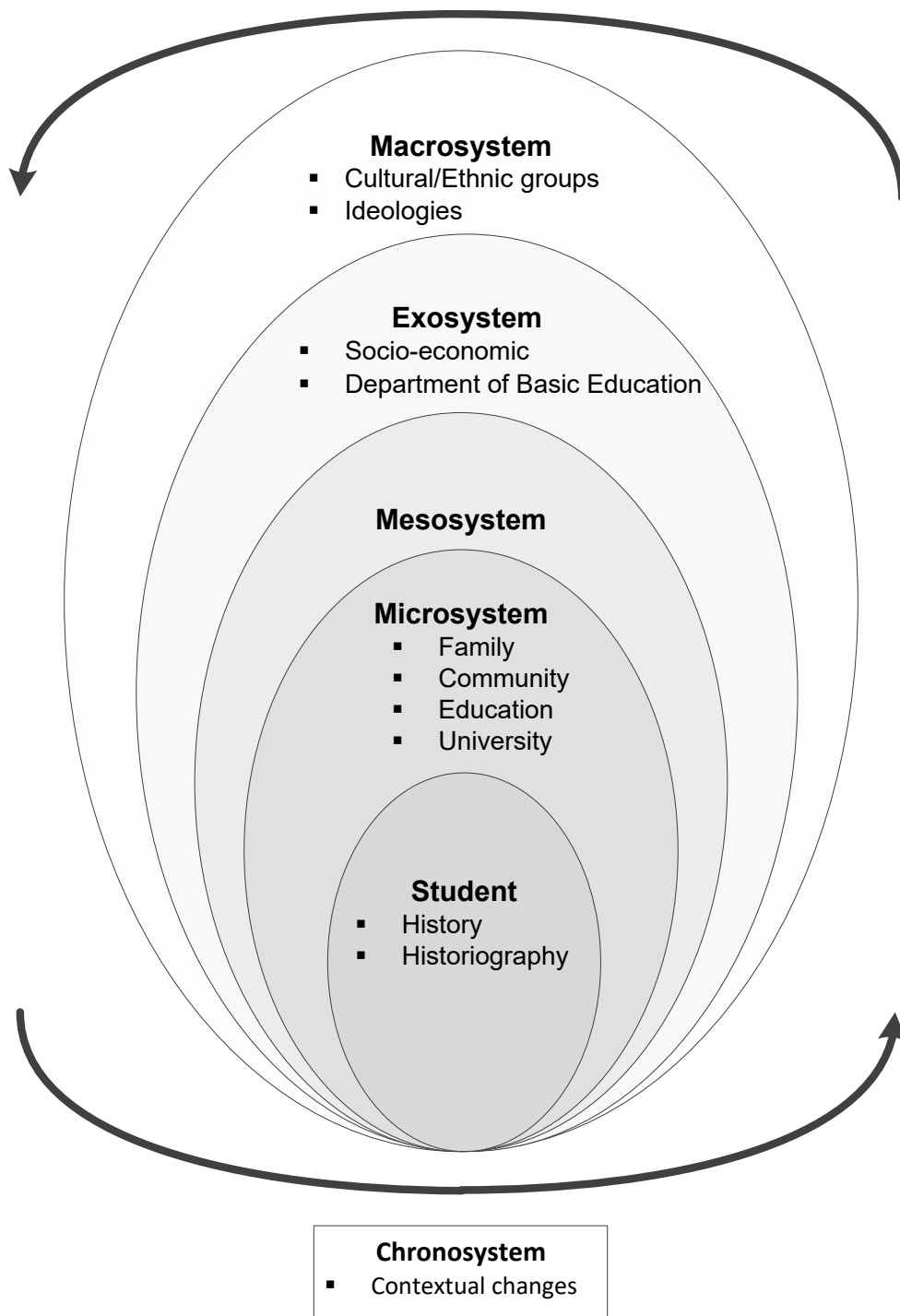


Figure 2-1: The bio-ecological framework that will be explored (Bronfenbrenner, 1977:514-516).

2.3 HISTORY WITHIN THE CONTEXT OF THIS STUDY

2.3.1 Defining history

The most basic definition of history refers to finding out what happened in the past and why it happened (Cambridge, 2021; Merriam-Webster, 2021). The problem with a basic definition of history is that the definition of history is as broad as the gap between east and west. Each new era brings a barrage of new ideas about what history is, its purpose, and how it should be approached. These definitions of what history is may contextually differ from country to country, institution to institution, academic to academic, and layman person to layman person. As Mseer (2018:2454) points out, individuals want to attach meaning to history within their society, and different perceptions of history create different meanings within societies. It is, therefore, necessary to establish the definition of what history is within the context of this case study. The first definition of history that will be explored is that from the individual's perception. The influences will be theoretically explored, as actual, individual definitions can only be shared after the completion of the empirical study. To fully comprehend how an individual sees history, the approach to history or historiography should be explored.

2.3.2 Historiography

When doing historiography, the individual will require a wide range of skills to interpret history and produce a final product, i.e., an interpretation on record. This process to produce a final product in history is known as historiography (Martins, 2019:25). Because historiography is the process of interpreting multiple sources regarding the past and selecting reliable sources to produce a final product, the study of how the final product has been interpreted from multiple sources regarding the past is also part of historiography (Woolf, 2019:3). Historiography can thus be described as the discipline of synthesising details that were extracted from authentic sources into a narrative (Vann, 2021), as well as the study of how historians wrote about history (Witt & Keating, 2013).

When exploring how someone writes about history, an important aspect of the research is learning more about the writer. This includes determining and grasping the writer's rationale for writing about a specific historical subject (Tucker, 2013:228-229). Understanding the writer's agenda and what influences the agenda (e.g., personal, contextual factors such as age, social class, and ideological leanings) may enable the historian that engages in historiography to comprehend how and why a writer's perspective is formed. By understanding the writer, the historian engaged in historiography will be able to analyse the writer's work-based history skills and how the writer applied them to form a valid interpretation of the past (Hughes-Warrington & Martin, 2022:12).

In this study, the history teacher is seen as equivalent to the historian, and the historian equivalent to the history teacher. Both should be able to conduct actual historical research and teach others how to conduct historical research. What they write and how they write, will be approached as a historiographical study. When studying how history is written, the historian should evaluate the possible accuracy of the conclusions in relation to the sources while also keeping in mind the past and present influences on the interpretation of the available sources (Brown, 2007:30-31). Factors relating to the writer's life should be considered to identify any agenda's influence on the interpretation. The influence that the factors may have on the selection of sources, both consciously and unconsciously, should be understood (Cheng, 2013:285-286) in order to determine whether the writer's research and interpretation are purely for academic purposes or if it involves the goal of promoting a certain agenda that does not contribute to the search for historical truth (Cheng, 2013:289). It can be concluded then, that the context of the historian cannot be understated when providing an interpretation of the past.

The contextual factors outside of the individual will be further explored focusing on approaching a part of this study as a historiographical study. The focus will be on objective factors within the processes that are common and more accessible at this stage of the study. The more uncommon subjective factors will be explored in the empirical part of this study. The individuals in this study, namely student history teachers, aim to be history teachers one day and the concept of history within education largely influences their training.

2.4 HISTORY WITHIN THE CONTEXT OF EDUCATION

2.4.1 The history teacher

Tosh (2015:11) states that history as a discipline involves a continuous process of discovery while, according to Belanger (2015:35) the history teacher is responsible for facilitating this process by ensuring learner engagement with primary sources to create and support an historical argument (Belanger, 2015:54). In this way, according to Belanger (2015:36), history teachers serve the purpose of bridging the gap between historians and learners.

History can never be perceived as something set in stone. According to Nussey (2016:2), any event or subject in history that is viewed as static can only be taught and learned in its current state. This results in history teaching being reduced to information sharing and rote learning with no development of higher order thinking skills such as analysis, evaluation, and critical thinking are not developed. Abdullah *et al.* (2019:201) state that this 'static' approach is so enshrined in history education that it is even referred to as traditional history teaching, while Ndlovu *et al.* (2013:340) maintain that history teachers who follow this approach stand in contrast to what teachers' actual function is in empowering learners to apply the knowledge and skills that they

have acquired. A worrisome fact, pointed out by Chisholm and Friedman (2018) is that South Africa does not have enough good history teachers and we are not producing enough good history teachers. As a result, history learners will only see history as a collection of established information, with the only skill they possess being the ability to find and extract information from secondary sources.

To counter the practice of only following a “fact-” based approach in teaching history, so that learners may be turned onto historians (Talin, 2016:135), teachers need to be equipped with the necessary skills to understand and do history (Nussey, 2016:2; Ndlovu *et al.*, 2013:342). These skills include critical thinking, analytical skills, creative thinking, detailed research skills, communication skills, working independently, critical evaluation, gathering information from various sources, and articulate writing (LSE, 2021; AHA; 2020). A good history teacher creates opportunities for learners to engage with a range of historical phases and perspectives (Stearns, 2021; LSE, 2021) and facilitates the interaction between the individual and the curriculum. It is about teaching what history is and how to do history, as explained in the Curriculum and Assessment Policy for History Grades 10-12 (DBE, 2012:10).

2.4.2 History according to the Department of Basic Education

The National Curriculum Statement (NCS) that guides basic education in South Africa is broadly inspired by The Constitution of the Republic of South Africa.

According to the Department of Basic Education (DBE) (2012:i), the Constitution aims to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The NCS condenses its “inspiration” by the Constitution into the South African School Curriculum by stating that learners should be taught meaningful local and global knowledge, skills, and values that they should be able to apply meaningfully in their own lives (DBE, 2012:4). This should be realised by equipping learners with the knowledge, skills, and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country along with providing access to higher education, facilitating the transition of learners from education institutions to the

workplace, and with providing employers with a sufficient profile of a learner's competences (DBE, 2012:4). Through these realisations, and by providing equal educational opportunities to all, the education system will redress educational imbalances of the past (DBE, 2012:4). These education opportunities should displace rote learning with an active and critical approach to learning along with setting high achievable standards of knowledge and skills that should be obtained in all grades and subjects (DBE, 2012:4). Progression from simple to complex as the grades progress should thus be part of the learning process (DBE, 2012:4). The teaching process should furthermore integrate principles and practices of social and environmental justice and human rights as defined by the Constitution when teaching and learning meaningful knowledge and skills (DBE, 2012:5). The NCS (DBE, 2012:5), moreover, makes it clear that sensitivity should also be shown to poverty, inequality, race, gender, language, age, and disability while acknowledging the contributions made in the nurturing of the Constitution by the country's rich history and heritage. Another important aspect is inclusivity that should be placed at the centre of teaching and learning institutions, by enabling teachers to recognise and address barriers to learning and planning for diversity (DBE, 2012:5). The DBE (2012:5) believes that all the aforementioned along with a level of education that is comparable to other countries in terms of quality, breadth, and depth should be maintained (DBE, 2012:5).

In the realisation of all the aforementioned, learners will be produced that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information; communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (DBE, 2012:5).

Built on the broader curriculum, history in the Curriculum is explained by the DBE (2012:8) as the "study of change and development in society over time". This type of study is guided by the questions of What happened? When did it happen? Why did it happen? What were the short-term and long-term results? By answering these questions about the past, the individual will be able to understand how human actions affected the present while being able to evaluate the effect (DBE,

2012:8). It will also enable an individual to understand how all of this can affect the future (DBE, 2012:8).

To approach history as it is explained in the NCS, pertinent concepts are listed by the DBE (2012:10):

- Historical sources and evidence: Historical evidence is the product of answering questions about the past.
- Multi-perceptivity: Perspectives influence how individuals are seen within their societal context, various ways on how historians write about them and contemporary views on these individuals' actions in the past.
- Cause and effect: Explain human behaviour with the influences on events and the consequences.
- Change and continuity: Comparing the changes and similarities over time by identifying similarities and differences.
- Time and chronology: Placing historical events in the sequence in which they occurred.

The aim of history according to the DBE (2012:8) is to acquire the skills needed to engage historical content; to ultimately foster a passion for and enjoyment of historical research; while increasing knowledge, comprehension, and respect for the past and the factors that shaped it; the capacity to conduct a methodical historical investigation based on skills; as well as knowledge of historical concepts, including historical sources and evidence. Focus is also shifted to the aim of history in how the “inspiration” of the Constitution is upheld in history with a focus on supporting the creation of citizens within a democracy.

To create citizens within a democracy, the values of the South African Constitution should be upheld and taught. According to the DBE (2012:08), history will support the creation of citizens who uphold the values of the South African democracy by reflecting the perspectives of different races, classes, and genders, along with representing the voices of the ordinary. Furthermore, civic responsibility and responsible leadership should also be encouraged to raise current social and environmental concerns. Human rights and peace should be promoted by challenging prejudices about race, class, gender, ethnicity, and xenophobia. Last, young people should be prepared for local, regional, national, continental, and global responsibility.

The values that underpin The Constitution of South Africa, which in turn inspired the NCS, are a reaction to laws of the previous regime that classified race groups and ethnic groups within the law. Each racial group and even ethnic group were governed by different laws that were unequal

in nature. These laws did not only lead to, among others, political, cultural, and religious divisions but in effect also led to social divisions due to unequal educational and economic opportunities (DBE, 2012:4). Due to the past of South Africa, race and social class directly relate to the aims of the Constitution (Seekings, 2003:13). Political equality based on democratic principles was achieved with the first democratic elections, but economic equality within all race and ethnic groups has not yet been achieved (Polus *et al.*, 2020: 294).

Redressing inequalities of the past mean redressing racial inequality in the form of social inequality and injustice. These concepts dominate the formal and informal way of learning within the broader South African context (Department of Higher Education and Training, 2013; DBE, 2012:i). It is, therefore, salient to acknowledge and grasp the impact these factors can have on how history is perceived and approached.

Race and ethnicity are inherent, static concepts. Social class, on the other hand, is more dynamic, and as such, a higher or lower social class can be achieved. With the ongoing attempt to achieve social equity individuals have been lifted into a higher social class or lowered in their social standing (BT, 2018). In the current South African context, communities are formed not only by race or ethnic groups but also by social groupings. Within each community, individuals form an identity that influences how they remember and approach history (Ravasi *et al.*, 2019: 29). Learning occurs in an individual's social context. Every individual's first social contact will be within the family (or similar) and community spheres.

According to the DBE, doing history and reaching the aims of history come to fulfilment when learners in the Senior and FET phase achieve specific skills that are listed as outcomes in the CAPS for History (DBE, 2012:9).

Table 2-1: Specific skills in history (DBE, 2012:9)

Learners should be able to:	How skills can be achieved
Understand the range of sources of information available for studying the past.	Collecting information from multiple types of sources to broaden the historical framework. Identifying different perspectives in the different sources that were collected.
Extract and interpret information from several sources.	Using the questions as a guide for extracting relevant information from sources. Comprehending the information within its context.

Learners should be able to:	How skills can be achieved
Evaluate the usefulness of sources, including reliability, stereotyping and subjectivity.	<p>Establishing the reliability of the information based on the creator's trustworthiness and intent.</p> <p>Identifying information with a noncomplex nature, i.e., stereotypes.</p> <p>Determining the influence of the author's point of view.</p>
Recognise that there is often more than one perspective of a historical event.	Understanding multiple points of view by being immersed in their situation within the context of their particular place in an event.
Explain why there are different interpretations of historical events and people's actions.	Analysing and comparing different interpretations.
Participate in constructive and focused debate through the careful evaluation of historical evidence.	Able to debate different sources and their interpretations while defending a specific point of view.
Organise evidence to substantiate an argument and to create an original, coherent, and balanced piece of historical writing.	Construct coherent arguments that follow a clear and organised narrative that includes the individual's own point of view or the point of view of others while staying balanced.
Engage critically with issues of heritage and public representations of the past and conservation.	Thinking about what influences the popular narrative and how the narrative is portrayed. This includes identifying information that is included and excluded and the reasons for it. It also includes all of the available information.

2.4.3 Becoming a history teacher

In the context of this study, the process of becoming a full-fledged teacher starts with being a student teacher. Within this process, a student teacher must direct his or her actions to complete this process of becoming a teacher. The student teacher should be aware of the future end goal, what it will take to achieve it, and what the actual intention is in accomplishing the end goal (Sheeran & Webb, 2016:503).

Regarding the context of the student history teacher, the student teacher's perception should contain a basic understanding that the qualification awarded at the end of their study will allow them to teach, specifically to teach history at school level (NWU, 2021:330). Each student teacher

will have a subjective perception of teaching, which will influence the individual's participation of becoming a history teacher. Both the level of understanding of the profession and the level of engagement during training to become a history teacher will affect the student teacher's intent. In turn, a student teacher's intent to reach a goal will influence their approach to teacher training and to the process of qualifying as a history teacher (Lee & Turner, 2017:215). They might choose History as a major because of the intent to promote a certain ideology. In this regard, Dönmez *et al.* (2015:21) found that secondary school student teachers tend to lean towards a specific political ideological category (in the context of their study in Turkey, the political ideology was either conservative or nationalist) and they view the main purpose of teaching history to learn for the past and improve the future based on these lessons. In the South African context, decolonisation is a major recent theme among university student teachers (Heleta, 2018:47), a theme that is found on the basis that institutions and learning should reflect African culture (Du Plessis, 2021:54). So, it may be a history student teacher's intent to learn more about the decolonisation of the subject. On the economic level of intent, for a level 1 teacher with a four-year degree, the average income in South Africa ranges from R21 000 and R46 500 (Mlambo, 2020), effectively placing the teacher in the South African middle class and in the top 20.2% earners in South Africa (BT, 2021). In summary, the intent to become a history teacher will most likely differ from student teacher to student teacher. Intent may change over time as the student teacher engages more in the educational environment and with the subject content of history. In the end, their intent guides their actions and their first broad intention to get their degree will start the different actions required for the process (Sheeran & Webb, 2016:503). It is, therefore, important to influence the intent of the student teachers so that their actions become directed in reaching a higher level of knowledge, skills, and dispositions to become history teachers. To influence the student teachers, the course of History for Education at the North-West University follows a specific systemic approach to create future history teachers with a high level of knowledge, skills, and dispositions.

The course of History for Education, an elective in the B.Ed Senior and Further Education and Training (Sr. & FET) programme in the Faculty of Education at the North-West University where the study stretches over four years and is made up of eight modules, one per semester (NWU, 2021:26). The aim of the History for Education course is to equip student teachers academically and professionally with specialised disciplinary and pedagogical content knowledge and skills. These student teachers who will be qualified to teach history at high school level, are confronted by different schools of thought and forms of explanation within history and challenged to develop the ability to evaluate, select and apply appropriate methods, procedures, or techniques in processes of investigation within the context of history education. To be able to produce a written or verbal product out of the processes mentioned above, the student teachers are required to find, identify, analyse, interpret, critically reflect, and apply content from different historical primary

and secondary sources. It is essential to understand and correctly evaluate and apply key terms, concepts, and theories and detailed knowledge of certain aspects of the specific histories and how certain histories relate to other disciplines. Creating of an awareness of how knowledge and skills develop and evolve, along with detailed knowledge and understanding, and competency in problem-solving abilities, is also important (NWU, 2021:189-191).

The foundational skills needed by history teachers in History for Education are:

- collecting accurate and sufficient historical information;
- understanding and analysing by distinguishing the different components of parts as set in a question;
- selecting relevant and important sources;
- synthesising a line of logical thought and compelling arguments; and
- communicating with good control over language while applying an effective communication style (Warnich *et al.*, 2017:vii).

These skills that underpin the History for Education programme at the North-West University aim to enable the student history teacher to effectively teach the required history content and skills indicated in the NCS. Even though the faculty follows a specific approach to initial teacher training, the individual studying History for Education may be influenced by other contextual factors regarding their initial and final approach.

2.5 CONTEXTUAL FACTORS

Contextual factors have already been highlighted (*cf.* 2.3.2) in the development of an individual's approach to history. To establish a basis on which the finding of the empirical contextual factors can be built, the following concepts will be explored: static/unchangeable, and dynamic/changeable factors.

2.5.1 Static contextual factors

Rogoff *et al.* (2016:360) point out that before formal schooling, a learner will learn informally from their family and community. Because an individual's first contact with concepts relevant to the discipline of history will most likely occur during informal learning, their approach to history will most likely already be influenced. As gathered from Cheskin (2012:563), the individual's perception of history will be formed within this collective.

The collective memory of history and the collective approach to history are usually distinct from other collectives as well as from the fundamental principles within the discipline of history. The

collective memory of a family and/or community will most likely be a subjective interpretation of the past (Philpott, 2014:14). Subjectivity undermines the basic principles within history to provide a valid (*cf.* 1.1) interpretation of the past. From the point of view of the discipline, objectivity is non-negotiable. Any subjective individual should be convinced to let go of any subjective interpretation of the past. Letting go of subjective interpretation can only be achieved, without alienating the individual, if the person is understood within their context (Kello, 2015:37). In the broader South African context, the following specific contextual factors should be noted.

2.5.1.1 Trends in the history of South Africa

The narratives within collective memory may influence what the individual knows and believes about themselves. According to Liu and László (2007:87-88) the basis for building an identity rest on the social representations of history that produce a certain social reality for the collective and individual in a repeating fashion. Furthermore, Cheskin (2012:577-578) ascertains that the individual will have a particular concept of him or herself, a concept of his or her community and a concept of other communities based on collective memory and social representation. Collective memory and social representation are especially relevant in the multicultural context of South Africa because communal identities are intertwined with the country's entire history, past and present. Different communities were also influenced by formal approaches (trends) to history that these communities could identify with and still identify with due to them lingering around in different communities. The most common trends in the history of South Africa are summarised by Visser (2004:1) as the British imperialist school, the settlers' school, the Afrikaner nationalist school, the liberal school and the revisionist school.

2.5.1.1.1 The British imperialist school

The British imperialist school's approach is one to view British colonialism from a positive point of view. In this school, British colonialism and its effects are seen as positive in the sense that it civilised Southern Africa (in terms of its economy, infrastructure, services, etc. and all ethnic groups, including Afrikaners. According to Visser (2004:1), this school can be summarised as for the glory of the Empire, and not for all settlers.

2.5.1.1.2 The Settler school

A similar but more "inclusive" approach regarding settlers, is the settler school that focuses on the positive effects of all settlers. As opposed to the British imperialist school, it focuses on the influence of local people of European descent and not on the Empire's influence. This view emphasises the struggle of the settlers as European descendants to tame a wild and savage Southern Africa and its tribes by introducing European civilisation and Christianity. This point of

view argues that Christianity was paramount to civilise people. However, it is strictly opposed to English missionaries who formed bonds with local tribes in working against the settlers. This school aims to combine the settlers as one group with a shared identity as opposed to the British imperialist school (Visser, 2004:2). On the opposite side of the British imperialist school and its view of settlers, we find the Afrikaner nationalist school.

2.5.1.1.3 The Afrikaner nationalist school

The Afrikaner nationalist school focuses on the Afrikaner's struggle to civilise Southern Africa using Christianity, as well as their ongoing fight for independence from British imperialism and the creation of a common Christian nationalistic identity for all white Afrikaans-speaking South Africans. Visser (2004:3) states that, unlike the settler school, only settlers and their descendants' struggles in untamed Southern Africa is the focal point. Based on this singular lens of the awakening of ethnic consciousness (Giliomee, 2020:105), through which history was viewed in the wider education system, English decedents were taught that they were the oppressors; and that black, coloured and Indian decedents were saved from an uncivilised lifestyle with the country's industrialisation (Visser, 2004:3).

While the three schools already discussed want to place the creation of South African society in the hands of specific groups, the Liberal school focuses on the holistic history of South Africa, and not necessarily in a positive light. A paternalistic history is highlighted by Cobley (2001:613). Such a history includes a broad spectrum of societies with an emphasis on the conquerors (imperialists and settlers) and the conquered (Africans).

2.5.1.1.4 The neo-Marxist school

Another school, specifically in opposition to the settler groups and school as discussed above, is the neo-Marxist revisionist school (Lipton, 2009:306). The focus is on explaining history as a class struggle. Aligned with Karl Marx's socialist theory, South Africa's history can be summarised as white capitalists oppressing the black population by stealing their land and turning them into wage labourers, i.e., peasants for the ruling white capitalists. Furthermore, as Tatham (1992:82) explains, this approach to studying history considers the lives of so-called ordinary people and focuses on how capitalist penetration and industrialisation influenced almost every aspect of their lives.

2.5.1.1.5 The Decolonising school

A newer school developed in the mid 2010's where the emphasis was placed on decolonising education with the effect of creating a transformed decolonised historiographic approach. The

push for decolonisation comes from calls to even out uneven power relations that are legacies of colonialism (Walton, 2018). According to Phaswana (cited by Naidu-Hoffmeester, 2021) this will require the world to have a more pluralistic view rather than a Eurocentric one. As Macqueen (2019:13) points out, the study of historiography in South Africa is dominated by European descendants. This created the view that academic history also needs to be told from a more indigenous perspective (Macqueen, 2019:7). This most recent trend again highlights why it is important to include an individual's experiences and perceptions regarding history in this case study.

An individual who belongs to a certain racial or ethnic group, will not naturally fall within the different schools of thought that were discussed above. Individual's dynamic life experiences may result in any view of history that does not necessarily fit with static contextual factors.

In the context of this case study, it is important to explore the notion of dynamic contextual factors.

2.5.2 Dynamic contextual factors

All individuals are part of a certain social class, though their perspectives on and placement within that social class vary. As gathered from Kraus *et al.* (2012:548) and Evans and Mellon (2016:2), within the social class system, the individual will be placed into a social class based on objective reality and subjective perceptions. The objective reality will be determined by various scales as determined by different institutions; for example, Allianz (MBB, 2019) classifies the middle class as owning assets ranging in value from R122 700 to R736 000. The subjective class in which an individual will place him/herself will be determined by the individual's perception of factors and the social class and how conscious the individual is about these factors and the objective factors that determine social class. The social class in which an individual is placed objectively and subjectively may influence his/her social perceptions and functions. Furthermore, Kraus *et al.* (2012:550) point out that an individual may place themselves in a higher or lower subjective social class, and this placing may influence his/her social perceptions and actions.

Social class influences identity development, for both the individual and the community. Webb (2014:6) maintains that this is due to the fact that identities are influenced by experience within a social class due to sharing important aspects of life with persons of the same level of income. Social class becomes dynamic due to lower-class individuals being able to lift themselves out of a certain class and place themselves in a new community. Higher material resources may cause a person to relocate to a higher-class community because of objective and subjective concepts of a "better" area to live in. The opposite may happen when a higher class loses material resources and descends to a lower class, ending up in a community with a shared class.

The influence of class on the individual and community's perception and approach to history lies in the individual's system of knowledge. Kraus *et al.* (2012:549) found that lower class individuals tend to believe that control of their actions is not of themselves but from external forces such as discrimination, poor service delivery, etc. This results in lower class individuals being more prone to have a heightened threat perception and reaction to a perceived threat (Kraus *et al.*, 2012:550; Manstead, 2018:267). This, in turn, leads to an increased feeling of camaraderie within the lower-class community because members of such communities believe that their communities are being targeted by external forces (Kraus *et al.*, 2012:552; Stellar *et al.*, 2012:450). Within their system of knowledge, they create their own perception of history and how it should be approached.

With higher-class individuals, it tends to be the opposite. These individuals tend to have a broader knowledge base and control their own lives to a greater extent. They do not perceive external forces as significant threats. As Kraus *et al.* (2012:552) point out, the higher the social level of any individual, the more the individual will be independent in their community, and in turn, this may also influence how they perceive and approach history.

In the South African education context, the country currently finds itself in a reconciliation-focused curriculum, which focuses on the importance of developing a citizen in a democratic state (Davids, 2016:94-95). What is taught and how it is taught is not only crucial for the regime that directs the curriculum (Skårås, 2019:521), but also for the historian and history teacher to allow the development of historical thinking that will prevent the agenda of any state or other individuals or groups to penetrate and corrupt the field of history with propaganda and revisionism. It is, therefore, critical that historical thinking skills are developed and applied to ensure valid interpretations of the past along with responsible pedagogies.

2.6 HISTORICAL THINKING SKILLS

According to Elder *et al.* (2014:7), people are only able to think historically once they have learned to interpret history and how it is written. Jaffee (2018:11) concurs with Elder *et al.* stating the need to become a historical investigator, who can process information from the past. To be a credible historical investigator, historical thinking skills are proposed, because historical thinking enables the historian to process information from the past (Trombino & Bol, 2012:1430). The concepts of historical thinking were identified by scholars from the United Kingdom during the late 20th century to enable learners to develop a deep understanding of the past (VanSledright, 2009:434). This deep understanding of the past, i.e., first-order thinking concepts or substantial knowledge (Sandahl, 2015:23), allows a learner to create interpretations of the past from historical sources (Thorp & Persson, 2020:892). These identified concepts of historical thinking were developed based on disciplinary procedures, i.e., second-order thinking concepts or procedural knowledge

(Sandahl, 2015:23), as used by historians (Levesque, 2008:8). By applying historical thinking skills, learners can avoid falling into the trap of believing only in secondary established "facts" about history (Wineburg, 2001:52).

Seixas (2017:598-602) identifies the skills of historical thinking as including establishing historical significance, using primary source evidence, identifying continuity and change, analyzing cause and consequence, taking historical perspectives, and understanding the ethical dimension of history. For the student teacher, it is important to attain these skills to be able to conduct historical investigation providing a valid interpretation of the past to teach history content and skills to the learners. The historical thinking skills that are promoted also help to reach the general aims of the South African curriculum and the specific aims of history as expressed in the History Sr. & FET CAPS (DBE, 2012:4-8).

By learning to think historically, the student teacher will understand that history does not focus on all events from the past, but on the study of specific events by a historian. The selection of events is determined by the historical significance that must be established to drive the study.

2.6.1 Establishing historical significance

If events, people, or developments bring about change and revelations that provide insight into lasting or emerging problems in history or modern life, they are considered historically significant (Levesque, 2008:48; Seixas & Morton, 2013:10). These events, people, or developments also meet the criteria for historical significance only when they are shown to have a significant role in a specific narrative (Levesque, 2008:48; Seixas & Morton, 2013:13). Regarding significant people, this includes individuals and groups and their different concepts of significance regarding the past and the present (Barton, 2014:17). When identifying historical significance, it's important to keep in mind that it varies depending on the context of a specific time or group (Levesque, 2008:46-47; Seixas, 2017:598). The variation of historical significance becomes more apparent when the inquirer as a contextual factor is also considered.

Mandavilli (2015:20) points out that understanding the causes of actions in historical inquiry becomes problematic because historians have different historiographic approaches. It is, therefore, important to differentiate between facts and interpretations. The purpose is not to discard various interpretations but to understand the perspective from which they are formed and why they are formed as they are (VanDersledright, 2015:231). The American Historical Association (AHA) (2020) highlights that the value of all the different factual information and the different interpretations lies in the contribution of forming an interpretation of the past. All available sources should be considered but not all of them should be used and what should be used should align with the goal of the research.

To align with the goal of the research Seixas (2017:598) states that it is important to decide which information is significant for attaining the goal of the research when forming a point of view based on what influences that specific point of view. He further highlights that this is also critical in the goal of specific historical research and that some information may not relate to the goal of the historian's research and should be identified as irrelevant and discarded from the research after it has been analysed. This is important because the goal of the research should highlight what is significant in history when looking at the influence and change over a specific period.

Efficiently establishing historical significance is a feature of the combined efficacy of other historical thinking skills (Seixas, 2017:598). To be able to select meaningful sources, it is necessary first to understand various historical perspectives as the lenses through which events are witnessed and, in effect, retold.

2.6.2 Taking historical perspectives

The worldviews of the present and those of earlier historical eras can differ by an immense margin, thus avoiding projecting current ideas onto historical figures is crucial (Seixas & Morton, 2013:10; Wineburg, 2001:65). It is, however, of value to understand the experiences of historical figures if thoughtful reference is made to the universal human experience (Levesque, 2008:47, Seixas & Morton, 2013:136). Taking the viewpoint of historical figures entails speculating on how people felt and thought about the world in the past (Barton, 2014:16; Seixas & Morton, 2013:136). The narration on which historical events are built should include a complete account of the historical context due to individuals from the past reacting uniquely to any internal and external influences (Seixas, 2017:601-602). According to the AHA (2020), understanding the context and how the past changed or remained the same comes full circle when one knows what led to their response.

According to Andrews and Burke (2007), establishing the basis of context necessitates the individual's immersion in the "present-day" thinking of society and the historical event period. To be immersed in contemporary thinking about the past, the following questions should guide the interpretation of a specific historical event: Who were the individuals involved? What occurred? What happened, and what actions led to the event's fulfilment? What happened after the event? Seixas (2017:601) notes that any limitations should be acknowledged when attempting to understand the context and contemporary thinking of the past. Understanding the limitations of historical context and current perspectives on an event contribute to how one interprets the past. Understanding the contrast between the ethics that are not only the norm today but also across other periods and events is necessary to comprehend the various viewpoints of people from the past. Further elaborating on this point, Rösen (2012:47) states that everyone's actions are motivated by their definition of what is appropriate and inappropriate behaviour, including that

of the modern historian who must judge past perspectives (Seixas & Morton, 2013:174). These perspectives

Levesque (2008:91-92) emphasizes the need to understand the historical context to make judgments on progress and decline. Historians must understand both the historical context and the modern context to evaluate if there has been an improvement over time or a decline from different points of view regarding progress and decline.

Understanding historical perspectives is also of the same importance as understanding modern perspectives. Just as the researcher's and other researchers' perspectives differ and need to be understood to provide a valid interpretation of the past, the perspectives of people from the past need to be understood. A variety of primary sources are influenced by historical perspectives. Humans influence the origins of artefacts, oral stories, written text, and so on, in their own contexts within a specific historical context.

To get as close as possible to this subjective state of mind (perspectives from the past), the focus moves to using primary source evidence. Primary source evidence is only created during the historical events and will primarily assist the historian to place themselves in that historical mindset.

2.6.3 Using primary source evidence

Historical research requires an interpretation based on primary source inferences (Seixas & Morton, 2013:10). According to Slatta (2018), history research entails analysing primary and secondary sources to offer an interpretation of the past rather than just reading interpretations. Primary sources have their origin in the event that occurred, such as accounts, relics or records (Seixas & Morton, 2013:10). A significant part of a historian's work involves investigating primary sources (VanSledright, 2015:230). Secondary sources are interpretations of primary sources, such as articles, documentaries, books, and so on (Seixas & Morton, 2013:1). While it's essential to consider all sources when gathering information for research, the researcher must determine what to use to achieve their research objectives (AHA, 2020). To decide on what to use in the research, good questions should be created to transform sources into evidence.

Good historical questions are focused on identifying who created the source and when it was created (Barton, 2014:19; Wineburg, 2001:28). This requires inferring the author's or creator's purposes, values, and worldview, whether they were conscious or unconscious, from the source (Levesque, 2008:115-116). Identifying and evaluating the reliability of sources is also critical to effective historical inquiry and interpretation (Wineberg, 2001:110). According to Seixas (2017:599), this process of forming good questions enables the investigator to acknowledge the

complex web of relationships that exist between the past and the present. To make sense of this complex web of relationships, the historian should first examine the cause and consequences. Events in history do not spontaneously generate; rather they are influenced by the past, and in effect, influences other events.

2.6.4 Analysing cause and consequence

A variety of factors causes change that, in turn, have a variety of effects that result in an intricate web of connected short- and long-term causes and effects (Barton, 2014:15; Seixas & Morton, 2013:1). There are two factors that specifically contribute to creating an historical event, namely historical actors, and their contexts (Seixas & Morton, 2013:1). The impact of external factors, competing actions, and unexpected responses are sometimes difficult for historical actors to predict resulting in unanticipated outcomes for the historical actors (Seixas & Morton, 2013:1). History's events were not predetermined, just as the future's events won't be. If one single action or circumstance had been different, an event might have occurred differently. Therefore, as pointed out by Seixas (2017:598), it is important to understand significant actions to be able to link it to a larger narrative. For example, globalism only realised after most of the world had become knowledgeable of each other because of improved methods of communication. Other aspects, such as oppressive regimes, are still the same for people, and they react to the same things that previous generations reacted to. Seixas (2017:601) adds that when interpreting these reactions, clear communication of the choice and intention should be given in such a way that the decision-making by humans is understood alongside the historical context and conditions because these reactions lead to changes in history that broaden the understanding of the time. The cause and consequence of each event in history, and the actions that lead to that event, need to be chronologically connected (Seixas & Morton, 2013:6). Understanding the events and actions in history in their chronological order enables an individual to know and understand how these actions influenced events (AHA, 2020).

When studying historical events, it is easy to focus on the events as a product, implying the emergence of a new event. However, as Corfield (2009:1) indicates, new events did not always come into existence, but some ceased, creating another aspect that should be considered within the causality of history. By identifying continuity and change the historian is enabled to further make sense of the complex web of relationships between the past and present.

2.6.5 Identifying continuity and change

When turning points occur in history the direction of the course or pace of history changes. It is especially important to consider the chronology of events when identifying continuity and change to allow a broad evaluation of change over time (Seixas, 2017:600). The cause and effect in

continuity and change do not automatically occur when events are connected chronologically (Seixas, 2017:600). The historical thinking skill of continuity and change comes full circle when the individual can find hidden continuities and discontinuities in history (Seixas, 2017:600).

According to Rosenlund (2020:316), understanding the interconnectedness of actions and events is essential not only for grasping cause-and-effect relationships in history but also for comprehending how specific actions and events can impact other actions and events. This view is echoed by Levesque (2008:67), who emphasizes that recognizing interconnectivity is necessary to avoid a mere account of isolated and unrelated events. By understanding this impact, the historian will also be able to model the past and present by changing certain outcomes of events. As gathered from Tancic and Elezovic (2021:163), the ability to hypothesise requires a deep understanding of the past. Such an understanding not only enable the historian to give alternative outcomes but also to predict where current trends and events may lead.

The historian needs to be able to apply all the skills mentioned above when interpreting sources. The historian should also not be influenced by his/her contextual factors to prevent ethical “contamination” of the historian’s interpretations. As Wineburg (2001:142) explains, continuity and change are important considerations when exploring ethical contexts that have persisted or been disrupted over time.

2.6.6 The ethical dimension

The subjective judgement of people of the past, deciding on what is right and wrong, and venerating the ones on the ‘right side of history’ can obscure historians’ interpretations. It does not imply that the historian may not judge but rather that they should be able to judge from multiple points of view (Barton, 2014:17; Seixas, 2017:602). When researching history, the historian needs to include all points of view to enable a valid interpretation of the past. Just like it is important to know the writer’s moral agenda in history Levesque (2008:150), the agenda to leave out certain topics or sources should be explained. Points of view will not only influence the interpretation but also how the researcher and their research are being scrutinised. A researcher needs to remove him/herself from the narrative in that the researcher can find him/herself as much as possible to give an unbiased look into history even if it directly affects the researcher (Mukharji & Zeckhauser, 2019:21).

Ideally, learners should master the application of historical thinking in the subject, as the history concepts and skills identified by the DBE require the use of historical thinking to be fully realised. Among other teaching tasks, teaching learners to think historically and how to apply it rests on the history teacher.

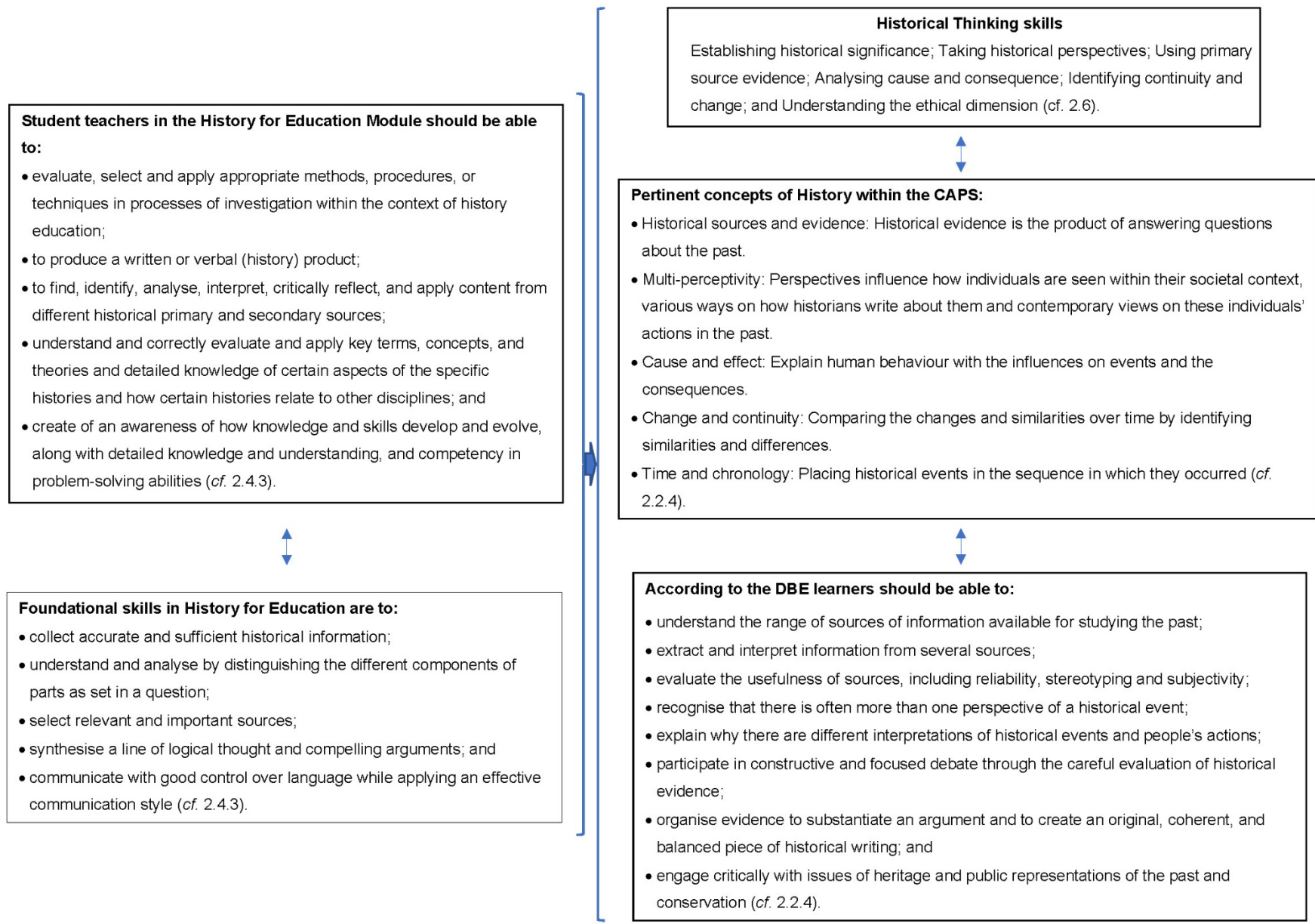


Figure 2-2: A summary of, and interrelationship of History for Education, historical thinking skills and history according to the DBE.

2.7 HISTORICAL THINKING AND SKILLS AS PEDAGOGICAL KNOWLEDGE AND SKILLS

As already mentioned, the historian needs to be able to “do” history to teach it. Pedagogical content knowledge enables the history teacher to organise the knowledge required in history in a manner fit for teaching. Historical thinking is, therefore, seen as invaluable pedagogical content knowledge (PCK) and skills (Doughty, 2017:37). Integral to PCK is an understanding of the following four areas: Representing history, transforming history, attending to learner ideas about history, and framing history as most significant in teaching history (Monte-Sani & Burano, 2013:174)

Monte-Sano and Budano (2013:175) elaborate that to represent history in the classroom, it is important to clarify to student teachers the nature of historical knowledge, historical thinking, and the operation of history as a discipline. Furthermore, the teacher should also recognise a learner’s ideas; the selection of sources, the organisation of content and activities; and daily learning tasks to provide evidence of the nature of knowledge in history and the work of historians.

Additionally, there is a need to approach primary and secondary sources with historical thinking skills when discussing historical content (Monte-Sano & Budano, 2013:175). Historical information should be transformed into lessons and resources for the classroom that target the growth of student teachers' historical understanding and thinking while providing adequate opportunities to achieve these goals. Within the classroom that hosts learners from multiple backgrounds diverse ways of thinking will emerge. Consequently, the teacher should respond to student teachers' thinking to build on their ideas and experiences, address misconceptions, further develop student teachers' understanding, as well as their historical thinking (Monte-Sano & Budano, 2013:176).

Any approach to teaching history should be based on historical thinking and on teaching historical thinking as pointed out by Yeager & Foster (2001:13). This will guarantee that student teachers are on the right track to becoming historians who will eventually be able to provide a reliable interpretation of the past. Elder *et al.* (2014:5) highlight that the fulfilment of historical thinking relies on critical thinking. Trombino & Bol (2012:1430) specifically emphasise the application of historical thinking skills as a critical thinking process. Critical thinking is, therefore, an important aspect when focusing on historical thinking skills.

2.7.1 The link between critical thinking and historical thinking

Ennis (2018:166) summarises the concept of critical thinking as “reasonable reflective thinking focused on deciding what to believe or do”. Halim and Hi Ikhsan (2003:147) also point out that

within critical thinking, reflective thinking should be a natural tendency. Having a natural tendency to decide what to believe and what to do in history requires a disciplined way of thinking about history (Elder *et al.*, 2014:5). Elder *et al.* (2014:6) specify that to think in a disciplined way about history is to logically:

- bring up important historical issues and problems alongside formulating them in a clear and concise manner;
- collect and evaluate historical information, then interpreting it with insight that is based on historical ideas;
- arrive at well-informed historical judgments and interpretations by comparing them to relevant standards and criteria;
- adopt an expert historian's point of view, recognising and evaluating historical assumptions, implications, and practical consequences as needed;
- use historical and educated public discourse to effectively communicate with others; and
- connect the historical concepts one is learning to other subjects and to the important aspects of human life.

Furthermore, when logically approaching the processes mentioned above, Edmonds *et al.* (2005:14) point out that critical thinking will avoid the following logical errors in history reporting:

- impulsive generalisation, to conclude with irrelevant, incomplete, or inaccurate evidence;
- problematic cause and effect, basing the link between cause and effect on illogical connections;
- reductive reasoning, to link the most basic of causes to an effect;
- uncooperative analogies, comparing things without considering the complexities and nuances of both;
- unsupportive conclusion, not supporting conclusions but merely repeating statements;
- misrepresenting terms, moulding what has been said to fit your narrative.
- binary reasoning, only sticking to two outcomes for a single cause;
- ad hominem argument, not focusing on the content and its historiography but rather on the individual;
- the cult of the majority, basing reasoning on popular consensus; and

- assuming the truth of the conclusion, the result is the only evidence needed to support the argument.

Within the formal teaching and training that a student teacher receives, critical thinking to improve historical thinking can be facilitated by the lecturer. However, the student teacher will eventually graduate and enter the field of education where formal training is not always ensured (Bridge, 2015). It is, therefore, important to equip the student teacher with the capability to constantly improve their critical thinking to improve their historical thinking. Elder *et al.* (2014:6) explain that a skilled historical thinker is a self-directed, self-disciplined, self-monitored, and self-corrective historical thinker. The importance then, of a self-directed student teacher cannot be understated.

2.7.2 The importance of self-directed learning

According to Gibbons (2002:1), self-directed learning is the driving force that enables one to reach the highest level in any field. Gibbons (2002:2) adds that by being self-directed, the knowledge and skills in any field increase, ultimately leading to functioning at a higher level in a said field. The field that this study focuses on is history teaching and the training of history teachers. Student teachers are typically young adults who are being prepared for a profession that requires constant improvement. To successfully teach history as a subject demands the ability to meaningfully engage with a dynamic discipline in the quest of transforming their learners into historians (*cf.* 2.4.1). Meaningful and sustainable engagement with disciplinary content as student teachers and as a lifelong endeavour depend on a high level of self-directed learning skills due to the student teacher's need to function as an adult in a professional environment (*cf.* 2.7.5).

One of the biggest pioneers of adult education Knowles (1975:17), defines self-directed learning as "a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes". One of Knowles's contemporaries in the field of adult education, Mezirow (1985:17), further emphasises self-directed learning in adult education by explaining that "no concept is more central to what adult education is all about than self-directed learning".

Schweder (2020:217), points out that self-directed learning is dependent on a positive learning behaviour. Thus, understanding the reasons behind an individual's learning behaviour is key to positively influencing their learning process in self-directed learning. The individual uses cognitive processes to adapt behaviour, there is then a need to understand the cognitive process, i.e., metacognition (Heyes, 2016:206-207).

2.7.3 The importance of metacognition

The act of understanding your cognitive processes is known as metacognition (Rhodes, 2019:168). Rhodes (2019:169) explains that metacognition is the awareness of what you know and what you do not know, coupled with the ability to understand, control, and manipulate one's cognitive processes.

Stanton *et al.* (2015) add that being aware of your knowledge requires understanding how you learn and process information, along with understanding how you think others learn and process information. To Mitsea and Drigas (2019:4) metacognition entails awareness of executive control. To be aware of your own knowledge regarding metacognition, the awareness should be applied when developing metacognitive strategies. Metacognitive strategies are used to control or regulate cognition (Mitsea & Drigas, 2019:4).

To regulate cognition, i.e., metacognitive regulation, the individual plans, monitors and evaluates activities. The ability to regulate one's own cognition, includes exercising control over one's thinking and learning. According to Schraw *et al.* (2006:114), the way to exercise control is to plan activities so that one can predict, determine, and allocate time and effort, select strategies, set goals and make plans to achieve these goals. Schraw *et al.* (2006:114) additionally explain that by monitoring cognition the individual will be better able to select appropriate strategies for learning by assessing the learning situation. When understanding the reasons behind the results that were achieved the individual will be able to adapt his/her planning while considering his/her strategies and the factors that affected his/her performance (Stanton *et al.*, 2015:2; Stephanou & Mpiontini, 2017:1942). When considering all the factors which may have influenced the individual's performance, the individual needs to understand how he/she interacts with those factors.

2.7.4 The importance of self-reflection

Applying metacognition requires a deep understanding of oneself. The basis for developing a deeper understanding of oneself comes in the form of self-reflection. Self-reflection is the act of thinking about what you know and what you do not know while understanding the area of confusion in between, intending to set relevant goals (Lew & Schmidt 2011:543). Goals must be set according to criteria that may already be established or be self-established to fill in any gaps in knowledge and thinking (Belobrov, 2018:1-2). Metacognition involves reflection up to micro-level, while self-reflection involves reflection on macro-level.

Self-directedness does not merely consist of following an already established process but understanding each part of the process (Loeng, 2020:2) to effectively engage each part to effectively complete the self-directed learning process (Robinson & Persky, 2020:295). To understand and effectively engage each part of the self-directed learning process the individual

needs to understand how he/she functions in each process, an understanding facilitated by meta-cognition (*cf.* 2.7.3) that is facilitated by self-reflection.

2.7.5 Self-directed learning in the promotion of historical thinking

As pointed out (*cf.* 2.7.2) it is an actual requirement that teachers be self-directed learners to ensure sustained professional development, especially when opportunities presented by their employer are limited or non-existent. Professional development is non-negotiable, it is a necessity to ensure the teacher constantly improves his/her pedagogical knowledge and skills as well as their content knowledge and skills to ensure that effective teaching and learning always take place no matter the context. In the history classroom for the teacher to teach how to apply historical thinking the teacher needs to master it not only as an application in the context of historical research but also as pedagogical knowledge and skills (*cf.* 2.7). Critical thinking is highlighted as an important element to apply historical thinking due to the specific questioning historical research requires. When purposely applied to history, critical thinking aids in the application of historical thinking (*cf.* 2.7.1).

self-directed learning is not only appropriate for nurturing critical thinking but also an important component for a teacher's long term professional development (*cf.* 2.7.1; *cf.* 2.7.2). The self-directed learner who applies the self-directed learning process will be able to adapt their behaviour in approaching historical research to be able avoid logical errors when reporting on history (*cf.* 2.7.1). For the self-directed learner to adapt their behaviour, cognitive processes should be understood (*cf.* 2.7.3.), this is aided by self-reflection (*cf.* 2.7.4).

A metacognitive and self-reflective individual will be able to adapt his/her behaviour during the self-directed learning process due to metacognition enabling the individual to adapt his/her thinking and learning (*cf.* 2.7.3). Self-reflection enables the individual to apply different ways of thinking and learning to external knowledge (*cf.* 2.7.4).

2.8 CONCLUSION

History has to be approached by both the history researcher and the history teacher as historians in such a way that a valid interpretation of the past can be ensured (*cf.* 2.3.2). The valid interpretation of the past becomes the product of the historian's research as well as the research conducted by those who are taught by the historian (Doughty, 2017:2). To ensure a valid interpretation of the past, historical thinking skills should not only be promoted in the discipline but also in the teaching of history on all levels (Yeager & Foster, 2001:13). Critical thinking is popular in modern education, and in history education its importance cannot be understated due to it ensuring a logical approach to researching and reporting history. The logic in the approach

when researching and reporting on history is underpinned by correctly applying historical thinking (Elder *et al.*, 2014:5). In this case, dealing with young adults that want to become history teachers, self-directed learning is seen as a necessity. The first necessity for applying self-directed learning is that self-directed learning aids in nurturing critical thinking. When applied purposely to history critical thinking may ensure the correct application of historical thinking. The second necessity is that self-directed learning is core to adult education. As young adults, it is necessary for student teachers to be able to be more independent in their own learning especially when looking at the third necessity. The third necessity for these specific student teachers is to ensure their professional development throughout their careers as history teachers.

The next chapter deals with the research design that was followed to complete the empirical study.

CHAPTER 3 RESEARCH DESIGN

3.1 INTRODUCTION

Chapter 1 introduced the study and provided the research- problem, aims and questions, while Chapter 2 embedded the research problem in a global and South African context of history and history teaching. The current chapter focuses on the elements of research design pertinent to this study. Briefly stated, this qualitative study was underpinned by the constructivist paradigm and employed an exploratory case study methodology. Document analysis of participants' history essays, and online semi-structured individual interviews with all participants formed part of the data collection methods. Data were thematically analysed with the creation of codes. The ethical considerations and the processes to align with these considerations will also be detailed in this chapter.

3.2 RESEARCH DESIGN

Nieuwenhuis (2016:72) explains that a research design is a plan or strategy that moves from the underlying philosophical assumptions to specify the participants in the study, the type of data collection method to be used and how data analysis will take place. Yin (2014:62-63) gives a more detailed description of a research design as a plan that includes the questions that are to be studied, the relevant data, the data to be collected, and how results will be analysed.

Based on what should be included in the "plan", according to Yin (2014:63) and Nieuwenhuis (2016:72), the questioning (*cf.* 1.3; Addendum B) in this study focused on what the participants understood and experienced with studying history in the initial teacher training as well as their application of history. One part of the data that were collected was in the form of electronic documents (Essay 1 & 2) used for assessment in History for Education. The other part came in the form of open-ended data generated from semi-structured individual interviews with each of the participants. The latter part of data collection focused on gaining information about each participant's complete experience and understanding. Therefore, no limitations were set by the researcher with closed questions.

As the researcher wished to explore the subjective meaning of experiences and the relationships among them, driven by the primary research objective of how historical thinking in History for Education may be promoted by self-directed learning a qualitative research design was followed. Qualitative research interprets data because sense must be made of the subjective and socially constructed understandings that are expressed about a phenomenon (Saunders *et al.*, 2016:168).

Based on Yin's (2018:2) description of a case study, this study is seen as a case study. First, the study aimed to answer a "how" question, as can be seen with the primary research question (*cf.* 1.3). Second, the only control the researcher had on behavioural events was assessment as can be seen in Chapter 5 (*cf.* 5.3.1), and instruction. The focus of the study was also contemporary due to the study focussing on pre-service teachers in an initial teacher training programme that is currently available at the North-West University. Yin (2018:7) also explains three types of qualitative case studies, exploratory, descriptive and explanatory case study. This study was an exploratory case study. Baškarada (2014:4) explains that an exploratory case study is used to build theory as opposed to a descriptive case study which seeks to describe the characteristics of a phenomenon, and an explanatory case study which seeks to test a theory. The case is confirmed as first-year Senior and Further Education and Training (Sr. & FET) History for Education students at the North-West University. This study originally intended to link the theoretical assumption that a higher level of self-directed learning correlates with a higher level of historical thinking (*cf.* 2.7). The study did manage to further build the intended theory by theoretically linking an empirically identified gap in the learning process that points to a low level of self-directedness and a low level of historical thinking (*cf.* 5.3.1). What the study aimed to accomplish and accomplished verify its status as an exploratory case study.

3.3 RESEARCH PARADIGM

Nieuwenhuis (2016:52) explains that a "paradigm is a set of assumptions or beliefs about fundamental aspects" of society that gives rise to an established worldview.

To clarify the paradigm for this research an explanation of the philosophical assumptions about ontology, epistemology, axiology, and methodology ought to be provided (Tracy, 2020:59).

The ontological assumption, the assumption of what reality is perceived as, should be established to clarify how the researcher will react to the concept of reality (Tracy, 2020:60). Reality is seen by the researcher as not being fixed in concrete understanding, but the individual forms that understanding through multiple interactions with living and non-living things. In this study, the researcher wanted to explore what effect the participants' interaction with their immediate and extended environment had in forming their perceptions about history and the different concepts within historical thinking. The participants' roles within their learning process, along with the effect that their immediate and larger environment had on the roles in their learning process was also explored. The researcher explored the effect that the participants' immediate and larger environment had by allowing the transfer of their knowledge to the researcher by using two semi-structured individual interviews that were conducted with each participant and two essay assignments from each participant.

The researcher did not constrain the knowledge needed for the data to a specific metric of what constitutes knowledge. There was a persistent awareness that the participants would have differing views, especially with the possible contextual factors within their immediate and larger environments. In this study the epistemological assumption, the assumption of what constitutes as knowledge (Creswell & Poth, 2018:78), is that knowledge is subjective and created by an individual, ,i.e., what is known by the individual. It was essential for the researcher to objectively project the subjective knowledge of the participants to be able to answer the research questions.

The subjective knowledge in this study was objectively projected by using open-ended questions in the interviews (Addendum B). The essay assignments were also objectively analysed by using set theoretical criteria explained in Chapter 2 (*cf.* 2.6). By valuing the objective projection of the participants' knowledge, axiologically the researcher valued an unbiased interpretation of the data. As Creswell and Poth (2018:79) explain, the axiological assumption is the researcher's value stance, moreover the values that shape the research according to the researcher. To ensure an unbiased interpretation the researcher's values are clear in the accompanying philosophical assumptions as well as the rationale of this study (*cf.* 1.1). The researcher further elaborates on the steps taken to ensure an unbiased interpretation by following a specific set of quality criteria (*cf.* 3.9). The limitations of the study (*cf.* 5.6) are also outlined and explained to ensure the reader is informed about the extent to which the findings were influenced by contextual factors during the data collection.

For the objective projection of the participants' knowledge in the data analyses, the researcher followed an inquiry process that allowed the participants to transfer their subjective knowledge without any limitations. The methodological assumptions, the systematic approach to the inquiry (Tracy, 2020:60), was that direct contact was needed to understand the reality and knowledge of the participants within their personal contexts.

This study aimed to understand multiple perspectives on what history is, the role each individual has in learning history, and the influence both have on the level of historical thinking. It was important not to narrow down each participant's answers into a few easy understandable categories but to understand each participant's subjective answers within its own category (Creswell, 2013:20). By understanding each participant's subjective answers within the category wherein it was created, exploring how historical thinking in History for Education may be promoted by self-directed learning became clearer. Due to the researcher's philosophical assumptions resting on the belief that the individual constructs reality according to personal experience and not according to a set of standards or laws, a social constructivist paradigm was used. A social constructivist paradigm is based on the theory that each individual constructs their reality through

social interaction (Tracy, 2020:51). When an individual constructs reality, it is an attempt to understand the world that they live in (Creswell & Poth, 2018:86).

3.4 RESEARCH METHODOLOGY

Yin (2014:48) explains that a case study is an empirical investigation that delves deep into and considers the real-world context of a contemporary phenomenon. The contemporary phenomenon that was investigated in this study was the relationship between historical thinking and self-directed learning of the lived experiences within the case of first-year Sr. & FET History for Education students at the North-West University. The purpose of this study is based on theoretical links (*cf.* 2.7) that a higher level of self-directed learning can be linked with a higher level of historical thinking. This theoretical link was empirically searched for in this study to provide more clarity on the phenomenon. As Saunders *et al.* (2016:175) specify, an exploratory case study is useful to provide more clarity on a phenomenon because the precise nature is unclear. The advantage of exploratory case study research as Saunders *et al.* (2016:175) explains, is that it is flexible and adaptable allowing new data and insights to appear. The researcher expected that correlating the level of self-directed learning and the level of historical thinking would be enough to clarify the phenomenon. The empirical results, however, led to the identification of a gap in the learning process, more specifically the metacognitive ability of the participants, and linked it with how they subjectively form their perspectives of historical thinking and their low level of applying historical thinking. This shows that the qualitative exploratory case study was sufficient to further build the theory.

This exploratory case study focused on a single case. Yin (2018:49) explains that the choice to do a single-case study might be based on the case being a critical, common, unusual, revelatory, or longitudinal case. This case study focused on a common case due to its specific focus on individuals as first-year History for Education students in the same program offered by the same lecturer at the same institution (Yin, 2018:14). The aforementioned fact also places this exploratory single case study into a holistic category. As DePoy and Gitlin (2016) explain, a holistic study investigates a unit as a single global phenomenon.

3.5 POPULATION AND SAMPLE

The population is the group that inferences are to be made about with the sample being a subset of people from the population (Saunders *et al.*, 2016:274). The population for this study was the 2021 cohort of first-year Sr. & FET History for Education students from the North-West University's Vanderbijlpark and Mahikeng campuses. Due to the lockdown regulations brought about by the COVID-19 pandemic, the researcher was constrained to only two of the three

campuses. Face-to-face classes were suspended, and the researcher was tasked to lecture the History for Education module (HISE112) online to students from both the Vanderbijlpark and Mahikeng campuses.

The academic offering was fully aligned across the two campuses. Any prospective student who has attained the required level of language proficiency in English can attend the North-West University due to all programmes being available in English. All the students who would partake in the study registered for the first-semester History for Education (HISE112) module in 2021, indicating that they preferred to be taught through medium of English. Students across the two campuses were subjected to the exact same teaching and learning experience.

A sample was taken from first-year Sr. & FET History for Education students from each of the two campuses of the University to represent the whole population. The sample students were chosen by means of maximum variation purposive sampling. Maximum variation purposive sampling searches for multiple perspectives within conditions that must comply with specific criteria (Dudovskiy, 2019). The specific criterion that students were chosen by is first-year Sr. & FET History for Education students. Theoretically the aforementioned was the criterion that was used to select the sample within the population. The theory, however, did not override the willingness of students to take part in the study and to give informed consent. In the end, the sample consisted of seven participants, two from the Vanderbijlpark campus and five from the Mahikeng campus. A total of 15 students that fit the criterion of first-year Sr & FET History for Education students, ,i.e., education students who enrolled for History for Education as a major subject, initially indicated their willingness to participate. However, only seven of the initial sample ultimately completed both online individual semi-structured interviews. Out of the seven, five were from the Mahikeng campus and two from the Vanderbijlpark campus.

The North-West University, specifically the Vanderbijlpark and Mahikeng campuses, were selected based on convenience sampling. Convenience sampling was chosen due to the accessibility of the University for the researcher and since the researcher was the lecturer responsible for teaching the History for Education module (HISE112) across the two campuses during the first semester of 2021. Convenience sampling allows the researcher to set criteria that relates to the ease of obtaining data (Tracy, 2020:134).

3.6 DATA COLLECTION METHODS

In a case study, multiple methods of data collection that include “observations, interviews, documents, and audio-visual materials” are used (Creswell, 2013:97).

This case study drew information from the assessment of two essays written and submitted by the student participants, as well as from two 45-60-minute online semi-structured individual interviews conducted with each participant.

The essay assignments were selected because they form the largest part of the module mark for first-year modules in History for Education. Students are expected to compose two essays each semester in which they are given the opportunity to demonstrate acquired knowledge and skills. The essays holistically assess the following:

- Accurate and sufficient historical information: Factual evidence is usually presented progressively or regressively.
- The skill of understanding and analysis: It is the skill of discerning between the different components or parts of the historical problem as stated in the question.
- The skill of selection: The ability to distinguish what is relevant and important for the answer.
- The skill of synthesis: Proof that a logical train of thought and effective arguments are summarised in a structured answer.
- The skill of communication: Effective style and presentation with a good grasp of the language.

(Warnich *et al.*, 2017:vii-viii)

Essay writing challenges students on different levels of cognitive thinking, as identified by Bloom (Armstrong, 2010) and the finished product gives an indication of their level of historical thinking (Warnich *et al.*, 2017: xi-xii). The holistic assessment matrixes (Addendum C) that are used to score essays in History for Education at the institution where the research was conducted, also focus on the overall presentation of students' essays. Students that exceed expectations for this category "Follow an independent and relevant train of thought, make analysed and historical statements, and present well-planned and structured essays portraying excellent technical skills" (Warnich *et al.*, 2017:xi)

The two essays were submitted by first-year Sr. & FET History for Education (HISE112) students during the first semester are as follows:

- "The feudal system of the Middle Ages was based on political, economic, social, and military realities". Evaluate the validity of this statement.
- "Slavery was the single most important factor in producing the Civil war in America". Evaluate the validity of the Statement.

Both essay questions required students to evaluate the validity of a specific statement, requesting high-level cognitive engagement as indicated in Bloom's taxonomy (Armstrong, 2010). Both essays of the seven participants were deductively analysed to explore how they applied historical thinking.

The researcher, as the lecturer responsible for teaching the History for Education module (HISE112) on both campuses that had been identified as research sites, requested all students who registered for the module to complete the first essay after the first study unit had been covered. They were given four weeks to complete the assignment. After two weeks, students received individual written feedback by means of comments on their marked essays. Additionally, the lecturer gave general feedback by means of a video recording. General feedback was based on criteria of assessment in the holistic matrix. In a separate video recording, the lecturer furthermore introduced all first-year History for Education students to a self-directed learning framework, based on Knowles's (1975:17) process of self-directed learning, in the form of an "Essay Improvement Plan" (Addendum D). The lecturer carefully explained how students should apply the Essay Improvement Plan. Both these videos were made available on the Learning Management System (LMS), *eFundi* so that students could watch them whenever they needed to. The videos were only available for the Vanderbijlpark and Mahikeng campuses due to the Potchefstroom campus having a different lecturer. Content and assessments are aligned across all three campuses, however, each lecturer applies teaching and learning strategies that fit the contexts on their own campuses. The second essay assignment was shared with students on the same day the videos were made available. They had three weeks to complete the second essay assignment. In total, the participants completed the essay assignments for a period of seven weeks.

The Essay Improvement Plan was set up as a template to guide improvement in essay writing. As indicated above, the Essay Improvement Plan was based on Knowles's (1975:17) process of self-directed learning, "In its broadest meaning self-directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes". In the video that accompanied the improvement plan, the lecturer explained how students could diagnose their learning needs; how they could formulate learning goals to improve their essays; how and what human and material resources they could use for learning; how to select appropriate strategies that they could use; how they should approach the evaluation of their essays before submission. All first-year History for Education students on the Vanderbijlpark and Mahikeng campuses were requested to use the Essay Improvement Plan as part of their second

essays. The application of the Essay Improvement Plan as part of the second essay was entirely out of free will. Due to program alignment across the three campuses of the North-West University, the implementation of the suggested Essay Improvement Plan on two of the three campuses could not be formally assessed.

Assessment of the first essay allowed all students to establish a baseline before the Essay Improvement Plan was introduced. This also allowed a baseline to be set for the participants after the first essays had been deductively analysed after the first semester had been completed. The “Essay Improvement Plan” requested students to add detail on each step of Knowles’ process of self-directed learning that they followed when they wrote their second essays. Whether the participants engaged with the framework and their application thereof in any way was then linked with their level of self-directedness and their application of historical thinking.

To link the participants’ level of self-directedness and the application of historical thinking, both essays were analysed deductively. A deductive analysis allowed the researcher to qualitatively explore the participants’ level of historical thinking and to discover whether there was any indication of them taking responsibility for their own learning, ,i.e., their own progress in essay writing. By employing a deductive analysis, the researcher could build themes based on existing theory (Mitchell, 2018:105), which was used to check against the essays (Creswell & Poth, 2018:123). Based on the existing theory, explored in Chapter 2 of this dissertation, it was possible to explore the level of historical thinking with the first essay submission and to learn if increased levels of historical thinking was evident from the analysis of the essays that were written and submitted in the second round. The document analysis results completed after the first semester had been concluded, were linked with the outcomes of the two online semi-structured individual interviews that were also completed after the first semester.

After the semester and the completion of the module, the online semi-structured individual interviews were conducted during the second semester of 2021. The purpose of the two online semi-structured individual interviews with the participants was to discover each individual’s perceptions of the different historical thinking concepts and to gain understanding of their initial perceptions at the start of their training, at the beginning of semester one. The factors which could influence their perceptions of historical thinking were also explored with the two online semi-structured individual interviews. With the semi-structured individual interviews, the focus was also on understanding what the participants’ perceived roles and activities in the learning process were before the first essay and after the second essay had been completed. Semi-structured individual interviews allow participants to give free answers that enables a deeper understanding to be expressed (O’Leary, 2017:521). Free answers allowed the participants to explain the above mentioned from their individual perspectives. With semi-structured individual interviews, the

interviewer can use probing questions when seeking elaboration, clarification or justification for an answer and also to prompt when participants veer off the original question (Saunders *et al.*, 2016:391). Follow-up questions to add more valuable information were also asked during the interviews.

3.7 DATA COLLECTION PROCESS

The data collection commenced once permission had been obtained from the relevant ethics committee of the North-West University (Addendum H) and the Research Data Gatekeeper Committee of the North-West University. A recruiting message (Addendum E) was posted by the independent third-party person on eFundi, the electronic learning management system (LMS) that the university utilises, after the students' marks for the first-semester History for Education module (HISE112) had been finalised. This message requested students to participate in the study and informed them that the study entailed access to information, specifically their essays (the Essay Improvement Plan formed part of the second essay). The study and the issue of consent was also explained in the message that had been posted on the LMS. A Google Forms link (Addendum F) was posted along with the recruitment message and willing participants were requested to provide their contact information. The contact information was sent to the independent third-party person. The willing participants also consented on this form to receive communication from the independent third-party person. The independent third-party person then sent the informed consent form (Addendum G) to the students that were willing to participate in the study. Using eFundi as the first means of communication for the students allowed increased anonymity regarding the decision to partake in the study.

Once participation had been confirmed and all participants had given consent, both essay texts required for the document analysis along with the Essay Improvement Plan that had to be completed by each first year History for Education student were collected from the LMS by the independent third-party person. The independent third-party person then sanitised the essay assignments and the Essay Improvement Plan of each participant by removing all personal information from the documents. Once the documents had been sanitised, anonymous descriptors in the form of codes were added by the independent third-party person and the documents were handed over to the researcher.

The independent third-party person consulted each consenting participant on the date and time that would suit them best for the first online semi-structured individual interview. Out of the 15 students that sent their contact information to the independent third-party person, only eight provided dates and times that would suit them for the first online interview. With each online interview, participants were reminded not to identify themselves in any way including enabling the

camera on their device before the interview commenced. The interviews were conducted by the researcher and the participants were informed on the recruitment letter and the consent form that the researcher would conduct the interviews. The participants were also informed on the consent form that the lecturer is the researcher. With each interview, the independent third-party person ensured that the participants were not visible on the screen. The independent third-party person also ensured that the lecturer's camera was disabled. The independent third-party person then ensured throughout each interview that the mentioned setup did not change to ensure the participants anonymity and confidentiality. The participants were ensured that the independent third-party person would ensure that their anonymity would be protected throughout the interview. The participants were also reminded that due to their anonymity that they should feel free to answer as they wish. This was repeated if participants asked the researcher if he was their lecturer for the first semester History for Education module (HISE112). The researcher did not repeat that he is also their lecturer from the first semester to avoid creating an intimidating environment during the interviews. When a participant showed hesitation to answer a question, the participant was reminded that their identities are anonymous, and they should feel free to answer as they wish. The audio of the interviews was also only recorded and not the video feed. The first interview focused solely on the participants' perceptions of historical thinking concepts and the second interview focused solely on the self-directed learning process (Addendum B).

After the first round of interviews, the second interviews were setup with the participants by the independent third-party person. Due to the expected length of the online interviews, the researcher specifically planned for the interviews to be conducted over two sessions to prevent any discomfort to the participants. Out of the eight participants that completed the first online semi-structured individual interviews, only seven completed the second online semi-structured individual interviews.

3.8 DATA ANALYSIS AND INTERPRETATION

Three steps were followed in processing the collected data. The first step was to convert all the data to an electronic format. The essays were submitted electronically on the online learning management system. The audio of both the online semi-structured individual interviews conducted with each of the seven participants was recorded and transcribed verbatim (Addendum A). The second step was for the researcher to familiarise himself with the electronic versions of the data by reading them for the first time to start with immersion in the data. The third and last step was coding and categorising the electronic data (McGuire, 2019:87-89).

The analytic approaches that were used was qualitative summative content analysis and inductive thematic analysis. Kleinheksel *et al.* (2020:133) explain that a deductive content analysis requires

the development of initial codes from existing theory, i.e., a deductive content analysis, and when a quantification of the content is desired, summative content analysis is done (Hsieh & Shannon, 2018:830; Kleinheksel *et al.* (2020:133). A summative qualitative content analysis was done by using initial codes to identify the number of times content appeared in the specific context of the essay assignments (Hsieh & Shannon, 2005:1283; Hsieh & Shannon, 2018:830). The content in both essays that were identified was initial codes that were developed from the historical thinking concepts (*cf.* 2.6). As explained in the literature review (*cf.* 2), the application of historical thinking or historical thinking skills is required to produce a valid interpretation of the past. By discovering if and to what extent historical thinking was applied in both essays, the researcher was able to link it to the participants' level of historical thinking due to high- or low-level application.

The online semi-structured individual interviews were analysed by means of an inductive thematic analysis. With thematic analysis, all the information that had been received was processed to identify a common, repetitive issue or issues. The steps in the thematic analysis required the researcher to read and write explanatory notes, identify issues, develop a coding system and then to code the data (Agyepong, 2019:191). The thematic analysis was done inductively to directly connect the themes to the data and not to pre-existing theory as with the summative content analysis (Agyepong, 2019:181; Braun & Clarke, 2006:12). By using an inductive thematic analysis, it was possible to give a detailed and nuanced account of the data that enabled the individual's subjective answers to be understood within its own category (Braun & Clarke, 2006:11).

3.9 TRUSTWORTHINESS

To ensure the quality of the research the four criteria that Lincoln and Guba (as referenced by Nieuwenhuis, 2016:123) recommend for qualitative research were used. These four criteria include credibility, transferability, dependability, and confirmability.

3.9.1 Credibility

Credibility in research should confirm how the findings coincide with the reality in which the research was conducted (Nieuwenhuis, 2016:123). To achieve credibility, the research design was detailed from the start, and it was followed accordingly. The research design was also scrutinised by the relevant scientific committee of the North-West University as part of the research proposal process. This scrutiny ensured that the research design that was followed was based on the correct research practices. Credibility was further achieved with method triangulation (Korstjens & Moser, 2017:2) by including multiple data collection methods (*cf.* 3.6). The semi-structured individual interviews provided one data set that could be analysed. Each essay also provided a different data set. The first essay provided the second data set with the establishment

of a baseline regarding the application of historical thinking. The second essay provided a third data set due to the participants reacting to feedback on the first essay and by potentially applying the Essay Improvement Plan. By relying on three data sets, triangulation was achieved. Furthermore, Yin (2018:126) points out that triangulation is important for a case study to be rated higher in terms of quality.

3.9.2 Transferability

The research needs to be transferable in allowing the reader to be able make connections or transfer the research to other contexts (Korstjens & Moser, 2017:2; Saunders *et al.*, 2016:207). To achieve transferability in study the research questions (*cf.* 1.3), design (*cf.* 3.2), context (*cf.* 2.4; *cf.* 2.5; *cf.* 4.3.1.12; *cf.* 4.3.1.13; *cf.* 4.3.1.14), interpretation (*cf.* 4.3), and findings (*cf.* 5.3) are detailed. By detailing the aforementioned, another researcher will be able to use this study as a blueprint to conduct a similar study in another context (Saunders *et al.*, 2016:400).

3.9.3 Dependability

For research to be dependable the researcher has to prove that the study was carefully conducted to avoid mistakes regarding the conceptualizing of the study, the data collection, the interpretation and the findings (Williams, 2018:70). Saunders *et al.* (2016:400), insists that all the steps in the research process are recorded so that what emerges from the study will also emerge when the data is evaluated by others. This study was guided by a supervisor and a co-supervisor, who scrutinised the interpretation and findings of this study. Furthermore, the steps in the empirical research process such as the data collection methods (*cf.* 3.6), process (*cf.* 3.7) and analyses and interpretation (*cf.* 3.8) along with a detailed interpretation in Chapter 4 and the reported findings in Chapter 5 also allow transparency to the reader to scrutinise what emerged from the research (Korstjens & Moser, 2017:2). Transparency in research is important because it facilitates the evaluation of the claims made by the researcher (Lupia & Elman, 2014:21).

As mentioned, the sample size turned out to be seven participants. Qualitative research does not have a set of numerics to guide the selection of the perfect number of participants (Kindsiko & Poltimäe, 2019; Vasileiou *et al.*, 2018:2). The perfect number is however determined by data saturation. Data saturation requires that no new insights develop from the data analysed (Vasileiou *et al.*, 2018:3). The data which were analysed provided enough insight to answer the primary and secondary research questions, with all the data pointing to the same findings.

3.9.4 Conformability

The extent to which the researcher's bias has not shaped the study and is only shaped by the participants' responses refers to the conformability of the research (Nieuwenhuis, 2016:123).

Conformability was achieved by allowing the study supervisor to scrutinise the application of specific theory, methodology and steps in the data analyses to ensure the trustworthiness of the data analysis (Nowell *et al.*, 2017:3). Conformability was additionally ensured by referencing literature and findings from other authors in the discussion of the findings (Williams, 2018:71).

To ensure that the researcher's bias did not reach the participants, the ethical considerations that were followed kept the researcher from knowing the participants' identities due to the communication between the researcher and the participants being mediated by the independent third-party person. An unintended but albeit beneficial consequence of the online teaching and learning, was that the researcher never met the students face to face. The participants' identity could not be linked by the researcher by identifying their voices or any experiences in the first-year History for Education module could not be linked to a certain campus due to them experiencing the exact same teaching and learning on both campuses.

3.10 ETHICAL CONSIDERATIONS

3.10.1 Permission

Before the data collection process started, ethical clearance was obtained from the research ethics committee of the Faculty of Education of the North-West University.

After the ethical clearance had been obtained, the North-West University research data gatekeeper was approached to seek permission for access to the student participants. After permission had been granted, all the students were approached by the independent third-party person via the LMS where they were briefed on the study, and their participation was requested with a recruitment letter (Addendum E). They were informed that the data collection will include their history essays in their most recent first-semester module and two 45-60 minute online semi-structured individual interviews with the researcher. From the beginning all the prospective participants were informed that participation was completely voluntary and that they might withdraw at any time during the study without fearing penalisation or harassment. After the willing participants sent their contact information to the independent third-party person, the independent third-party person sent the informed consent form (Addendum G) to the potential participants.

Each individual who participates in a study should participate only by voluntary agreement (Creswell & Poth, 2018:147), which was the case with this study. The participants were not pressured or manipulated into participating. The researcher, via the independent third-party person, was open about what the study was about and the whole process that the study would follow. Before the willing participants consented, they were motivated to ask as many questions as they wanted via email for the researcher or the supervisors if they were unsure about anything.

Any other questions after the informed consent form had been completed were directed to the independent third-party person whose email was sent to the participants when the consent form was emailed to the participants. Ultimately, no questions were asked of the researcher, so it had no impact on the anonymity and confidentiality of the participants. The consent form also provided the reason for selecting them to be part of the study. The data collection methods were also explained in the informed consent form. On the informed consent form, the participants were also informed on how their anonymity and personal information would be safeguarded by the independent third-party person by assigning codes to each participant to ensure their anonymity and confidentiality. The data analysis, which would be done through content and thematic analysis was also explained. The students who willingly accepted to become participants of the study completed the informed consent form that was sent to them by an independent third-party person.

Due to the interviews being online individual semi-structured interviews, the participants were queried if they needed mobile data to be able to conduct the interviews. If they indicated that they needed mobile data, they provided the mobile number and the network operator after their consent had been given (Addendum G). The independent third-party person then provided data bundles a few minutes before the interviews were conducted.

The participants were not compensated in any way, and it was made clear in the recruitment letter that the study will not directly benefit them in any way, especially concerning marks in the module.

3.10.2 Confidentiality

After the information that was sought, including personal information, had been acquired, it was kept confidential, meaning no one other than the research team could access or see this information (Creswell & Poth, 2018:465). The research team consisted of the researcher, supervisor, co-supervisor, and the third-party person. The participants' personal information was not shared with anyone by the independent third-party person and was kept safe in an unspecified location. All the sanitised data were kept on a personal computer that was password protected and only accessible by the researcher. Furthermore, all the data were backed up on an encrypted cloud service to which only the researcher had access. Only the independent third-party person had access to the researcher's own students' personal information. The independent third-party person has no benefit to this research being completed, and by being the only person that has access to the participant's personal information, conflict of interest was avoided.

3.11 CONCLUSION

Using a qualitative research design, the researcher explored the participants' subjective perceptions within their own realities. The participants' subjective realities within the case of being

first-year History for Education students were also explored. This qualitative single holistic case study employed a data collection process including document collection in the form of two essay assessments and two 45-60 minute online semi-structured individual interviews. The data collection process was carried out by following a strict set of ethical considerations to ensure the safety and comfort of the participants. The documents were analysed by means of summative content analysis and the interview data were analysed by means of an inductive thematic analysis. The precise data analysis and interpretation follow in Chapter 4.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Whereas the previous chapter dealt with the research design, this chapter explores the subjective realities and experiences of the participants. Through analyses and interpretations of the data, the researcher was able to explore the level of historical thinking of the participants and the factors that influenced that level. The researcher was particularly interested in exploring how self-directed learning can promote historical thinking.

The data analysis comprised the thematic analysis of verbatim transcriptions of the participants' online semi-structured individual interviews and the deductive analysis of two essay assignments completed by each of the participants.

A total of fifteen students initially consented to participate in the study. In the end, only seven out of the fifteen individually showed up for and completed the online interviews. In aligning the data sets, only the essays of these seven participants were analysed when it came to documenting analyses.

4.2 ANALYSIS OF THE RESEARCH FINDINGS

The audio recordings of the online semi-structured individual interviews conducted with each of the seven participants were transcribed verbatim. Then, inductive thematic analyses were used to code common and recurrent issues that emerged from the data and to organise the codes into themes and subthemes (Agyepong, 2019:181; Braun & Clarke, 2006:12). Inductive thematic analysis was used to allow the emergence of nuanced accounts from the data based on the participants' subjective answers.

The nuanced accounts of the participants were then balanced with the literature in the Literature Review in Chapter 2. The different contextual factors that were explored in Chapter 2, which includes history in the context of the study (*cf.* 2.3), history in the context of education (*cf.* 2.4), and other possible contextual factors (*cf.* 2.5) that were identified in the empirical findings were set out. This aided in the discovery of the factors which influences the level of the participants historical thinking. The participants' perceptions of the different historical thinking skills (*cf.* 2.6) were then evaluated against what constitutes as historical thinking to aid in discovering their level of historical thinking. The nuanced accounts of the participants regarding their learning were also balanced with the literature (*cf.* 2.7) to aid in understanding the role that self-directed learning

played in historical thinking. The findings from the interviews were then balanced with the findings from the analysis of the essays.

The essays were analysed by means of deductive content analyses. Codes were initially developed to identify instances where historical thinking was applied in the essays (Hsieh & Shannon, 2018:830). The codes were created based on the existing theory of historical thinking to allow the application of historical thinking to be identified in the essays. The identification of instances where historical thinking was applied, i.e., historical thinking skills (*cf.* 2.6), aided in discovering the participants' level of historical thinking of the participants.

4.2.1 Research findings

The data presented in this part will be accompanied by direct quotations from the raw data. The following are the raw data identifiers:

- Interviews: P#, p#, P = participant; p = paragraph; # = number
- Essays: P#, e#, p#, P=participant; e=essay, p=paragraph; #=number

To assist in elucidating the themes and subthemes, the following references to the number of participants are provided:

- All= 7
- Most= 5-6
- Some= 3-4
- Few= 2
- Single=1

The following categories, themes, and sub-themes in Table 4.1 were identified through analysis of data generated by the online semi-structured individual interviews:

Table 4-1: Categories, themes and sub-themes

Categories	Themes	Sub-themes
1) History	Perceptions of history	<ul style="list-style-type: none"> • School history • Researching past events • Studying the past • Change and development over time • Studying humans in their societal environment • Societal development • Identity formation • Understanding cause and consequence • History should be relatable • School Influence • Societal influence • General history influence • Module influence
	Original perceptions of history	<ul style="list-style-type: none"> • Studying specific past related events • School influence
2) History for Education	Purpose of the module	<ul style="list-style-type: none"> • Being taught to teach history • Being taught more about the past • Being taught cause and effect • Being taught history skills • Being taught history and its value • Module influence • Yearbook influence
	Original perceptions and expectations of the module	<ul style="list-style-type: none"> • Learning about history • Continuation of school
3) Using primary source evidence	Perceptions of primary sources	<ul style="list-style-type: none"> • Original, accurate, unbiased, and trustworthy • Source of higher value • Influence of agenda • School influence • General history influence • Module influence
	Original perceptions of primary sources	<ul style="list-style-type: none"> • Skill influence • Knowledge

Categories	Themes	Sub-themes
4) Secondary sources for a valid interpretation of the past.	Perceptions of secondary sources	<ul style="list-style-type: none"> • Sufficiency of secondary sources • Insufficiency of secondary sources • School influence • Secondary source influence • Knowledge influence • Module influence
	Original perception of secondary sources	<ul style="list-style-type: none"> • Knowledge and skill influence
5) Tracing an event to a single origin	Perceptions of single origins	<ul style="list-style-type: none"> • Sufficiency of a single origin • Insufficiency of a single origin • School influence • General history influence • Module influence
	Original perceptions of single origins	<ul style="list-style-type: none"> • Sufficiency of a single origin • Insufficiency of a single origin • Knowledge influence • Societal influence
6) Single perspective for a valid interpretation of the past	Perceptions of single perspectives	<ul style="list-style-type: none"> • Lack of knowledge • Insufficiency of single perspectives • School influence • General history influence • Module influence
	Original perceptions of single perspectives	<ul style="list-style-type: none"> • Sufficiency of single perspectives • Knowledge influence
7) Judging history from a modern perspective	Perceptions of modern judgment	<ul style="list-style-type: none"> • Regarding it as unfair • Fair as a preventative measure • Context • Concept of history • Valid Interpretation • Instances where it can be fair • Societal influence • School influence • General history influence

Categories	Themes	Sub-themes
	Original perceptions of modern judgment	<ul style="list-style-type: none"> No view Regarding it as fair Knowledge influence
8) The value of applying modern ethical judgment	Perceptions of applying modern ethical judgment	<ul style="list-style-type: none"> A preventative measure Room for abuse Supports understanding of the past and present Supports understanding of modern ethics School influence General history interaction Societal influence Module influence
	Original perceptions of applying modern ethical judgment	<ul style="list-style-type: none"> No view Identify unfairness Knowledge influence
9) Diagnosing the gap between the existing level of knowledge and skills and the required level of knowledge and skills	Independent diagnosis	<ul style="list-style-type: none"> Support influence
	Semi-independent diagnosis	
	Dependent diagnosis	<ul style="list-style-type: none"> Lecturer responsibility Personal problems Overreliance on teacher
10) Identifying learning objectives	Independent identification	
	Semi-independent identification	<ul style="list-style-type: none"> Lecturer and peer assessment Independent effort Lecturer guidance
	Dependent identification	
11) Process for achieving the objectives	Applying strategies	
	Improved research	
	Improved planning	<ul style="list-style-type: none"> Based on gap diagnosis Follow instructions from lecturer Inadequate planning and failing influence
	Recapping	
12) Evaluation roles	Dependent evaluation	<ul style="list-style-type: none"> Lecturer responsibility Overreliance on teacher

Categories	Themes	Sub-themes
	Independent evaluation	<ul style="list-style-type: none"> • Needing more direction • Self-assessment before submissions
13) The value of evaluation in the learning process	Independent evaluation	<ul style="list-style-type: none"> • Role in process evaluation • Applying specific strategies • Needing to adapt to university
	Improving marks	<ul style="list-style-type: none"> • Results motivation
14) Applying historical thinking skills	Using primary source evidence	<ul style="list-style-type: none"> • Instances of scholarly secondary sources in essay 1 • Instances of scholarly secondary sources in essay 2 • Instances of non-scholarly secondary sources in essay 1 • Instances of non-scholarly secondary sources in essay 2
	Establishing historical significance	<ul style="list-style-type: none"> • Instances of historical significance in essay 1 • Instances of historical significance in essay 2
	Taking historical perspectives	<ul style="list-style-type: none"> • Instances of historical perspective in essay 1 • Instances of historical perspective in essay 2
	Analysing cause and consequences	<ul style="list-style-type: none"> • Instances of cause and consequence in essay 1 • Instances of cause and consequence in essay 2
	The ethical dimension	<ul style="list-style-type: none"> • Instances of ethical judgement in essay 1 • Instances of ethical judgement in essay 2

4.2.1.1 Category 1: History

Table 4-2: Themes and sub-themes within category 1

Themes	Sub-themes
Perceptions of history	<ul style="list-style-type: none"> • School history • Past events • Studying the past • Change and development over time

	<ul style="list-style-type: none"> • Studying human affairs • Societal development • Identify formation • Understanding cause and consequence • History should be relatable • School Influence • Societal influence • General history influence • Module influence
Original perceptions of history	<ul style="list-style-type: none"> • Studying specific past related events • School influence

Under the category 'History', the two themes that were identified were 'perceptions of history' and 'original perceptions of history'. The following section focuses on each of the sub-themes connected to these two major themes.

4.2.1.1.1 Theme: Perceptions of history

History in general does not only allow different interpretations of the past (*cf.* 2.3.2) but the concept of history also allows different conceptualisations of what history is due to the dynamic nature of the discipline (*cf.* 2.3.1). In the formal and informal context an individual's concept of history may be influenced by several contextual factors that are present in the individual's environment (*cf.* 2.3.1).

4.2.1.1.1.1 Sub-themes

i. School History

All the participants indicated that they studied History as a subject in the Senior and Further Education and Training (Sr. & FET) phase. The exposure to a standardised concept of history in the form of formal history education was a contributing factor to the formation of the participants' original and final perceptions of what history is (*cf.* 2.5.1; 2.4.2).

"Yes, I did history in school." P1, p24

"Till Grade 12." P2, p14

"Uhm, because sir that, when I was being taught in high school about the 1850s, I was easily bored so when it came to the present uhm, times of the 1900s uhm I, I enjoyed history uhm

more than I did during the times of the 1800s, being taught about the people who lived in the 1800s. So, it was fun to learn about uhm people in the 1900s.” P3, p16

“I only did it in Grade 12, sir, in Grade 11 and Grade 12 so uhm, I only had like short time to do history.” P4, p12

“It was in high school before I came to university, that’s where I learned the difference between the primary and the secondary source.” P5, p69

“Yes from straight through.” (Referring to subject from Grade 10 to 12) P6, p10

“Yes sir.” (Referring to subject from Grade 10 to 12) P7, p14

ii. Past events

A few participants explained that history consists solely of events that occurred in the past, with one participant adding that history consists of exclusively past occurrences. This revealed that for the participants for something to qualify as history it must only be considered a past event.

“Uh, history uh, the events that happened in the past.” P1, p2

“Hmmm, when we are talking of history, we are talking of maybe things that happened in the past or... When you are talking of history you are talking of maybe everything happening around us in the past.” P2, p4

The participants additionally explained that research is required for history. For something to completely qualify as history it must also be uncovered by doing research.

“Oh, I get the informations from the websites, libraries, books.” P1, p6

“In order to find out what happened, you can research maybe.” P2, p6

iii. Studying the past

Some participants stated that history is only the study of the past. The qualifying factor for something to be regarded as history is that it should be from the past and uncovered as well.

“Uhm, my current definition uh, of history, sir, has to be that uhm, the study of the past.” P3, p2

“History according to me, uhm, well it’s the study of past lives, content of people who lived previously before us.” P4, p2

“History is a subject if I may call it that. It connects us to the past and I think it has an effect on the future which I think is amazing. Everything about history is amazing in fact.” P6, p12

iv. Change and development over time

A single participant explained that history is the study of change and development over time, with a particular emphasis on societal development. The participant had a more specific perception of history. The qualifying factor for something to be considered as history is that there has to be a link between events to understand how society developed as a result.

“Ok my current definition of history is that history is the study of how, of how society has developed and grown over time and space.” P5, p2

v. Studying human affairs

A single participant’s response falls under the last sub-theme that indicates history as the study of human affairs. The qualifying factor for something to be considered history is that it should only focus on understanding human affairs.

“History is the study of the past events, particularly in human affairs.” P7, p2

vi. Societal development

A single participant stated that history enables people to comprehend the present and influence the development of societal structures. This participant’s perception of how history can be applied links with establishing historical significance by understanding what influences societal structures (cf. 2.6.1). Analysing cause and consequence were also visible in the participant’s perceptions due to the participant highlighting that the present is influenced by the past (cf. 2.6.4).

“Well, I think it’s because so that we can also uhm, what, grow as a society and emerge from it. Because if we learn how the fund, also balance, because if we don’t know how society was run back then I don’t think we’d be able to have a normal society today or the structure of government that we have today if it didn’t begin previously. So, it is also for us as human beings to evolve and learn through it and how certain things should be done.” P4, p6

vii. Identify formation

A single participant mentioned that history assists individuals in forming their identities. History in this sense forms part of the individual’s context in which the individual forms an identity.

“For example, the Black Consciousness Movement in South Africa had an effect on how we are supposed to look at ourselves and embrace our skin colour. Now I am able to look at

myself and say I love my skin colour and comfortable in it. If it was not for the movement, I don't know how I'd be looking at myself or rather have that confidence. That is affect I think history can have on us." P6, p4

viii. Understanding cause and consequence

A single participant explained that history enables people to understand how people's actions influenced the present. This participant's perception of the utility of history links with analysing cause and consequence (cf. 2.6.4).

"Which enables everyone to learn about, to learn and analyse how past human actions affects the present." P5, p2

ix. History should be relatable

A single participant explained that modern history is the only worthwhile history since it is more relatable, with relatability also facilitating easier instruction.

"When you know people who lived during the 1900s, history becomes more enjoyable because you can easily relate, even in museums now uhm, what is there is mostly things that happened in the 1900s, uhm in the, ya in the 1900s coming closer to the 2000s. So, it makes it interesting because we can easily relate and uhm, ya you can easily relate with what happened in the 1900s more than you can relate with what happened in the 1800s." P3, p8

x. School influence

School history had the largest influence and affected some of the participants' views. This highlights the importance of the role of formal history education due to the long-term effect on knowledge and skills that the instruction had (cf. 2.5 ; 2.4.2).

"Yes." (Referring to school that had the biggest influence) P1, p28

"Uhm, mmm people in the community or they do, I did get influenced back in school." P2, p12

"Uhm, because sir that, when I was being taught in high school about the 1850s, I was easily bored so when it came to the present uhm, times of the 1900s uhm I, I enjoyed history uhm, more than I did during the times of the 1800s, being taught about the people who lived in the 1800s. So, it was fun to learn about uhm, people in the 1900s." P3, p16

"Yes, it was the only subject (referring to subject that influenced view)." P6, p12

xi. Societal influence

A few participants were influenced by the interaction with their communities and families. This participant's exposure to history content highlights that history is a continuous process of discovery and learning (*cf.* 2.3.1).

"Uhm, mmm people in the community or they do, I did get influenced back in school." P2, p12

"They just discussed some history in general uh, and the way of living that maybe took place in the past how they lived." P2, P18

"Uh, I can say there was an influence from my family and society." P5, p16

"Uh, they made me realise that history is not like, does not only focus on the society. It also focuses on the whole world and that society changes as time goes by." P5, p18

xii. General history influence

A single participant who was influenced by interacting with the community and family was additionally influenced by interacting with history content. This participant's exposure to history content highlights that history is a continuous process of discovery and learning.

"What primary influenced my meaning, is that history, my understanding for history. As I learn more about history, I realise that history is a broad thing with many interpretations." P5, 12

xiii. Module influence

The participants with new views on what history is were influenced by their interaction with the module. With a few participants whose views were changed due to their interaction with the module, the malleability of an individual's perceptions from external influences came to light.

"No sir because I, I, I didn't think that history is this broad, because in from my perspective before the first semester I thought history was just about uhm, apartheid and slavery but then now that I'm learning history itself and the content I learned that there's even history in education itself, there's history in math, there's history in everything, everything has a history so it's quite intriguing to actually find out that history is actually broad and big, it doesn't only revolve around my perspective or anyone else." P4, p8

"History module of first semester influenced my current definition to basically look at the main point of the study." P7, p16

4.2.1.1.2 Theme: Original perceptions of history

The different contexts and environments in which an individual finds him-/herself are not always static in nature, and so is the conceptualisation that takes place within an individual (cf. 2.5). As the context changes so can the conceptualisation change.

4.2.1.1.2.1 Sub-themes

i. **Studying specific past related events**

At the start of the semester, a few participants had different views of history seeing history only as the study of specific past-related events. This also shows that the malleability of an individual's perceptions also rests on being less informed, leading to a void that can be filled by external influences.

"No sir because I, I, I didn't think that history is this broad, because in from my perspective before the first semester I thought history was just about uhm, apartheid and slavery but then now that I'm learning history itself and the content I learned that there's even history in education itself, there's history in math, there's history in everything, everything has a history so it's quite intriguing to actually find out that history is actually broad and big, it doesn't only revolve around my perspective or anyone else." P4, p8

"History is the study of the past knowledge dealing with the past events relating to a particular period, place, people etc." P7, p8

ii. **School influence**

The participants with changed views were originally influenced by their interaction with the subject in school. This again highlights the effect that formal history education has on forming perceptions of history (cf. 2.5). If the education is found lacking, then the perception will most likely also be very basic (cf. 2.4.2).

"So previously I, I didn't have that perspectives as a person because I only had uhm, knowledge from high school which was just basic history." P4, p10

"The way how the content mainly focused on how people used to live thus I came with the conclusion to pick mainly the focused part of the study as is the how people used to live." P7, p10

4.2.1.2 **Category 2: History for Education**

Under the category ‘History for Education’, the two themes that were identified were ‘purpose of the module’ and ‘original perceptions and expectations of the module’. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-3: Themes and sub-themes within category 2

Themes	Sub-themes
Purpose of the module	<ul style="list-style-type: none"> • Being taught to teach history • Being taught more about the past • Being taught cause and effect • Being taught history skills • Being taught of history and its value • Module influence • Yearbook influence
Original perceptions and expectations of the module	<ul style="list-style-type: none"> • Learning about history • Continuation of school

4.2.1.2.1 Theme: Purpose of the module

The module of History for Education was designed to train pre-service teachers to teach history (cf. 2.4.3). A student who enrolls for the program that includes History for Education will most likely have the intent of becoming a teacher (cf. 2.4.3). Their conceptualisation of education as an area of expertise is important for them to become competent in pedagogy (cf. 2.7).

4.2.1.2.1.1 Sub-themes

i. **Being taught to teach history**

A few participants see the purpose of the module as teaching education students to teach history. After one semester these participants still only understood the pedagogical aspect of the module.

“Uhm the purpose of the HISE module is that uhm, people should oh... The purpose of the HIES, the purpose of HISE sir, we call it HISE the purpose of HISE uh, is to teach uh, student who are in university to be able to teach uhm, students uh, in high schools and senior phase uh, classes history and to teach them to understand it at a better perspective.” P3, p18

“I think the purpose of, of this module is to provide undergraduate students with specialised, with specialised disciplinary and educational knowledge and to have the ability to receive, organise and convey information.” P5, p30

ii. Being taught more about the past

A single participant's view is that the module's purpose is to be taught about past events on a much larger scale than in school. This single participant also understood just one part of the module, the subject content.

"The purpose of the module? Uh is to teach students about the past events, and most subjects, or most events that happened in the history, in our black history, or past." P1, p30

"Yes, it has too much content." P1, p36

iii. Being taught cause and effect

A few participants are of the view that the module's purpose is to be taught how the past influenced the present. These few participants also only understood one part of the module with a specific idea that it should only focus on one skill of analysing cause and consequence (*cf.* 2.4.3).

"Oh, the module, I think the module itself is to teach us about uhm, how history has uh, principal factors relating to intense meaning. Like it shows us how, how the society was built itself, the purpose of the module itself is to show us how human beings also emerged from uhm, being Homo sapiens to Khoi-San to us and evolving as time goes so it gives us the opportunity to learn from others' mistakes and help us understand many reasons why people may behave the way they do as a result, it helps us become more impartial as decision makers." P4, p14

"Hmmm I can say that the purpose, for the module is to equip uh, maybe my understanding, about a maybe society in the past, in all aspects in relation to the present development and the future hopes." P2, p22

iv. Being taught history skills

A single participant is of the view that the module should teach the students a variety of history-related skills. This single participant also focuses on one part of the module with a specific focus on broader history skills (*cf.* 2.4.3).

"The purpose of the HISE module is to develop a conscious mind about how the student must be able to describe, analyse, evaluate, construct, diverse interpretations of the past." P7, p18

v. Being taught of history and its value

A single participant's view is that the module's purpose is to teach history knowledge along with the value of the subject. This single participant understood one part of the module that focuses only on content knowledge and the value linked to it (cf. 2.4.3).

*"I think it is to broaden our knowledge and learn more of what it has to offer to us as students."
P6, p16*

"Basically, to add more information to what we have learned and what we know about history." P6, p18

vi. Module influence

A single participant's view was solidified through interaction with the module. At the end of one semester of study, this single participant did not fully grasp the purpose of the module although there were some expectations that aligned somewhat with the module (cf. 2.4.3).

"Yes, and I don't believe it will change anytime soon." P6, p22

"I think it's the topics that influenced me." P6, p24

"The American civil war for example I did not know that there was ever a civil war and white people defending slave and the other party being against that." P6, p26

Most of the other participants' views of what the module was, only changed after they had engaged with the module. These participants' expectations of what to expect and what they would have to do were not aligned with the main purpose of the module (cf. 2.4.3). This does indicate that the participants have the idea of becoming history teachers, but they do not know what history teacher training entails.

"Like I said on my explanation about what is history, I thought we will just focus on the source based uh, uh or three to four topics, or actual four, four to six topics on the, on until the third semester of which was not true because we are focusing on more topics right now, that is what I wasn't expecting." P1, p34

"Ya, I can say that the after maybe doing assignment and all thing, I can now have a clear understanding of the purpose of the module." P2, p30

"But then I didn't think that we would actually have to go out and do research and learn how to write an essay ourselves and find out more about, do our own basic research with the

content given so, what I, we basically did at school, in high school you'd read a textbook and there was a case study, you answer the case study, read a, write an essay which you had a copy of you just had to translate the essay so, right now in university you have to go proper like go do research learn, learn new things so it's interesting." P4, p18

"What primary influenced my view is my understanding that when one is studying for history he or she needs to learn about... He or she needs to learn... To learn and develop the knowledge in order to be able to..." P5, p44

"The way how the module differentiated the level of high order of historical thinking with my view from the high school." P7, p24

vii. Yearbook influence

A single participant who was influenced by interacting with the module content was also additionally influenced by the yearbook.

"Read about the yearbook, I just, just do the module." P2, p28

4.2.1.2.2 Original perceptions and expectations of the module

Having a certain perception may influence the approach to reach certain goals (cf. 2.4.3). Even though most participants eventually gained some understanding of what it would entail becoming a history teacher, all the participants portrayed a naïve understanding of the programme they enrolled for.

4.2.1.2.2.1 Sub-themes

i. Learning about history

For a few participants, the module was viewed the same as their view on what history is in general, with only focussing on what happened in the past or social and political issues. These few participants only thought that knowing more about history would enable them to teach it.

"I was, I was expecting, uh I was expecting to mmm, to understand and, I was expecting to understand questions and the learners were expecting how history, and to get explain, explanation how things were that way in the past." P2, p26

"My view was that uhm, this module assist learn... assists students to understand the social and political issues and also learn about historical and economic events in order to explain them to their learners." P5. p40

ii. Continuation of school

A few participants' original views of the module were that it would just be a continuation of what they did in school. This again showed that participants had the idea that knowing more about history would enable them to teach it.

"It was the same, but it was quite difficult because I thought uh history, at the NWU would be similar to at secondary so, I had some few challenges." P1, p32

"Uhm sir, this is funny to be honest I thought uhm it would be just a continuation of what uhm, I was doing in matric. So I never thought that uhm I would actually go back uhm to, the earlier Grades, the earliest Grade, 10, Grade 11, I just thought maybe I would learn something new that we were not familiar with." P3, p28

A few additional participants' remarks concur in part with their assertion that the module's sole aim was to complete essays and source-based questions.

"Well in the beginning of the semester I thought we going to do the basics like uhm, case studies and essays. But then I didn't think that we would actually have to go out and do research and learn how to write an essay ourselves and find out more about, do our own basic research with the content given so, what I, we basically did at school, in high school you'd read a textbook and there was a case study, you answer the case study, read a, write an essay which you had a copy of you just had to translate the essay so, right now in university you have to go proper like go do research learn, learn new things so it's interesting." P4, p18

"I thought it was to make student to be able to know how to write a strong independent essay and know to be able to answer the source-based questions thoroughly." P7, p22

4.2.1.3 Category 3: Using primary source evidence

Under the category 'Using primary source evidence, the two themes that were identified were 'perceptions of primary sources and 'original perceptions of primary sources'. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-4: Themes and sub-themes within category 3

Themes	Sub-themes
Perceptions of primary sources	<ul style="list-style-type: none">• Original, accurate, unbiased, and trustworthy• Source of higher value

	<ul style="list-style-type: none"> • Influence of Agenda • School influence • General history influence • Module influence
Original perceptions of primary sources	<ul style="list-style-type: none"> • Skill influence • Knowledge

4.2.1.3.1 Theme: Perceptions of primary sources

4.2.1.3.1.1 Sub-themes

i. **Original, accurate, unbiased, and trustworthy**

Most of the participants stated that primary sources are original because it was created during the event that occurred. The participants' perceptions do align with the importance of using primary sources, especially as part of historical thinking (cf. 2.6.3).

"Because that person was there, so we have high probability that the source wouldn't be biased or one-sided." P1, p40

"Hmmm. Uhm, I can say primary sources are, original." P2, p34

"I feel that uhm, with them, they are accurate, they, they, they have uhm, primary content and the thingy, the exact caption of the moment in the current event so, every person knows how to use them properly they may use it." P4, p26

"My view is that primary sources are the raw material of history, as they are more reliable and more trustworthy than any other source, and they also allow people to relate to events in a personal way and they also promote a greater understanding of history." P5, p59

"They are very helpful because every detail on the source is correct." P6, p30

By stating that primary sources are original, most of the participants are of the view that primary sources are completely unbiased, accurate, and trustworthy. This does highlight a pitfall in the participants' perceptions in that even though primary sources are original they should still be viewed critically as part of a particular context and not be accepted unconditionally (cf. 2.6.3).

"Uhm, the primary source evidence, is better than, than, than the information that, that is written on the website, when it is written by a certain journalist or a historian searcher." P1, p40

“Primary sources, they are accurate, because we get primary sources from the original objects.” P2, p34

“I feel that uhm, with them, they are accurate, they, they, they have uhm, primary content and the thingy, the exact caption of the moment in the current event so, every person knows how to use them properly they may use it.” P4, p26

“My view is that primary sources are the raw material of history, as they are more reliable and more trustworthy than any other source, and they also allow people to relate to events in a personal way and they also promote a greater understanding of history.” P5, p59

“They are very helpful because every detail on the source is correct.” P6, p30

ii. Source of higher value

Some participants noted that primary sources are generally more valuable to them. A single participant among the few participants noted that primary sources are more valuable than secondary sources. Another single participant mentioned that using primary sources improves problem-solving abilities. These participants' perceptions of the value of primary sources show a positive link to historical thinking in that it is considered as the main source of historical information (cf. 2.6.3).

“Uhm, the primary source evidence, is better than, than, than the information that, that is written on the website, when it is written by a certain journalist or a historian searcher. Because that person was there, so we have high probability that the source wouldn't be biased or one-sided.” P1, p40.

“So, it's more valuable as a sec, more valuable than a secondary source because a secondary source can be a reference the first, of the primary source.” P4, p32

“My view using primary source evidence is that is absolutely good as researching is the part of looking for different historical ideas and it brings a gain of knowing the level of historical thinking in a high order. Studying history is the good way as it enables to know where the world come from and how I can solve real current situations with the past solution of theories.” P7, p30

One participant commented that secondary sources should be used in addition to primary ones, even if main sources are of greater value.

“Well, I feel like if uhm, even primary sources might have valid point here and there, however, a person should not use the entire source entirely. So, uhm primary source I wouldn't advise a person to use but then you can use it if you have done enough research in your content, and you can actually support the facts that you took from the source.” P4, p22

iii. Influence of agenda

A single participant noted that primary sources are not always of value if they do not support a particular agenda. This single participant's perception does align with historical thinking in that only relevant sources should be used for the purpose of the research (cf. 2.6.3).

“Uh my view on primary uh, sources is that, it is not uhm, actually helpful because, uhm, having only the primary source without actually investigating more further can be uhm, sometimes tiring and sometimes the research that you do your conclusion won't always be what you have expected and sometimes it's wrong.” P3, p50

iv. School influence

Some of the participants' views on the use of primary sources were influenced by their experiences in studying history at high school level. This again highlights the influence of formal history education and the influence that different levels of teaching and learning has on conceptualising history (cf. 2.5; 2.4.2).

“From school, I was having this, before I had the module.” P2, p36

“Uhm sir it is because uh, when getting... Always when I was in high school when doing source based, I could see that sometimes the story is there but then everyone had their own views and sometimes the source that you might be studying might have another uh, uh, there might be another source uhm somewhere that says something.” P3, p56

“It was in high school before I came to university, that's where I learned the difference between the primary and the secondary source.” P5, p69

A single participant mentioned that historical research influenced the participant's perspective.

“The amount of information I get from the sources I think had the biggest influence.” P6, p36

v. General history influence

A single participant's view regarding primary sources was influenced by interacting with history in general. This also highlights that engaging with history is a continuous process of discovery and learning (cf. 2.3.1).

"Ya, they just did they uh, they developed." P1, p58

vi. Module influence

A few participants' views on primary sources were influenced by interacting with the module. This again highlights the influence of formal history education and to what extent the level of instruction has an effect on conceptualising history (cf. 2.5).

"Yes, sir it was the... No, it was the slides sir, the slides that you provided was more, it, it had more explanation and that's what changed my view because I feel like the slides were, were better than the the videos because the videos mostly it was sessions whereby your explaining in class, so I would lose you there because sometimes my English is not good, but then if I read through the slides it's like oh, now I understand it, I get it, because you included some of the dates and references and primary sources which felt more relatable and easier to understand." P4, p34

"The way how I gained the level of thinking historically so and following the module content." P7, p36

4.2.1.3.2 Theme: Original perceptions of primary sources

With perceptions being seen as changing from original to current, the conceptualisation of what a primary source is, does influence the application of primary sources.

4.2.1.3.2.1 Sub-themes

i. Skill influence

A few of the participants with differing perspectives at the beginning of the semester viewed primary sources as inaccessible due to a lack of skills required to utilise primary sources. A formal history education that does not only focus on attaining knowledge but also on the development of skills is highlighted as an important aspect in the conceptualisation of history as it allows for high-level engagement (cf. 2.5).

“Hmmm... Yes, but I did not have uh, enough ba... enough skills to use that strategies, of the primary source.” P1, p54

“Uhm yes sir, because at the beginning of the semester, at the beginning of the first semester I would hardly use a primary source so what I would basically do is look for information on the internet on relating uhm, topics regarding certain subtitles, and headings in the essay. But right now, I can actually read a primary source and get a clear understanding of what the, what is required of me by just referring to a primary source and write a full essay.” P4, p28

A single participant among the few participants lacked English language proficiency, which contributed to the participant's inability to engage meaningfully with the subject content. Even though the influence of formal history education is constantly highlighted, this participant's statement does highlight the role of formal education of good standard (cf. 2.5; 2.4.2). Subjects are not isolated but interrelated due to inter-dependency.

“Well at first, they were hard to read and understand, the English was quite difficult, so I had to translate some words to understand it because like my English is still not that uhm proper. So I had to, reading them and understanding a few sentences and other paragraphs was difficult so I had that attitude, a negative attitude as a person as well towards it because I feel like the English was high standard and too difficult so if I would go to the internet I would get something more uhm, more, more, more easy or easily written so. But now I am willing to like learn and scan through the words and actually learn different words that I use sometimes it's kind of easy to understand the source itself. So, at first, I couldn't understand the source, I would read it, I would understand it partially but now I am able to understand the source fully.” P4, p30

ii. Knowledge influence

A single participant who had a different perspective on the use of primary sources at the beginning of the semester lacked general knowledge regarding source categories. Again, a void in the participant's knowledge was problematic but being exposed to the correct information filled the void.

“It was that I thought the primary source evidence was to just to refer for any certain info that I need for a specific activity and studying history I thought was only to study and pass the subject not specifically thinking that there is a motive behind studying history.” P7, p34

4.2.1.4 Category 4: Secondary sources for a valid interpretation of the past.

Under the category 'Secondary sources for a valid interpretation of the past', the two themes that were identified were 'perceptions of secondary sources' and 'original perception of secondary sources'. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-5: Themes and sub-themes within category 4

Themes	Sub-themes
Perceptions of secondary sources	<ul style="list-style-type: none">• Sufficiency of secondary sources• Insufficiency of secondary sources• School influence• Secondary source influence• Knowledge influence• Module influence
Original perception of secondary sources	<ul style="list-style-type: none">• Knowledge and skill influence

4.2.1.4.1 Theme: Perceptions of secondary sources

As with primary sources, the conceptualisation of what a secondary source is influenced by the extent to which secondary sources are used for interpreting the past.

4.2.1.4.1.1 Sub-themes

i. Sufficiency of secondary sources

Few participants are of the view that secondary sources may provide a valid interpretation of the past. This view does not align with historical thinking as it only relies on the interpretations of others and ignores primary sources (*cf.* 2.6.3).

"Hmmm, yes sir it is valuable sometimes. Uh, because some of the sources they've uh, and most of the sources, second sources have, still have enough information." P1, p72

"Actually, it will depend about, what they call, about uh... It will depend about the, the, the assignment, what kind of assignment is it, is it a source..." P1, p74

"It is because of secondary source is also a part of proving the past by the information that is transferred from the primary sources." P7, p40

Some participants responded that secondary sources may be valid if the researcher is certain that the interpretation is based on primary sources and if the researcher who consults the secondary source is familiar with the primary sources. These participants' views on using secondary sources do link with historical thinking due to them highlighting the fact that the primary source should remain the basis of interpretation (cf. 2.6.3).

"Sometimes it can be possible but, uh sometime invalid there's information invalid because, sometimes might not be able or maybe legally recognise for example invalid, this information can be proved wrong because it's not from a primary source. The second information, maybe we took it from the, from the second source." P2, p40

"Uh no sir, it is not. You have to first gather uhm your information from primary sources and then combine what you have and then use uhm your secondary sources. And then ya, in order to have secondary sources." P3, p60

"Well it, it is possible because a secondary source can be a reference of a primary source, however, the the chances are risky because I saw that with my first semester with one essay I referenced from a primary source and then the other one I referenced from a secondary source, and then the essay with the secondary source like it didn't carry out enough marks like the one with primary source did because I feel like the information on the on the first essay had on the secondary source based essay had accurate information, however, the evidence provided was not, was not how would I say, it was not, it was filtered, so it was not raw as the primary sou, primary source would carry out. So, it's not advisable to use a secondary source, the information is filtered it's not raw, it's not uh primary based, it's not, it doesn't carry out from the actual event. So, it might be as well as someone else's uhm, opinion." P4, p36

ii. Insufficiency of secondary sources

Few participants are of the opinion that secondary sources cannot provide valid interpretations of the past. By completely excluding secondary sources these participants are not open to exposing themselves to other points of view (cf. 2.6.2; 2.6.3), limiting themselves to their own knowledge and skills to interpret the past. These participants additionally limit their historical thinking by judging a source (secondary) before it has been interpreted.

"Because secondary sources are interpreted from the primary sources, which is the original source of the event and it also makes it difficult to, to make a valid interpretation as it is quite analysed by different people in different ways, which makes it untrustworthy and unreliable." P5, p71

"I don't think so, as the information was taken from the past and rewritten by someone which we can never really tell whether it's true or not." P6, p38

iii. School influence

Few participants indicated that their perspectives on secondary sources were influenced by their schooling. The influence of formal history education on creating perceptions of history is again highlighted (cf. 2.5).

"No actually sir it was from the school, so uhm, I actually browsed through the internet, and I could see, I could easily see that um, you have to have a primary source and then to, in order for you to have a valid secondary source you should be uh, you should have a primary source. Somewhere, in the text." P3, p68

"School influenced my view about giving a valid interpretation of past when only using the secondary source." P5, p75

iv. Secondary source influence

Some participants mentioned that their experience in using secondary sources influenced their views. This again highlights that engaging with history is a continuous process of learning and discovery (cf. 2.3.1).

"The view actually was the strategy how to talk about a source-based question, so I took it from there." P1, p84

"Mmm influence of using secondary source... the ideas from a secondary source, they can be not they can be not true." P2, p46

"The way of consulting different history sources." P7, p44

v. Knowledge influence

A single participant noted that one's understanding of what a secondary source is, influences one's perspective of what a secondary source is. This also highlights that history is not only part of an individual's broader existence but that an individual's broader existence has an influence on an individual's understanding and approach to history (cf. 2.5).

"The fact that it is interpreted by someone that does it for me." P6, p44

vi. Module influence

A single participant's perspective was changed by interaction with the module, specifically in terms of the skills and knowledge necessary to use primary and secondary sources. This once more emphasises the importance of history education in equipping students with much-needed knowledge and skills to foster meaningful engagement with the subject.

“Oh, well my view was that uhm, so, all I know, all I knew in the beginning is that I had to write an essay with uhm, with a topic and uhm I didn’t even go through eFundi or the, the information you gave me. Because I hardly scanned through the information you gave me because the videos were too long and I even found it difficult to understand it. So well I found I, I found it difficult to like work through uhm the content so that’s why I resorted to secondary sources, because when I Google on Google Scholar and everything else I was able, after the session you gave us that we can actually go to Google Scholar and look for more information, I was able to understand and go oh ok you can actually reference to these source, and where as the semester continued and I sat down and went through my work, that’s when I realised the mistake I made, which was like a personal error that I made in the beginning of the semester by not, and negligent, by not going through my content properly.” P4, p42

4.2.1.4.2 Theme: Original perception of secondary sources

As with primary sources, the change from original perceptions to current perceptions influenced how secondary sources are used for interpreting the past.

4.2.1.4.2.1 Sub-theme

i. Knowledge and skill influence

A single participant was initially too dependent on secondary sources to learn about history because of the perception that these sources were adequate. A void in knowledge and a lack of skills are once more highlighted.

“Oh, well my view was that uhm, so, all I know, all I knew in the beginning is that I had to write an essay with uhm, with a topic and uhm I didn’t even go through eFundi or the, the information you gave me. Because I hardly scanned through the information you gave me because the videos were too long and I even found it difficult to understand it. So well I found I, I found it difficult to like work through uhm the content so that’s why I resorted to secondary sources, because when I Google on Google Scholar and everything else I was able, after the session you gave us that we can actually go to Google Scholar and look for more information, I was able to understand and go oh ok you can actually reference to these source, and

whereas the semester continued and I sat down and went through my work, that's when I realised the mistake I made, which was like a personal error that I made in the beginning of the semester by not, and negligent, by not going through my content properly.” P4, p42

4.2.1.5 Category 5: Tracing an event to a single origin

Under the category 'Tracing an event to a single origin', the two themes that were identified were 'perceptions of single origins' and 'original perceptions of single origins'. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-6: Themes and sub-themes within category 5

Themes	Sub-themes
Perceptions of single origins	<ul style="list-style-type: none"> • Sufficiency of a single origin • Insufficiency of a single origin • School influence • General history influence • Module influence
Original perceptions of single origins	<ul style="list-style-type: none"> • Sufficiency of a single origin • Insufficiency of a single origin • Knowledge influence • Societal influence

4.2.1.5.1 Theme: Perceptions of single origins

4.2.1.5.1.1 Sub-themes

i. **Sufficiency of a single origin**

Few participants are of the view that a historical event can be traced to one single origin. This perception does not align with historical thinking due to the need to identify and understand all causes to an effect (*cf.* 2.6.4).

“Ya, you can trace a significant event.” P2, p54

“It has one single origin.” P5, p79

Some did state that it is possible if but not always.

“Uhm sir eish, this one. Sir there is multiple, there are multiple origins actually.” P3, p95

“No sir, I say it's both possible and not possible at the same time.” P3, p97

"I think it would depend on the kind of information you have and the research conducted." P6, 50

"The cause of the event can be possibly traced by the use of primary sources where as well as secondary where the information can be gathered to make a conclusion for the cause of the event." P7, p46

ii. Insufficiency of a single origin

Few participants believe that it is possible to trace the cause of a historical event to one origin. Their understanding that an event has multiple causes aligns with historical thinking (*cf.* 2.6.4).

"Ya, I think it's many because for you to trace information, you will need the following sources." P1, p94

"Uh to a single origin. Uh well, will I be able to trace the cause of any significant event in history to a single origin? I would say, to a single origin, nah, you cannot give one origin credit. No." P4, p52

iii. School influence

Few of the participants indicated that their views were influenced by their schooling. This highlights the importance of formal history education in shaping participants' perceptions (*cf.* 2.5).

"Hmm, the influence of this view is, it's from people around me in society and from school." P2, p 62

"Yes uh, yes sir because yes, during schoolwork sir." P3, p103

iv. General history influence

Few participants identified engagement with historical research as a determining factor in shaping their perceptions. This highlights the importance of understanding one's preparation as a history teacher as a continuous process of discovery and learning (*cf.* 2.3.1).

"The research behind tracing cause influenced my view." P6, p54

"Is the way of doing research before coming with the conclusion simply meaning that to consult different sources brings variety of knowledge that in history the cause can be found through the way of researching." P7, p50

v. Module influence

Some participants' views were influenced by their interaction with the module. The role of formal education is brought to light due to its influence on developing perceptions (cf. 2.5).

"Uh, I was influenced by, by what I experienced in the first semester because some of the primary sources were not just, vulnerable or available sometimes so I just suggested to add more sources. If they link together, meaning the sources is not uh, is not one-sided or is not defending anyone, in the event." P1, p114

"Uhm because for a particular origin to a certain event, they had to be assisted by... Some, some, someone else. So uhm for, for like for example for, the Dutchess to evolve in South Africa and be able to help us build this modern society, they had to be helped by the Khoi-San and they had to be at some point be a fight, the coalition but then at some point, there was also an understanding so without the other one it wouldn't have been possible to achieve certain aspects." P4, p54

"Say what I have learned during the semester influenced my view about the possibility of tracing the cause of any si... any significant event in history to a single origin." P5, p83

4.2.1.5.2 Theme: Original perceptions of single origins

The change from an original perception to a current perception shows that the perceived usefulness can change and influence the interpretation of the past.

4.2.1.5.2.1 Sub-themes

i. Sufficiency of a single origin

At the beginning of the semester, a few participants had differing views. Few participants believed that the cause of a significant event in history could be traced to a single origin. This view that the participants had did not align with the historical thinking concept of analysing cause and consequence (cf. 2.6.4).

"Hmmm, uh on the o, on first semester it was just, I believed that I would find information in one origin." P1, 106

No, it was not the same it changed through the semester. Because you as growing up with different traditions, we are only told our parents perspective not other people's perspective and I feel like every person is always telling their side of the story so, but with history you get both sides. So now that I am doing history, I am able to understand wow, actually no everyone

came with fire, or people contributed to us having chairs today, so I, I understand that everyone had to play a major role in everything. But then at first my opinion was different, entirely different.” P4, p58

ii. Insufficiency of a single origin

A single participant originally had the view that it was possible to trace the cause of a significant event in history to a single origin.

“It has changed because during the semester I have learned that uh, some of the past events are left untraceable or lost, are left without any memory or any item to show that uh, this event has occurred.” P5, p81

iii. Knowledge influence

A single participant’s initial perspective was impacted by a lack of understanding about the origin of sources and another single participant was influenced by a lack of knowledge regarding the preservation of sources. This again highlighted the influence that a lack of knowledge has. In this instance, the knowledge void was filled through participants’ interaction with the History for Education module.

“Uh, it was because the the person who gave out information on the origin was present at the event.” P1, p108

“It has changed because during the semester I have learned that uh, some of the past events are left untraceable or lost, are left without any memory or any item to show that uh, this event has occurred.” P5, p81

iv. Societal influence

A single participant’s original view was influenced by social interaction. In this case, the exposure to informal learning shows that history and the learning thereof is an inescapable part of any individual’s existence (cf. 2.5).

“No, it was not the same it changed through the semester. Because you as growing up with different traditions, we are only told our parents’ perspective not other people’s perspective and I feel like every person is always telling their side of the story so, but with history, you get both sides. So now that I am doing history I am able to understand wow, actually no, everyone came with fire, or people contributed to us having chairs today, so I, I understand that

everyone had to play a major role in everything. But then at first, my opinion was different, entirely different.” P4, p58

4.2.1.6 Category 6: Single perspective for a valid interpretation of the past

Under the category ‘Single perspective for a valid interpretation of the past’, the two themes that were identified were ‘perceptions of single perspectives’ and ‘original perceptions of single perspectives’. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-7: Themes and sub-themes within category 6

Themes	Sub-themes
Perceptions of single perspectives	<ul style="list-style-type: none"> • Lack of knowledge • Insufficiency of single perspectives • School influence • General history influence • Module influence
Original perceptions of single perspectives	<ul style="list-style-type: none"> • Sufficiency of single perspectives • Knowledge influence

4.2.1.6.1 Theme: Perceptions of single perspectives

In the same way that reliance on a single origin limits one’s interpretation, one’s interpretation of the past is limited by a single perspective.

4.2.1.6.1.1 Sub-themes

i. Lack of knowledge

A single participant had no view on providing a valid interpretation of the past based on a single perspective. The participant admitted to not have considered it at all previously. A lack of knowledge regarding history is again highlighted as a hindrance to developing historical thinking.

“Uh, mmm. I, to be honest, I don’t know.” P1, p118

“Yes.” (Confirming that view is not yet developed) P1, p120

ii. Insufficiency of single perspectives

Most of the participants stated that a single perspective cannot provide a valid interpretation of the past. These participants' views did align with the historical thinking concept of taking historical perspectives (cf. 2.6.2).

"Uh, I don't think it's possible because, in order to have a valid meaning or information you have to consult different sources, to get enough evidence." P2, p70

"Uhm no sir, it is not. Uhm because, you cannot just uhm, recreate your own hist... but then you have to trace what has happened in the past in order to be able to reach your, your conclusion." P3, p105

"No, it's not. It's not sir but it's possible for a person to believe that it is but it's not." P4, p64

"No, I think it is important to look at multiple perspective so that a person can have a full picture of the event, which helps to uncover the causes and also it helps to have a broad understanding of the event or a clear understanding of the event." P5, p85

"I don't. For the fact that it is an interpretation, I think multiple perspectives will be needed." P6, p59

"No. interpretation needs to be viewed differently in order to see or to know how other historians think about the certain source being interpreted and also a variety of interpretations brings clear historical consensus." P7, p52

Multiple viewpoints are necessary for a proper understanding of the past, according to some of the participants. These participants further aligned with the historical thinking concept of taking historical perspectives due to them highlighting that multiple perspectives are needed to understand history better (cf. 2.6.2).

"Uhm no sir, it is not. Uhm because, you cannot just uhm, recreate your own hist... but then you have to trace what has happened in the past in order to be able to reach your, your conclusion." P3, p105

"No, I think it is important to look at multiple perspective so that a person can have a full picture of the event, which helps to uncover the causes and also it helps to have a broad understanding of the event, or a clear understanding of the event." P5, 85

"I don't. For the fact that it is an interpretation, I think multiple perspectives will be needed." P6, p59

iii. School influence

Some participants were influenced by their interactions with the History and Life Science subjects during their secondary studies. Again, this emphasised the influence of formal history education and formal education in general (cf. 2.5). It is again highlighted that history is not to be viewed in isolation as it overlaps with different areas of an individual's existence (cf. 2.5).

"Ooh, this influence that I have, I can say, I was influenced from, from school." P2, p76

"Uhm, sir because, uhm you you, like I said sir you don't have to just have uhm, one, one uh perspective so, uhm actually I learned this from from school, like I said previously, I learned this from school whereby uhm you don't just uhm, use one part of research but you have to combine, in order to have a concrete conclusion, uh for your own research." P3, p113

"In high school through Life Sciences." P6, p66

iv. General history influence

Another single participant shared how they were influenced by one particular book. The influence of history as a continuous process of learning and discovery is again highlighted, specifically in an informal learning situation (cf. 2.3.1).

"I learned this while I was reading some history book titled New Generation History." P5, p91

A single participant was influenced by interacting with individuals through cooperative learning. This response highlights the idea of learning from the perspectives of others (cf. 2.5).

"Viewing variety of sources as cooperative learning and as an individual, I developed the sense that what has been experienced by one person can only interpreted that person unless the information is given for different perspectives." P7, p58

v. Module influence

A single participant was influenced by engagement with the module. It confirms the role of formal history education in developing an understanding of history that aligns with historical thinking (cf. 2.5).

"But then as, as the semester went on I understood how you know there's actually evidence to certain sources to show, man this person was biased and whatever their opinion was based on." P4, p70

4.2.1.6.2 Theme: Original perceptions of single perspectives

Changing perceptions from original to current regarding the usefulness of single perspectives also influences the original interpretation of the past (*cf.* 2.6.2).

4.2.1.6.2.1 Sub-themes

i. Sufficiency of single perspectives

A single participant did originally have the view that single perspectives from people were seen as valid. This view did not align with the historical thinking concept of taking historical perspectives into account (*cf.* 2.6.2).

“Well, I felt that people are right.” P4, p70

ii. Knowledge influence

The participant’s view was originally influenced by thinking that people that lived through an event can be blindly trusted. A lack of knowledge is again highlighted, indicating how the void can be filled.

“Since they’ve lived on this earth, maybe they know better than what someone else has to say. But then I realised that people are also, sometimes they think with their emotions, and they analyse things from certain perspectives, so it’s highly possible that whatever they say may be biased or just according to how they feel as a person.” P4, p70

4.2.1.7 Category 7: Judging history from a modern perspective

Under the category ‘Judging history from a modern perspective’, the two themes that were identified were ‘perceptions of modern judgment’ and ‘original perceptions of modern judgment’. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-8: Themes and sub-themes within category 7

Themes	Sub-themes
Perceptions of modern judgment	<ul style="list-style-type: none"> • Regarding it as unfair • Fair as a preventative measure • Context • Concept of history • Valid interpretation • Instances where it can be fair • Societal influence • School influence • General history influence
Original perceptions of modern judgement	<ul style="list-style-type: none"> • No view • Regarding it as fair • Knowledge influence

4.2.1.7.1 Theme: Perceptions of modern judgment

The judgment of history may influence the narrative of the interpretation of the past and so influence the validity of the interpretation (cf. 2.6.6).

4.2.1.7.1.1 Sub-themes

i. Regarding it as unfair

Most of the participants are of the view that it is not fair to apply modern judgement to history.

“No.” P1, p122

“I don’t think so.” P2, p80

“No sir, it is not...” P3, p115

“Mmm, no. No, no.” P4, p76

“No, I do not think it is fair to judge history from the past modern perspective.” P5, p95

ii. Fair as a preventative measure

A single participant deems it as fair, specifically not to repeat what is deemed unacceptable by today's standards. The participant's view does align with the concept of analysing cause and consequence due to isolating causes to prevent a certain outcome (cf. 2.6.6).

"Yes, it is fair to judge it." P6, p70

"A lot of things that were done in the past, were wrong. In the past only men were allowed to do hard labour, builders, engineers, pilots, policeman but that was judged and women started questioning that why is it said that they can't do that. Now in the modern day we have women in construction, mechanical engineers and the works." P6, p72

iii. Context

A few of the participants' perspectives are based on the notion that the historical context was different, hence a modern judgement cannot be fair. These participants' view does align with the historical thinking concepts of establishing historical significance due to them highlighting the importance of historical context (cf. 2.6.1). This also aligns with continuity and change due to them highlighting that context does change throughout time (cf. 2.6.5).

"Uh maybe it's not fair to judge them because maybe they're influenced by time maybe they are supposed to live like that in the past. And the environment around them maybe influenced them to act like that." P2, p84

"Because we didn't live through that era and we don't know what led to certain choices and certain actions. So, I, I cannot say that it's fair to judge history by the modern day, because whatever challenges we face today in this society, in this era is different from that era." P4, p78

iv. Concept of history

A single participant additionally pointed out that events had to occur as they did for progress. This participant's view does align with the historical thinking concepts of analysing cause and consequence (cf. 2.6.4) and establishing historical significance (cf. 2.6.1) due to understanding that specific events had specific causes in history.

"So, whatever they had to deal with in that era, they dealt with it in the best way possible, and they evolved, that's why we are here today." P4, p78

v. Valid interpretation

A single participant additionally mentioned that judging history from a modern perspective can falsify history according to a specific narrative. This participant's view is significant for the study of history in general regarding an unbiased interpretation of the past (cf. 2.6.6).

"No sir, it is not because, uhm now, nowadays it is actually uhm, history is actually uhm, modernised uhm unlike the the previous time whereby uhm it was actually a tradition whereby you, you were told uhm, ok you were told uhm that, in the past you were told that this uhm belonged, but nowadays everything is modernised whereby let's make an example uhm, uh apartheid we now talk about uhm that this belonged uh, they told us that this belonged the land uh belonged uh to the white people for farming and things like that but nowadays it is actually modernised that uhm, some something, it is actually modernised that..." P3, p115

vi. Instances where it can be fair

A single participant that generally deems it unfair to apply modern judgment justifies its fairness only when sources about what is to be judged are plentiful. This participant's view does not necessarily skew the interpretation of history but understands it in a modern context.

"No, it will depend on the information, on how the source it is, on how the, the event happened. If it was about the, the people being turned into slaves, punished, lived in an, in that situation, we would say, on the other side, these people were wrong by doing this and this and this. But without enough proof or information, we cannot say that." P1, p126

vii. Societal influence

A few of the participants' views were influenced by social interaction. Informal learning and its influence are again highlighted in the role it has in forming an individual's conceptualisation of and approach to history (cf. 2.5).

"Well, I was influenced by, I was influenced by my community and from school in the history lesson." P2, p88

"Besides from learning for example the English Premier League soccer stands together with the Black Lives Matter so through that I can see that human rights matter and they are taken very seriously." P6, p91

viii. School influence

A single participant was additionally influenced by their schooling. Formal history education is again acknowledged for its role in shaping individuals' understanding of and approach to history (cf. 2.5).

"Well, I was influenced by, I was influenced by my community and from school in the history lesson." P2, p88

ix. General history influence

A few participants' views were influenced by interacting with historical sources. History as a continuous process of learning and discovery is again highlighted (cf. 2.3.1).

"Uh because of, some, some sources, some people just take advantage without seeking information first." P1, p138

"I learned this while I was reading some history book titled New Generation History." P5, p91

4.2.1.7.2 Theme: Original perceptions of modern judgment

Not having any perceptions of modern judgement also has a significant influence on interpreting the past due to the individual not being guided by any criteria for the interpretation.

4.2.1.7.2.1 Sub-themes

i. No view

A single participant had no view prior to the interview. This participant had a void in his/her understanding but through reflection during the interview formed a specific view. This again highlights that history is a continuous process of learning and discovery (cf. 2.3.1).

"Yes sir." (No view) P3, p125

ii. Regarding it as fair

A single participant's original view was that it was fair to give a modern judgment of history. This participant specifically pointed out personal bias, which in general, does not align with historical thinking. (cf. 2.3; 2.4).

"Well at the beginning of the semester, well I was also biased. Because if I would see an event which I felt it was right ok, in, in, in history I would judge it as to modern people you

know like: “why didn’t they act this way?”; “why didn’t they resort to this?” you know or “why didn’t these people think this hard?”, but then I didn’t understand the events that carried out to each action you know, to each, to everything and how everybody played a major role. So, if, as a human being it’s in my instinct to clearly detect if I feel not ok towards something, so if I felt not ok towards it I judged it as was portrayed and being biased towards it. But now as the semester went on I learned ok, if this wasn’t it I should go back and find events which led to this situation, for me to understand why they acted in that way in history, rather than we would have as modern people.” P4, p82

iii. Knowledge influence

The participant’s ignorance resulted in a lack of understanding. The effect of a lack of knowledge is again highlighted along with the important role of formal history education in filling the void (cf. 2.5).

“Well at the beginning of the semester, well I was also biased. Because if I would see an event which I felt it was right ok, in, in, in history I would judge it as to modern people you know like: “why didn’t they act this way?”; “why didn’t they resort to this?” you know or “why didn’t these people think this hard?”, but then I didn’t understand the events that carried out to each action you know, to each, to everything and how everybody played a major role. So if, as a human being it’s in my instinct to clearly detect if I feel not ok towards something, so if I felt not ok towards it I judged it as was portrayed and being biased towards it. But now as the semester went on, I learned ok, if this wasn’t it I should go back and find events which led to this situation, for me to understand why they acted in that way in history, rather than we would have as modern people.” P4, p82

4.2.1.8 Category 8: The value of applying modern ethical judgement

Under the category ‘The value of applying modern ethical judgement’, the two themes that were identified were ‘perceptions of applying modern ethical judgment’ and ‘original perceptions of applying modern ethical judgment’. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-9: Themes and sub-themes within category 8

Themes	Sub-themes
Perceptions of applying modern ethical judgment	<ul style="list-style-type: none"> • A preventative measure • Room for abuse • Supports understanding of the past and present • Supports understanding of modern ethics • School influence • General history interaction • Societal influence • Module influence
Original perceptions of applying modern ethical judgment	<ul style="list-style-type: none"> • No view • Identify unfairness • Knowledge influence

4.2.1.8.1 Theme: Perceptions of applying modern ethical judgment

As with applying modern judgment to history, applying modern ethical judgment may also influence the narrative of the interpretation of the past. By having a view no matter what it may be allows room for reflecting on the influence that the application has on the interpretation of the past.

4.2.1.8.1.1 Sub-themes

i. A preventative measure

Some of the participants see the value of modern ethics in history as a tool to prevent the repeat of unethical events. This view does align with the historical thinking concepts of analysing cause and consequence (cf. 2.6.4), establishing historical significance (cf. 2.6.1) and, identifying continuity and change (cf. 2.6.5) due to specific causes being isolated and preventing change to happen.

“Uhm, I think, it has a value because we cannot be doing things that our ancestors have been doing. Ya we cannot turn people into slaves uh, abuse, torture them, make them bow, bow down before the of which, it’s not a good thing.” P1, p152

“Yes sir, yes sir.” (Confirming that it can prevent unethical practices) P3, p139

“I think racial discrimination has been toned down for now and human rights also but they have their positives and negatives.” P6, p79

ii. Room for abuse

A single participant additionally highlights a concern that the application of modern ethics to history can lead to its abuse. This view highlights the participant's belief that history in general should only be used if it is beneficial. This also highlights that the participant is exposed to the influence of personal contextual factors such as the concept of human rights.

"Uhm, that uhm sir, like when we, when we do not like uhm consider, when we when we don't consider other things like uhm, thinking of human rights; so it is actually right to, actually modernise uhm history, and to like actually ya, it is right and it is also wrong, to apply modern history and ya..So when you apply modern history it's then when you can see that uhm this thing is uh right and what is wrong." P3, p149

iii. Supports understanding of the past and present

A few participants have the view that modern ethics help in understanding the present. A single participant also added that it helps in understanding the past better. This view aligns with the historical thinking concept of taking historical perspectives by including contextual factors such as ethics (cf. 2.6.2).

"Hmm... Maybe I can say, uh slavery or discrimination, is bad because... Ok I can say that the value, is that people discovery, people discover their place, in time to, in time, on the communicate, common, communities in nation maybe this... equality justice... personal values eish I can say that." P2, p94

"My view, I think applying moral ethical judgement to history helps to strengthen historical understanding and that it also helps people to know more about the past, present and future and also to take lessons from the past in order to have a broad understanding of the the present, and to also have understand... and also helps to understand the future." P5, p103

iv. Supports understanding modern ethics

Some participants are of the view that it helps to understand the development of modern ethics. This view also aligns with the notion of historical thinking which includes understanding the modern context of ethics by analysing cause and consequence (cf. 2.6.4), establishing historical significance (cf. 2.6.1), and identifying continuity and change in ethics (cf. 2.6.5).

"Well, uhm, if your apply modern uhm judgement to history maybe today would have been different or we still have, uhm, we still haven, we still wouldn't have been here sir. Because if you change any event, then you obviously would affect us here. So if we had modern rights

in history we wouldn't have great people like great inventors or great things that led to certain event. I doubt that we would even have houses today but then if you leave history as is and not change anything, I surely believe that parts of his, events in history is what led to us to have these human rights. So if maybe we had those humans right back then uh, we wouldn't even have Mandela, or we wouldn't have uhm, Mr. De Klerk, we wouldn't have a whole lot of things in this country, we wouldn't have a whole lot of variety of things, so I don't think it's advisable to apply some of the measures we had in the part, in right now in the modern history to the past. For example, sir the, uhm, the uh, the invention of the light bulb and Thomas Eddison, we wouldn't have that today. If we, we, we, we, we tangle, we fiddle with history." P4, p84

"Yes. there is the value as discrimination and human rights are part of promoting human dignity thus in history the study of the past of how discrimination was and also how human rights was not recognised will teach the upcoming historians to promote the ethics to the living society." P7, p60

v. School influence

Some participants' perspectives were impacted by their schooling. A single participant's perspective reported on being influenced by Life Orientation. This again highlights the influence that formal education in general has on history as an all-encompassing subject (cf. 2.5).

"Ya, I had it from secondary." P1, p166

"You can say this, this view I, I, I, uh I had it from school." P2, p98

"In school in the subject of Life Orientation." P7, p66

vi. General history influence

A single participant pointed out that one article influenced their view. What this highlights once more, is that history is a continuous process of learning and discovery (cf. 2.3.1).

"What influences my view is what I have learned from an online article that it is very crucial to apply modern ethical judgements to history as it strengthens my ways about thinking about history." P5, p107

vii. Societal influence

A single participant was influenced by politics and events in sports. What this highlights once more, is that history is an all-encompassing part of an individual's life due to informal learning of the subject continuously taking place in one way or the other (*cf.* 2.5).

"Besides from learning, for example, the English Premier League soccer stands together with the Black Lives Matter so through that I can see that human rights matter and they are taken very seriously." P6, p91

viii. Module influence

A single participant was influenced by interacting with the module.

"Yes sir." (Confirming that the module influenced the participant's view) P4, p90

4.2.1.8.2 Theme: Original perceptions of applying modern ethical judgment

Having no view on applying modern ethical judgment limits an individual to reflect on the influence it has on an interpretation of the past. By having some view allows reflection and adjusting the influence it has on the interpretation of the past.

4.2.1.8.2.1 Sub-themes

i. No view

A single participant only thought of the value of applying modern ethics to history during the interview.

"Yes." (Confirming that it was only thought of during the interview) P3, p159

ii. Identifying unfairness

A single participant originally had the view that the value of applying modern ethics to history was to determine unfairness in history. This participant's view set history up as a means of corrective justice.

"Most definitely sir, it definitely did. It definitely did uh, because uhm, I feel like I didn't understand the process itself you know, and how certain events influence certain things and how certain trades lead to certain things we have today. So, well uhm, beginning of the semester I felt like everyone should've just been fair but then now I understand what lead to certain events." P4, p86

iii. Knowledge influence

The participant was originally influenced by a lack of knowledge specifically not knowing how to link different historical events to each other, resulting in a subjective understanding of the past. A lack of knowledge and skills was again highlighted.

“I did, I did sir but my opinion was bias sir, and history has finally it’s given me that source of light so I just like, I, I just like that I treat history as this source of light in my pursuit of this module. So it, it’s like uhm, at first it was just a straight line but now I understand that this map has other routes, that I can take to under, to get into the finish line and understand certain things. So I understand now that things are proper compared to what I knew back then, so also a lack of knowledge contributed to it because I as much exposure to knowledge that I have right now, as to the beginning of this uhm semester.” P4, p88

4.2.1.9 Category 9: Diagnosing the gap between the existing level of knowledge and skills, and the required level of knowledge and skills

Under the category ‘Diagnosing the gap between the existing level of knowledge and skills, and the required level of knowledge and skills’, three themes were identified: ‘independent diagnosis’, ‘semi-independent diagnosis’ and ‘dependent diagnosis’. The following section focuses on each of the sub-themes connected to these three major themes.

Table 4-10: Themes and sub-themes within category 9

Themes	Sub-themes
Independent diagnosis	<ul style="list-style-type: none">• Support influence
Semi-independent diagnosis	
Dependent diagnosis	<ul style="list-style-type: none">• Lecturer responsibility• Personal problems• Overreliance on teacher

4.2.1.9.1 Theme: Independent diagnosis

Being independent is a hallmark of self-directed learning (*cf.* 1.5.5; 2.7.2; 2.7.5).

Some of the participants’ learning gap is diagnosed only by themselves. The self-directed learning process starts with diagnosing the gap in knowledge and skills and identifying the knowledge and skills that are required for learning (*cf.* 1.5.5; 2.7.2; 2.7.5).

“It’s me.” P2, p104

"I do that myself, sir." P3, p161

"No, I do it before the lecturer does it for me." P5, p115

"It has to be myself because I am the only support structure, I have for now." P6, p99

4.2.1.9.1.1 Sub-theme

i. Support influence

A few participants manage to take responsibility for their own learning and can be seen as autonomous. This becomes possible as a result of the academic support provided by the university's learning management system (LMS) and clear feedback from the lecturer. These participants did fulfil an aspect of the self-directed learning process by utilising human resources (cf. 1.5.5; 2.7.2; 2.7.5).

"Uh, right now I do go to, to, to, to the ADS for the breakout on the topic, ya. I think this semester everything will be better." P1, p184

"Ya it was uhm, the feedback I got from my first assignment." P2, p108

4.2.1.9.2 Theme: Semi-independent diagnosis

A single participant uses peer assistance to help diagnose the gap when the participant struggles with self-diagnosis. This participant also utilised human resources. Utilising human resources to fulfil the self-directed learning process is part of the armour of a self-directed learner (cf. 1.5.5; 2.7.2; 2.7.5).

"Uh I would rely on myself if I don't understand I will ask someone. That was my plan up until I faced some of the things, personal stuff from home, you see. So, it affected me on both sides, even on my academics. So, I think things will be better this semester." P1, p190

4.2.1.9.3 Theme: Dependent diagnosis

Being dependent in the learning process indicates that an individual is not yet self-directed (cf. 1.5.5; 2.7.2; 2.7.5). At this stage the individual needs guidance to become self-directed (cf. 1.5.5; 2.7.2; 2.7.5).

4.2.1.9.3.1 Sub-themes

i. Lecturer responsibility

Only a few of the participants' learning gaps are diagnosed by the lecturer. The inability to identify one's own gaps in learning portrays a lack of self-directedness (cf. 1.5.5; 2.7.2; 2.7.5).

"Teacher or lecturer." P7, p68

"Well, it's you sir." P4, 94

A single participant additionally mentioned that peers are utilised to aid in diagnosing the participant's learning gap. This participant also did not succeed in taking the first step of the self-directed learning process (cf. 1.5.5; 2.7.2; 2.7.5).

"Not entirely, it's also the students job to because they need, we have to go out, I have to go out as an individual and find out more information. So, it's, it's a two-way street. The teacher fills the gap and then I also try to play my role as a student to actually meet the results." P4, p96

ii. Personal problems

A single participant's initial dependence may be linked to personal problems that hindered the individual from focusing on their studies. While unfavourable external factors may have a negative effect on an individual's academic progress, one cannot conclude that these factors highlight a lack of self-directed learning skills. What it does emphasise, is the importance of emotional support from family and friends in the self-directed learning process.

"No, it started because last semester I had uhm some personal issues so I couldn't, I really focused on schoolwork." P1, p186

iii. Overreliance on teacher

A single participant indicated that they were never guided in being self-directed at school level.

"Ya I can say from maybe from school, from my, history teacher." P2, p106

4.2.1.10 Category 10: Identifying learning objectives

Under the category 'Identifying learning objectives', the three themes that were identified were 'independent identification', 'semi-independent identification', and 'dependent identification'. The following section focuses on each of the sub-themes connected to these three major themes.

Table 4-11: Themes and sub-themes within category 10

Themes	Sub-themes
Independent identification	
Semi-independent identification	<ul style="list-style-type: none"> • Lecturer and peer assessment • Independent effort • Lecturer guidance
Dependent identification	

4.2.1.10.1 Theme: Independent identification

A few participants stated that they identified their own learning objectives. These participants managed to take the second step of the self-directed learning process (cf. 1.5.5; 2.7.2; 2.7.5).

“Uhm I, I, I identify my uhm my own learning objectives. Unless given a source that uhm, that after this mod, after this lesson you should be able to do this, this, this, but then if we are just given, uhm something in order for us to complete, uhm I’ll, I’ll jot down my own learning outcomes that at the end I should know uhm, maybe essay writing, I should know how to write uhm, an essay about this, this, this and this, and I should be able to answer this, this and that.” P3, p173

“When I receive the next assignment, I will identify the learning objectives on my own.” P5, p145

The latter participant was the only one that utilised the essay improvement plan, for identifying learning objectives. The participant also identified that it aided specifically in the structuring of the second essay.

“Yes, some of it came from the lecturer. Uhm I, I decided on my learning objectives based on the essay improvement plan, yes.” P5, P129

“Um no sir, I think I said no, the essay improvement plan played a huge role in helping me, in helping me to write like my next essay. But in my first essay I did not structure my essay very well and then in the next essay I was able to structure my essay very well and find the relevant content.” P5, 157

4.2.1.10.2 Theme: Semi-independent identification

In the self-directed learning process an individual can still be self-directed if human resources are applied as part of the process and not used as the basis for the self-directed learning process (cf. 1.5.5; 2.7.2; 2.7.5).

4.2.1.10.2.1 Sub-themes

i. Lecturer and peer assessment

A few participants stated that learning objectives are self-identified with guidance from the lecturer in the form of feedback. Even though a self-directed learner utilises human resources, an overdependence on human resources does break the process of self-directed learning at the second step in the process if the individual does not engage with and reflect on feedback and the purpose thereof (cf. 2.7.7).

“I’m the one who identifies the learning objectives, from the feedback.” P2, 120

“Firstly, I assess my marks and go back to the content to see what I missed. Secondly, I identify where I went wrong.” P6, p116

A few participants stated that their learning objectives were identified by peers and the lecturer. This indicated a lack of self-directedness.

“Uh, the person who identified it was a senior student and then... Are you, my lecturer?” P1, p200

“Yes, he does send how to write an essay instructions, he does.” P1, p202

“Yes sir, and also the, the, the, the peer, the peer method was provided by you sir, the lecturer and as well as what else? P4, p106

In addition, one of the participants stated that they felt driven to strive towards achieving learning objectives identified by peers and the lecturer due to strict assessment. Motivation for this participant was external due to the reliance on human resources for motivation. This shows the importance of being self-driven in order to be truly self-directed. (cf. 1.5.5; 2.7.2; 2.7.5).

“The content itself, it also helps a lot because uh, the peer method, it blindly explains how your essay should be written so, at first I was ignorant of that because I felt like it's a lot of work to just get one essay drafted, but then now I understand as an individual we have to do the work to get the work done. So now, I took your advice and used the peer method and it's kind of easier to use to write essays.” P4, p106

ii. Independent effort

A single participant indicated that shortcuts were initially followed resulting in learning objectives not being focused on.

“Because at first I thought I would be able to do it easier, it would be easier and a shortcut. But now, it’s generally, you have to put in the work, like I didn’t understand the process itself, I didn’t understand that I have to work as a person and oh, if you don’t do the work you actually fail, there’s no second chance.” P4, p108

iii. Lecturer guidance

A single participant initially struggled to identify learning objectives. With guidance from the lecturer, the participant learned how to identify learning objectives. The participant’s response indicates the important role to be played by lecturers in higher education in equipping students with the necessary knowledge and skills so that they are able to embark on self-directed learning and progressively take more responsibility for their own academic progress.

“At first, I didn’t know how to identify like the objectives, I didn’t know how to start them and how to like use them the correct way. Now I know and I have learned from the lecturer uhm, I have learned from the lecturer how to write the learning objectives on my own and ya.” P5, p151

4.2.1.10.2.2 Dependent identification

A single participant indicated that the learning objectives are only identified by the lecturer. While one needs to acknowledge that the participants were first-year students who emerged from a public schooling system in which teaching is mostly teacher-centred (Holtman *et al.*, 2018:3) this dependence on the lecturer does not align with a self-directed learning process (*cf.* 1.5.5; 2.7.2; 2.7.5).

“Teacher or lecturer.” P7, 70

4.2.1.11 **Category 11: Process for achieving the objectives**

Under the category ‘Process for achieving the objectives’, the four themes that were identified were ‘applying strategies’, ‘improved research’, ‘improved planning’ and ‘recapping’. The following section focuses on each of the sub-themes connected to these four major themes.

Table 4-12: Themes and sub-themes within category 11

Themes	Sub-themes
Applying strategies	
Improved research	
Improved planning	<ul style="list-style-type: none"> • Based on gap diagnosis • Follow instructions from lecturer • Inadequate planning and failing influence
Recapping	

4.2.1.11.1 Theme: Applying strategies

A few participants stated that the process is based on using strategies that were specifically researched for the objectives. Independently seeking strategies to improve learning aligns with the self-directed learning process (cf. 1.5.5; 2.7.2; 2.7.5).

“Uh, I, I would apply more effort, uh in studying and seeking information.” P1, p218

“How to apply the content and the strategy.” P1, p220

“Firstly, I assess my marks and go back to the content to see what I missed. Secondly, I identify where I went wrong and lastly come up with a plan to strategize and maximise the content of the module info I have.” P6, p116

4.2.1.11.2 Theme: Improved research

A single participant noted that further research on the content of the subject and the use of peer input are required to accomplish the objectives. The participant utilised human resources to gain a deeper understanding of the discipline. This aligns with a self-directed learning process (cf. 1.5.5; 2.7.2; 2.7.5).

“A better, enough information, uh, from different sources, uh I jotted down on an exercise book and paraphrased it, then I transfer it to my laptop. After finishing with the assignment, I ask a friend of mine, we are doing the same course, but she is a second-year student, so she helped me to, to, she looked my work that I didn’t, my plagiarizing is not too high. Then I submitted, then the feedback was not bad, as the first one.” P2, p138

4.2.1.11.3 Theme: Improved planning

The self-directed learning process is not a spontaneous event but needs to follow a specific sequence (cf. 1.5.5; 2.7.2; 2.7.5). Planning the sequence of the parts of the learning process is important.

4.2.1.11.3.1 Sub-themes

i. Based on gap diagnosis

A single participant mentioned that the objectives are arranged in a sequence that one can manage to achieve.

“Uhm, so what I’ll do is uhm, I’d make a I’d first, uh read, uhm what I’m supposed to be doing and the just make a rough mind map uhm, in order for me to arrange this, then at the end uhm, I’ll be able to jot down uhm, what I need uh, to learn, and I have to actually achieve what I’ve jotted down.” P3, p181

ii. Follow instructions from the lecturer

A single participant stated that to reach the objectives they need to follow the instructions from the lecturer on how to reach the objectives. The dependence that the participant identified does not link to self-directedness that requires an individual to be independent during the whole learning process (cf. 1.5.5; 2.7.2; 2.7.5).

“Listen to the lesson aims. Listen to the content brought by the teacher. Ask questions where there is difficulties about misunderstanding the certain part of the topic. Do participate with other learners to give each other views about the certain topics. Write activities to see whether what has been taught is in existence or can be remembered.” P7, p72

iii. Inadequate planning and failing influence

A few participants stated that ineffective preparation and procrastination significantly impacted their ability to achieve any sort of objective. However, the participants did improve their preparation for achieving objectives upon receiving feedback, despite failing. Firstly, failing in learning due to not planning highlights that learning is a process and self-directed learning is an independently planned process (cf. 1.5.5; 2.7.2; 2.7.5). These participants were not independently motivated to learn, and it impacted their planning. Secondly, these participants emphasised their overreliance on the lecturer, further indicating their dependence which does not link with self-directed learning (cf. 1.5.5; 2.7.2; 2.7.5).

“After getting the assignment, I started early to do it. Because the first one I did it on the last minute. I was, I was procrast, procrastinating then the second one the minute I got it I just typed it, I had enough time for doing it.” P2, p132

“I can say that, the feedback from the first assignment uh, made me to, to plan my time because I noticed that you I’m failing. So I had to try strategies to pass the following assignment.” P2, p136

“Uhm well, I would just, you know, do the work, cry all the time. Do the work almost to the deadline. Because with an, a history essay you cannot just write it a week before or two days before it’s impossible. It’s like highly impossible to get your work properly written and your reference done and everything correctly drafted and written, so if you do it, if you give yourself more time to work on it, then it definitely would have better results because at first what I did, I would just read the content and then copy exactly from the content what I understood, then go to the internet, find the closest source that I could find relating to the topic and just try to translate it and read it and understand it and then just write it over without proofreading it or checking its accuracy because it’s a last minute thing, but now I allow myself to actually have the time to draft the work, prior beforehand, and have at least a week to submit, to even go back and say, oh my gosh misspelled this, I typed my student number wrong and so on forth. Yes sir.” P4, p118

“It changed, it changed because I didn’t like the, the, the, the results I was getting as a person. The results were not good, and I didn’t benefit anything from it, not knowledge, not even the content, I didn’t understand the content, I didn’t know the content there’s, everything was just a last-minute thing. But now sitting through the work itself has given me enough time to understand the work and the results I get is what I feel... it’s with the work for now. Then I’m able to also, correct where I would like it or where I feel that I need to work on and polish my improvements in certain aspects.” P4, p120

4.2.1.11.4 Theme: Recapping

A single participant commented on the need to recap content to reach objectives especially when gaps had been identified by peers. The participants highlighted the gap in their own content knowledge. The participant only became aware of this gap after it had been pointed out externally. The sole reliance on external input regarding possible learning gaps indicates a lack of self-directedness (cf. 1.5.5; 2.7.2; 2.7.5).

“Well, uh, what, what I do basically is when I get an essay is, I would go, I would read through the content giving because obviously I know with every essay that comes has been linked to

work we have been doing previously. So now what I do is I would uhm, go and listen to the videos now and use the peer method, but before I draft the final draft is that I would take at least two to three days while editing and going through and scanning my work so that it, it's less plagiarism and more accurate." P4, p112

4.2.1.12 Category 12: Evaluation roles

Under the category 'Evaluation roles', the two themes that were identified were 'dependent evaluation' and 'independent evaluation'. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-13: Themes and sub-themes within category 12

Themes	Sub-themes
Dependent evaluation	<ul style="list-style-type: none"> • Lecturer responsibility • Overreliance on teacher
Independent evaluation	<ul style="list-style-type: none"> • Needing more direction • Self-assessment before submissions

4.2.1.12.1 Theme: Dependent evaluation

4.2.1.12.1.1 Sub-themes

i. Lecturer responsibility

All the participants indicated that the lecturer is mainly responsible for the evaluation of all assessments. The lecturer may be mainly responsible for grading assignments but the fact that participants solely depended on the lecturer to point out where they were lacking in terms of knowledge and skills, proved that they were unaware of the importance of engaging with and reflecting on assessments in taking responsibility for their own learning and academic progress.

"I check the feedback uhm, I check the feedback from the lecturer, check my mistakes, uh I check the bubbles whereby he wrote my mistakes then reconsult the essay." P1, p236

"I didn't (referring to doing any evaluation)." P2, p146

"Uhm the learning, actually, when the lecturer is there, uhm I can easily, like I said I'll, I'll pre-read and I'll set objectives for myself uhm, so when the lecturer is there uhm, when it comes to grading, when it comes to him teaching, I can adapt uhm, to whatever he is talking about." P3, p191

“Yes sir. So uhm, well as, as a teacher, as a lecturer, it is your role to give me feedback regarding my work like you’ve explained.” P4, p128

“And the the role of the lecturer is to evaluate my assessment and also give me feedback.” P5, p161

“It was something that I was accustomed to in high school by my history teacher now it has become a norm.” P6, p120

“The lecture's role is to set the question on the test and on the assignment in order to test my level of thinking, my role is to write the test as well as the assignment by doing a research and on the grading process the lecturer will give the feedback of what I have wrote from the test and the assignment so that I can see how am I improving or not.” P7, p80

ii. Overreliance on teacher

A single participant’s school-based experience of assessment being dominated by the teacher, lead to the belief that the teacher/lecturer always remains the main role player. This experience opposes the idea of self-directed learning being a guided process through which the student progressively takes more responsibility for their own learning and academic progress.

“It was something that I was accustomed to in high school by my history teacher now it has become a norm.” P6, p120

4.2.1.12.2 Theme: Independent evaluation

Only by reaching full independency can an individual become completely self-directed (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.2.1.12.2.1 Sub-themes

i. Needing more direction

A single participant said that self-assessment is only performed when the feedback received lacks direction. The participant did indicate an independent approach to evaluation only if he/she could not be dependent on the lecturer, indicating a wilful approach to being dependent.

“Yes sir if, if the essay is already graded and, uhm maybe there's no feedback from the lecturer, I'd actually look at uhm, the criteria that we always used, uhm even in high school, uhm that ok, uhm maybe I didn't follow the correct uh, the correct uhm, way of writing uhm, a paragraph or maybe concluding I didn't uhm, like use the peer method, did I actually use

the peer method; uhm did I use this, did I use, so ya. I review my essays afterwards, to check where I can improve.” P3, p195

ii. Self-assessment before submission

A few participants added that they also evaluate their work before submission. Self-assessment is an important step to ensure that a product of learning aligns with self-directed learning and proves that the student learns to independently verify if the product is satisfactory (*cf.* 1.5.5; 2.7.2; 2.7.5).

“No, I don’t just submit. I, I check the assignment first, I do check my assignment. Things are going to be different on the second semester because I think I have enough focus on my books right now, better than the first semester.” P1, p240

“Yes, sir I do. I also check if like I have answered the question correctly and I also check if I, I, I have, I have wrote the relevant content.” P5, p165

4.2.1.13 Category 13: The value of evaluation in the learning process

Under the category ‘The value of evaluation in the learning process’, the two themes that were identified were ‘independent evaluation’ and ‘improving marks’. The following section focuses on each of the sub-themes connected to these two major themes.

Table 4-14: Themes and sub-themes within category 13

Themes	Sub-themes
Independent evaluation	<ul style="list-style-type: none"> • Role in process evaluation • Applying specific strategies • Needing to adapt to university
Improving marks	<ul style="list-style-type: none"> • Results motivation

4.2.1.13.1 Theme: Independent evaluation

4.2.1.13.1.1 Sub-themes

i. Role in process evaluation

Most of the participants indicated that they have the main role in evaluating the learning process. Being independent in evaluating their own learning process does link with self-directedness that requires an independent individual that controls the learning process (*cf.* 1.5.5; 2.7.2; 2.7.5).

“Uh, you know... I know like my strategy, my strategy is not good enough so I was planning on adding some of the things that would help me to begin back.” P1, p252

“Hmmm, I can say that my learning, my learning strategy or, is good now. It’s good because I’m able to manage my time. If I see that assignment appears on my eFundi I just take it, I don’t wait for the last minute to finish it.” P2, p152

“What I actually did was, was not what was expected of me and I got lower marks so, I had to evaluate where I can like, uhm improve.” P3, p205

“It really important because I will be able to know what to do and what not to do at the end of evaluation.” P6, p122

“Is the way of myself taking initiative without any help from others.” P7, 88

ii. Applying specific strategies

After evaluating the learning process, a single participant applies specific strategies to improve the learning process. Reacting to an independent evaluation of the learning process and independently applying strategies to improve learning, links to self-directedness (cf. 1.5.5; 2.7.2; 2.7.5).

“Uh, I have to improve some part of it. I do check. Sometimes I do write uh, and get, I used to write with a strategy and get good marks, so everything just changed when I got in university.” P1, p254

iii. Needing to adapt to university

A few participants indicated that they became independent during the semester in evaluating their learning processes. This highlights the influence of individuals and the learning environment that requires independence. Guidance that focuses on becoming independent links to guiding individuals to become more independent and self-directed in their learning process (cf. 1.5.5; 2.7.2; 2.7.5).

“But now it’s difficult online because you just get the instruction no one actually carries out to check, did you do your homework, you didn’t do it, did you do your activities, you didn’t do them, are you still all right, did you study it or not, your writing like, it’s all of those things. So, but now as time went by, I started adapting to the whole transition of online learning itself.” P4, p142

“Ok, what basically made me more independent is that I shouldn’t wait for the lecturer because waiting for the lecturer it means I would get less marks then waiting for the lecturer’s permission then get higher marks on the other assignments.” P5, p187

4.2.1.13.2 Theme: Improving marks

Being self-directed assists an individual in being successful in any field (cf. 1.5.5; 2.7.2; 2.7.5).

4.2.1.13.2.1 Sub-theme

Some participants additionally pointed out that their motivation to evaluate their learning process by themselves was based on improving their marks. Being independently motivated to learn and improve links with self-directedness (cf. 1.5.5; 2.7.2; 2.7.5).

“What I actually did was, was not what was expected of me and I got lower marks so, I had to evaluate where I can like uhm improve.” P3, p205

“Uh, I have to improve some part of it. I do check. Sometimes I do write uh, and get, I used to write with a strategy and get good marks, so everything just changed when I got in university.” P1, p254

“Ok, what basically made me more independent is that I shouldn’t wait for the lecturer because waiting for the lecturer it means I would get less marks then waiting for the lecturer’s permission then get higher marks on the other assignments.” P5, p187

4.2.1.14 **Category 14: Applying historical thinking skills**

Under the category ‘Applying historical thinking skills’, the five themes that were identified were ‘analysing cause and consequences’, ‘the ethical dimension’, ‘establishing historical significance’, ‘taking historical perspectives’ and ‘using primary source evidence’. The following section focuses on each of the sub-themes connected to these five major themes.

Table 4-15: Themes and sub-themes within category 14

Themes	Sub-themes
Using primary source evidence	<ul style="list-style-type: none"> • Instances of scholarly secondary sources in essay 1 • Instances of scholarly secondary sources in essay 2 • Instances of non-scholarly secondary sources in essay 1 • Instances of non-scholarly secondary sources in essay 2

Themes	Sub-themes
Establishing historical significance	<ul style="list-style-type: none"> • Instances of historical significance in essay 1 • Instances of historical significance in essay 2
Taking historical perspectives	<ul style="list-style-type: none"> • Instances of historical perspective in essay 1 • Instances of historical perspective in essay 2
Analysing cause and consequences	<ul style="list-style-type: none"> • Instances of cause and consequence in essay 1 • Instances of cause and consequence in essay 2
The ethical dimension	<ul style="list-style-type: none"> • Instances of ethical judgement in essay 1 • Instances of ethical judgement in essay 2

The themes and sub-themes in Category 14 were deductively identified from the essay assignments of the participants. The analysis excluded any essays that were plagiarised. Plagiarism was determined with the Turnitin plagiarism detection tool. The participants' plagiarism ranged from 32% - 78%, leading to the essays not being analysed due to the lack of any original content from the participants in the documents.

With P2, P4, P6 and P7 the first essays were plagiarised. With P1, P 3 and P6 the second essays were plagiarised.

4.2.1.14.1 Theme: Using primary source evidence

Primary sources are key in developing an interpretation of the past due to its originality in the event that occurred. It is the only empirical evidence that exists in the discipline (*cf.* 2.6.3).

4.2.1.14.1.1 Sub-themes

Figure 4-1 is a graph of the instances of scholarly secondary sources in essay 1.

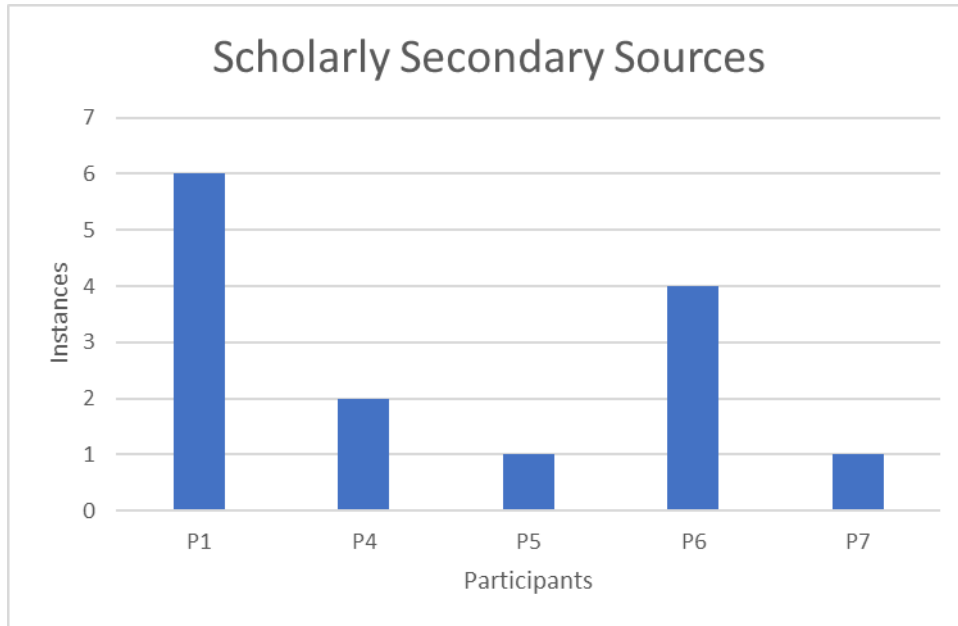


Figure 4-1: Instances of scholarly secondary sources in essay 1

Figure 4-2 is a graph of the instances of scholarly secondary sources in essay 2.

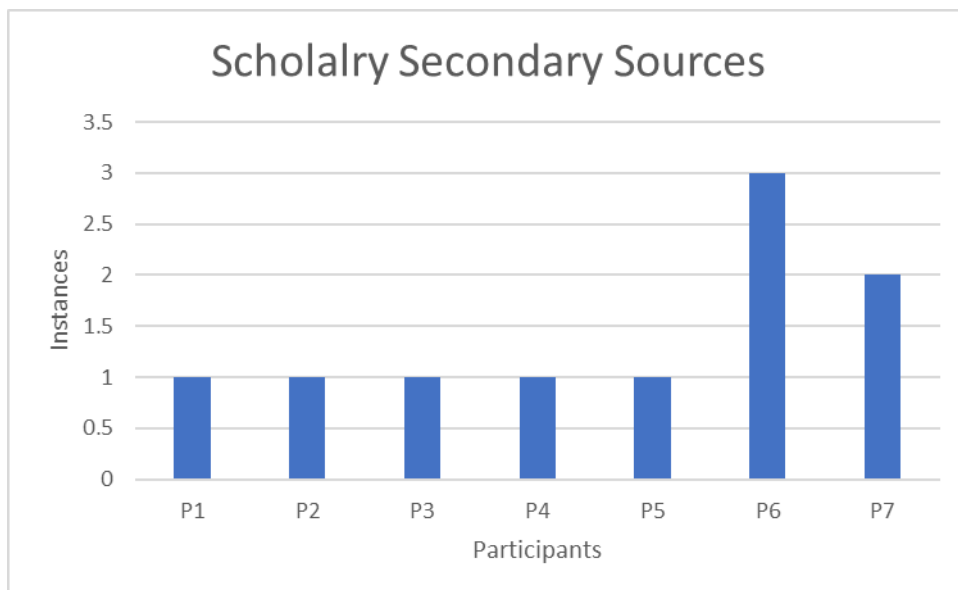


Figure 4-2: Instances of scholarly secondary sources in essay 2

Most of the participants used scholarly secondary sources in their first essays. All the participants used scholarly secondary sources in the second essay, while at the same time the number of scholarly secondary sources that were used decreased. Only a few participants started to only use scholarly secondary sources in with the second essay. With the uptake in using scholarly secondary sources, it can be argued the participants started to understand that the origin of a

sources is important when deciding on using it. The participants' use of non-scholarly sources in the second essay, diminishes the argument.

“(The editors of Encyclopaedia Britannica). 2017. Feudalism in the middle east. ([“The civil war a nation divided Shane Mountjoy, Ph.D. 2009 by Infobase Publishing p28.” P6, e2, p6*](https://www.brintannica.com/editor/the-editor-of-encyclopaediabritannica/4419/Aug16,2017.” P4, e1, p6Aug16,2017,2017)</i></p></div><div data-bbox=)*

4.2.1.14.1.2 Sub-themes

Figure 4-3 is a graph of the instances of non-scholarly secondary sources in essay 1.

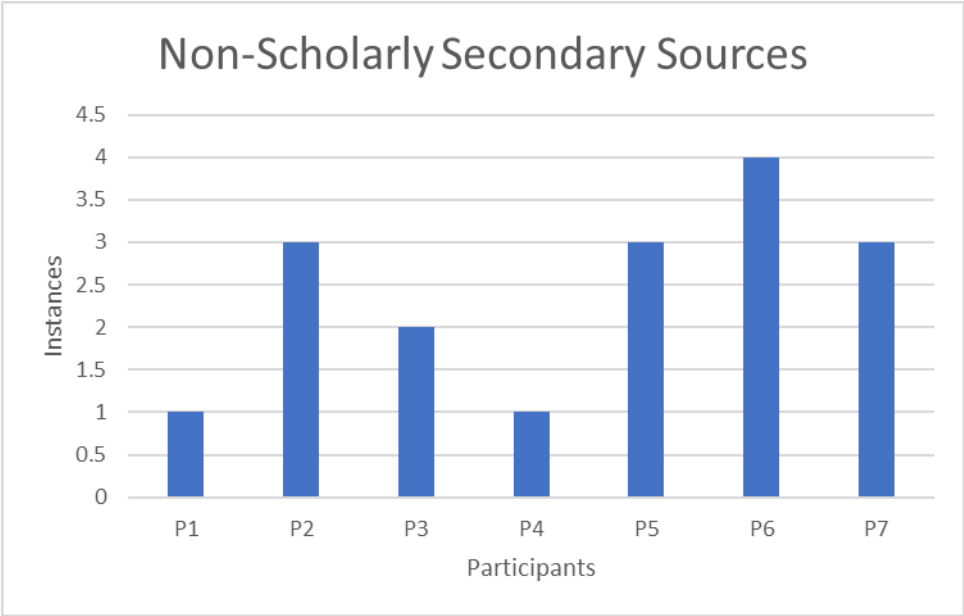


Figure 4-3: Instances of non-scholarly secondary sources in essay 1

Figure 4-3 is a graph of the instances of non-scholarly secondary sources in essay 2.

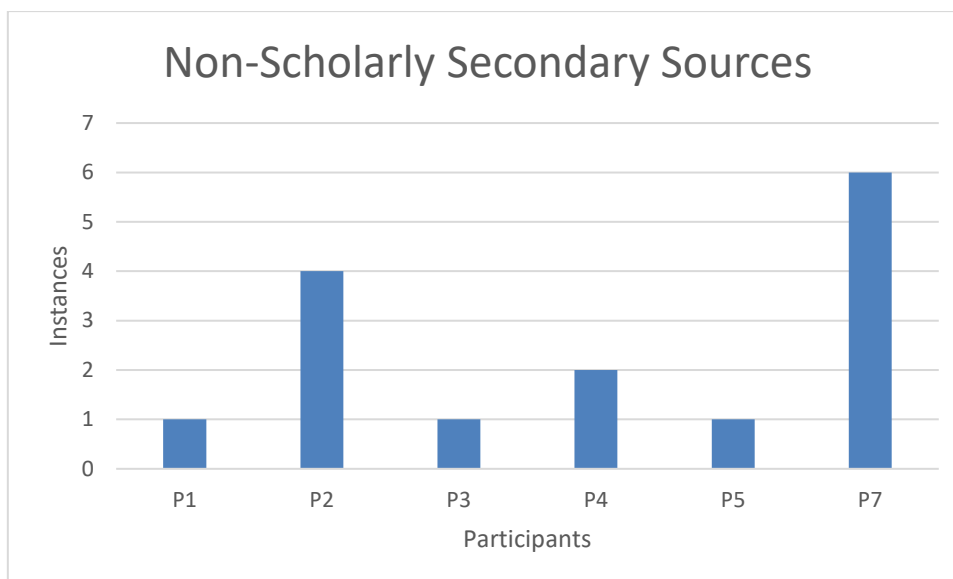


Figure 4-4: Instances of scholarly non-secondary sources in essay 2

All the participants relied on non-scholarly secondary sources with the first essay. Most of the participants still relied on non-scholarly secondary sources in the second essay. Some of the participants' use of non-scholarly secondary sources was reduced and some participants' use was increased. A single participant did not use any non-scholarly secondary source in the second essay even though this participant plagiarised both essays. By still using non-scholarly secondary sources, and secondary sources in general indicated an overreliance on other individuals' interpretation of the past. It also indicated that the participants do not possess the skill of interpreting from sources, more specifically primary sources. Additionally, by not having an independent interpretation, the application of the other historical thinking concepts does not come down to skill but to transfer ideas.

"<https://en.wikipedia.org/wiki/Feudalism>." P1, e1, p5

"<https://papersowl.com/examples/slavery-is-an-established-social-institution/>, Accessed 27 May 2021." P5, e2, p7

4.2.1.14.2 Theme: Establishing historical significance

Not all historical knowledge is useful when research is conducted. The aim of the research needs to be fulfilled. For this to be done, only significant information needs to be considered. As part of the interpretation the significance also needs to be linked to the goal of the research (*cf.* 2.6.1).

4.2.1.14.2.1 Sub-themes

Figure 4-5 is a graph of the instances of historical significance in essay 1.

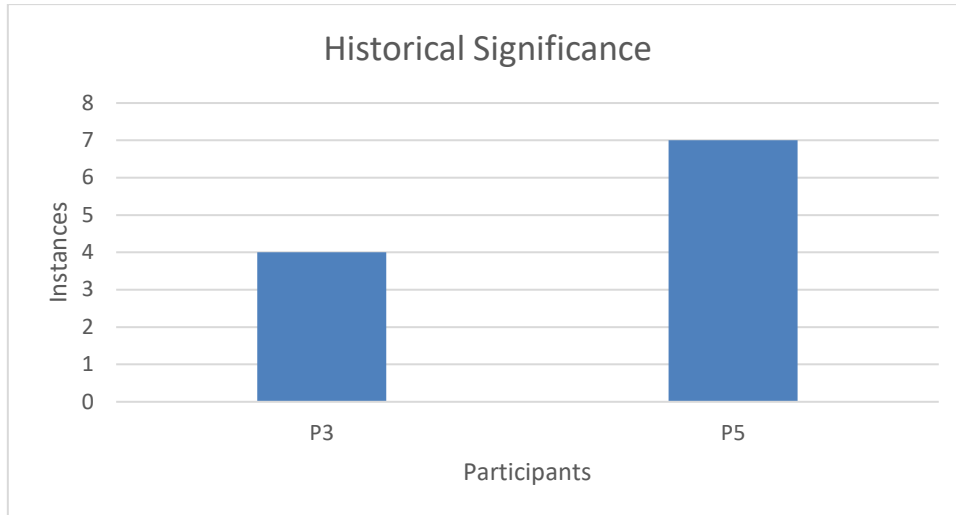


Figure 4-5: Instances of historical significance in essay 1

Figure 4-6 is a graph of the instances of historical significance in essay 2.

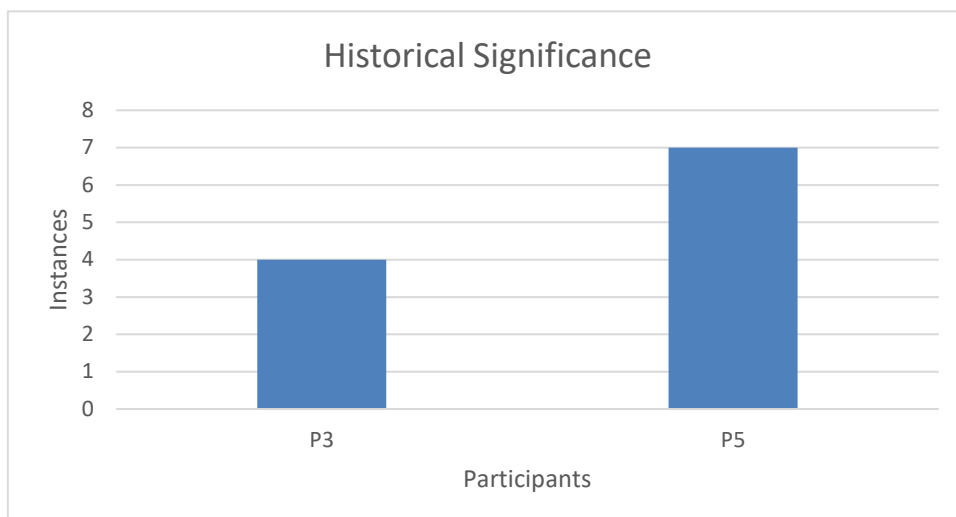


Figure 4-6: Instances of historical significance essay 2

In the first essay, only a few participants provided examples of historical significance. Some participants demonstrated instances of historical significance only in the second essay. A single participant demonstrated examples in both essays, with one instance improving in the second essay. By including historically significant information in answering the essay questions, the participants successfully applied established historical significance by linking the information to a specific research question. The improvement in taking historical significance in the second essay highlights the role of formal education in developing the skills of taking historical significance.

“To do so, feudal lords collected taxes from their manor's serfs and peasants, as well as rent from the peasants for the use of the land for agricultural purposes. To prevent agricultural

land from being neglected for long periods of time, the feudal levy had a fixed term of service.”
P5, e1, p5

“The heart of the divide and root of this dispute between the north and south was slavery and the Northwest Ordinance of 1784, which allowed the extension of slavery in new states, the south was based on large farms that produced cotton and relied on slaves as the source of labour while the north was a fast growing based on financial industries and modernising.” P4, e2, p1

4.2.1.14.3 Theme: Taking historical perspectives

4.2.1.14.3.1 Sub-themes

Figure 4-7 is a graph of the instances of historical perspective in essay 1.

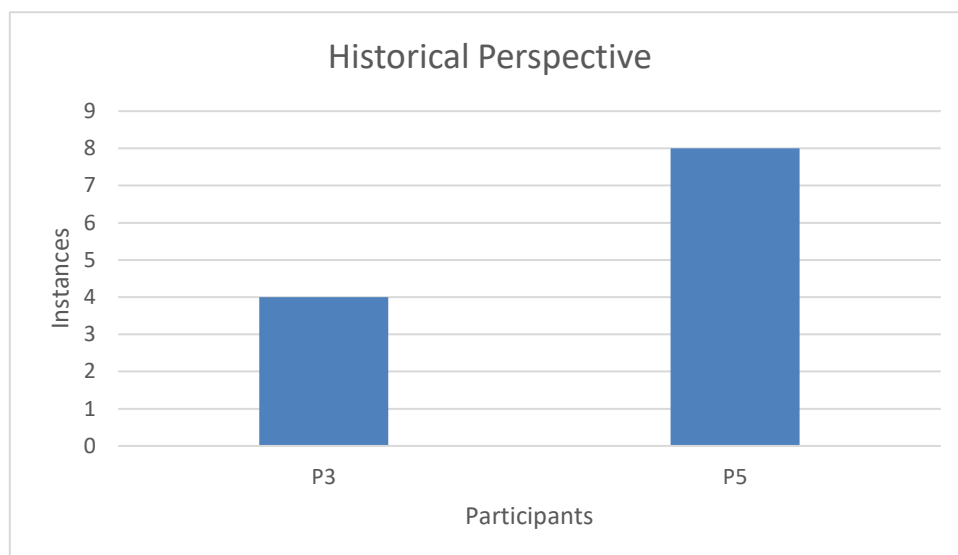


Figure 4-7: Instances of historical perspective in essay 1

Figure 4-8 is a graph of the instances of historical perspective in essay 2.

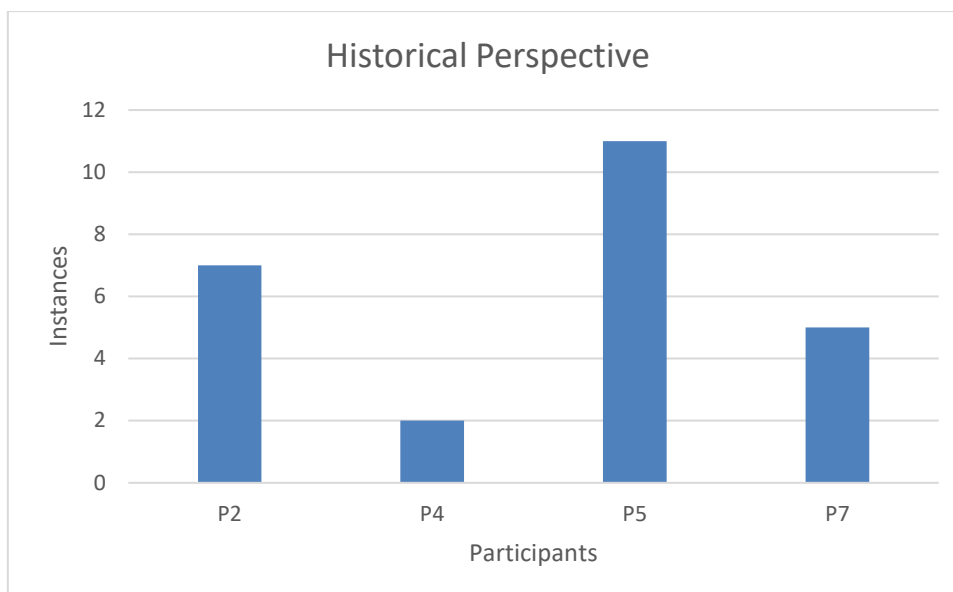


Figure 4-8: Instances of historical perspective in essay 2

Only a few participants showed instances of historical perspective in the first essay. In the second essay some participants showed instances of historical perspective. Only a single participant showed instances in both essays with an improvement of four more instances than in the first essay. When answering a specific research question, multiple perspectives are needed (*cf.* 2.6.2). The improvement of taking historical perspectives in the second essay again highlights the role of formal education in developing historical thinking skills.

“The economics of the Middle Ages focused on the agricultural practices that were performed by the peasants. The peasants were supposed to produce the enough food for the community as well as surplus to sell in the market in exchange for money they, also sold their livestock in exchange for money.” P3, e1, p2

“The Confederacy military were depended on the slaves in America. Agriculture, working on the roads, ditch diggers, assisting medical workers and they were supposed to be on the army of the country. Sometimes they over-worked and get sick or die. Another duty of the slave people was the camp servants where that were serving their master or served officers but sometimes camp servants received significant salary. But it was rare to find the slave getting paid, normally they there were not being paid totally. Slaves were sometimes being paid for a good behaviour nevertheless there was a belief that punishment was the best option to deal with the slaves in America. That shows the slavery was the very important reason of the Civil War in America.” P2, e2, p3

4.2.1.14.4 Theme: analysing cause and consequence

Being able to identify and understand cause and consequence in history enables an individual to interconnect historical events and not isolate events leading to a weak interpretation the past (cf. 2.6.4).

4.2.1.14.4.1 Sub-themes

Figure 4-9 is a graph of the instances of cause and consequence that were identified in essay 1.

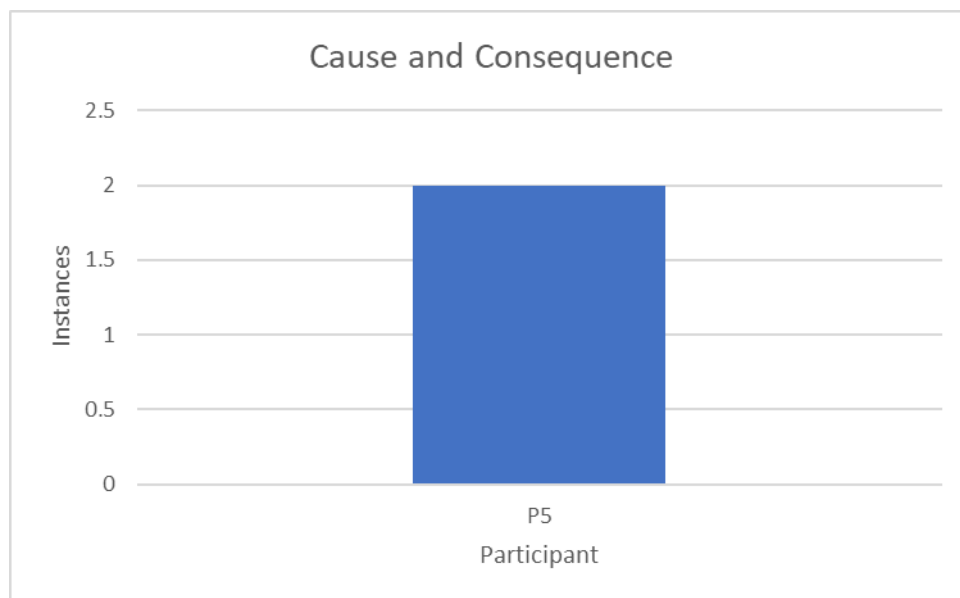


Figure 4-9: Instances of cause and consequence in essay 1

Figure 4-10 is a graph of the instances of cause and consequence that were identified in essay 2

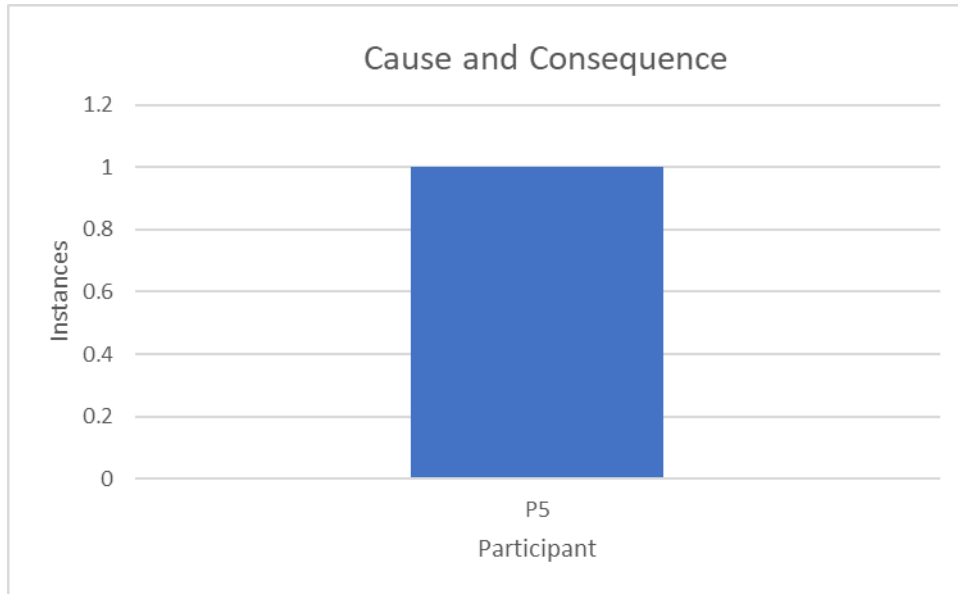


Figure 4-10: Instances of cause and consequence in essay 2

Only a single participant showed an instance of cause and consequence in both essays. This indicated a lack of applying cause and consequence with the specific participant due to the essay questions (*cf.* 3.6) requiring a constant link between multiple causes and the consequence (*cf.* 2.6.4).

“Medieval men's attitudes toward Medieval women shifted with the introduction of knightly chivalry, and women who could engage in "work-at-home" trades, like weaving, were respected more than ever before.” P5, e1, p2

“The southern political elites also owned huge plantations, consequently the call for preserving slavery was uniform in the southern states.” P5, e2, p1

4.2.1.14.5 Theme: The ethical dimension

4.2.1.14.5.1 Sub-themes

Figure 4-11 is a graph of the instances of ethical judgement in essay 1.

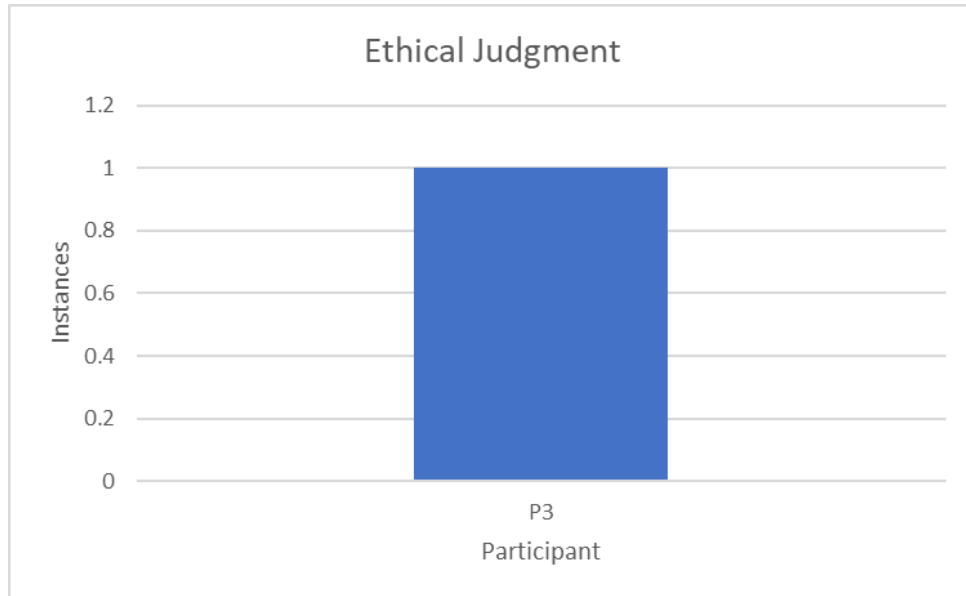


Figure 4-11: Instances of ethical judgement in essay 1

Figure 4-12 is a graph of the instances of ethical judgement in essay 2.

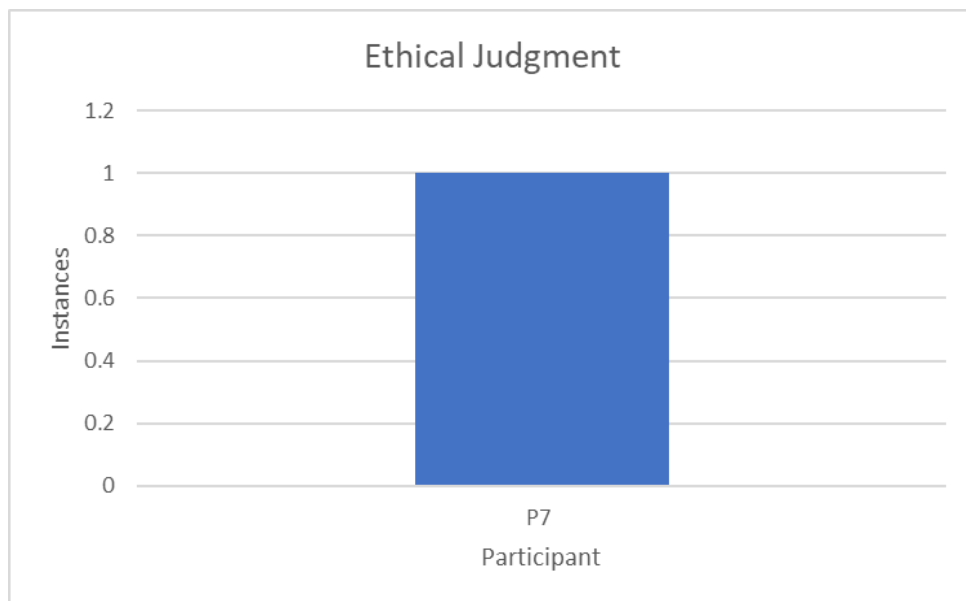


Figure 4-12: Instances of ethical judgement in essay 2

Only a single participant showed an instance of ethical judgment in the first essay and another single participant showed an instance of ethical judgment in the second essay. By applying ethical judgment in the essays, the participants did not only deviate from the question, but skewed the trustworthiness of their own answers by randomly judging history in the essays that did not require it (*cf.* 2.6.6).

“The lower class was the less privileged.” P3, e1, p3

“In America after the 10th Amendment whereby slaves were not granted full rights while on the other hand the national government was still limited which simply led other white racists from the southern state to keep on owning slaves.” P7, e2, p4

4.3 INTERPRETATION AND DISCUSSION

4.3.1 History and Historiographical Perceptions

4.3.1.1 Conceptualisation of history

The participants' definition of history (*cf.* 4.2.1.1.1) shows elements of the basic dictionary definition (*cf.* 2.3.1). Their conceptualisation of history can be summed up as the study of humanity's past. Even participants whose perceptions changed throughout the semester originally saw history as learning about past events. These participants view history as a set of knowledge that must be uncovered. Their application and skills that are related to history (*cf.* 2.4; 2.6), are limited to lower-order thinking skills (*cf.* 2.7.1; Armstrong, 2010).

Only some participants had an expanded view of history's extended purpose relating to the skills that are developed when engaging with historical research. The participants mostly highlighted predictive skills (*cf.* 2.6.5; *cf.* 4.2.1.1.1.1) that develop due to understanding how society developed. This view did indicate the realisation that the study of history requires engagement on high cognitive levels such as application, evaluation and creation (*cf.* 2.4.1).

A final definition can be formulated as: History is the study of the causes and consequences of events in humanities' past to enable an individual to predict future events based on understanding the influence of past and current events.

The participants' view of history influenced their original view of the purpose of the History for Education module (*cf.* 4.2.1.2.1.1). With the participants developing a concept of history, showing the influence of the individual's environment in creating knowledge (*cf.* 2.5). As first-year students the participants had not been adequately exposed to the pedagogical demands of teaching history; they had only been exposed to the discipline. This was clearly indicated when they expressed no expectation in terms of engagement with the pedagogical (*cf.* 2.7) aspect of their teacher training.

4.3.1.2 Conceptualisation of the module History for Education

The purpose for which the module was created can be summarised as teaching history knowledge and skills along with pedagogical knowledge and skills to be able to teach History in the Senior

and FET Phase (Grades 7 to 12) (*cf.* 2.4.3; 4.2.1.2.1.1). Only a few participants expressed views that are somewhat aligned with the purpose of the module. No single participant had an exact view that is equal to the actual purpose of the module (*cf.* 2.4.3). This may indicate a lack of actual intent to attain certain module outcomes (*cf.* 2.4.3).

All the participants changed their original views after only one semester (*cf.* 4.2.1.2.2). This highlighted the role of knowledge construction in the environment in which the participants find themselves. Only a few started to understand the concept of education as a separate field, and it was only still partly understood to varying degrees after one semester of interaction with the module. Still, most of the participants understood that the purpose of the module was to teach them disciplinary content, not pedagogical knowledge, and skills (*cf.* 2.7). This lack of understanding of the module outcomes points to a gap at the start of the learning process. If students do not understand the aims and goals of a programme they will have no concrete plan to achieve those aims and goals (*cf.* 2.4.3).

With all the participants agreeing that history requires a study of the past, their concept of what to study to uncover the past sets the basis on which their knowledge of the past is built. Primary sources are considered the first set of sources on which to base any interpretation for the creation of history knowledge (*cf.* 2.4; 2.6.3).

4.3.1.3 The value of primary and secondary sources

Most of the participants understand that primary sources (*cf.* 2.6.3; 4.2.1.3.1) came into existence when a specific historical event occurred. This led most of the participants to believe that primary sources are unbiased, accurate and trustworthy. Some of the participants also acknowledge that primary sources are of more value to them with a single participant pointing out that these sources are more valuable than secondary sources. The metric that most of the participants use to measure the value of primary sources is an undeniable fact. Only a single participant pointed out that primary sources, even if they are of more value, should be used along with secondary sources. A single participant had a different metric to which the value of primary sources is measured: for it to have value it must obtain a specific outcome based on the findings.

Only some participants had a different view of primary sources at the start of the semester (*cf.* 4.2.1.3.2). Primary sources were not seen as less valuable but more as a source that is not accessible to the participants. These participants mostly struggled due to lacking the knowledge and skills required to use a primary source.

It was evident that the few participants that originally lacked the required knowledge and skills to use primary sources, continued to rely on secondary sources after the semester had finished (*cf.*

4.2.1.14.1). The participants do understand the difference between a primary source and a secondary source (*cf.* 2.6.3; 4.2.1.3.1; 4.2.1.4.1). These participants are of the view that secondary sources are sufficient to provide a valid interpretation of the past. This view does not align with a historical interpretation in general (*cf.* 2.4) and with the historical thinking concept of primary sources (*cf.* 2.6.3), indicating a low level of historical thinking regarding sources.

Some of the participants highlighted that the value of a secondary source lies in using it to better understand a primary source. They believe that only after consulting both categories of sources can it be verified if a secondary source can provide a valid interpretation of the past. This view does align with historical thinking in that the quality of an interpretation is measured against its primary sources (*cf.* 2.6.3). These participants understand that even interpretations of history can be scrutinised, an understanding that allowed the participants to understand historiography better (*cf.* 2.3.2).

Only some participants see secondary sources as being “contaminated” by retelling so it cannot give a valid interpretation of the past. This view does limit these participants to the exposure of different ideas and debate in history and historiography (*cf.* 2.3.2), effectively limiting them as complete historians (*cf.* 2.3.2; 2.4).

Selecting sources, even primary sources, is a vital skill needed in history (*cf.* 2.4; 2.6.3). To provide a valid interpretation of the past based on sources, the selection of sources needs to be considered. Events have multiple origins and the sources used to understand these events should also be varied when an interpretation of the past is created.

4.3.1.4 Single origin

Most of the participants are of the view that it is possible to trace the cause of a significant event in history to a single origin (*cf.* 4.2.1.5.1.1). Only some of these participants added that there are situations where it is not always possible. Only a few of the participants did not agree that it is possible in any way. This does not align with general history skills (*cf.* 2.4) and the historical thinking concept of analysing cause and consequence (*cf.* 2.6.4), indicating a low level of historical thinking.

A single origin isolates the cause of significant events and distorts the interpretation of the historian. This self-limiting approach is not good historical practice by providing an interpretation based on a single perspective (*cf.* 2.6.2).

4.3.1.5 Single perspective

Most of the participants stated that a single perspective (*cf.* 4.2.1.6.1.1) cannot give a valid interpretation of the past. This does align with good historical practice and the historical thinking concept of taking historical perspectives (*cf.* 2.6.2). Some of the participants indicated that they understand the concept of multi-perceptibility with a single participant supporting the idea of multi-perceptibility by singling out the lack of information that only one perspective provides. Another single participant emphasised bias as the biggest problem when referring to only one perspective. All these views do point to a higher level of historical thinking regarding taking historical perspectives (*cf.* 2.6.2).

Only a single participant never thought of giving a valid interpretation of the past. Interacting with history in a formal education format has not yet forced the participant to consider this concept. The History for Education module does focus on good historical practice (*cf.* 2.4) that includes focusing on multi-perceptibility. This also highlights that the participant will not learn independently if no direction is provided, a disposition not related to self-directedness (*cf.* 1.5.5; 2.7.2; 2.7.5).

Most of the participants did identify that one perspective is not sufficient for a valid interpretation of the past. Their view additionally aligned with their view on judging history from a modern perspective.

4.3.1.6 Judging history

Most of the participants agreed that it is not fair to judge history from a modern perspective (*cf.* 2.6.6; 4.2.1.7.1.1). Some of these participants highlighted that the difference in contextual factors makes it unfair. A few participants recognised that events had to occur so that there could be progress, even in modern judgment that should not be applied to the past. A single participant also pointed out that acts of judgment can falsify history.

A few participants were not completely against judging history from a modern perspective. A single participant of the few stated that it can be done if enough information is available to judge exactly what happened. The other single participant justified applying modern judgment so that what is judged as wrong is not repeated.

Some of the participants agree that modern ethics should be applied to history to prevent unethical events from repeating (*cf.* 4.2.1.8.1). A single participant raised the concern that it can fail by skewing history. A few participants see modern ethics as a historiographical tool to help understand the past, present and future better.

The varying views that the participants had did align with good historical practice by not wanting to distort history (*cf.* 2.3.2). Their views also aligned with various historical thinking concepts. First, by taking a historical perspective in understanding the context of historical actors (*cf.* 2.6.2.). Second, by establishing historical significance as to why the context and so-called unethical events led to modern ethics and the present (*cf.* 2.6.1). The aforementioned brings to light the third historical thinking concept of analysing cause and consequence (*cf.* 2.6.4). Last, by pointing out that to prevent future events that are deemed unethical, the participants align with the historical thinking concept of identifying continuity and change (*cf.* 2.6.5).

The historical thinking processes of the participants do contain gaps with not all of their views aligning with historical thinking entirely. These gaps need to be filled and require direction in some form. With formal teaching and learning the participants are of the view that formal teaching and learning will enable them to diagnose gaps in their knowledge and skills.

4.3.2 The self-directed learning process

4.3.2.1 Gap diagnosis

Most of the participants indicated that they do not rely on the lecturer to diagnose the gap between their existing level of knowledge and skills (*cf.* 4.2.1.9.1), and the level of knowledge and skills that are required to continuously improve. Most of the participants according to their perceptions regarding diagnosing gaps, were independent with a single participant also utilising human resources such as peers (*cf.* 4.2.1.9.2). Only a few relied on the lecturer (*cf.* 4.2.1.9.3). This does indicate that initial steps are being taken in the self-directed learning process.

Only a few participants originally relied on the lecturer only, before they became independent in diagnosing the gap between their existing level of knowledge and skills and the level of knowledge and skills that are required to continuously improve.

The next step in the self-directed learning process requires the self-directed learner to identify learning objectives that have to be reached, based on the diagnosis (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.3.2.2 Learning objectives

Most of the participants identified their own learning objectives (*cf.* 4.2.1.10.1) with some of the participants also focusing on any objectives identified by the lecturer and/or peers (*cf.* 4.2.1.10.2). A single participant also used the provided resource in the form of the essay improvement plan to identify learning objectives (*cf.* 4.2.1.10.1). Only a single participant was completely dependent on the lecturer to identify learning objectives (*cf.* 4.2.1.10.3).

Only a few participants did not identify their own learning objectives at the start of the semester (*cf.* 4.2.1.10).

All the participants had a basis from which to launch their learning process. A strong basis is a necessity along with a process that can continuously be adapted (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.3.2.3 Learning process

The participants indicated that the learning process is adapted according to the identified objectives. Most of the participants focussed on researching more content (4.2.1.11). A few participants used various strategies to apply the content to be able to reach the objectives (*cf.* 4.2.1.11.1).

The participants applied the strategies independently with only a single participant being dependent on the lecturer to adapt the learning process (*cf.* 4.2.1.11.3.1).

Some participants originally struggled to adapt their learning process to reach set objectives.

To be able to independently adapt the learning process the process needs to be evaluated. The extent to which it is done independently aligns with the individual's ability for self-directed learning (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.3.2.4 Process evaluation

In evaluating the learning process (*cf.* 4.2.1.13.1) most of the participants were independent. A few participants only became independent in evaluating their learning process during the semester. The participants may have become more independent in evaluating their learning process, again taking another step in the self-directed learning process (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.3.2.5 Evaluation roles

The participants are completely dependent on assessment (*cf.* 4.2.1.12.1.1) being done by the lecturer. Only a few tried to assess their own work before submission and a single participant also used peer assessment before submission (*cf.* 4.2.1.12.2.1). The fact that the participants were not independent in assessing their own learning is significant due to assessment being the basis for diagnosing gaps in knowledge and skills (*cf.* 1.5.5; 2.7.2; 2.7.5). Being unable to independently assess their own learning jeopardises self-directedness because the process starts with the identification of gaps in individuals' knowledge and skills.

4.3.3 Influential factors

The empirical findings revealed that the influential factors mainly fell within the microsystem and macrosystem, with most being within the microsystem (*cf.* 2.2). Within the microsystem, the participants' school experience, family and community background, and the module of History for Education influenced their concepts of history, historical thinking, and the application of historical thinking. Their application of historical thinking was mainly influenced by their school education but was most significantly affected by their education within the module, as they responded to feedback from the lecturer. The interaction within the microsystem (*cf.* 2.2) was the most significant, and the participants paid greater attention to the processes within their microsystem. Only a single participant mentioned the macrosystem as a global phenomenon.

4.3.3.1 School influence on original views unchanged

All the participants had been influenced by their studies of the subject History in the Sr. & FET (*cf.* 2.4.2) phase. One single participant was also influenced by the subject Life Orientation (*cf.* 4.2.1.8.1) and another by Life Sciences (*cf.* 4.2.1.6.1) in certain aspects.

Some of the participants with unchanged views on what history is were originally influenced by their interaction with the subject in school (*cf.* 4.2.1.1.1). This was also the case regarding the use of primary sources (*cf.* 4.2.1.3.1) and applying modern ethical judgment in history (*cf.* 4.2.1.8.1).

Only a few participants with unchanged views regarding the use of secondary sources (*cf.* 4.2.1.4.1), tracing the cause of a significant event to a single origin (*cf.* 4.2.1.5.1), and giving a valid interpretation of the past based on a single perspective (*cf.* 4.2.1.6.1), were influenced by their experience of the subject at school level.

Only a single participant with an unchanged view was influenced by schooling regarding judging history from a modern perspective (*cf.* 4.2.1.7.1).

Only a few participants whose original view about history was influenced by their interaction in school had changed their views at the end of the first semester (*cf.* 4.2.1.1.2).

Regarding the module, only some participants that had different views, which eventually changed were originally influenced by their schooling (*cf.* 4.2.1.2.2).

Only a few participants were originally influenced by school in diagnosing gaps (*cf.* 4.2.1.9.3).

The varied influence that experiences at school level had on the participants' perceptions of history and the different historical thinking concepts, highlight the influential role that formal history

education as well as formal education at school level have on conceptualising and approaching history. This also affirms that history transcends the concept of being isolated as knowledge of the past even if individuals are not aware of how history transcends different aspects of life and vice versa.

The influence of the teacher is also highlighted in guiding learners in becoming self-directed, with some of the participants being originally influenced by the teacher at school level who fulfilled some roles as part of the self-directed learning process. The opposite also occurred with teachers stunting learners' self-directness by creating a dependency for their learners.

Participants that had changed views were partly influenced by another form of formal history education in the module of History for Education. This influence came about mainly due to a lack of knowledge and skills spilling over from learning experiences at high school level.

4.3.3.2 History for Education influence

Interacting with the module (*cf.* 2.2.4) resulted in a change in the way a few participants viewed history (*cf.* 4.2.1.1.1).

Most of the participants' views about the purpose of the module were influenced by interacting with the module (4.2.1.2.1).

Some of the participants' views about primary source use (*cf.* 4.2.1.3.1) and tracing a significant event to a single origin (*cf.* 4.2.1.5.1) were influenced by interacting with the module.

Only a single participant was influenced by interacting with the module about judging history from a modern perspective (*cf.* 4.2.1.7.1). Another single participant's view about applying modern ethical judgement to history was also influenced by interacting with the module (*cf.* 4.2.1.8.1).

A single participant was positively influenced by the lecturer in diagnosing the gaps in their existing knowledge and skills and in identifying learning objectives (*cf.* 4.2.1.9.1.1). All the participants expected the lecturer to do any final evaluation of their work (*cf.* 4.2.1.12.1.1). By relying on the lecturer for evaluation of their work some participants were motivated to improve their learning process with some also relying on evaluation from the lecturer to steer their learning processes.

The void that was created due to teacher-centred approaches at school level and former social interaction regarding the concept of history and the historical thinking concepts, was filled by the History for Education module in various ways during the teaching, learning and assessment process followed during Semester 1 of participants' university studies. This highlights an

impressionability with the participants, not because their perceptions were adapted but because some perceptions were adapted to satisfy the lecturer according to the feedback the lecturer provided. Their lack of self-directedness regarding knowing what is wrong and why, leads to a fragmented learning process that cannot be considered as a self-directed learning process (*cf.* 1.5.5; 2.7.2; 2.7.5).

4.3.3.3 Social and personal interactions

A few participants' views about history were influenced by interacting with their communities (*cf.* 4.2.1.1.1).

Regarding tracing a historical event to a single origin, a single participant was influenced by interacting with the community (*cf.* 4.2.1.5.1). A few participants were influenced by their communities in forming their perceptions of judging history from a modern perspective (*cf.* 4.2.1.7.1). One of the few participants was being influenced by the broader footballing community regarding judging history from a modern perspective along with applying modern ethical judgment (4.2.1.7.2).

A single participant's view of the purpose of the module was influenced by reading the university yearbook which provides a description of the module (*cf.* 4.2.1.2.1).

Some participants' original view on primary source use was influenced by a lack of knowledge and skills to engage with primary sources (*cf.* 4.2.1.3.2). It was also the same regarding giving a valid interpretation of the past by using only secondary sources (*cf.* 4.2.1.4.2). The lack of knowledge and skills also influenced a single participant's original view regarding tracing the cause of any significant event to a single origin (*cf.* 4.2.1.5.2). A lack of knowledge and skills again had an influence on a single participant regarding applying modern ethics to history due to never reaching a level of interaction in the subject that requires thinking about applying modern ethics to history (*cf.* 4.2.1.8.2).

A single participant with an unchanged view regarding tracing the cause of any significant event to a single origin was influenced by reading about the topic. Another single participant was influenced by interacting with sources and by interacting with peers when doing cooperative learning activities (*cf.* 4.2.1.5.1).

Interacting with sources influenced a single participant's view on judging history from a modern perspective (*cf.* 4.2.1.7). Another single participant was also influenced by a single source about applying modern ethics to history (*cf.* 4.2.1.8.1).

Human resources were utilised by a few participants. A single participant relied on the university's support system to help in diagnosing the gap in their knowledge and skills (*cf.* 4.2.1.9.1.1) with another single participant utilising peers to identify learning objectives (4.2.1.10.2.1).

The participants' perceptions of history varied as well as their perceptions of historical thinking concepts. To completely discover the participants' level of historical thinking, the application of the historical thinking concepts as skills needs to be considered to provide a complete picture.

4.3.3.4 Applying historical thinking

Some participants originally struggled with applying any historical thinking skills (*cf.* 2.6). These participants struggled with creating an interpretation of the past and relied on copying from various sources (*cf.* 4.2.1.14). In the second essay, some other participants struggled with the same problem. In the end, the influence that this had on the document analysis was that with the first essay only three essays out of seven were included in the document analysis and only four of the second essays were included. All the documents were analysed when the categories of sources were identified.

Applying some skills did improve with the second essay due to fewer instances of plagiarism (*cf.* 4.2.1.14). Additionally, there was an uptake with participants who showed instances of historical significance (*cf.* 4.2.1.14.2) and historical perspective taking (*cf.* 4.2.1.14.3). In choosing sources all the participants chose scholarly secondary sources along with non-scholarly sources (*cf.* 4.2.1.14.1), an improvement on the choices of sources after the first essay. The use of scholarly sources is important when doing research in any field because it distributes professional academic research and discussion (UTSC, 2022).

4.4 CONCLUSION

This chapter provided the data analyses and interpretation based on the inductive thematic analysis that was applied to the semi-structured individual interviews, and the summative deductive content analysis that was applied to the essay assignments. From the analyses, it was interpreted that the way the participants conceptualise history and their approach to history are largely influenced by external influences. This led to a mixed set of perceptions that align with historical thinking. The participants struggled with applying historical thinking skills in their essays, resulting in a low level of historical thinking. External influences on their learning were also highlighted due to the participants solely basing their learning process on feedback from the lecturer and/or peers. To summarise the interpretation, the participants are too susceptible to external influence, especially in what to believe and what to execute. Chapter 5 will provide a

complete summary of the findings based on this data and data for the literature study, to answer the primary and secondary research questions.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 INTRODUCTION

The main purpose of this study was to determine whether historical thinking in History for Education can be promoted by self-directed learning.

Historical thinking, as Trombino and Bol (2012, 1430) explain, is a process of applying critical thinking skills when studying history. In accordance with Trombino and Bol, Elder *et al.* (2014:5) emphasise that critical thinking is a prerequisite for historical thinking. Historical thinking is needed to understand the past while sensibly linking it with modern society and culture, and for direction in a past, present, and future that is ever-changing (Seixas & Morton, 2013:7). Furthermore, Thorp and Persson (2020:892) highlight that historical thinking concepts are disciplinary aspects in the discipline of history. According to Clark and Nye (2018:2), the purpose of the discipline of history is to expand knowledge. In the absence of a disciplined or academic approach to historical study, a valid interpretation of the past cannot be ensured. To teach learners to correctly engage historical sources., to think historically, the teacher must be able to think historically (*cf.* 2.7). Teachers need to be independent in their continuous professional development, and therefore, self-directed learning is highlighted in this study (*cf.* 2.7.2) as a necessity. To achieve the purpose of the study, a literature study and an empirical study were conducted. The empirical study followed a qualitative design and generated data through semi-structured individual interviews and document analyses.

The primary and secondary research questions that were outlined in Chapter 1 will be answered in this chapter in response to the purpose of the study.

First, an overview of the study will be given, followed by a summary of the research findings, recommendations, its contribution to research, a discussion on the limitations of the study, recommendations for future research, and finally, the conclusion.

5.2 OVERVIEW OF THE STUDY

In Chapter 1, the rationale for the study was provided. This was followed by the purpose statement and primary and secondary research questions that guided the study according to the purpose of the study. Furthermore, a conceptual framework was given as an introduction to the main concepts that were explored in the study. Last, the research paradigm and design were also discussed to introduce the research methodology of this study.

Chapter 2 elaborated in more detail on the main concepts that were outlined in Chapter 1, by exploring the contexts in which the participants' varying realities and experiences may have fallen.

Chapter 3 provided an elaborated discussion of the research design, philosophical framework, and methodology.

In Chapter 4, the prominent themes and sub-themes that emerged from the data analyses were presented, followed by an in-depth analysis of the qualitative data. This in-depth analysis allowed an interpretation and discussion of the findings that concluded the chapter.

This chapter focuses primarily on providing answers to the primary and secondary research questions.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The research findings will provide an answer to the primary and secondary questions.

5.3.1 Primary Research Question: How may historical thinking in History for Education be promoted by self-directed learning?

The empirical research indicated that the participants showed self-directed learning behaviour in some areas of the learning process. The participants were deficient in two aspects of the self-directed learning process, namely evaluation of work and identifying gaps between their knowledge and skills and required knowledge and skills for improvement. To identify gaps, evaluation of work is needed to be entirely independent in planning the learning process (*cf.* 1.5.5; 2.7.2; 2.7.5). The participants were too reliant on the lecturer's feedback to establish the foundation of the learning process. The participants' independence and ability to modify their plans, depending on the lecturer's feedback, is still a beneficial aspect in terms of them being more self-directed. However, the participants lacked micro-level reflection. The self-directed learning process requires both micro-level and macro-level reflection, though the participants were only reflecting on the macro-level (*cf.* 2.7.4). Macro-level reflection allows individuals to comprehend what they know and do not know, along with the area of confusion in between. Not reflecting more deeply on the metacognitive level prevented participants from being dependent on their thinking and merely thinking about what they know and do not know, as well as areas of confusion caused by external factors. Except for the ethical dimension, external factors influenced participants' perceptions of what history is and all historical thinking concepts (*cf.* 2.6.6). The ethical dimension involves subjective concepts that presumably needed micro-level reflection since individuals were required to reflect on the concepts in their own subjectivity throughout their lives. This phenomenon was also apparent when participants were required to employ historical

thinking in their essays. Due to their reliance on secondary sources, the analyses of the participants' essays revealed, once again, that they are incapable of original thought.

The purpose of self-directed learning in the promotion of historical thinking is to foster the development of independent, critical thinkers (*cf.* 2.7.5). A self-directed learner will process information from a variety of sources but will also reflect on a macro and micro-level to comprehend not just what the author of the information is saying (*cf.* 2.3.2; 2.7.3; 2.7.4), but also what and how the author thinks about the information. As a critical thinker, the self-directed learner will assess historical information in relation to specific questions (*cf.* 2.7.1). In doing so, the individual will ensure the applications of historical thinking, enabling the individual to develop a plan to improve their own learning (*cf.* 2.7.5).

Self-directed learning may promote historical thinking by enabling an individual to additionally comprehend what he/she as an author of information is saying by understanding how he/she comprehends the information from various sources.

The answers to the secondary research questions will further elaborate on the answer to the primary research question.

5.3.2 Secondary Research Question 1: What is the level of historical thinking of first-year Sr. & FET History for Education students?

Regarding the application of historical thinking in the essays written by the participants, it was found that some areas of historical thinking (*cf.* 2.6) are present. Even though the application of some of these areas were apparent in both essays, it did not demonstrate a high level of historical thinking.

Some participants showed an improvement in establishing historical significance with the second essay (*cf.* 4.2.1.14.2) due to reacting on the feedback that was provided by the lecturer (*cf.* 4.2.1.12.1). To establish historical significance, it is essential to select sources pertinent to the research question and to identify significant events pertaining to the content that is relevant to the research question (*cf.* 2.6.1). The occurrence of this relies on the correct application of the other five historical thinking skills (*cf.* 2.6). The identification of instances of historical perspective in the essays demonstrates that the participants exhibit some skill for rudimentary application; this implies that they are capable of isolating viewpoints, even if they are not separated from the appropriate sources.

In both essays, the participants had a research question given to them; this was already an aid to them in finding sources. The sources all the participants selected were relevant, but the

participants lacked any originality. This was apparent when some of the participants blatantly plagiarised in both essays (*cf.* 4.2.1.14), with only Participant 5 not plagiarising in both essays. No primary sources were used, and non-scholarly sources (*cf.* 4.2.1.14.1) were also consulted. Primary sources are important when gaining an understanding of the perspective from the lived experience of individuals relating to the creation of the information. When using a secondary source, the perspective of the author needs to be understood to comprehend how the interpretation of the information was influenced (*cf.* 2.3.2). Due to their overreliance on secondary sources, the participants overall demonstrated a significant lack of historical perspective due to the absence of primary sources. In addition, they did not demonstrate a comprehension of what history as a subject requires by depending on non-scholarly sources.

All the participants had difficulty analysing cause and consequence due to their limited ability for historical perspective (*cf.* 2.6.4), with only a single participant demonstrating a maximum of two instances of it in the essays (*cf.* 4.2.1.14.4).

The lack of unoriginality in their arguments when approaching the essays was evident again when the participants portrayed no instances of identifying continuity and change. (*cf.* 2.6.5). Even an attempt at an original argument by a single participant indicated a lack of application of historical thinking when the participant applied ethical judgment (*cf.* 4.2.1.14.5) in one essay. The application was not justified because it did not add to the argument in response to the essay question.

When comparing the document analysis to the literature on the correct application of historical thinking, the conclusion can be reached that in application, none of the participants has reached a high level of historical thinking. High-level performance would show signs of some correct application of each area because they are interconnected (*cf.* 2.6). Even though there are instances that portray the application of some areas, these instances do not meet the set criteria when compared to the literature.

Participants' perceptions of establishing historical significance varied. The participants highlighted that human history, and its development (*cf.* 4.2.1.1.1) are significant when engaging in historical research. Additionally, with participants seeing history as a predictive tool and a tool for forming an identity (*cf.* 4.2.1.1.1), the participants are aware that only certain historical events are of significance when studying history.

Multi-perceptibility was important for the participants, with reasons ranging from needing multiple perspectives for building more information to avoid bias to creating a more complete picture of

events (*cf.* 4.2.1.6.1). Multi-perceptibility relates to taking a historical perspective, especially understanding the context from which it occurs (*cf.* 2.6.2).

As far as sources are concerned, the participants are of the view that primary sources are more important than secondary sources (*cf.* 4.2.1.3.1). The reasoning behind this view is that information that is found in primary sources constitutes fact. The participants' understanding of cause and consequence was clearly influenced by their perception of primary sources as facts, with most of them stating that a historical event had a single cause. (*cf.* 4.2.1.5.1). As pointed out (*cf.* 2.6.3) when working with primary sources, the history student or the history teacher as researcher works with a complex web of relationships that exist between the past and the present, the participants' perceptions of tracing a significant historical event to a single origin point, to a lack of understanding cause and consequence (*cf.* 2.6.4).

The participants' perceptions of judging history from a modern perspective were that it is not fair (*cf.* 4.2.1.7.1.1). Even when it is applied, it should only be applied as a preventive measure to avoid the repetition of events that are deemed unacceptable (*cf.* 4.2.1.7.1.2 & *cf.* 4.2.1.8.1). They are also, however, aware that judging history can negatively influence the interpretation thereof (*cf.* 4.2.1.8.1.3). Participants, however, admitted that judging from a modern ethical perspective can aid in understanding the past and present better (*cf.* 4.2.1.8.1).

The level of historical thinking of the first-year Senior and Further Education and Training (Sr. & FET) History for Education students cannot be considered very high due to their low-level application when it comes to their essay assignments. Their perceptions of the historical thinking concepts align somewhat with the actual concepts, but when it came to utilising that knowledge, it did not manifest. Historical thinking aids in providing a valid interpretation of the past, and no matter the perception, if the application thereof is low-level, historical thinking is not realised (*cf.* 2.6).

The second secondary research question is answered in the next section.

5.3.3 Secondary Research Question 2: Which factors influence the level of historical thinking?

Learning experiences at high school level, and more specifically, experiences with history from grade 10 to 12, had a varied influence on the participants' general view of history and all the aspects that relate to historical thinking (*cf.* 4.3.3.1). One participant was also influenced by the study of Life Sciences - giving a valid interpretation of the past based on a single perspective - and Life Orientation on applying modern ethical judgement. Participants' schooling influenced their original perceptions of the module of History for Education.

Interaction with the module of History for Education had a more limited influence on the aspects that relate to historical thinking (*cf.* 4.3.3.2). It had a variable effect on the historical viewpoint of the participants and only affected their opinions on the use of primary sources, connecting an important event to a single origin and evaluating history from a modern perspective. The area where the module had the most impact was on the participants' perceptions of the module's aim.

Societal influences include interaction with participants' families, community members, peers in school, the broader football community, and politics (*cf.* 4.3.3.3). The participants were also impacted by the notion of society. Discussions of history in general and individual histories have influenced how history is perceived. The community, the wider football community, and politics, all had an influence on the perspective of applying modern judgment to history. In addition to engaging with sources, interacting with peers within the subject influenced the ability to trace the causation of any significant event to a single origin.

Interacting with various sources also had a varied influence (*cf.* 4.3.3.3). The aspects related to historical thinking that were influenced were judging history from a modern perspective and applying modern ethics to history.

Lacking skills to interact with sources also had an influence specifically with engaging primary sources (*cf.* 4.3.1.3). This lack of skill contributed to forming views about giving a valid interpretation of the past by using only secondary sources, tracing the cause of any significant event to a single origin (*cf.* 4.3.1.4), and applying modern ethics to history (*cf.* 4.3.1.6).

The factors that influenced the participants' level of historical thinking were mostly the same. Formal education in the form of Sr. & FET History, general formal education, and History for Education at university level had the most significant role in developing perceptions of history and, therefore, historical thinking (*cf.* 4.3.3.2). Most of the participants' lasting views were influenced by formal education that exposed them to the ideas and approaches or even created a lack of knowledge and/or skills. All the participants lacked a high level of applying historical thinking as skills (*cf.* 4.3.3.4), and the only improvement that was visible was due to feedback in the History for Education module (*cf.* 4.2.1.12.1). Even though there was a varied influence from social interactions and personal interactions (informal learning), the most influential and lasting factor that influenced their perceptions and application of historical thinking is formal education.

The third research question is answered in the next section.

5.3.4 Secondary Research Question 3: What role does self-directed learning play in historical thinking?

The participants showed a low level of self-direction, specifically when it came to their intention to become teachers (*cf.* 4.2.1.2.2). They did not know what it will entail to become a teacher, but after experiencing what the History for Education module has to offer, they realised what it entails to a certain extent (*cf.* 4.2.1.2.1). This indicates a low level of self-directedness as Tekkol and Demirel (2018:11) note, individuals who pursue graduate degrees tend to be more self-directed and, in this instance, the participants solely focused on becoming teachers and did not focus on the studies that are required to be trained as a professional teacher (*cf.* 4.2.1.2.2).

In general, the participants improved in certain areas of the self-directed learning process, most notably diagnosing the gap between existing knowledge and the required knowledge and skills (diagnosing learning needs), identifying learning objectives (formulating goals), and evaluating and adapting the learning process (evaluating learning outcomes) (*cf.* 2.7.2). Even though human resources were identified and utilised (*cf.* 4.2.1.10.2) those participants who did not become too dependent became overly reliant. Being independent is an important part of being a self-directed learner (*cf.* 2.7.2). With participants who were more independent in some areas, planning was highlighted as a crucial element in being independent in these areas (*cf.* 4.2.1.11.3), but the participants were found to be lacking in establishing a basis for their planning, specifically in terms of self-evaluation of their product.

The participants did not improve in applying evaluation to assess their own work. There was some evidence of self-assessment in that a few participants reviewed their work before they submitted it for assessment. Feedback from the lecturer was still the most important (*cf.* 4.2.12.1). Even with participants stating that they diagnosed their own learning gaps in different capacities (*cf.* 4.2.1.9.1), most of the diagnoses were made based on the feedback from the lecturer (*cf.* 4.2.12.1).

To ensure that historical thinking is correctly used, clear, direct questions should be formulated (*cf.* 2.7.1). Data analysis shows that participants were unable to formulate such questions but predominantly used feedback from the lecturer to guide their learning and essay writing. The participants lacked the skills to formulate clear and precise questions relating to historical content, which was also evident in how influenceable they were when engaging with the various factors that influenced their perceptions of the different historical thinking concepts (*cf.* 2.6). This furthermore influenced their reflection in a way that they do not reflect on the micro-level or metacognitive level to understand why they are thinking about things the way they are (*cf.* 2.7.4). The only historical thinking aspect where the participants employed reflection on the micro-level

was to judge history from a modern perspective. The participants reflected on their concept of fairness in relation to history (*cf.* 4.2.1.7.1 & 4.2.1.8.1). With the remaining perceptions on the historical thinking concepts, the participants could only provide reasons that were formed due to engaging external factors. The external factors provided the ideas to form their perceptions.

The adaption of the participants' approach to their learning should be to form specific questions that will enable them to identify learning gaps on their own and not rely on other individuals. A fully self-directed learner who can evaluate his/her knowledge and skills to identify any gaps in his/her knowledge and skills will be able to better apply historical thinking (*cf.* 2.7.5). The empirical results showed that the participants could be self-directed in the steps beyond evaluating their product. To be a self-directed learner who can apply historical thinking correctly, the individual needs to form specific questions when engaging the content from various sources and needs to be on a level of self-reflection that leads to metacognition to avoid being influenceable by external influences.

The role that self-directed learning played in the historical thinking of the participants was compartmentalised. These compartments consisted of different steps in the self-directed process (*cf.* 1.5.5; 2.7.2; 2.7.5). All the participants relied on the feedback from the lecturer, with most using it as a means for identifying gaps in their knowledge and skills which led them to form objectives that they should reach (*cf.* 4.3.2.5). A few relied on the lecturer and others to completely identify gaps (*cf.* 4.3.2.1) and to create learning objectives (*cf.* 4.3.2.2) with a single participant relying on the lecturer. All the participants also adapted their learning process through their own evaluation if they saw that they will not reach their objectives (*cf.* 4.3.2.3). A few participants did attempt to review their final product, but they did indicate that they were mostly dependent on the feedback from the lecturer (*cf.* 4.3.2.5). The feedback also only influenced their application of historical thinking with some improvement with a single participant regarding analysing cause and consequence (*cf.* 4.2.1.14.4). The most significant improvements came with establishing historical significance and including historical perspectives by some participants with the second essay as opposed to only a few with the first essay (*cf.* 4.2.1.14.2). By fulfilling different steps of the self-directed learning process in reaction to feedback, participants improved in terms of the application of historical thinking skills. Even though participants were dependent on the feedback, they were more self-directed in some steps, which led to the slight increase in understanding and applying historical thinking concepts.

The role that comprehensive self-directed learning may play in historical thinking is to turn participants into creators of knowledge. To be able to create knowledge (provide an interpretation of the past) in a valid manner (applying historical thinking skills) (*cf.* 2.6), the individual needs to process information and understand why they understand the information in a specific way (micro-

reflection) (*cf.* 2.7.3). Micro-reflection is also only possible if macro-reflection is done to understand oneself and why there are areas of confusion and how misunderstandings may be resolved. When an individual understands how he/she processes information, then specific questions that are formed by the individual will enable the individual to resolve areas of confusion between knowledge and skills (*cf.* 2.7.4). To be able to resolve the areas of confusion between the historical thinking concepts and application (skills), requires an independent process. An independent process is required due to the individual's need to understand themselves, an understanding which no external factor cannot completely provide (*cf.* 2.7.5). Only if the process is independent the individual will be a creator of knowledge, i.e., the author of historical interpretation.

The findings of this study lead the researcher to recommend the creation of a model that focuses on metacognition and self-assessment to improve the application of historical thinking skills.

5.4 RECOMMENDATIONS

Recommendations based on the study:

- A metacognitive model needs to be developed to teach pre-service history teachers to fully engage with the information and not just consume the information. Such a model should focus on incorporating steps for a process which requires an individual to be immersed in information. When the immersion is done, the individual then needs to reflect on what the information means to them and where they may be lacking. The individual needs to reflect on why a specific meaning is created by themselves regarding the information and why their understanding is lacking in some areas. This understanding should then be reflected and evaluated against theoretical historical thinking concepts. The information should then form part of an interpretation from the individual. The individual should then immerse themselves in their own created information and repeat the process to evaluate the final product to provide a valid interpretation of the past.
- Self-assessment based on critical reflection should become a central component in the training of pre-service history teachers. Self-assessment and peer assessment should form a core part of teaching and learning during initial teacher training. Critiquing the work of oneself and others should be nurtured as a disposition and not as just a step in doing your work.
- There should be a more structured approach to teaching pre-service history teachers the application of historical thinking. Historical thinking should be explicitly incorporated into the criteria of assessment to provide guidance to the pre-service teacher when doing assessments.

The recommendations based on this study highlight areas that can be specifically targeted to improve the historical thinking of pre-service history teachers. These recommendations additionally clarify the possible contribution of this study.

5.5 POSSIBLE CONTRIBUTION

The significance and contribution of this study are that it may be used by pre-service teacher educators to highlight areas they may consider focussing on for improving pre-service history teacher training. This should be incorporated from year 1 of teacher training. Additionally, this study adds new information to the research area of self-directed learning in terms of the role to be played by self-directed learning in promoting historical thinking with pre-service Sr. & FET history teachers. The aim of the research was to explore the role of self-directed learning in developing historical thinking skills and to establish how the promotion of self-directed learning may improve historical thinking. The study also partly highlighted the link between self-directed learning in the promotion of historical thinking.

5.6 LIMITATIONS OF THE STUDY

The data gathering occurred when the COVID-19 lockdown was imposed across the country. This resulted in the university applying protocols that were in accordance with the government's lockdown regulations. Originally the plan was to have face-to-face interviews with the participants but to adhere to COVID protocols, the interviews were done online. This created challenges because most participants did not have a decent internet connection. This affected the interviews with dropped connections and bad audio quality. These problems took up valuable time that was needed for the interviews. The researcher had no intent to inconvenience the participants to such an extent to require them to struggle to complete the interviews. This posed a problem when probing the participants because the researcher did not want to inconvenience the participants more than what was required for a typical interview. This resulted in some answers not being comprehensive and in-depth. The product was data that could have been more detailed and in-depth. The researcher still believes that rich data have been collected, but it is a clear limitation to the study.

Out of the data, the researcher identifies metacognition and critical self-assessment as important to improve the level of historical thinking, but it was found lacking. This study also highlighted independent learning, which an individual requires. Therefore, the researcher identifies the need to understand individuals' knowledge construction regarding historical thinking to personalise any proposed model. The researcher formulated specific research topics to address what was identified.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research is needed to empirically prove what the researcher identified in this study for it to be practically solved.

The following research topics are recommended:

- A metacognitive model for engaging historical information in a self-directed manner.
- A critical thinking model for continuous formative self-assessment in the development and application of historical thinking.
- Pre-service teachers' perceptions on the construction of historical thinking concepts.

5.8 CONCLUSION

The purpose of this study was to explore first-year Sr. & FET Phase History for Education students' levels of historical thinking, what factors influence their historical thinking and how these factors relate to self-directed learning and higher-order levels of historical thinking, in the end, to determine how historical thinking in History for Education may be promoted by self-directed learning.

The research findings show that first-year pre-service history teachers mostly consume information from various external sources. The influence of this consummation leads the participants to create perceptions based on external influences. The participants showed a lack of understanding of their own thought processes and only based their thoughts on experiences. The participants mostly adapted their behaviour according to experiences leading them to be dependent on knowing about their learning, not understanding their learning.

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ADDENDUM A: INTERVIEW TRANSCRIPTS

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PARTICIPANT 1

Interviewer:	1. Ok, so the first question. What is your current definition of history? So what do you think, basically if you have to explain to somebody what is history, what would your explanation be ?
Participant 1:	2. Uh , history uh, the events that happened in the past.
Interviewer:	3. So is history just the events? So how do you, how do you retell these events that already happened?
Participant 1:	4. How do I what?
Interviewer:	5. How do you retell these events? Or how do you get information about these events?
Participant 1:	6. Oh, I get the informations from the websites, libraries, books.
Interviewer:	7. Ok so basic research and that's how you, you do your research on past events?
Participant 1:	8. Yes.
Interviewer:	9. Ok. did your definition of history change towards the end of the semester; now this is semester one, not the current semester; so semester, did your definition of history change towards the end of the semester as opposed to the beginning of the semester? So before you started with the module, with any content or any classes. Did you have a different definition of history as opposed to the one you have now?
Participant 1:	10. Hmmm... yes, because sometimes it's quite difficult to find some information.
Interviewer:	11. And how did this influence your definition of history that you had at the start of the semester?
Participant 1:	12. Hmm, yes.
Interviewer:	13. Ok but how did it influence your definition? So you said now your definition is, uhm past or events that took place in the past so, exactly what was your definition at the beginning of the semester?
Participant 1:	14. Pardon?
Interviewer:	15. Ok so what exactly was your definition of history at the start of the semester?
Participant 1:	16. At the start of the semester, it was the very same, answer that I gave you, a few minutes ago.
Interviewer:	17. Ok so it's the same? Ok.
Participant 1:	18. Ya it's the same.
Interviewer:	19. What influenced this definition that you have of history? So how did you came up with the definition?What influenced it?
Participant 1:	20. Because most of the things in history are, are, are past related. It's all about the past. Whereby they give out some information, and in the school subject or module to, to, to education. It's all the events that happened in the past.
Interviewer:	21. Ok so your referring to, you're also referring to information that they hand out in school, did you have history up until grade 12?

Participant 1:	22. Pardon?
Interviewer:	23. Uhm did you have history up until grade 12? So from grade 10 to 12, did you have history in school?
Participant 1:	24. Yes, I did history in school.
Interviewer:	25. Ok and that primarily influenced your definition of history?
Participant 1:	26. Yes.
Interviewer:	27. That interaction that you had in school with the subject?
Participant 1:	28. Yes.
Interviewer:	29. Ok. What do you think is the purpose of the HISE module, now your, the history for education module? What do you think is the purpose of this module?
Participant 1:	30. The purpose of the module? Uh is to teach students about the past events, and most subjects, or most events that happened in the history, in our black history, or past.
Interviewer:	31. Ok, at the start of the semester did you think; now again before you interacted with anything in the module; did you have a different view on the purpose of the module or was it the same as the one you just explained?
Participant 1:	32. It was the same but it was quite difficult because I thought uh history, at the NWU would be similar to at secondary so, I had some few challenges.
Interviewer:	33. Ok so again now, what influenced your view on the purpose of the module? So what gave you the idea that this will, this is what's going to happen in the module? And you now also said it was exactly the same at the start of the semester uhm, as with the end of the semester. So what influenced your view on this, on the purpose of the module?
Participant 1:	34. Like I said on my explanation about what is history, I thought we will just focus on the source based uh, uh or three to four topics, or actual four, four to six topics on the, on until the third semester of which was not true because we are focusing on more topics right now, that is what I wasn't expecting.
Interviewer:	35. So you expected the same approach that was used in school but just more content? You did not expect that much content?
Participant 1:	36. Yes, it has too much content.
Interviewer:	37. Ok. ok so what is your view on using primary source evidence when researching and studying history? Now primary source evidence referring back to, or referring to evidence that was created during a historical event?
Participant 1:	38. How do I? Can you repeat the question?
Interviewer:	39. Yes, ok. So what is your view on using primary source evidence when researching and studying history?
Participant 1:	40. Uhm, the primary source evidence, is better than, than, than the information that, that is written on the website, when it is written by a certain journalist or a historian searcher. Because that person was there, so we have high probability that the source wouldn't be biased or one sided.

Interviewer:	41. Ok, did your view, this view that you have, did it change towards the end of the semester as opposed to the beginning of the semester, or was it always the same?
Participant 1:	42. Uh, it changed at the second of the semester.
Interviewer:	43. Ok what was your view at the beginning of the semester?
Participant 1:	44. Uh to be be honest, the first semester was to difficult, was to difficult for me. I couldn't even focus because my laptop has crashed.
Interviewer:	45. Oh ok so...
Participant 1:	46. Yes.
Interviewer:	47. Did, but what was your view at the beginning of the semester? On this, about using primary source evidence when researching and studying history. Because you just mentioned it was, it was a little bit different than the view that you have now.
Participant 1:	48. Oh uh, my view first was that the the primary, primary source is useful, because it was present at the time of the event.
Interviewer:	49. And did it only, at the semester, did you then uhm also, add to your view that it can be biased?
Participant 1:	50. Hmm... Not really.
Interviewer:	51. Ok so you had that view basically also that a primary source uhm, evidence ca, or let me rephrase it correctly. That primary source evidence can't be biased but sources on the internet can be biased because it's a second hand retelling?
Participant 1:	52. Ya its a second time retying ya.
Interviewer:	53. And you had this view at the beginning of the semester and at the end of the semester?
Participant 1:	54. Hmm... Yes but I did not have uh, enough ba... enough skills to use that strategies, of the primary source.
Interviewer:	55. But uhm... But did you then develop those skills throughout the semester or are they still basically on the same level as, on the, at the beginning of the semester?
Participant 1:	56. Pardon?
Interviewer:	57. So uhm... Did you eventually develop those skills to use primary sources more throughout the semester as then, as opposed to the beginning of the semester?
Participant 1:	58. Ya they just did they uh, they developed actually.
Interviewer:	59. Ok so they actually develop throughout the semester? Ok.Ok so what primarily influenced your view on using primary source evidence when researching and studying history?
Participant 1:	60. Because, most of the primary sources, uh the sources are always there. They are present when the event is happening.
Interviewer:	61. Ok so it's basically, it's what the source actually is? It's your understanding, your correct understanding of what the source actually is that influenced your view?

Participant 1:	62. Uhm I missed that, can you please repeat the question?
Interviewer:	63. Ok so it's your understanding of what a primary source, is that actually influenced your view on using them?
Participant 1:	64. I don't understand you. Can you just elaborate or simplify?
Interviewer:	65. Ok, no problem. Ok so you, you just explained your view that yu have on primary source evidence, uhm but what influenced you view? What made you come to this conclusion?
Participant 1:	66. Oh, what made me come to the conclusion. Uh actually I chose to believe that the presence of the sourcerers, because most of the, it is, it is hard to find uh, uh, uh, eh, a person who was at the event to lie or be biased, it is very rare.
Interviewer:	67. Ok you are referring to bias so, what influenced your perception about bias and how humans influence their interpretations with this bias?
Participant 1:	68. Uh, actually, from, from what I learned and what they taught me, uh some sources like the primary source we were doing what they call this, the Cuban missile crisis, most of the sources were, were, were biased, were one sided, meaning they were writing with things about JF Kennedy, rather than Nikita Kruschev you see.
Interviewer:	69. Ok so this was again your interaction with the subject in school that influenced your view?
Participant 1:	70. Yes. So if I get a source, a primary source, I won't judge first but I will just try to go to some information, to see if the source is real, reliable not one sided.
Interviewer:	71. Ok, ok the next question. So is it possible to give a valid interpretation of the past when only using secondary sources? Now it doesn't matter the numbers, if you use any number of secondary source, so and also justify your answer.
Participant 1:	72. Hmmm, yes sir it is valuable sometimes. Uh because some of the sources they've uh and most of the sources, second sources have, still have enough information.
Interviewer:	73. So will they, because they will have enough information you can make, a valid interpretation of the past when only using those sources?
Participant 1:	74. Actually it will depend about, what they call, about uh... It will depend about the, the, the assignment, what kind of assignment is it, is it a source...
Interviewer:	75. Ok so, it depends actually on purpose of the research?
Participant 1:	76. Yes, it depends.
Interviewer:	77. Ok. Ok so did your view about giving, this view that you have about giving a valid interpretation of the past when only using secondary sources change towards the end of the semester as opposed to the start of the semester?
Participant 1:	78. Pardon?
Interviewer:	79. Ok, so did this view that you now have about secondary sources, did this view stay or, did you have a different view at the beginning of the semester as opposed to the one that you have now?
Participant 1:	80. No.

Interviewer:	81. So it was completely the same?
Participant 1:	82. Yes it was the same.
Interviewer:	83. Ok so what influenced this view?
Participant 1:	84. Uh... The view actually was the strategy how to talk about a source based question, so I took it from there.
Interviewer:	85. So is it again just your interaction with your assignments that made you see, or made you come to the conclusion about using secondary sources?
Participant 1:	86. Yes.
Interviewer:	87. Ok, the following question. So would you say that it is possible to trace the cause of any significant event in history to a single origin?
Participant 1:	88. Pardon?
Interviewer:	89. So would you say that it is possible to trace the cause of any significant event in history to a single origin? Like an example when the archduke of the Austrian-Hungarian empire was assassinated, and some people would say that one event led to world war one, or would you say no the, that was just one event, or one origin of world war one, there were actually other origins also. Or would you say there is only one origin or is there multiple origins to a significant event?
Participant 1:	90. Hmm, to, from a specific event?
Interviewer:	91. Yes so any significant event in history. Does it only have a single origin or, are there multiple origins of a significant event? So, does, or do a few things influence the creation of the event or is it only one thing? Do you think it is possible to trace it only to one or to, or to many?
Participant 1:	92. Many.
Interviewer:	93. So you, it can only be many?
Participant 1:	94. Ya I think its many because for you to trace information, you will need the following sources.
Interviewer:	95. Ok so basically, if I understand correctly it's again two sources but also meaning, you have to cover all the sources to come to that conclusion again? So it's again, the purpose of your research?
Participant 1:	96. Yes.
Interviewer:	97. Ok so did this view that you have, about tracing the cause of any significant event in history to a single origin, change towards the end of the semester as opposed to the beginning of the semester? Or is it still the same as the one that you just explained now?
Participant 1:	98. Uh it is the same.
Interviewer:	99. Ok what, what primarily influenced this, this view that you have?
Participant 1:	100. Uh, i started using this view of mine, or strategy the month before the semester ends. Because the last semester has been hectic not good, on my side.

Interviewer:	101. So was it the interaction throughout the semester with the assignments that influenced this view, that made you come to this conclusion about this, about using or about tracing the cause of any significant event in history to a single origin?
Participant 1:	102. Yes.
Interviewer:	103. Ok but how, because now you mention it did, it changed a little bit throughout the semester. But so, what was this, your view about this at the beginning of the semester? Before you again, before you had any interaction with the content in the semester?
Participant 1:	104. Uh, from first semester my view was that... Your question was that how do I, can I use the origin, one the origin or many sources to find information, that was your question?
Interviewer:	105. Yes uhm, yes one origin or many origins in the creation of a significant event in history.
Participant 1:	106. Hmm, uh on the one, on first semester it was just, I believed that I would find information in one origin.
Interviewer:	107. Okk but what influenced this view? Now the view that you had about just being able to find, information from a single origin for a significant event.
Participant 1:	108. Uh, it was because, the the person who gave out information on the origin was present at the event.
Interviewer:	109. Ok so this goes back to if it's a primary source for that event you will, completely trust that source as, that explain, if they explain it as a single origin?
Participant 1:	110. Yes.
Interviewer:	111. Ok, what influenced your view; now the one that you had at the end of the semester; what influenced you to come, to that conclusion?
Participant 1:	112. Oh the second view, about the second semester?
Interviewer:	113. Yes, yes.
Participant 1:	114. Uh, I was influenced by, by what I experienced in the first semester because some of the, primary sources were not just, vulnerable or available sometimes so I just suggested to add more sources. If they link together, meaning the sources is not uh, is not one sided or is not defending anyone, in the event.
Interviewer:	115. Ok, the next question. So do you think it is possible to give a valid interpretation of the past based on a single perspective?
Participant 1:	116. On a single perspective?
Interviewer:	117. Yes, on a single perspective.
Participant 1:	118. Uh, mmm. I, to be honest I don't know.
Interviewer:	119. Ok so you're still, you're still figuring that out as you go along?
Participant 1:	120. Yes.
Interviewer:	121. Ok. Ok, so do you think that it is fair to judge history from a modern perspective?

Participant 1:	122. No.
Interviewer:	123. Why not?
Participant 1:	124. We can not just hi, we cannot judge history because we are not present when the events happened. We just have to seek information if you want to know something.
Interviewer:	125. So you can't, we can't sit now and say ok this was wrong? Because we're not, we weren't there actually experienced the whole event. Do we actually now just sit back and say, no it's wrong, but we do not include the experiences of the, of people?
Participant 1:	126. No, it will depend on the information, on how the source it is, on how the, the event happened. If it was about the, the people being turned into slaves, punished, lived in an, in that situation, we would say, on the other side, these people were wrong by doing this and this and this. But without enough proof or information, we cannot say that
Interviewer:	127. Ok so still if you have enough proof then we can judge from a modern perspective, but if there's a lack of proof then we cannot come to a judgement?
Participant 1:	128. You cannot just judge without having information. What if you judge while you have information, and while you don't have information but on the other side, the other side, the other side, source has enough, enough, sorry enough information.
Interviewer:	129. Ok. So did your view, this view that you have about giving a fair judgement on history from a modern perspective change towards the end of the semester as opposed to the beginning of the semester?
Participant 1:	130. Uh, it works on both semesters.
Interviewer:	131. Was it always the same?
Participant 1:	132. Yes.
Interviewer:	133. So it was also the same as now the one that you just explained? Did you have this exact same view before you started ,uh the first semester?
Participant 1:	134. Pardon?
Interviewer:	135. So this view, the view that you just explained, is this the same view that you had at the start of the first semester?
Participant 1:	136. Yes.
Interviewer:	137. Ok so what primarily influenced this view that you have?
Participant 1:	138. Uh because of, some, some sources, some people just take advantage without seeking information first.
Interviewer:	139. So it's actually, people's intent, it's if there intent is to let's say abuse history for their own benefit then...
Participant 1:	140. Yes.
Interviewer:	141. So then it's wrong but if they have like you mentioned, if they have sources and actually can back up, and their intent is to uncover what actually happened, then they can actually weigh in with some judgement ?

Participant 1:	142. Yes.
Interviewer:	143. Ok. ok the following question. So thinking about modern ethical issues such as discrimination and human rights; so what in your view is the value of applying modern ethical judgement to history?
Participant 1:	144. Uhm sorry I missed that now. Can you just repeat the question?
Interviewer:	145. Yes ok. So thinking about modern ethical issues such as discrimination and human rights; so what in your view is the value of applying modern ethical judgement to history? Now remember like today you mentioned slavery, in the western world slavery now is frowned upon, you still get some countries with slavery so we can't say a modern, it's completely not a modern view but in our society its an unethical thing to do, to enslave people. But what in your view is the value of applying this judgement that it is unethical to history?
Participant 1:	146. Oh uhm, sorry. Uh the things that happen now, ok for for example some of the groups uh, we live in, the society we live in are still, they still do things according to their past law. Do you understand me? Do we, meaning we still have cruel people.
Interviewer:	147. Yes but so, they are still living according to their, exactly how their ancestors lived in the past. So if we now apply, a modern ethical judgements like I mentioned, like ok no it's immoral to actually enslave people. So if we start, if we now apply this judgement to history, so what is the value of that?
Participant 1:	148. Uhm, ok you asked the question... No they don't live like their ancestor... First question, what is their value in history? Was that a question?
Interviewer:	149. Yes , so it's again so,, modern... Ok I'm going to repeat the question again. So thinking about modern ethical issues such as discrimination and human rights; so what in your view is the value of applying modern ethical judgement to history?
Participant 1:	150. Uhm, my view, from modern society... We would uh, write out, actually we will be like the sourcerers of the, of the primary source whereby if the events happen, we are, we are likely to be there and write down the information or capture some proof like at lea... Or write down the source or on the newspaper or the website.
Interviewer:	151. Ok. So if we look at a, at history and we let's say, I'm going to again use the example of slavery, it's a common one. So if we look at slavery and now we judge slavery as being wrong; so if we now can judge this history and say ok what they did was wrong; what is the value of doing that? Is there, can we, by judging, the past based on what we think is now not correct, what value does it have? Is there any value when we do this?
Participant 1:	152. Uhm, I think, it has a value because we cannot be doing things that our ancestors have been doing. Ya we can not turn people into slaves uh, abuse, torture them, make them bow, bow down before the of which, its not a good thing.
Interviewer:	153. Ok but then why would you say now it's not a good thing but in the past people were completely fine with it?
Participant 1:	154. Uh some people were fine with it before in the past actually because, they did not have much power to fight the slavery.

Interviewer:	155. Ok so you would say, so there's no... How things actually change in the world it's not about... Ok so it's more or less about, only when people that do see it as wrong can stand up, then it will change. So , but how do these people come to the conclusion even, in the past where like you mentioned, these, the people that did not want slavery, they were powerless so how did they come to the conclusion that slavery was wrong?
Participant 1:	156. Uhm some, economist or... Some economist or some fighters like Martin Luther King junior fought against slavery uh, ya fought against the slavery... Many people, many past, many historical legends fought against slavery, but they were in different places.
Interviewer:	157. Did these people, did they see history as wrong but not only from experiences in their own lifetime but did they, come to this conclusion by studying history? Did they come this conclusion in their own lifetime in their experience throughout their own lifetime?
Participant 1:	158. Pardon?
Interviewer:	159. Did these people come to that conclusion that slavery is wrong only based on experiences that they had during their own lifetime or did they also look at history to see why slavery was wrong?
Participant 1:	160. Oh ok, this, this, your question is just to say that, so uh, I think, some of the, some of the histori... or actually historical people, some of the, I don't know how to put it, historic people, historical people took, actually adapted the, the , the lifestyle, actually the lifestyle of making people slavery it was passed on generation to generation it was, a process actually, a continuous thing. So some people came just to stop because it was not good.
Interviewer:	161. And were these people that wanted to stop it influen, also influenced by previous people, or were they just, they just decided on their own uhm, they're going to end it?
Participant 1:	162. Some were influenced some were not influenced.
Interviewer:	163. Ok so it can go both ways? Some were and some were'nt influenced, ok.
Participant 1:	164. Yes.
Interviewer:	165. Ok so, this view that you have, did it change towards the end of the semester as opposed to the first semester? So now again, did you have the exact same view before you started with the module?
Participant 1:	166. Ya, I had it from secondary.
Interviewer:	167. Ok so I guess from school. And was it now again school that primarily influenced this view?
Participant 1:	168. Pardon?
Interviewer:	169. So was it also school that primarily influenced this view that you have?
Participant 1:	170. Yes because it, it really helps.
Interviewer:	171. Was it again the interaction with the content that you had in class with your peers and your teacher? That basically led to you getting to the conclusion about this?
Participant 1:	172. Yes.

Interviewer:	173. Ok. Ok next question. Ok so who usually diagnoses the gap between your existing level of knowledge and skills and the level of knowledge and skills that are required to continuously improve with each new assessment task? So, to com, basically to complete an assessment task, so who identifies and diagnosis the gap between the, your level of knowledge and your skills and the level of knowledge and skills that you require to actually complete the assessment task? Who diagnosis that?
Participant 1:	174. Who diagnosed what? My level to, to , to finish the wha, to finish what?
Interviewer:	175. So before you start with any, let's again we, but for instance your essay assignments.
Participant 1:	176. Yes.
Interviewer:	177. So when you receive the assignment you have a certain level of knowledge and skills.
Participant 1:	178. Yes.
Interviewer:	179. So do, who diagnoses the new level of knowledge and skills that you now need to actually complete the task or the essay successfully? So who measures what you have up until, up against what you need to complete the task? Who does that? And who usually does it?
Participant 1:	180. It's me.
Interviewer:	181. Ok so, again so... Was this person always you or was there another person at some stage?
Participant 1:	182. About what, finishing an assignment?
Interviewer:	183. Yes about diagnosing the gap between your level of knowledge and skills and tha ga, that you need to actually complete an assessment successfully.
Participant 1:	184. Uh, right now I do go to, to, to, to the ADS for the break out on the topic ya. I think this semester everything will be better.
Interviewer:	185. Ok so , so you include some of your peers, uhm that have some experience with these assessments? So but at the start of the semester did you also, from the start of the semester, did you approach them from the start or did this only happen towards the end of the semester?
Participant 1:	186. No it started because last semester I had uhm some personal issues so I couldn't, I really focused on school work.
Interviewer:	187. Ok so you utilised your human resources because you, wanted to improve your own work?
Participant 1:	188. Yes.
Interviewer:	189. And now before the semester start, the first semester, did, or how would you do this or did you try on your own to identify the gap or did you still rely on somebody else or the help of somebody else?
Participant 1:	190. Uh I would rely on myself, if I don't understand I will ask someone. That was my plan actually up until I faced some of the things, personal stuff from home, you see. So it affected me on both sides, even on my academics. So I think things will be better this semester.

Interviewer:	191. Ok, referring to the way you did it at the beginning, before the semester started, completely on your own. Why, I'm not going to ask you about the problems that you have, I understand that's personal and it influenced you throughout the semester, but what influenced you to actually do it on your own before the first semester started?
Participant 1:	192. I wanted to know, to experience the struggle. If I do it on my own I will be able to understand what is needed from the assignment, or the research.
Interviewer:	193. Ok but why did you come, make that decision, that you actually want to, engage more with your own work and like you mentioned to actually struggle to get out on top, what influenced that? Why didn't you just, in like for instance in school just sit back and let the teacher do it?
Participant 1:	194. Pardon?
Interviewer:	195. Ok what influenced your first, your completely independent method of identifying the gap that you had at the start of the semester? So why didn't you, like for instance in school because you had history, why didn't you just sit back and let the teacher do it? So why did you take that decision to be independent when doing, in diagnosing the gap?
Participant 1:	196. I wanted to be independent so that I can know how to do things on my own, about the work..
Interviewer:	197. So it was basically, you had this mentality that if you want to improve you have it improve it by yourself?
Participant 1:	198. Yes.
Interviewer:	199. Ok, so who usually now identifies the learning objective for improving your continuous essay assessments? Now in the first semester you had two essays so after the first essay who identified the learning objectives? Now what you need to do, or what you had to do to improve your knowledge and skills to improve on your next essay, so who usually identifies those objectives?
Participant 1:	200. Uh, the person who identified it was a senior student and then... Are you my lecturer?
Interviewer:	201. Yes was it the lecturer?
Participant 1:	202. Yes he does send how to write an essay instructions, he does.
Interviewer:	203. Ok so was it the, again you mentioned, so it was a senior student and then also the lecturer. So did you have any part in identifying your learning objectives?
Participant 1:	204. Did I, did I what?
Interviewer:	205. Did you have any part or did you identify any learning objectives on your own? Without the help of the senior student or the lecturer.
Participant 1:	206. Uh, yes.
Interviewer:	207. Ok, so again you were also independent but you still utilised human resources that were available.
Participant 1:	208. Yes.

Interviewer:	209. Ok so, did this change only... Or this process of identifying your learning objectives, so did this, was it different at the beginning of the first semester before you started with any work as opposed to the way you're doing it now?
Participant 1:	210. No, it's not different.
Interviewer:	211. Ok so it was not different?
Participant 1:	212. Pardon?
Interviewer:	213. Ok. Why, again why did you, how know... You said are, you wanted to be independent from the start so, you chose those people, the lecturer and the senior student not... Ok how can I phrase this, you approached them or used them also in an independent way, you still listened but still decided what to do from what they told you?
Participant 1:	214. Yes.
Interviewer:	215. Ok so describe the process that you would follow in achie, in achieving these objectives that were now identified.
Participant 1:	216. Pardon?
Interviewer:	217. Ok so describe the process that you would follow in achieving the objectives. Now referring to the objectives that you from the previous question uhm, because you mentioned you, a senior student, basically your, you and other human resources, identified your learning objectives. Ok, how would you go, about in achieving these objectives? So what would you do to reach those objectives?
Participant 1:	218. Uh, I, I would apply more effort , uh in studying and seeking information.
Interviewer:	219. Ok so is it only information about the content or is it information o, about how to apply the content?
Participant 1:	220. How to apply the content and the strategy.
Interviewer:	221. Ok so its lea, basically you will do your own research to get uh, learning strategies that will work better for you?
Participant 1:	222. Yes.
Interviewer:	223. Ok did this, did you always follow this process or did you follow a different process at the beginning of the first semester?
Participant 1:	224. Pardon?
Interviewer:	225. Did you always follow this process, or did you have a different process at the beginning of the semester, of the first semester?
Participant 1:	226. Uh I think I will have the process on the second semester.
Interviewer:	227. But did you now, referring back to the first semester before you started with the module did you now, this also refers back to school. Did you follow this process in school or did you have a different process in school?
Participant 1:	228. Hmm, I had, I had the same process.

Interviewer:	229. Ok so it was always the same. Ok, so then what is the role of both the lecturer and you in evaluating your assignments during the learning process and the grading process?
Participant 1:	230. Pardon?
Interviewer:	231. What is the role of both the lecturer and you in evaluating your assignments during the learning process and the grading process?
Participant 1:	232. Mm, I don't understand you.
Interviewer:	233. Ok so I will elaborate on this. Ok so the roles the lecturer and then you, now in evaluating, and again evaluating is to measure against a certain set of criteria; now your assignments, and you only basically did for, with history content you did essays. So when you look at your essays...
Participant 1:	234. They're not good, my essay, my essays are not good because I did not have my full attention.
Interviewer:	235. Yes ok so, but did this influence the way, when you look at your essay do you deconstruct your own essay and see where you went wrong and do you then apply, the identified gaps to see ok, when you evaluate your essay do you identify areas where you know you can improve? Or do you just, do you just listen to the feedback from the lecturer and just, that's your evaluation?
Participant 1:	236. I check the feedback uhm, I check the feedback from the lecturer, check my mistakes, uh I check the bubbles whereby he wrote my mistakes then reconsult the essay.
Interviewer:	237. So then you look at the essay again and the basically see how you ca improve if you now apply the feedback how would it have improved?
Participant 1:	238. Yes.
Interviewer:	239. Ok and if you do, if you do an essay, if you start to write it before you submit it. Do you look at the criteria and now referring to the essay matrix, do you look at it and judge your essay? Do you think ok I'm going to get, I at least fit into this specific criteria on the matrix so I will get that mark? Do you do that or do you just submit and then see what happens?
Participant 1:	240. No I don't just submit. I, I check the assignment first, I do check my assignment. Things are going to be different on the second semester because I think I have enough focus on my books right now, better than the first semester.
Interviewer:	241. Ok now referring back again, back to the start of the first semester before you started with the module, the, now again the role, this process that you explained, how you approach your essay, the feedback how you interact with that and then when you write a new essay and you double check against the criteria. So was this process different at the start of the first semester or was it, is it still the same from the start of the semester until now?
Participant 1:	242. Pardon?
Interviewer:	243. This process that you, how you react to the feedback from the lecturer and when you write a new essay how you measure against the criteria to see where you can improve before you submit it. Did you always do this? Before you started with university or did you only start to do this throughout the sta, throughout the first semester?

Participant 1:	244. I, I used to do it from, from secondary, from ya from the school. I used to do it in school, in school days.
Interviewer:	245. Ok why did you, again uhm, can you just quickly explain why you did it from school? Again why didn't you just sit back and let the teacher do most of the work, and then you just if the teacher doesn't give you feedback then you won't improve on something? Why did you follow this more independent approach?
Participant 1:	246. I followed the independent approach because it helps me to seek out more information on the assignment, or on the essay. So I am able to know what am I writing , what am I doing.
Interviewer:	247. So again it was again just your own mentality that you wanted to be independent to improve yourself?
Participant 1:	248. Yes.
Interviewer:	249. Ok so what value does evaluation have for you in your learning process? Now this is evaluation in your complete learning process not just for uh, just one assignment. So any learning that occurs. So what value does evaluation have in this process?
Participant 1:	250. What value does what?
Interviewer:	251. What value does evaluation have for you in your learning process? So again evaluation to measure certain parts of your learning process against something, a certain set of criteria. So what value does evaluation have in improving your learning process? Or do you see more value in other approaches other than evaluation?
Participant 1:	252. Uh, you know... I know like my strategy, my strategy is not good enough so I was planning on adding some of the things that would help me to begin back
Interviewer:	253. Ok and so do you become aware that the strategy is not good enough only after you have submitted an assignment for example; or is it during your, the process, do you see ok this strategy is not going to work I need to change it or improve some parts of it ?
Participant 1:	254. Uh, I have to improve some part of it. I do check. Sometimes I do write uh, and get, I used to write with a strategy and get good marks, so everything just changed when I got in university.
Interviewer:	255. So but again uhm, you don't have to elaborate, it's just, did it change because of the personal factors that you're referring to?
Participant 1:	256. Pardon?
Interviewer:	257. Ok so but uhm, did it again now change when you get to university because of tho, the personal factors that you mentioned?
Participant 1:	258. Yes.
Interviewer:	259. And before that you always had a strategy, correct?
Participant 1:	260. Yes.

Interviewer:	261. Ok so when you had the strategy now before hand did you, just see at the end , like for instance when you submitted an assignment or wrote a test in school, did you only wait until you got your feedback then to adapt the strategy or change the strategy or did you see during the process of learning for a test or actu, writing an assignment. Did you then become aware during the process that it has to change or you have to replace it or did you always wait for feedback or was it during the process?
Participant 1:	262. Sometimes I would see or I wouldn't get enough marks, sometimes I would see it, it was like, it was not accurate but it most of the time it did help me.
Interviewer:	263. Ok but so you waited for feedback before you actually adapted it?
Participant 1:	264. No, not really.
Interviewer:	265. So you basically, or did you adapted it throughout the process but also you used the feedback, to also measure the success of the strategy?
Participant 1:	266. Yes.
Interviewer:	267. Ok so you used basically you used both ways?
Participant 1:	268. Pardon?
Interviewer:	269. You incorporated both methods basically.
Participant 1:	270. Yes.
Interviewer:	271. Ok, so again, so this, did you do this again because you wanted, because of your mentality to improve yourself by being independent or was there any other reason why you did this, why you followed this process?
Participant 1:	272. No I followed eh, yes it does help me to improve myself and also it does help me to, to, to seek enough information, about what am I writing about, about the essay or assessment.
Interviewer:	273. Ok.
Participant 1:	274. Yes.

PARTICIPANT 2

Interviewer:	1. Ok the first question. What is your current definition of history?
Participant 2:	2. Definition of history?
Interviewer:	3. Yes. So if you have to explain to somebody what is history, what would you tell them?
Participant 2:	4. Hmm, when we are talking of history we are talking of maybe things that happened in the past or... When you are talking of history you are talking of maybe everything happening around us in the past.
Interviewer:	5. Ok so if you, you speaking about everything that happened now in the past. So but how would you uncover what happened in the past? How, how would you go about how to find out what happened?
Participant 2:	6. In order to find out what happened, you can research maybe.
Interviewer:	7. Ok. So this definition that you have of history uhm, was it the same at the beginning of the first semester before you started with the module as opposed to the end of the semester? So did it change or was it always the same?
Participant 2:	8. It was always the same.
Interviewer:	9. Ok. What, what primarily influenced this definition that you have of history? So what, what made you come to this conclusion that this is what history is? So were you may be influenced in school or was it interaction with uhm people close to you, people in your society or was it from broader influence, maybe from uhm let's say from media, from television, the internet?
Participant 2:	10. Uh, can you ask again?
Interviewer:	11. Yes. Ok so what primarily influenced this definition that you have of history? So what made you come to the conclusion this is what history is? What influenced you?
Participant 2:	12. Uhm, mmm people in the community or they do, I did get influenced back in school. That's why I say history is everything happened in the past.
Interviewer:	13. Ok so but when you were influenced in school, did you have history up until grade 12 or only up until grade 9 social sciences?
Participant 2:	14. Till grade 12.
Interviewer:	15. So you had from grade 10 till grade 12?
Participant 2:	16. Ya.
Interviewer:	17. Ok, but how did your community influence you? Was it just the way people talked about history or was it, did they explicitly say this is what history is or is it just how they discussed some history in general?
Participant 2:	18. They just discussed some history in general uh, and the way of living that maybe took place in the past how they lived.
Interviewer:	19. Ok so it was actually uhm, some basically or, oral history, people retelling how things were that's...
Participant 2:	20. Yes.

Interviewer:	21. Ok. Ok the next set question. Ok what do you think is the purpose of the HISE module. Now the, referring to HISE 112 and then 122. So what do you think is the purpose of the module?
Participant 2:	22. Hmm I can say that the purpose, for the module is to equip uh, maybe my understanding, about a maybe society in the past, in all aspects in relation to the present development and the future hopes.
Interviewer:	23. Ok. So this view that you have of what the purpose of the module is, did you, did you only develop this view throughout the semester or did you have this view, is this what you expected before you started with the module?
Participant 2:	24. I can say maybe, this is what I guessed after a semester. At least we can be relating about, why in a society.
Interviewer:	25. What was your, what did, what was your view on the purpose before you started with the module? So what did you expect, before you start, from the module before you actually started with the module?
Participant 2:	26. I was, I was expecting, uh I was expecting to mmm, to understand and, I was expecting to understand questions and the learners were expecting how past history, and to get expla, explanation how things were that way in the past.
Interviewer:	27. Ok so what influenced uh, this view that you had at the beginning of the semester? What made you think this is, what made you to expect what you just explained? So for instance did you think it was just going to be a continuation of what you did in school or did somebody tell you how the module is or did you read out of the university yearbook? So what influenced you initial view of the module?
Participant 2:	28. Read about the yearbook, I just, just do the module.
Interviewer:	29. Ok so your, reading through the yearbook gave you mo, an idea more or less and then when you interacted the content and assignments throughout the semester, did you then come to create your new uhm view on the purpose of the module?
Participant 2:	30. Ya, I can say that the after maybe doing assignment and all thing, I can now have a clear understanding of the purpose of the module.
Interviewer:	31. Ok. ok, what is your view on using primary source evidence when researching and studying history?
Participant 2:	32. What?
Interviewer:	33. Ok so what is your view on using primary source evidence when researching and studying history?
Participant 2:	34. Hmm. Uhm, I can say primary sources are, original. Primary sources, they are accurate, because we get primary sources from the original objects.
Interviewer:	35. Ok so this view that you have about primary sources, did you have this view before you started with the module at the beginning of the first semester or was it always the same?
Participant 2:	36. From school I was having this, before I had the module.
Interviewer:	37. Ok so school primarily influenced your view on primary sources?
Participant 2:	38. Yes I can say that, because school influenced me.

Interviewer:	39. Ok, uhm. Ok so, then is it possible to give a valid interpretation of the past when only using secondary sources? So when you only look at an interpretation from somebody else, so they for instance write a book or an article about, and they use primary sources but now it's their interpretation, can you only take all of, only interpretations from other people and then actually give your own valid interpretation? So is it possible?
Participant 2:	40. Sometimes it can be possible but, uh sometime invalid there's information invalid because, sometimes might not be able or maybe legally recognise for example invalid, this information can be proved wrong because it's not from a primary source. The second information, maybe we took it from the, from the second source.
Interviewer:	41. Ok so this view that you have on using, giving a valid interpretation of the past when second only using secondary sources. So did you have this view at the beginning of the semester before you started with the module or did you only develop this view throughout the semester?
Participant 2:	42. At the beginning of the semester.
Interviewer:	43. Ok so it was always the same?
Participant 2:	44. Yes.
Interviewer:	45. Ok so what influenced this view? So like you mentioned with the primary sources you mentioned school influenced your view on that but what influenced your view on using secondary sources?
Participant 2:	46. Mmm influence of using secondary source... the ideas from a secondary source, they can be not they can be not true.
Interviewer:	47. But how did you come to the conclusion that the ideas represented in secondary sources can't be uhm has the possibility of not being true?
Participant 2:	48. I mean, I mean ok I mean the secondary source can be reliable, ya they can be reliable, because the secondary source cover our primary studies to expand the understanding of the research, research topic. Secondary source information is from the primary source so they can be reliable.
Interviewer:	49. Ok but can they always be reliable?
Participant 2:	50. Ok.
Interviewer:	51. Ok so. Would you say that it is possible to trace the cause of any significant event in history to a single origin? If you need any clarification you can just ask.
Participant 2:	52. Ok. Yes it is.
Interviewer:	53. Ok so why do you say it is? So why would you say it is possible trace any, the cause of any significant event in history to a single origin?
Participant 2:	54. Ya you can trace a significant event.
Interviewer:	55. So to one single origin? So it is possible?
Participant 2:	56. Yes it is possible.

Interviewer:	57. So if you have to explain to somebody why it is possible, what would your explanation be? So why would you tell them it is possible and that it is not only possible, if you... Let me rephrase it, so why would you tell them it is possible to trace the case of any significant event in history to a single origin as opposed to multiple origins? So why would you, what's your explanation be to them?
Participant 2:	58. I would say to explain to him or her...
Interviewer:	59. Ok so, this view you have about tracing any sig, to trace the cause of any significant event in history to a single origin, so did you always have this view or did, did you have a different view at the start of the semester?
Participant 2:	60. My view is still the same, from the beginning.
Interviewer:	61. Ok so what influenced your view? What made, what made you come to the conclusion of this view? So again was it, again was it school or was it the interaction with people around you, so what influenced this view?
Participant 2:	62. Hmm the influence of this view is, it's from people around me in society and from school.
Interviewer:	63. Ok so was it again just because uhm the people again, retelling about their own past?
Participant 2:	64. Ya the people were... The people were explaining, ideas, about history.
Interviewer:	65. Ok. Ok so do you think it is possible to give a valid interpretation of the past based on a single perspective?
Participant 2:	66. Inaudible.
Interviewer:	67. Just repeat that.
Participant 2:	68. Yes.
Interviewer:	69. So you do think it's possible?
Participant 2:	70. Uh, I don't think it's possible because, in order to have a valid meaning or information you have to consult different sources, to get enough evidence.
Interviewer:	71. So would this include primary and secondary sources?
Participant 2:	72. Yes.
Interviewer:	73. Ok so this view that you have about giving a valid interpretation of the past based on a single perspective was it always the same or was, did it change towards the end of the semester?
Participant 2:	74. It's still the same.
Interviewer:	75. What influenced this view that you have?
Participant 2:	76. Ooh, this influence that I have, I can say, I was influenced from, from school.
Interviewer:	77. So again in the subject of history? You were influenced in school when you were doing history?
Participant 2:	78. Yes.

Interviewer:	79. Ok. So do you think it is fair to judge history from a modern perspective?
Participant 2:	80. I don't think so.
Interviewer:	81. So why not?
Participant 2:	82. Maybe we have to get into details or consult many sources or secondary sources in order to get maybe a true reflection.
Interviewer:	83. But if you were to judge history from a modern perspective like for instance, let's say you say something is wrong, something that people did. Let's say for an example slavery, do you think it's fair to judge people that applied slavery now in history do you think it's fair to do it, to actually judge the actions of people from the past?
Participant 2:	84. Uh maybe it's not fair to judge them because maybe they're influenced by time maybe they are supposed to live like that in the past. And the environment around them maybe influenced them to act like that.
Interviewer:	85. Ok so this view that you have on judging history from a modern perspective, was it always the same or did it change towards the end of the semester as opposed to the beginning of the semester?
Participant 2:	86. Always the same.
Interviewer:	87. Ok, what influenced this view?
Participant 2:	88. Well, I was influenced by, I was influenced by my community and from school in the history lesson.
Interviewer:	89. Ok how did your community influence this view?
Participant 2:	90. Uh, sometimes maybe when they were talking or telling what happened in the past I can listen to them and got influenced.
Interviewer:	91. Ok so then, thinking about modern ethical issues such as discrimination and human rights, so what in your view is the value of applying modern ethical judgment to history?
Participant 2:	92. Can you repeat the question?
Interviewer:	93. Yes ok. So thinking about modern ethical issues such as discrimination and human rights, so what in your view is the value of applying modern ethical judgment to history? So like for instance with the previous example now if you, ethically judge slavery; so what is the value of actually judging slavery? Even though it occurred, it was now slavery that specifically occurred in the past? So if you judge it ethically, is there a purpose to doing it? So what's value, can you, like for instance it's not ethically, especially in the western world, it's unethical to use child slavery; so what is the value when we apply our ethical judgement to say ok during this period, people did it but now we will not do it because we judge it as something unethical. So what is the value when you do that?
Participant 2:	94. Hmm... Maybe I can say, uh slavery or discrimination, is bad because... Ok I can say that the value, is that people discovery, people discover their place, in time to, in time, on the communicate, common, communities in nation maybe this... equality justice... personal values eish I can say that
Interviewer:	95. Ok so, this view that you have did you always have this view or was it different at the start of the semester as opposed to the end of the semester?

Participant 2:	96. It's still the same from the beginning of the semester.
Interviewer:	97. Ok what primarily influenced this view?
Participant 2:	98. You can say this, this view I, I, I, uh I had it from school.
Interviewer:	99. Ok so primarily just again your interaction with the subject of history in school?
Participant 2:	100. Yes.
Interviewer:	101. Ok. Ok so who usually diagnoses the gap between your existing level of knowledge and skills and the level of knowledge and skills that are required to continuously improve with new, with each new assessment task? So, with the assessments that we did the first semester, so you did one assessment so after that assessment was done, who diagnosed the required level of knowledge and skills that you needed to actually improve on your next assignment?
Participant 2:	102. Him.
Interviewer:	103. Yes who prim, who did, who was the prime the prime person that did that?
Participant 2:	104. It's me.
Interviewer:	105. Ok so it was you. So did the person who does the diagnosis change towards the end of the semester as opposed to the start of the semester? So was it always you or before you started with the first semester was it somebody else like for instance in school?
Participant 2:	106. Ya I can say from maybe from school, from my, history teacher.
Interviewer:	107. Ok then why did it change during the first semester? So why did, you just mentioned in school the teacher always did it, but now in your first semester in university why did it change, why did you become the person that does the diagnosis? So would you say it is because there maybe was, was it the feedback that you received from your first essay that made you, to actually go in deeper and evaluate your assessment further and to diagnose your knowledge and skills or was it something else?
Participant 2:	108. Ya it was uhm, the feedback I got from my first assignment.
Interviewer:	109. Ok but how did the feedback then lead you to diagnose your the level or the gap between your existing level of knowledge and skills and the knowledge and skills that you require to improve? So how did the feedback lead you to do this?
Participant 2:	110. Ok the feedback from my assignment uh... The feedback from my first assignment, influenced this, influenced me to, to study harder.
Interviewer:	111. So was it only; oh sorry; was it only the mark or was it specific feedback from the lecturer?
Participant 2:	112. It was a specific feedback from the lecturer.
Interviewer:	113. Can you maybe give an example?
Participant 2:	114. Example of the feedback?
Interviewer:	115. Yes just one, like one comment that, an example of one of the comments more or less that uhm, encouraged you.

Participant 2:	116. I failed to reference, referencing job it's killing me. The plagiarism. I was not familiar with plagiarism on the first assignment.
Interviewer:	117. Ok so this uhm, so the gaps that were identified by the lecturer, you went out to improve on that?
Participant 2:	118. Ya I was looking for help then, how to paraphrase, how to reference, yes.
Interviewer:	119. Ok. Ok so who usually identifies the learning objectives for your continuous essay assessment. Now you with the previous question the gap between your knowledge and your skills the level of knowledge and skills now was identified so to improve on them certain objectives have to be reached to impro, to actually improve it. So who usually identifies those learning objectives?
Participant 2:	120. I'm the one who identifies the learning objectives, from the feedback.
Interviewer:	121. So... Oh so it's a, it's a again you look at the feedback and then you create your own objectives to actually fulfil to improve your learning?
Participant 2:	122. Ya but the feedback...
Interviewer:	123. Ok so... Oh sorry? Yes you can continue.
Participant 2:	124. Ya it is the feedback that pushes me to improve my learning.
Interviewer:	125. Ok so then the person you just mentioned, you identified the objectives then. So was the, was it always you or was it different at the start of the semester, even in school?
Participant 2:	126. Can you repeat the question?
Interviewer:	127. Yes so, you just said you are the person that identifies your learning objectives so, was it always you or was it a different person before you started with the module? Like for instance in school, did you always do this or was it somebody else?
Participant 2:	128. I always did this.
Interviewer:	129. Why did you always do this? So what happened in school that encouraged you to do this?
Participant 2:	130. Uhm, maybe back in school neh, I was, I was afraid of failing so that feeling pushes me to improve my, my learning level, pushes me to study harder.
Interviewer:	131. Ok so when you, describe the process that you would follow in achieving the objectives. So referring to the objectives that you identified; so what would be the whole process you would follow to now actually reach and achieve those objectives ? So when you then, when you tackle your next essay what did you do? Because you now already identified the gap between your existing level of knowledge and skills and the level that's required and you have set objectives to improve on your next essay so what would you do to now actually reach those objective? What will you whole process be?
Participant 2:	132. After getting the assignment, I started early to do it. Because the first one I did it on the last minute. I was, I was procrast, procrastinating then the second one the minute I got it I just typed it, I had enough time for doing it.
Interviewer:	133. Ok so the problem was at first your planning, your time management? And the second one you managed the time better?

Participant 2:	134. Yes.
Interviewer:	135. Ok so... So you now indicated your, it was different at the start your, basically your time management. So, why did you only later on, manage your time better to complete your assignment, your second essay? Why was it different? Why did you procrastinate at the beginning but then you managed you time better throughout the semester?
Participant 2:	136. I can say that, the feedback from the first assignment uh, made me to, to plan my time because I noticed that you I'm failing. So I had to try strategies to pass the following assignment.
Interviewer:	137. Ok what strategies?
Participant 2:	138. A better, enough information, uh, from different sources, uh I jotted down on an exercise book and paraphrased it, then I transfer it to my laptop. After finishing with the assignment, I ask a friend of mine, we are doing the same course but she is a second year student, so she helped me to, to, she looked my work that I didn't, my plagiarizing is not to high. Then I submitted, then the feedback was not bad, as the first one.
Interviewer:	139. Ok So what is the role of both the lecturer and you in evaluating your assignments during the learning process and the grading process? You just mentioned you, you went to a second year to look at your essay, so that's a type of evaluation that person evaluated and said ok your plagiarism looks fine. So what's the role of you and your lecturer in doing that during your learning process? So that's now where you improve on your previous assignment with your next assignment, and then the grading process with the final mark.
Participant 2:	140. I passed that assignment because, if I remember very well I got 31 out of 50.
Interviewer:	141. Ok so then when you look at, when you look at your next assignment; so before you submitted it, did you look at it and, on your own now and saw ok, when it was finished, there's still areas that I can actually improve or did, was it, you were fine with your product and you just submitted?
Participant 2:	142. I was fine with the work but the problem was referencing, reference list I was not sure of it.
Interviewer:	143. Ok so you weren't sure but did you go back to the reference guide and double checked or did you just wait for the feedback from the lecturer?
Participant 2:	144. I went to the, I opened the reference guide, and see whether I have done the right thing. Then when the ok the essay returned it was marked. There were no comment about referencing from the, from the lecturer which means the reference list was correct.
Interviewer:	145. Ok and then with the grading... So before you submit your essay do you look at the matrix that's used to mark the essay and then basically decide for yourself, I will about achieve this mark by using the criteria on the matrix, do you ever do that?
Participant 2:	146. I didn't.
Interviewer:	147. Ok so you just wait for the mark from the lecturer?
Participant 2:	148. Yes.

Interviewer:	149. Ok so this, did, this whole process that you explained now; so was it alwa, did you always follow this process did you wait for the, yes did you wait, always wait for the mark you never judge on your own ok this is about the mark that I'm going to get and did you always, double check your work to make sure it was correct if you did not understand something or was it always the same or did it only change towards the end of the semester?
Participant 2:	150. At the beginning of the semester I was, like writing then submit, but after failing that assignment, I said no man, after writing I have to look at my work, correct some mistakes then after I submit.
Interviewer:	151. Ok. Ok so what value does evaluation have for you in your learning process? So if you were to judge the value of evaluation to, to measure your learning during the learning process like for instance you mentioned earlier you use that strategy. So would you look at the strategy, strategy while you are applying it and then judge, ok this is not working like I want it to work so I will adapt the strategy or I will apply another one. So what's the value for you in doing that?
Participant 2:	152. Hmm, I can say that my learning, my learning strategy or, is good now. It's good because I'm able to manage my time. If I see that assignment appear on my efundi I just take it, I don't wait for the last minute to finish it.
Interviewer:	153. Ok but when you tackle your assignment and like for instance you, because you, you said you are unsure about your referencing so, if you while you were struggling or became unsure about your referencing did you go back to your approach to do your referencing and see ok what, what the way I am approaching this is not working, I have to adapt my approach to actually improve my referencing. So what value does that have for you, the adapting throughout in your learning process, or do you not actually do it so there's not such a high value?
Participant 2:	154. I, I always do it, I always go back to the reference book and, I see if I reference correct. Because I, I, I have a study mate, we always, we always tackle problems together.
Interviewer:	155. Ok so you evaluate each other during your own learning process?
Participant 2:	156. Yes.
Interviewer:	157. Ok so how big a part did you, did you have in evaluating your learning process? So you mentioned now you and your, you have a study mate so you both have a part in evaluating each others learning process, but how big a part did you have in evaluating your own process?
Participant 2:	158. Evaluating my own process sometimes can be, sometimes I, I don't see my mistakes sometimes. I just write the work and... If I'm writing my, my work sometimes I can't see, sometimes I can't see my own mistakes, on my assignment, I thought it was correct and submit only to find there are problems.
Interviewer:	159. Ok so, so you trust other people more to evaluate other than yourself?
Participant 2:	160. No, I trust myself but sometimes... Because last time I just write assignment then I showed my study mate how I'm done, ok, only to find I had a, a mistake but my friend managed to see that mistake, on my work.
Interviewer:	161. Ok so you have the biggest role, you just like to reflect with somebody else just to identify areas that you maybe missed?

Participant 2:	162. Sometimes.
Interviewer:	163. Ok, did this process that you had in evaluating or this, part that you have in evaluating your learning process was it always the same or was it different at the start of the semester?
Participant 2:	164. Hmm, it was alw, it was always the same from the beginning of the semester.
Interviewer:	165. Ok so again why was, why was it always the same what influenced this?
Participant 2:	166. Uh, back in school we used to do this, we used to work in groups or after writing a quiz, a teacher would tell us we must exchange exercise books and mark for our self, I would exchange my exercise book to my best mate and mark my work, ya.
Interviewer:	167. Ok so it was actually the, when the teacher applied peer assessment so this basically influenced this?
Participant 2:	168. Yes.

PARTICIPANT 3

Interviewer:	1. Ok, the first question. So what is your current definition of history?
Participant 3:	2. Uhm my current definition uh of history sir has to be that uhm, the study of the past, I mean ya the study of the past uhm, between the years 1900s to the 2000s.
Interviewer:	3. Why do you specifically focus only on those years?
Participant 3:	4. Uhm because sir we are now moving from the past heading to the, to the future. Uhm and as years change, uhm history keeps on evolving and being focussed on the past doesn't really help and doesn't really make history interesting. So when you bring it closer to the 1900s, um to the 1900s and the 2000s then, excuse me, that's when it is at least uhm, at least uhm entertaining and fun to learn history. Because it's a time frame whereby you understand the people who lived at that time, uhm unlike the 1800s and the B.C, the 18 B.C.
Interviewer:	5. Ok so if you understand how people during the 1900s lived what advantage does that have?
Participant 3:	6. Sir?
Interviewer:	7. Uhm, so if you focus on the lives of people during the 1900s, so what advantage does it have other than making history more enjoyable?
Participant 3:	8. When you know people who lived during the 1900s history becomes more enjoyable because you can easily relate, even in museums now uhm, what is there is mostly things that happened in the 1900s, uhm in the, ya in the 1900s coming closer to the 2000s. So it makes it interesting because we can easily relate and uhm, ya you can easily relate with what happened in the 1900s more than you can relate with what happened in the 1800s.
Interviewer:	9. What advantage does it have to relate?
Participant 3:	10. What advantage? It is uh one advantage may be that it is easily uh, for teachers it can be easily uh easy to teach uh history in that way uhm because you as well as a teacher have been taught what has been taught in the 1900s, so it will be easy, easily to interpret it to explain further and for learners it will be easy because uhm, when going to uhm museums and doing research it is easily to find things that happened in the 1900s.
Interviewer:	11. Ok so, this definition that you have of history, did you have the same definition when you started with the first semester or did it eventually or gradually change towards the end of the semester?
Participant 3:	12. No I had the same definition sir.
Interviewer:	13. Ok what primarily influenced this definition? Now you, you did explain what's the advantage and why it is better but what made you come to this conclusion?
Participant 3:	14. Sir can you please repeat that I didn't get that from the from the start.
Interviewer:	15. Ok uhm, you did now explain what's the advantage of you definition of history if you approach it in that way but what influenced you definition? So what made you come to that conclusion?

Participant 3:	16. Uhm, because sir that, when I was being taught in high school about the 1850s I was easily bored so when it came to the present uhm, times of the 1900s uhm I, I actually enjoyed history uhm more than I did during the times of the 1800s, being taught about the people who lived in the 1800s. So it was fun to learn about uhm people in the 1900s.
Interviewer:	17. Ok, next question. What do you think is the purpose of the HISE module?
Participant 3:	18. Uhm the purpose of the HISE module is that uhm, people should oh... The purpose of the HIES, the purpose of hise sir, we call it hise, the purpose of hise uh, is to teach uh, student who are in university to be able to teach uhm , students uh, in high schools and senior phase uh, classes history and to teach them to understand it at a better perspective.
Interviewer:	19. Ok so basically the purpose of the module is to make you a, just a basic history teacher? To transfer the knowledge over to learners?
Participant 3:	20. Yes sir.
Interviewer:	21. And what about and do you have any view on the purpose of HISE regarding the transfer of skills to learners?
Participant 3:	22. No sir, I have no...
Interviewer:	23. Ok so this purpose that or this view on the purpose of the module, did you always have this view of the module.
Participant 3:	24. Yes.
Interviewer:	25. Like for instance did you have the same view at the start of the semester as opposed to the end of the semester, of the first semester?
Participant 3:	26. Uhm sir to be honest when I joined the first semester, uhm I never actually understood better what happened uhm in the, what happens in the module. But towards the end of the module I could easily get uhm a sense of what the module was all about. So I, I understood what the module was all about at the end of the semester, but I didn't know the purpose uhm during the firs... the beginning period of the semester .
Interviewer:	27. What did you... What was your idea, what did you think was going to happen in the module before you even started with the content or working in the module?
Participant 3:	28. Uhm sir, this is funny to be honest I thought uhm it would be just a continuation of what uhm, I was doing in matric. So I never thought that uhm I would actually go back uhm to, the earlier Grades, the previous grades that I did, grade 10 grade 11 I just thought maybe I would learn something new that we were not familiar with.
Interviewer:	29. Uhm sorry, you broke up a little bit, can you repeat the answer?
Participant 3:	30. Uhm sir, I actually thought that it would be a continuation of what we did in matric. I was actually...
Interviewer:	31. Can you hear me? You're very... it's very quiet from your side. Uhm did you move anything?
Participant 3:	32. No sir, let me just change the... Can you hear me now?
Interviewer:	33. Uhm, just speak again.

Participant 3:	34. Hello?
Interviewer:	35. There's still very yh, very soft from your side. It was very hard at the beginning but now I struggle to hear.
Participant 3:	36. Can you hear me now?
Interviewer:	37. Yes it's a little bit more clear.
Participant 3:	38. Ok sir, I was saying it was actually funny uhm that, I thought that it would just be a continuation of what I did in matric, but then we had to go back to the previous content that we did in grade 10 and in in grade 11. All I thought about the module is that maybe it's just a ...
Interviewer:	39. Uhm, I'm sorry it's cutting out again. Uh can you try to just leave the meeting and just re-join again, maybe it will fix it.
Participant 3:	40. Ok sir.
Interviewer:	41. Yes ok.
Participant 3:	42. Can you hear me now sir?
Interviewer:	43. Yes now it's very clear, ok sorry can you for a final time repeat your last answer?
Participant 3:	44. Uh I was saying that it was quite funny uhm to, it was quite funny that I thought that maybe we will like continue doing what we were doing in matric but then we had to go back to the previous content that we did in grade 10 and grade 11. What I thought about the module was that maybe it was just a continuous thing that we are just going to learn ya.
Interviewer:	45. But what, but why did you think so? What influenced you to think about this module in that way?
Participant 3:	46. Uhm sir, it is because that uh, after uh, after grade 10, when I passed my grade 10 we didn't go back to uhm, the previous content, so because I'm a first year university student I just thought that maybe it is just that culture that we're just going to keep on going more forward than than uhm, going backwards. So it was funny that we had to go back to the previous years.
Interviewer:	47. Ok did you have history up until grade 12?
Participant 3:	48. Yes sir I had history from grade 10,11 and grade 12.
Interviewer:	49. Ok the next question. So what is your view on using primary source evidence when researching and studying history?
Participant 3:	50. Uh my view on primary uh sources is that, it is not uhm, actually helpful because, uhm having only the primary source without actually investigating more further can be uhm, sometimes tiring and sometimes the research that you do your conclusion won't always be what you have expected and sometimes its wrong.
Interviewer:	51. Only using sources that originated during a specific historical event, it's not always beneficial?
Participant 3:	52. Yes sir.
Interviewer:	53. Ok this view, was it always the same or did you have a different view at the start of the semester?

Participant 3:	54. No it has always been the same sir.
Interviewer:	55. What influenced this view of you?
Participant 3:	56. Uhm sir it is because uh, when getting... Always when I was in high school when doing source based, I could see that sometimes the story is there but then everyone had their own views and sometimes the source that you might be studying might have another uh, uh, there might be another source uhm somewhere that says something
Interviewer:	57. Ok, so next question. Is it possible to give a valid interpretation of the past when only using secondary sources?
Participant 3:	58. Sir? Can you please repeat it?
Interviewer:	59. Yes, ok. Is it possible to give a valid interpretation of the past when only using secondary sources?
Participant 3:	60. Uh no sir, it is not. You have to first gather uhm your information from primary sources and then combine what you have and then use uhm your secondary sources. And then ya, in order to have secondary sources.
Interviewer:	61. But why can't you get a valid interpretations only from secondary sources?
Participant 3:	62. Because you have to know the root of what has happened during that time and that exist from primary sources.
Interviewer:	63. This view about giving a valid interpretation of the past about secondary source, when only using secondary sources, was it always the same or was it different at the start of the semester?
Participant 3:	64. Uhm, it was always the same sir.
Interviewer:	65. Ok what primarily influenced this view? How did you come to this conclusion?
Participant 3:	66. Uhm because uh, when when reading uhm some history uh sources, you can see that uhm there are more of, the are more, there is no information that has been added to, to the primary source in order for it to be uhm, valid. So you cannot just get something uh, from the internet that is already a secondary source there should be uhm a primary source somewhere from the something that you'll be reading.
Interviewer:	67. So when you did this research was it because you had to do it in school or was it just out of your own when you, you just want to find out something from history?
Participant 3:	68. No actually sir it was from the school, so uhm I actually browsed through the internet and I could see, I could easily see that um, you have to have a primary source and then to, in order for you to have a valid secondary source you should be uh, you should have a primary source. Somewhere, in the text.
Interviewer:	69. Ok next question. Would you say it is possible to trace the cause of any significant event in history to a single origin?
Participant 3:	70. Sir? Can you please simplify that for me sir?
Interviewer:	71. Yes, ok so, any significant event in history let's say, think of an example. Lets the start of world war one, so that's a significant event.
Participant 3:	72. Yes sir.

Interviewer:	73. So was there a single origin? Some people would say, would agree yes this has a single origin, the assassination of the archduke of the Austrian-Hungarian empire was the sole or... reason the war occurred or would you say this was just one of the reasons; there were multiple other reasons. So which side would you support?
Participant 3:	74. You sir, ok sir just read the question the way it was, please sir.
Interviewer:	75. Ok so, would you say that it is possible to trace the cause of any significant event in history to a single origin?
Participant 3:	76. Yes sir, yes sir.
Interviewer:	77. Ok, why would say that?
Participant 3:	78. Uhm sir because, uhm when tracing uh, when tracing...
Interviewer:	79. Are you speaking? Or are you still considering your answer? 80. Ok can you hear me?
Participant 3:	81. Hello?
Interviewer:	82. Hello yes can you hear me?
Participant 3:	83. Yes sir I can hear you , can you hear me?
Interviewer:	84. Yes I can hear you very clearly. Uh ok so you were justifying your answer, do I need to repeat the question or are you fine, can you just continue?
Participant 3:	85. Nos sir can you please repeat it?
Interviewer:	86. Ok, so, would you say ok, so would you say that it is possible to trace the cause of any significant event in history to a single origin?
Participant 3:	87. Yes sir, uhm, because, uhm, every every uhm, every part of uh, any I mean, yes sir you can trace it to any part of its origin because you can easily justify whether uh, the event has happened or not using your own sources.
Interviewer:	88. But can you trace it to one single origin?
Participant 3:	89. Yes sir you can trace it to one single origin.
Interviewer:	90. Ok, this view that you have about tracing a significant event to a single origin; was this the same at the start of the semester as it is now?
Participant 3:	91. Uhm, sir yes it has always been the same.
Interviewer:	92. What influenced you to come to this conclusion?
Participant 3:	93. Uhm sir, let's look at uh, at SA history so, when we talk about uhm, apartheid we know uhm that it originates uhm, from, from South Africa uhm yeah, so you can easily uhm trace uhm, that it is the single origin that happened in SA.
Interviewer:	94. But would you say that... now you refer to apartheid, would you say that the creation of apartheid can be traced back to one origin or do you think that there is multiple origins that led, or multiple things that led to the creation of apartheid?
Participant 3:	95. Uhm sir eish, this one. Sir there is multiple, there are multiple origins actually.

Interviewer:	96. So... You can still say you can have, you can claim both sides. You can agree yes it's possible and it's also not possible. So do you take a heartline stance yes its not possible or do you take a heart... are you more open to yes it's possible depending on the circumstantial evidence?
Participant 3:	97. No sir, I say it's both possible and not possible at the same time.
Interviewer:	98. And what influenced this uhm, conclusion? So what led to this conclusion to the creation of this conclusion?
Participant 3:	99. Uhm sir because uhm, actually apartheid was uhm actually, part of uhm a racist policy so, even in, in like other countries like in America racism already existed. So apartheid was a name that was given uhm to, this policy that happened uhm in, in South Africa unlike in other parts. So basically you can easily just connect the two uhm, in the context of America and the context of uh South Africa.
Interviewer:	100. So it's with your, with interacting with historical sources that you came to this conclusion?
Participant 3:	101. Sir?
Interviewer:	102. So was it because you actually interacted with historical sources that you came to this conclusion?
Participant 3:	103. Yes uh, yes sir because yes, during school work sir.
Interviewer:	104. Ok, ok the following question. So do you think it is possible to give a valid interpretation of the past; so a, creating your own secondary source; based on a single perspective?
Participant 3:	105. Uhm no sir, it is not. Uhm because, you cannot just uhm, recreate your own hist... but then you have to trace what has happened in the past in order to be able to reach your, your conclusion.
Interviewer:	106. So you have to take into consideration multiple perspectives, is that what you're basically saying?
Participant 3:	107. Yes sir.
Interviewer:	108. This view that you have, was it different at the start of the first semester than it is, than, opposed to the view that you have now?
Participant 3:	109. No it has always been the same sir.
Interviewer:	110. Ok what influenced you to come to this conclusion?
Participant 3:	111. Sir?
Interviewer:	112. So what primarily influenced this view?
Participant 3:	113. Uhm, sir because, uhm you you, like i said sir you don't have to just have uhm, one, one uh perspective so, uhm actually I learned this from from school, like I said previously, I learned this from school whereby uhm you don't just uhm, use one part of research but you have to combine, in order to have a concrete conclusion, uh for your own research.
Interviewer:	114. Ok the following question. Do you think it is fair to judge history from a modern perspective?

Participant 3:	115. No sir, it is not because, uhm now, nowadays it is actually uhm, history is actually uhm, modernised uhm unlike the the previous time whereby uhm it was actually a tradition whereby you, you were told uhm, ok you were told uhm that, in the past you were told that this uhm belonged, but nowadays everything is modernised whereby let's make an example uhm, uh apartheid we now talk about uhm that this belonged uh, they told us that this belonged the land uh belonged uh to the white people for farming and things like that but nowadays it is actually modernised that uhm, some something, it is actually modernised that...
Interviewer:	116. Uhm sorry can you hear me?
Participant 3:	117. Uhm I'm sorry sir but the network kept on... Hello?
Interviewer:	118. Hello, no problem.
Participant 3:	119. Yes sir uhm, uh like, like your question was asking me about like is it uhm ok to view history in a modern perspective?
Interviewer:	120. Yes, so you explained the, how it became modern, modern, modernise uhm, and you revered to now again to specifically land, land ownership. So, so do you think it's, it's good that it becomes modernised or is it; can you do you say it goes both way? It's good that it becomes modernised but you can't completely judge the past on modern ideas?
Participant 3:	121. Yes sir I, I, I can say that uhm history is fine remaining uhm, tradition instead of being modernised uhm, so that we know uhm we can easily learn uhm, how history uhm evolved uhm from the past instead of modernising uhm history.
Interviewer:	122. Ok so, this view that you have, that you've just explained. So again was it different at the start of the semester as opposed to now?
Participant 3:	123. Uhm it, it, it is actually, it has just started now so, it is first semester I never thought about it but then now uhm, I realise that we are not supposed to modernise history but deliver it in a traditional way.
Interviewer:	124. Yes so you... What you said you didn't actually have a view on this so did you have, you had no view?
Participant 3:	125. Yes sir.
Interviewer:	126. So what primarily influenced the view that you have now?
Participant 3:	127. Uhm, I sir I just noticed now that uhm when like everything when uhm the world is changing and evolving uhm, actually history can also be turned around so uhm, it will actually be false uhm, false uh false can I say false history uhm that we will be learning so it's fine that history remains traditional. So that it can be learned at, in a traditional manner.
Interviewer:	128. Can you just elaborate a little bit more on what you exactly mean by learning history in a traditional manner?
Participant 3:	129. Ok uhm like learning history in a traditional manner I mean like, instead of modernising uhm history it is fine to just learn it uhm, the way we were used to. Uhm let's say after 10 years we still have to learn history the way we were used to learning history instead of evolving uhm and changing, the narrative, its just fine the way it is. The way we learn it now it's fine.

Interviewer:	130. Ok so basically, because you now mention the narrative, so you don't want a modern pers... modern perspectives because like you mention it can change, so you don't want it to influence or actually judge history because it will then create a false narrative about history?
Participant 3:	131. Yes sir.
Interviewer:	132. Ok so the, following question. So thinking about modern ethical issues such as discrimination and human rights; so what in your view is the value of applying modern ethical judgement to history?
Participant 3:	133. Sir can you please simplify it for me?
Interviewer:	134. Yes, ok so, it's almost like, like some of the examples you gave earlier, so modern ethical issues let's say discrimination, because you referred now to segregation; so now in your view, so is there a value of applying modern ethical judgement to that type of history? So if we, you look now at segregation, the history of it... So today, its unethical to follow any segregation but now, 50 years ago, in the United states it was more or less 50 years ago and even in South Africa when it actually became more mainstream it was acceptable; so is there a value of now judging it from our modern perspective, that it is wrong?
Participant 3:	135. Yes sir, it is wrong sir.
Interviewer:	136. But, yes we came to the conclusion, yes ok now it is wrong, so that's the conclusion in our modern society, that's the ethical judgement that we have. So if you look at the history and then you judge it, you now judge it and say yes it was wrong; so what's the value in doing that?
Participant 3:	137. Uhm, it is because uhm, like now we know that uh, it'll be wrong because uhm, it will be like violating other people's rights uhm, and it'll bring like an unstable uhm, justice system.
Interviewer:	138. Ok so basically, you again, you learn from what the effects, the negative effects from such, from history can be if we don't apply modern ethical standards that we have today?
Participant 3:	139. Yes sir, yes sir.
Interviewer:	140. Ok so this view that you have, now again did, was it always the same or did you have a different view at the beginning of the semester?
Participant 3:	141. Sir uhm I also learned, uh I just learned it now uhm that yeah.
Interviewer:	142. Ok, oh so you only came to this conclusion this year? So basically throughout the start of the fir... of the basically throughout the first semester?
Participant 3:	143. Yes, sir.
Interviewer:	144. What was your view on this in the start of the semester on this, your view that you first had?
Participant 3:	145. Uhm sir I, I actually haven't thought about it before to be honest.
Interviewer:	146. Like when we. Ok so you... It wasn't actually an issue for you?
Participant 3:	147. Yes sir.
Interviewer:	148. Ok and now the view that you have now, what primarily influenced this view?

Participant 3:	149. Uhm, that uhm sir, like when we, when we do not like uhm consider, when we when we don't consider other things like uhm, thinking of human rights; so it is actually right to, actually modernise uhm history, and to like actually ya, it is right and it is also wrong, to apply modern history and ya. So when you apply modern history its then when you can see that uhm this thing is uh right and what is wrong.
Interviewer:	150. But what influenced this? Was it your interaction with the module or was it something else?
Participant 3:	151. Yes sir, the interaction with the module.
Interviewer:	152. Ok what specifically, if you can if you can remember, what about the module led to this conclusion? What did you learn or with what did you interact? Which content or anything?
Participant 3:	153. Nah sir ay I just, I just interacted this with you so... I thought like, when you mean the module you also mean like the lecture.
Interviewer:	154. Oh so this view, so if you now mean the lecturer, do you mean like the lessons that you watched, or what do you mean exactly?
Participant 3:	155. The teacher.
Interviewer:	156. But how did the teacher influence this view?
Participant 3:	157. Uhm sir when you just explained uhm broadly to me what that, uhm what you, what uhm ya you were actually meaning, what you were actually saying.
Interviewer:	158. Oh ok so basically you, thought about it now quickly and that's how you came to this conclusion.
Participant 3:	159. Yes.
Interviewer:	160. Oh ok. Ok the following question. So who... The following questions will be about your own learning, not about the, subject content. Ok so who usually diagnoses the gap between your existing level of knowledge and skills and, and the level of knowledge and skills that are required to continuously improve with new assessment tasks?
Participant 3:	161. Uhm , I do that myself sir.
Interviewer:	162. So completely just you? So you are completely independent in that?
Participant 3:	163. Yes sir.
Interviewer:	164. Ok, were you always the person who did this or was there somebody else in the past?
Participant 3:	165. No uh, it was only me sir.
Interviewer:	166. Ok so, why would you, why was it always you? So how did you, when did it start becoming only you that did this?
Participant 3:	167. Uhm, when when actually we were like assigned uhm to do some things, uhm I actually wanted to do them alone, uhm yeah, so that I can have my own perspective of that particular thing that we had to do.
Interviewer:	168. Ok so it was basically preference to working alone?

Participant 3:	169. Yes sir.
Interviewer:	170. Ok so, who usually identifies the learning objectives for improving your continuous essay assessments? Now, this is referring to the essay assessments that you did in the first semester. So who identifies the learning objectives for improving your continuous essay assessments? So you, you said with the previous question, you diagnose the gap between your level of knowledge and skills...
Participant 3:	171. Yes sir.
Interviewer:	172. So then, you should create objectives to now reach that level, new level of knowledge and skills to actually master the assessment task. So who identifies these learning objectives?
Participant 3:	173. Uhm I, I, I identify my uhm my own learning objectives. Unless given a source that uhm, that after this mod, after this lesson you should be able to do this, this, this, but then if we are just given, uhm something in order for us to complete, uhm I'll, I'll jot down my own learning outcomes that at the end I should know uhm, maybe essay writing, I should know how to write uhm, an essay about this, this, this and this, and I should be able to answer this, this and that.
Interviewer:	174. So, did this, was it different, was it a different person before you started with the module at the beginning of the first semester or did you always do this?
Participant 3:	175. No i, I always did this sir.
Interviewer:	176. So again why, why, did you always do this? Why, how, did something influence you or again was it just personal, or was it just personal preference?
Participant 3:	177. Sir I was actually influenced by the fact that I wanted to, to like uhm, be ahead of other people. So I always did this by myself uhm in order for me to reach that goal that I've always set for myself, so ya.
Interviewer:	178. Ok so, describe the process that you would follow, that you would follow in achieving the objectives that you identify.
Participant 3:	179. Sir?
Interviewer:	180. Uhm, so, describe the process that you would follow, in achieving the objectives that you identify.
Participant 3:	181. Uhm , so what I'll do is uhm, I'd make a I'd first, uh read, uhm what I'm supposed to be doing and the just make a rough mind map uhm, in order for me to arrange this, then at the end uhm, I'll be able to jot down uhm, what I need uh, to learn, and I have to actually achieve what I've jotted down.
Interviewer:	182. Ok, so this process it, was it always... Because you mentioned you always identified your own learning objectives so...
Participant 3:	183. Yes sir.
Interviewer:	184. Was the process that you would follow to, in achieving these objectives always the same? Or did it change?
Participant 3:	185. It was always the same sir, it has always been the same.
Interviewer:	186. And again is this basically again because you wanted to be ahead of, everybody else and that's why you followed this process?

Participant 3:	187. Yes sir. It was that I, I wanted to be ahead so that when some, when a topic is introduced I can easily adapt. Because sometimes I'm a bit slower in catching what the teacher wants to, wants us to do so, it is easily, it is easy if I do it, if I keep on doing it, that I should read first and then when the teacher actually teaches it, uhm I can easily catch other things quickly.
Interviewer:	188. Ok. What is the role of both the lecturer and you in evaluating your assignments during the learn, uh sorry, during the learning process and the grading process?
Participant 3:	189. Uhm sir, can you please repeat that again?
Interviewer:	190. So what is the role of both the lecturer and you in evaluating your assignments during the learning process and the grading process?
Participant 3:	191. Uhm the learning, actually when the lecturer is there, uhm I can easily, like I said I'll, I'll pre read and I'll set objectives for myself uhm, so when the lecturer is there uhm, when it comes to grading, when it comes to him teaching I can adapt uhm, to whatever he is talking about. Uhm and when it comes to grading uh ya, when it comes to grading sir yoh. Uhm sometimes I feel a little bit disappointed uhm, on the way he grades me, uhm but then sometimes I do understand that uhm, there are some faulty mistakes that I've done before.
Interviewer:	192. Ok so you, you reflect on the, so you reflect on the feedback from the lecturer to actually improve?
Participant 3:	193. Yes sir, definitely.
Interviewer:	194. And then if you now, not looking at what, the feedback from the lecturer. Do you also look at the essay again and see, or identify areas that will, where you can improve, on your own?
Participant 3:	195. Yes sir if, if the essay is already graded and uhm maybe there's no feedback from the lecturer, I'd actually look at uhm, the criteria that we always used uhm even in high school, uhm that ok, uhm maybe I didn't follow the correct uh, the correct uhm, way of writing uhm, a paragraph or maybe concluding I didn't uhm, like use the peer method, did I actually use the peer method; uhm did I use this, did I use, so ya. I actually review my essays afterwards, to check where I can improve.
Interviewer:	196. Ok so did these roles change towards the end of the semester or was it always the same?
Participant 3:	197. Uhm sir it changed now because, uhm in high school uhm, I mean like in high school, uhm the teacher can tell you that you should improve this and this and this. Even though sir uh my, my HISE lecturer, uhm first semester used to do it but then, uhm sometimes, uhm after the peer, peer mediation marking I could see because my, ya I could see that I had to do this, this, this and that. So it only changed now.
Interviewer:	198. Ok so, but would you say it changed... Why exactly did it change?
Participant 3:	199. Uhm because, I couldn't just sit there and not know what my mistakes are, so I had to know uhm, where I should rectify my mistakes.
Interviewer:	200. So would you say the feedback was not, uhm could it have been more in depth or, was it just enough?
Participant 3:	201. No the feedback maybe if it was more in depth sir, I could ya... If it was more in depth.

Interviewer:	202. Ok so what value does evaluation have for you in your learning process? Now this is the, the basically encompassing learning process. So what value does evaluation have
Participant 3:	203. Uhm sir, evaluating your work is very, it's very, very important so, uhm, like it has, it has its own advantages that uhm you can do better, uhm and rectify your mistakes you can, uhm ya, you can do better in eval, you can rectify your mistakes. Uhm or even if you don't have mistakes you can just, it can be better that, you like further broad your mindset on something.
Interviewer:	204. Ok so, how big a part did you have in evaluating during your learning process?
Participant 3:	205. Uhm, I, I, I did have a bigger part, uhm I did because I, I actually had to evaluate uhm all the, the, the, the essays that I did, uhm even the, the, uhm assignments that I did. So uhm, there, there, there was this other assignment that we had, uhm we had to do it in groups so I had to, I did it alone because, I was given the option to but then, I actually noticed later on that uhm... What I actually did was, was not what was expected of me and I got lower marks so, I had to evaluate where I can like uhm improve.
Interviewer:	206. Ok so did you...
Participant 3:	207. Sir?
Interviewer:	208. Sorry. Ok so, why... How big a part now, did evaluation play in your learning process at the start of the semester as opposed to the end of the semester, or was it always the same?
Participant 3:	209. Uhm it is, it is always been uhm, the same sir. Like ever since I joined the university, uhm I had to like evaluate, always evaluate. Because that was one of the lessons that I was given by the uhm, a teacher, that you should always your work, always evaluate your work so. Ya I had to always evaluate my work.
Interviewer:	210. Ok so, you mentioned that, the feedback could have been a little bit more in depth, but so. If the feedback was more in depth, would you then have not, played such a big role in the evaluation?
Participant 3:	211. Yes I think, I think I wouldn't play such a big role in like, evaluation because feedback was there and uhm, there would be less parts whereby I would like have to re evaluate.
Interviewer:	212. But you did mention now you, most of the evaluation, you're now mostly independent. So do you think it was beneficial to you or not that beneficial?
Participant 3:	213. No it was beneficial to me sir, it was beneficial to me.
Interviewer:	214. So do you think it uhm, referring to feedback in general; so it should be just enough to guide you to go do your, or it should be just enough to guide you to do more evaluation? It shouldn't be, so in depth and so much that you basically do not have to do anything, it should actually encourage?
Participant 3:	215. Yes sir.
Interviewer:	216. So that's more beneficial that just giving in depth feedback?
Participant 3:	217. Yes.

PARTICIPANT 4

Interviewer:	1. Ok so the first question. So what is your current definition of history? So just what, what is history according to you?
Participant 4:	2. Yes. History according to me uhm, well it's the study of past lives, content of people who lived previously before us. So we learn more about things that happened currently, before, before the current world.
Interviewer:	3. Ok. You refer to things that we can learn from the past, so what specifically or what specifically do you mean, what can we learn from the past ?
Participant 4:	4. So basically we can learn about the constitution, the laws, how people lived previously in their culture and uhm, how the, how the world advanced from previous stages, how the world began itself and how people uh; what is this word? How people grew, I don't know what that term is, how people grew and emerged from certain civilizations to the current one that we are living in.
Interviewer:	5. Why is it important to learn that specifically?
Participant 4:	6. Well I think it's because so that we can also uhm, what, grow as a society and emerge from it. Because if we learn how the fund, also balance, because if we don't know how society was run back then I don't think we'd be able to have a normal society today or the structure of government that we have today if it didn't begin previously. So It is also for us as human beings to evolve and learn through it and how certain things should be done.
Interviewer:	7. Ok. Ok the second question. So did this definition of history that you have did it change towards the end of the semester; now this means the first semester, the end of the first semester as opposed to the start of the first semester? So did you have a different definition before you started with the module, your history module this year uh or was it the same as at the end of the semester?
Participant 4:	8. No sir because I, I, I didn't think that history is this broad, because in from my perspective before the first semester I thought history was just about uhm, apartheid and slavery but then now that I'm learning history itself and the content I learned that there's even history in education itself, there's history in math, there's history in everything, everything has a history so it's quite intriguing to actually find out that history is actually broad and big, it doesn't only revolve around my perspective or anyone else.
Interviewer:	9. Ok what primarily influenced your definition of history? And the, your first definition, the one that you had before you started with the semester and the one at the end, what influenced both those definitions?
Participant 4:	10. Well I think it's, it's school, it's school and having to learn through so uhm, like uhm like how we, like school itself taught me that uhm history is broad and if I were to read more things that history has uhm, has a principle, has principle factors relating to intense meaning. So previously I, I didn't have that perspectives as a person because I only had uhm knowledge from high school which was just basic history. But now coming to school and actually having to do the course of history and history in education as well taught me that history is actually broad and uhm, history is also basically how we do things today are brought up by past decisions and motives.
Interviewer:	11. Ok. Did you have history up until grade 12?
Participant 4:	12. I only did it in grade 12 sir, in grade 11 and grade 12 so uhm, I only had like short time to do history.

Interviewer:	13. Ok. Ok so now referring to the module, the module for history for education, the HISE module. So what do you think is the purpose of the HISE module?
Participant 4:	14. Oh the module, I think the module itself is to teach us about uhm, how history has uh, principle factors relating to intense meaning. Like it shows us how, how the society was built itself, the purpose of the module itself is to show us how human beings also emerged from uhm, being homo-sapiens to Khoi-Sans to us and evolving as time goes so it gives us the opportunity to learn from others mistake and help us understand many reasons why people may behave the way they do as a result, it helps us become more impartial as decision makers.
Interviewer:	15. Did your view on the purpose of the HISE module, now again did it change toward the end of the semester as opposed to the beginning of the semester?
Participant 4:	16. Yes it definitely did sir, it did.
Interviewer:	17. Ok, what did you think the purpose was of the module at the start of the semester?
Participant 4:	18. Well in the beginning of the semester I thought we going to do the basics like uhm, case studies and essays. But then I didn't think that we would actually have to go out and do research and learn how to write an essay ourselves and find out more about, do our own basic research with the content given so, what I, we basically did at school, in high school you'd read a textbook and there was a case study, you answer the case study, read a, write an essay which you had a copy of you just had to translate the essay so, right now in university you have to go proper like go do research learn, learn new things so it's interesting. You even learn how to the, the internet, different sources like, how to differentiate between a valid source and a source that just others.
Interviewer:	19. Ok. Ok so the question, the following question is, what primarily influenced your view on the purpose of the HISE module? But I think you already now basically answered that or is there anything you want to add, what influenced your view? You basically explained it already.
Participant 4:	20. Yes.
Interviewer:	21. O, ok so then... Ok so what is your view on using primary source evidence when researching and studying history?
Participant 4:	22. Well I feel like if uhm, even primary sources might have valid point here and there however a person should not use the entire source entirely. So, uhm primary source I wouldn't advise a person to use but then you can use it if you have done enough research in your content and you can actually support the facts that you took from the source.
Interviewer:	23. This is now primary sources meaning a source originating during the event, historical event.
Participant 4:	24. Yes sir.
Interviewer:	25. Is that the source you are referring to?
Participant 4:	26. Oh ya, sorry, sorry. So a source relating to a historical event, I feel that uhm, with them, they are accurate, they, they, they have uhm primary content and the thingy, the exact caption of the moment in the current event so, every person knows how to use them properly they may use it however. It's not advisable that they take exactly from the source, because it's plagiarism.

Interviewer:	27. Ok so what was your view, or did your view on using primary source evidence when researching and studying history change towards the end of the semester now again as opposed to the beginning of the semester?
Participant 4:	28. Uhm yes sir because at the beginning of the semester, at the beginning of the first semester I would hardly use a primary source so what I would basically do is look for information on the internet on relating uhm topics regarding certain sub, titles and headings in the essay. But right now I can actually read a primary source and get a clear understanding of what the, what is required of me by just referring to a primary source and write a full essay.
Interviewer:	29. So what was your view on using prim, ag sorry. So but what was your view uhm at the start of the semester because you mentioned it was different and you only used secondary sources. But what was your view of primary sources at the beginning of the semester?
Participant 4:	30. Well at first they were hard to read and understand, the English was quite difficult, so I had to translate some words to understand it because like my English is still not that uhm proper. So I had to, reading them and understanding a few sentences and other paragraphs was difficult so I had that attitude, a negative attitude as a person as well towards it because I feel like the English was high standard and too difficult so if I would go to the internet I would get something more uhm, more, more, more easy or easily written so. But now I am willing to like learn and scan through the words and actually learn different words that I use sometimes it's kind of easy to understand the source itself. So at first I couldn't understand the source, I would read it, I would understand it partially but now I am able to understand the source fully.
Interviewer:	31. Ok so what primarily influenced your view on using primary source evidence when researching and studying history? You already basically explained what influenced you view at, your view from the start of the semester but what influenced your view, your final view that you have now?
Participant 4:	32. Oh, the final view now? Because sir uhm, it had a primary source has a guarantee that the, the work is valid, and that its accurate because it's a first hand source it carries historical events which is carried with it and it also refers to the field of research which involves original research which was carried first hand, often like for that one specific purpose or event. So I feel that a primary source is great, so that's why I changed my view because it's that one source that, that has accurate original information sir. So it's more valuable as a sec, more valuable than a secondary source because a secondary source can be a reference the first, of the primary source.
Interviewer:	33. Ok was it your interaction now with the assessment in the module that led you to develop this uhm, this view or was it something else?
Participant 4:	34. Yes, sir it was the... No it was the slides sir, the slides that you provided was more, it, it had more explanation and that's what changed my view because I feel like the slides were, were better than the the videos because the videos mostly it was sessions whereby your explaining in class, so I would lose you there because sometimes my English is not good, but then if I read through the slides it's like oh, now I understand it, I get it, because you included some of the dates and references and primary sources which felt more relatable and easier to understand.
Interviewer:	35. Alright, ok. So is it possible to give a valid interpretation of the past when only using secondary sources? So please also justify your answer.

Participant 4:	36. Well it, it is possible because a secondary source can be a reference of a primary source however the the chances are risky because I saw that with my first semester with one essay I referenced from a primary source and then the other one I referenced from a secondary source, and then the essay with the secondary source like it didn't carry out enough marks like the one with primary source did because I feel like the information on the on the first essay had on the secondary source based essay had accurate information, however the evidence provided was not, was not how would I say, it was not, it was filtered, so it was not raw as the primary sou, primary source would carry out. So it's not advisable to use a secondary source, the information is filtered it's not raw, it's not uh primary based, it's not, it doesn't carry out from the actual event. So it might be as well as someone else's uhm, opinion.
Interviewer:	37. Ok so did your view about giving a valid interpretation of the past when only using secondary sources, change toward, towards the end of the semester as opposed to the beginning of the semester?
Participant 4:	38. Yes sir it changed towards the end of the semester as I understood the module because the beginning of the semester was just that I didn't even understand the content. Like now, as the semester went on the information provided and the videos, even the peer method that showed us how to structure out your essay made it easier to, structure out the entire essay and be able to transform it into an all, an original source.
Interviewer:	39. Ok what was your view about giving a valid interpretation of the past when only using secondary sources at the start of the semester?
Participant 4:	40. May you please repeat this question sir?
Interviewer:	41. So what was your view now about using secondary sources to give a valid interpretation of the past at the beginning of the semester? Because you now did explained what your final view is, your current view but what was your view about this before we started with the semester uhm last semester?
Participant 4:	42. Oh, well my view was that uhm, so, all I know, all I knew in the beginning is that I had to write an essay with uhm, with a topic and uhm I didn't even go through efundi or the, the information you gave me. Because I hardly scanned through the information you gave me because the videos were too long and I even found it difficult to understand it. So well I found I, I found it difficult to like work through uhm the content so that's why I resorted to secondary sources, because when I google on google scholar and everything else I was able, after the session you gave us that we can actually go to google scholar and look for more information, I was able to understand and go oh ok you can actually reference to these source, and where as the semester continued and I sat down and went through my work, that's when I realised the mistake I made, which was like a personal error that I made in the beginning of the semester by not, and negligent, by not going through my content properly. So now after the first time I submitted the assignment and the guilt trip kicked in I was able to go back and, and go through the sources which I realised that with every video you submitted there was a slide, and it made it easier for me to understand so I resorted to primary sources, because it, it made it more easier and it was nice work for me to go through the internet and spend close to two, three hours trying to understand just one question.
Interviewer:	43. Ok, uhm so what primarily influenced your view about giving a valid interpretation of the past when only using secondary sources? You basically now already explained what influenced your final view, but what influenced your first view, at the start of the semester?

Participant 4:	44. Well because my first view was influenced by the mere fact that I didn't understand the videos sir. Like my first view to resorting to uhm, uhm to, to secondary source in the first semester was I didn't understand the videos and uh, I didn't understand most of the content that's why I resorted to second pri, secondary source and uhm it, it provided a variety of aspects, and aspects perspective and uhm their insights how, how they understood the topic differently. So, apart from the sessions you provided, I went out and I did research, and I got other sessions from other people that, uhm understood it from their own perspective which was a secondary source so, that was, that was why first the primary source, the primary source at first was difficult to understand.
Interviewer:	45. Ok but before you actually started with the classes this year, now before you when you basically just came to university and you had no classes yet, so what influenced your view at that stage about giving a valid interpretation of the past when only using secondary sources?
Participant 4:	46. Oh at that stage... Uhm what influenced it is because, uh well I grew up around other people's perspective instead of reading books, and that's the only results sir because uhm I feel like for me it was different because I never read books that much, I would read them but not to go into history itself. So instead of reading something about history I would rather have somebody interpret it from their perspective and then I would carry out the second hand source. Without actually proving whether it's valid or not.
Interviewer:	47. Ok so you basically, you trusted people a lot, with their interpretations?
Participant 4:	48. Yes, yes sir.
Interviewer:	49. Ok. Ok so would you say that it is possible to trace any, to trace the cause of any significant event in history to a single origin? Also please justify your answer.
Participant 4:	50. Sorry sir, please uh, please uh repeat the question.
Interviewer:	51. Ok. Ok so would you say that it is possible to trace the cause of any significant event in history to a single origin?
Participant 4:	52. Uh to a single origin. Uh well, will I be able to trace the cause of any significant event in history to a single origin? I would say, to a single origin, nah you cannot give one origin credit. No.
Interviewer:	53. But why would you, how would you justify this, to not giving any single origin uhm the credit for a significant event?
Participant 4:	54. Uhm because for a particular origin to a certain event, they had to be assisted by... Some, some, someone else. So uhm for, for like for example for, the Dutchess to evolve in South Africa and be able to help us build this modern society, they had to be helped by the Khoi-San and they had to be at some point be a fight, the coalition but then at some point, there was also an understanding so without the other one it wouldn't have been possible to achieve certain aspects
Interviewer:	55. So did your view about the possibility of tracing the cause of any significant event in history to a single origin, change towards the end of the semester as opposed to the start of the semester?
Participant 4:	56. Sorry sir?

Interviewer:	57. Ok this, the view that you now explained; so did this view change only change towards the end of the semester as opposed to the start of the semester? So was your view different at the start of the semester, now again before you actually started with any classes and or was it the same at the start until through to the end?
Participant 4:	58. No it was not the same it changed through the semester. Because you as growing up with different traditions we are only told our parents perspective not other people's perspective and I feel like every person is always telling their side of the story so, but with history you get both sides. So now that I am doing history I am able to understand wow, actually no everyone came with fire, or people contributed to us having chairs today, so I, I understand that everyone had to play a major role in everything. But then at first my opinion was different, entirely different.
Interviewer:	59. Ok. Ok so this question basically also links to a certain extent with your answer that you gave. So do you think it is possible to give a valid interpretation of the past based on a single perspective?
Participant 4:	60. A single perspective does that mean other people's perspectives, different perspectives sir?
Interviewer:	61. Yes so just like you explained now, you were only exposed to one perspective. So do you think to give a valid interpretation of the past; now basically creating a secondary source, or a secondary a retelling of a historical event. Is it possible to give a valid interpretation...
Participant 4:	62. No, no...
Interviewer:	63. Only based on a single perspective?
Participant 4:	64. No it's not. It's not sir but it's possible for a person to believe that it is but it's not.
Interviewer:	65. Ok why would you say it's not again?
Participant 4:	66. Because, because uhm the source it won't be, it won't be valid . yes it's one, it's biased, in a way. It's bias because it's, it's one persons perspective, it's other people's perspective, it's their opinions it's not valid. But then if you go to something which is valid, that is accurate then you can say, ok it's not biased because you have information that it's not only one side based it's it's, it's not one persons opinion or their own preference. So with secondary sources it can never be accurate because it's a certain person, someone else's point of view and their preference. So my preference might differ from the next person so, it's impossible.
Interviewer:	67. Ok. Ok, did this view that you have change towards the end of the semester as opposed to the start of the semester?
Participant 4:	68. Yes it changed to the end of, towards the end of the semester as opposed to the beginning of the semester.
Interviewer:	69. What was your view at the beginning of the semester?

Participant 4:	70. Well I felt that people are right. Since they've lived on this earth, maybe they know better than what someone else has to say. But then I realised that people are also, sometimes they think with their emotions and they analyse things from certain perspectives, so it's highly possible that whatever they say may be biased or just according to how they feel as a person. But then as, as the semester went on I understood how you know there's actually evidence to certain sources to show, man this person was biased and whatever their opinion was based on.
Interviewer:	71. What primarily influenced both these views?
Participant 4:	72. School, research sir. Research, the part of having to do research and understanding the source and the process of learning itself.
Interviewer:	73. So this was the influence on your final view but what mostly influenced your view that you had at the beginning of the semester?
Participant 4:	74. Well like I said sir, people, I trusted pe... Like I was not the type of person to go do research and understand work. So if you would say uhm: "There's an aeroplane that crashed." instead of reading an article about it, I would go and find someone else's opinion about it sir. So meaning I would be like, this person said the ash, the aeroplane crashed because it was a plot from the government, then that's it, It's my belief I go with it. I wouldn't go down and research it and prove that it's accurate. But right now the process of learning itself taught me more than that, everything you have to prove, if it's valid, if it's not biased.
Interviewer:	75. Ok. So do you think it is fair to judge history from a modern perspective?
Participant 4:	76. Mmm, no. No, no.
Interviewer:	77. Why not?
Participant 4:	78. Because we didn't live through that era and we don't know what led to certain choices and certain actions. So I, I cannot say that it's fair to judge history by the modern day, because whatever challenges we face today in this society, in this era is different from that era. So whatever they had to deal with in that era, they dealt with it in the best way possible, and they evolved, that's why we are here today.
Interviewer:	79. Ok so did your view on giving a fair judgement of history from a modern perspective change towards the end of the semester as opposed to the beginning of the semester?
Participant 4:	80. Most definitely sir.
Interviewer:	81. What was your view at the start of the semester?
Participant 4:	82. Well at the beginning of the semester, well I was also biased. Because if I would see an event which I felt it was right ok, in, in, in history I would judge it as to modern people you know like: "why didn't they act this way?"; "why didn't they resort to this?" you know or "why didn't these people think this hard?", but then I didn't understand the events that carried out to each action you know, to each, to everything and how everybody played a major role. So if, as a human being it's in my instinct to clearly detect if I feel not ok towards something, so if I felt not ok towards it I judged it as was portrayed and being biased towards it. But now as the semester went on I learned ok, if this wasn't it I should go back and find events which led to this situation, for me to understand why they acted in that way in history, rather than we would have as modern people.

Interviewer:	83. Ok. Ok so thinking about modern ethical issues; so this also links with the previous question to a certain extent. So thinking about modern ethical issues such as discrimination and human rights, so what in your view is the value of applying modern ethical judgement to history?
Participant 4:	84. Well uhm, if your apply modern uhm judgement to history maybe today would have been different or we still have, uhm, we still haven, we still wouldn't have been here sir. Because if you change any event, then you obviously would affect us here. So if we had modern rights in history we wouldn't have great people like great inventors or great things that led to certain event. I doubt that we would even have houses today but then if you leave history as is and not change anything, I surely believe that parts of his, events in history is what led to us to have these human rights. So if maybe we had those humans right back then uh, we wouldn't even have Mandela, or we wouldn't have uhm, Mr De Klerk, we wouldn't have a whole lot of things in this country, we wouldn't have a whole lot of variety of things, so I don't think it's advisable to apply some of the measures we had in the part, in right now in the modern history to the past. For example sir the, uhm, the uh, the invention of the light bulb and Thomas Eddison, we wouldn't have that today. If we, we, we, we, we tangle, we fiddle with history.
Interviewer:	85. Ok so did your view, this view that you have did it change towards the end of the semester as opposed to the start of the semester?
Participant 4:	86. Most definitely sir, it definitely did. It definitely did uh, because uhm, I feel like I didn't understand the process itself you know, and how certain events influence certain things and how certain trades lead to certain things we have today. So, well uhm, beginning of the semester I felt like everyone should've just been fair but then now I understand what lead to certain events.
Interviewer:	87. So your view that you had at the start of the semester was just basically that, you can or there's no value in applying ethical judgement, so you were basically you did not actually have an opinion or...
Participant 4:	88. I did, I did sir but my opinion was bias sir, and history has finally it's given me that source of light so I just like, I, I just like that I treat history as this source of light in my pursuit of this module. So it, it's like uhm, at first it was just a straight line but now I understand that this map has other routes, that I can take to unders, to get into the finish line and understand certain things. So I understand now that things are proper compared to what I knew back then, so also a lack of knowledge contributed to it because I as much exposure to knowledge that I have right now, as to the beginning of this uhm semester.
Interviewer:	89. Ok so basically your interaction more, throughout the semester with the content and your assessments, actually broadened your own ethical judgement?
Participant 4:	90. Yes sir.
Interviewer:	91. Ok. Ok we're going to move to another section that will now focus on your own learning but again there's no incorrect answer you can answer completely truthfully there's no, incorrect answer.
Participant 4:	92. Ok sir.
Interviewer:	93. Ok so who usually diagnoses the gap between your existing level of knowledge and skills and the level of knowledge and skills that are required to continuously improve with each new assessment task?

Participant 4:	94. Who diagnosis the knowledge? Well, it's you sir. Because the information that you provide, sometimes it's challenging to the extent that a person has to go out and find out more so, uhm at school itself as well the opportunity to learn and study and enhance and learn more things. So it's the process itself sir. So I would feel that at school and the task that we are given and, and the mere fact that people find history boring I have challenged, challenged it as a right of wanting to know more , calling it uhm, native for that matter, naive for that matter. But uhm, sir I feel like uhm it's, it's school itself, it's the, the content that we're given, the activities that we're given, it's what actually enhances the knowledge that we have as people and also give us that curiosity bone.
Interviewer:	95. Ok so the gap that you, like for instance at the start of the semester and you do your first assessment, the gap... Because there's, there is a certain level of a gap with your existing level of knowledge and skills, because basically only if you get full marks for an essay for example then there won't actually be a gap. So there's a certain gap, so who diagnoses that gap? Is it, now you did mention the lecturer does some diagnosis but is it completely the lecturer that diagnoses this gap?
Participant 4:	96. Not entirely, it's also the students, job to because they nee, we have to go out, I have to go out as an individual and find out more information. So it's, it's a two way street. The teacher fills the gap and then I also try to play my role as a student to actually meet the results.
Interviewer:	97. Ok so, you are following on the guidance from the lecturer?
Participant 4:	98. Yes sir.
Interviewer:	99. Ok so did the person who diagnoses, who does the diagnosis change towards the end of the semester as opposed to the start of the semester?
Participant 4:	100. Uhm, yes. Yes it did sir because at first I would let you do the job like the lecturer do the job gathering the information, I scan though it then that's it, but now I know that I also have to play a part as a person to go find the information and do some research actually put in the work to understand it.
Interviewer:	101. But why did the person now change at the start of the semester, of at the end of the semester? And why did you have this view that it's only one person's job, now you refer to it's only the lecturers job, why did you think it's only the lecturers job and what made you change your view on this?
Participant 4:	102. Because uhm, I feel that a teacher's job is to give me the work and I do the work and that's it, and I didn't believe that it's a two way street you know. I felt that the the information that I will get would be enough and it would give me enough understanding like as to compare to high school and college, I felt like the teachers do more teaching than letting students assess themselves in a way. But then here it gave me that platform to actually say, oh I have to do the work because I don't like failing, nobody likes failing sir. So the what influenced it was the mere fact that I saw, if I didn't follow the instructions that I was given by the lecturer that ok, after I give you this information you have to also go, listen to the video, here's a link, watch, research some more, find out more information about that certain topic, would actually have some benefit to my results as well.
Interviewer:	103. Ok, who usually identifies the learning objectives for improving your continuous essay assessments?
Participant 4:	104. Uhm I do.

Interviewer:	105. Ok so you completely? You identify the, your new objectives that you need to reach to improve your essays?
Participant 4:	106. Yes sir, and also the, the, the the peer, the peer method was provided by you sir, the lecturer and as well as what else? The content itself, it also helps a lot because uh, the peer method, it blindly explains how your essay should be written so, at first I was ignorant of that because I felt like it's a lot of work to just get one essay drafted, but then now I understand as an individual we have to do the work to get the work done. So now, I took your advice and used the peer method and it's kind of easier to use to write essays.
Interviewer:	107. Ok so did the person that identifies your learning objectives for improving on your essay assessments change towards the end of the semester as opposed to the start of the semester?
Participant 4:	108. Yes sir, it changed towards the end of the semester as to start of the first semester. Because at first I thought I would be able to do it easier, it would be easier and a shortcut. But now, it's generally, you have to put in the work, like I didn't understand the process itself, I didn't understand that I have to work as a person and oh, if you don't do the work you actually fail, there's no second chance. But now I do understand that.
Interviewer:	109. Ok so describe the process that you would follow in achieving these objectives.
Participant 4:	110. Sir?
Interviewer:	111. Describe the process that you would follow in achieving these objectives. So what's the process that you would follow basically now to improve your essay?
Participant 4:	112. Well uh, what, what I do basically is when I get an essay is, I would go, I would read through the content giving because obviously I know with every essay that comes has been linked to work we have been doing previously. So now what I do is I would uhm, go and listen to the videos now and use the peer method, but before I draft the final draft is that I would take at least two to three days while editing and going through and scanning my work so that it, it's less plagiarism and more accurate.
Interviewer:	113. Ok so did this process change towards the end of the semester as opposed to the beginning of the semester?
Participant 4:	114. Yes sir it definitely did, because in the beginning mmm... you don't even want to know about it, it was bad like I would hardly do the work.
Interviewer:	115. Ok so you mentioned you focused, sorry.
Participant 4:	116. Yes sir.
Interviewer:	117. Right, sorry. So you mentioned you focused on shortcuts, so what do you mean, what type of shortcuts did you try to take?

Participant 4:	118. Uhm well, I would just, you know, do the work, cry all the time. Do the work almost to the deadline. Because with an, a history essay you cannot just write it a week before or two days before it's impossible. It's like highly impossible to get your work properly written and your reference done and everything correctly drafted and written, so if you do it, if you give yourself more time to work on it, then it definitely would have better results because at first what I did, I would just read the content and then copy exactly from the content what I understood, then go to the internet, find the closest source that I could find relating to the topic and just try to translate it and read it and understand it and then just write it over without proofreading it or checking its accuracy because it's a last minute thing, but now I allow myself to actually have the time to draft the work, prior beforehand, and have at least a week to submit, to even go back and say, oh my gosh misspelled this, I typed my student number wrong and so on forth. Yes sir.
Interviewer:	119. Ok so why, why would you say this process then changed, during the semester?
Participant 4:	120. It changed, it changed because I didn't like the, the, the, the results I was getting as a person. The results were not good, and I didn't benefit anything from it, not knowledge, not even the content, I didn't understand the content, I didn't know the content there's, everything was just a last-minute thing. But now sitting through the work itself has given me enough time to understand the work and the results I get is what I feel... it's with the work for now. Then I'm able to also, correct where I would like it or where I feel that I need to work on and polish my improvements in certain aspects.
Interviewer:	121. Ok. what is the role of both the lecturer and you in evaluating tests and assignments? Now it will only be assignments because you only did, essay assignments. Ok so what is the role of both the lecturer and you in evaluating your assignment during the learning process and the grading process?
Participant 4:	122. What is the? The proc...
Interviewer:	123. Yes let's just focus on the... Sorry yes. Ok let's focus on the, only on the first part. So what is the role of you and the lecturer, in evaluating your assignments during your learning process?
Participant 4:	124. Ok what is... So what is my, my, my role and the lecturer's role sir?
Interviewer:	125. Yes like for instance uhm, when you receive an essay back you also receive comments on it, areas that you should focus on etc..
Participant 4:	126. Yes sir.
Interviewer:	127. So, so that's usually that's the lecturers role and is there another role that the lecturer has in identifying areas where you should improve with your learning process? And what is your role, also during this process and looking at your essay and evaluating it, at the end of the day to learn?

Participant 4:	128. Yes sir. So uhm, well as, as a teacher, as a lecturer it is your role to give me feedback regarding my work like you've explained. But as a student it's entirely up to me to carry out the instruction that you give to me to polish my work. So if you add in to find my objectives and to go back and, and work on them. If my essay you say ok, the structure was ok but work on the conclusion, I have to work on the conclusion and I feel that ok maybe I need an assistance from the lecturer, then I can actually ask the lecturer: "May you please assist me? Here's what I've practiced regarding the conclusion may you please check it for me?". So uh, it's the students role to go back to the work that has been marked and rectify it and check, and work on improving the certain aspects that was identified by the lecturer. And it's the lecturers role to identify these things so that a student is able to improve as well.
Interviewer:	129. Ok so was the process of the role that you, that the lecturer had or now it can also be the teacher you had in school and your role in evaluating tests or evaluating your assignments during the learning and the grading process was it different towards the end of the semester as opposed to the start of the semester?
Participant 4:	130. The teachers role was always consistent and always the same, but then if my role changed as a student because I went back to the work and looked at my objectives and, learned from them and with them. So uhm, in the beginning as a student I'd just be: "oh its a 40 ok., I'll be fine", but then now when it come back I'm like: "oh ok, its a 40 let me see what I did wrong, let's hope for at least a 60 next time.". Then I work on the objectives sir.
Interviewer:	131. Ok so, at the beginning you more, you basically trusted the role of the teacher and even the lecturer at the start of the semester, and you thought, your role is qui, you don't actually have a role in evaluating the assignment?
Participant 4:	132. Yes sir.
Interviewer:	133. Ok. Ok so what value does evaluation have for you in your learning process? Now this is now, you did explain how you apply it but what's the actual value that evaluation from the lecturer and your own evaluation have in your learning process?
Participant 4:	134. Well, the value that it has, uhm and me as a student and my learning process is that it, it helps me understand the work, it helps me improve my work as a student and to be better with my work and get more understanding of the content itself. So uhm going through these objectives taught me a whole lot and to, to actually improve on my content my work and how I present certain things and certain work.
Interviewer:	135. Ok so how uhm, how big, how big a part did you have in evaluating your own, your learning process? Now this is your, evaluating your learning process not only assignments, basically the process you, you did explain but, two questions back you explained your process that you used to reach certain objectives. So wha, how big a part did you have in evaluating your learning process?
Participant 4:	136. Well I have to play a major role in that, because if you don't go through the work, if you don't study the content, if you don't do your research you will never acquire that enough of knowledge. Because with every activity the lecturer states that by the end of this lesson you should be able to do this, this, this and that. So I feel like if I do not do those, if I have a schedule of doing certain things a certain way, it will just affect the whole process. So ya.

Interviewer:	137. Ok so but do you look at certain areas that did not work or ya, certain areas of the process, do you recap and evaluate them and see some areas of the process did not work as well, then you adapt them?
Participant 4:	138. Ye uh so no sir, I go back to them. Because I see if this certain strategy didn't work, I have to go back and then find ways to improve it because it will affect other processes. So if I work on certain aspects then it helps me improve as well as a person. So at first I didn't work on that, now I do pay close attention to my objectives and what I have to do to improve that and certain aspects I have to focus on.
Interviewer:	139. Ok why didn't you do this at the start? Like you just mentioned, you only started to do it throughout the semester.
Participant 4:	140. Yes si, because luh, it was still that whole adapting phase sir. I still didn't, actually I still thought that we will have class and the whole online thing and adapting to that was difficult, accessing efundi to was kind of a blur. So, at first it was just that whole confusing of having to adapt from uhm, contact learning to online learning and having to go through the work so, at first I felt ok, if I just watch the video I will be fine but then I didn't understand that I have to watch the video, go through the slides and do the research to actually get the end product.
Interviewer:	141. Why did you think that if we could still have norm, like normal tradition classes that this, that the evaluation of your learning process uhm, would have been different?
Participant 4:	142. Uhm, because things would be easily, easily explained. Because as a person I think I prefer contact because, it's easier to understand when a person is telling you, explaining things to you instead of having to... Actually the proc, the problem was having to do it myself. So, like it's easier to get, to process information, to adapt and learn certain things if they are instructed to you and shown to you. But now it's difficult online because you just get the instruction no one actually carries out to check, did you do your homework, you didn't do it, did you do your activities, you didn't do them, are you still alright, did you studies it or not, your writing like, it's all of those things. So, but now as time went by I started adapting to the whole transition of online learning itself.
Interviewer:	143. Ok but this idea that you had would you say, basically it stemmed from, from your schooling years, it basically just, you thought it's going to be exactly like uhm, everything occurred in school?
Participant 4:	144. Yes sir I thought it's just going to be class as usual everything done at school, uhm from seven, seven to four, seven to three it's class before going there you are free but it's entirely different here.

PARTICIPANT 5

Interviewer:	1. What is your current definition of history?
Participant 5:	2. Ok my current definition of history is that history is the study of how, of how society has developed and grown over time and space. Which enables everyone to learn about, to learn and analyse how past human actions affects the present.
Interviewer:	3. Ok, uh did your definition of history change toward the end of the semester, or was it constant?
Participant 5:	4. Yes, no it was the same throughout the whole semester.
Interviewer:	5. Ok and at the beginning of the semester was it, now before you started university; did you have the same definition of history, or did it only during the semester when you actually now engaged in the content and with the assessments, did it then uhm, change to what your current definition is?
Participant 5:	6. Uh, at the beginning of the semester I had the current definition.
Interviewer:	7. Ok so it was constant?
Participant 5:	8. It was. History is how the world has changed and developed over time.
Interviewer:	9. Ok , so it; so it was from the start until up to now it was still, it was and is still the same?
Participant 5:	10. It was, it was still the same, it is still the same.
Interviewer:	11. Ok, what primarily influenced your definition of history, even the definition you have now? What influenced your definition?
Participant 5:	12. What primary influenced my meaning, is that, history, my understanding for history. As I learn more about history I realise that history is a broad thing with many interpretations .
Interviewer:	13. So was it your engagement with the content that led you to develop your definition?
Participant 5:	14. Yes sir.
Interviewer:	15. So was there any uhm, environmental influences or even influences from your direct , your socie... your own society or even your family?
Participant 5:	16. Uh, I can say there was an influence from my family and society.
Interviewer:	17. Ok, in which way did they contribute to create your definition of history.
Participant 5:	18. Uh they made me realise that history is not like, does not only focus on the society. It also focuses on the whole world and that society changes as time goes by.
Interviewer:	19. Ok so was this more; was this more based on how you saw things developing and occurring in your own society and in your own community and then what happened across the world? It's only hoe you paid attention to it or did your; the actions of maybe your community and somebody in your family uh, contribute to forming your definition?
Participant 5:	20. No, it was only how I saw society change, and the community change.

Interviewer:	21. Ok so it was basically again uhm, your observation of how change occurred? Yes, so it was only your, the only influence from society around you was how you observed their actions; not how they... Not how they influenced it with direct actions to you, uhm with you?
Participant 5:	22. Yes sir.
Interviewer:	23. Ok and your family? Because you did mention your family, how did they influence your definition?
Participant 5:	24. Ok my family, my family believes that history is a broad term and also that it not only revolves around the familiar society it also happens world wide. Change happens world wide, maybe after a very long time or after a short period of time.
Interviewer:	25. Ok so this was just in generally speaking with your own family members and you all had, then came to that conclusion?
Participant 5:	26. Yes sir.
Interviewer:	27. Ok.
Participant 5:	28. Yes sir.
Interviewer:	29. Ok then we can move to question two. Ok so what do you think is the purpose of the HISE module? So the module that you had the first semester and that you now again have uhm, in the second semester? So what do you think is the purpose of it?
Participant 5:	30. I think the purpose of, of this module is to provide undergraduate students with specialised, with specialised disciplinary and educational knowledge and also to have the ability to receive, organise and convey information.
Interviewer:	31. Ok so these skills that you refer to it's, skills that you; is it skills that you need to be able to, reach the objective uhm, of your, the definition of history that you have and also then to teach it?
Participant 5:	32. Sir?
Interviewer:	33. Ok, ok uhm ask it again. So does the purpose now, the history part not the education part of the module, like you now mentioned and you mentioned specific skills and that the module equips you with. Now only regarding the history part does, do these skills that you refer to equip you to actually engage you in history according to your own definition? Or does, is there...
Participant 5:	34. Yes.
Interviewer:	35. Or... Ok so it does equip you with skills to engage in your definition of history but, is there anything when you are now engaged with the module, are there any other skills and basically objectives that you were unaware of before you engaged with the module? Or were you more or less aware of what the purpose, now the history side, completely was before you started, with the module?
Participant 5:	36. Yes sir.
Interviewer:	37. Ok you were completely aware of what the history side, especially?
Participant 5:	38. No I was not completely aware until I saw the main purpose of this module.

Interviewer:	39. Oh ok. Ok so, what was your view on the purpose of the module bef... before you started with your first class in this module, so before you started to engage with content and the assessments in the module? What was your view before it?
Participant 5:	40. My view was that uhm, this module assisted learn... assists students to understand the social and political issues and also learn about historical and economic events in order to explain them to their learners.
Interviewer:	41. Ok so basically , the purpose of the module that you had; your view on the purpose of the module was only aligned with your own definition? But it became a little more broader, at the, broader purpose of the module only when you started to engage with the module? So you were more aware of the history side or on the purpose of the module on the history side, but were you; you weren't that aware of the purpose of the module on the education side?
Participant 5:	42. Yes sir.
Interviewer:	43. Ok so only... So what... What primarily influenced your view on the purpose of the module?
Participant 5:	44. What primary influenced my view is my understanding that when one is studying for history he or she needs to learn about... He or she needs to learn... To learn and develop the knowledge in order to be able to...
Interviewer:	45. Sorry its breaking up. Sorry it broke up a little bit , can you answer the question again?
Participant 5:	46. Ok sir.
Interviewer:	47. Again what primarily influenced your view on the HISE 112 module?
Participant 5:	48. What influenced my view is my understanding that, when one is studying history for educational purpose he or she needs to develop knowledge in order to be informed and also to be able to as... Too help, to help or to explain to learners in future.
Interviewer:	49. Ok but, so but what influenced, you to reach that conclusion? Was it just the basic engagement of the module; the assess... The assessments specifically or was it with the, class, the content, maybe the classes what; or anything else again, maybe again interaction with you fellow students; interaction with anybody else; again someone in your own community or even in your own family? So what influenced your view, like you just explained your view, but what influenced you to basically establish that view?
Participant 5:	50. Engaging with learners in the classroom.
Interviewer:	51. So was it with engaging with... Because you now mentioned learners in a classroom but , uhm, was it... Do you mean the students in your own, in your own class?
Participant 5:	52. I, I could say the learners in my own community.
Interviewer:	53. Ok so, if you, you now mention learners in your own community but, what from their side actually then led to that influence? Was it a lack of their own understanding about history; and then you saw a need maybe or was it something else?
Participant 5:	54. Was, it was my lack of understanding for the module

Interviewer:	55. So was it uh, the lack... But you refer to learners in your community, so did you still engage with uhm school learners, that have history in your community, during the past semester? 56. Ok you said you interacted with learners in your own community, did these learners have history? Were they during this semester, this passed semester? Because you mention you interacted with them and that's what influenced your view on the purpose of the module.
Participant 5:	57. Some of the learners in my community are doing the same module as me, so I thought it will be appropriate if we could discuss the module so that I could have a broad understanding of, of what, of what the module is all about and that what, that's what influenced my view on this module.
Interviewer:	58. Ok question 3.1. What is your view on using primary source evidence when researching and studying history?
Participant 5:	59. My view is that primary sources are the raw material of history, as they are more reliable and more trustworthy than any other source, and they also allow people to relate to events in a personal way and they also promote a greater understanding of history.
Interviewer:	60. Ok you mentioned that primary sources help people relate better to history, why is that?
Participant 5:	61. People relates better to history because primary sources are, are, are the original sources from the author. They are not edited by two or more people it's only the author who was there who, who saw the whole thi... the whole event happening.
Interviewer:	62. Ok so did your view on using primary source evidence when researching and studying history change towards the end of the semester? So did, was it different at the start and did it then change during the semester towards the end?
Participant 5:	63. Did not change, it's still the same as, the one from the beginning of the semester.
Interviewer:	64. But did you have a different view on this before you started with the module, or was it always the same?
Participant 5:	65. It was always the same.
Interviewer:	66. Ok what primarily influenced your view on using primary source evidence when researching and studying history?
Participant 5:	67. What influenced my view is what I have learned that uh, the primary source is more reliable than secondary source, as secondary source is interpreted from the primary source and that the primary source, are close to the original of the information more than the secondary source.
Interviewer:	68. Ok so was what you learned about the differences between the two sources, so where did you learn this? Now when you first came to the university or was it when you were still in school?
Participant 5:	69. It was in high school before I came to university, that's where I learned the difference between the primary and the secondary source.
Interviewer:	70. Ok question 4.1. Is it possible to give a valid interpretation of the past when only using secondary sources? Please justify your answer.

Participant 5:	71. Because secondary sources are interpreted from the primary sources, which is the original source of the event and it also makes it difficult to, to make a valid interpretation as it is quite analysed by different people in different ways, which makes it untrustworthy and unreliable.
Interviewer:	72. Ok did your view about giving a valid interpretation of the past when only using secondary sources change towards the end of the semester or was it still the same as at the beginning of the semester?
Participant 5:	73. My view was still the same as secondary sources are not reliable as the information could change at any time.
Interviewer:	74. Ok so what primarily influenced your view about giving a valid interpretation of the past when using only secondary sources? You did mention you learned in school what the difference was, so is it basically the same influence, was from school?
Participant 5:	75. School influenced my view about giving a valid interpretation of past when only using the secondary source.
Interviewer:	76. Ok so question 5.1. Would you say that it is possible to trace the cause of any significant event in history to a single origin? So also please justify your answer
Participant 5:	77. I believe that it is possible to trace past events, since human maintain memories and other items related to past events.
Interviewer:	78. But would you say its possible to trace the cause of any event? Like for instance let's say the renaissance, do you think, the renaissance has one single origin or does it have multiple origins?
Participant 5:	79. It has one single origin.
Interviewer:	80. Ok, did your view about the possibility of tracing a cause of any significant event in history, to a single origin change towards the end of the semester as opposed to the beginning of the semester?
Participant 5:	81. It has changed because during the semester I have learned that uh, some of the past events are left untraceable or lost, are left without any memory or any item to show that uh, this event has occurred.
Interviewer:	82. Ok so, would you say that what you've learned during the semester basically influenced your view about the possibility of tracing the cause of any significant event in history to a single origin, or was there something else that also influenced your view about this possibility?
Participant 5:	83. Say what I have learned during the semester influenced my view about the possibility of tracing the cause of any si... any significant event in history to a single origin.
Interviewer:	84. Ok question 6.1. Do you think it is possible to give a valid interpretation based on a single perspective? This can be a perspective, a single perspective from a primary source and even from a secondary source.
Participant 5:	85. No, I think it is important to look at multiple perspective so that a person can have a full picture of the event, which helps to uncover the causes and also it helps to have a broad understanding of the event, or a clear understanding of the event.

Interviewer:	86. Did your view of the possibility to give a valid interpretation of the past based on a single perspective change towards the end of the semester as opposed to the start of the semester?
Participant 5:	87. No it did not change, it was still the same from the one at the beginning of the semester.
Interviewer:	88. Ok, what primarily influenced your view of the possibility to give a valid interpretation of the past based on a single perspective?
Participant 5:	89. What influenced my view is what I've learned that a single perspective is not reliable and also it does not give a person a clear understanding of what was happening on that event.
Interviewer:	90. Ok so did you learn this again in school or anywhere else?
Participant 5:	91. I learned this while I was reading some history book titled New generation history.
Interviewer:	92. Ok. I just want to quickly jump back to question 5. So you did say your view about the possibility of tracing the cause of any significant event in history to a single origin did change during the semester, so what was your view at the start of the semester?
Participant 5:	93. My view at the beginning of the semester was that it is possible to trace past events, since human maintains, maintains memories and other items related to past events.
Interviewer:	94. Ok, question 7.1. Do you think it is fair to judge history from a modern perspective? So plea... also please justify your answer.
Participant 5:	95. No I do not think it is fair to judge history from the past modern perspective, because past history morality falls short than the modern perspective and also it honours those who questioned, challenged and fought against the structure idea of the past.
Interviewer:	96. Ok did your view on giving a fair judgment on history from a modern perspective change toward the end of the semester as opposed to the beginning of the semester?
Participant 5:	97. No it did not change it was still the same from the one from the beginning of the semester.
Interviewer:	98. Ok what primarily influenced your view on giving a fair judgement on history from a modern perspective?
Participant 5:	99. What influenced my view is what I've learned that it is unfair to judge from a modern perspective.
Interviewer:	100. Ok but where did you learn that it is unfair to judge from a modern perspective?
Participant 5:	101. I've learned it from an online history article.
Interviewer:	102. Ok question 8.1. Thinking about modern ethical issues such as discrimination and human rights; what in your view is the value of applying modern ethical judgement to history?

Participant 5:	103. My view, I think applying moral ethical judgement to history helps to strengthen historical understanding and that it also helps people to know more about the past, present and future and also to take lessons from the past in order to have a broad understanding of the the present , and to also have understand... and also helps to understand the future.
Interviewer:	104. Ok so did your view on thinking about modern ethical issues such as discrimination and human rights, and the value of applying modern ethical judgment to history change towards the end of the semester as opposed to the start of the semester?
Participant 5:	105. It was still the same from the one at the start of the semester.
Interviewer:	106. Ok so what primarily influenced your view about thinking about modern ethical issues such as discrimination and human rights and the value of applying modern ethical judgement to history?
Participant 5:	107. What influences my view is what I have learned from an online article that it is very crucial to apply modern ethical judgements to history as it strengthens my ways about thinking about history.
Interviewer:	108. Ok so the first question. So who usually diagnoses the gap between your existing level of knowledge and skills and the level of knowledge and skills that are required to continuously improve with each new assessment task? If you need any clarification, you can just say so.
Participant 5:	109. Ok sir. Ok sir can I please understand something. On 1.1 where it says who usually diagnoses the gap between your existing level of knowledge and skill, they are talking about like someone who usually helps me to write my essays?
Interviewer:	110. Yes, no this, it's basically to understand, do you yourself or maybe someone else or even the lecturer are, is the responsibility to diagnose a gap between the level of knowledge and skills that you have and your required level of knowledge and skills uhm, so who will identify it first?
Participant 5:	111. Can I speak?
Interviewer:	112. Yes.
Participant 5:	113. Sir I didn't quite hear that, the network was a little bit unstable.
Interviewer:	114. Uhm ok, so it, so for instance before you write an essay. So when you plan your essay do you identify the knowledge gap, ag the gap in your knowledge and skills or maybe someone else or do you wait until the lecturer actually identifies the gaps in your knowledge and skills with the results of the essay or do you do it beforehand, on your own or maybe someone else does it for you?
Participant 5:	115. No, I do it before the lecturer does it for me.
Interviewer:	116. So you're the first person that does it?
Participant 5:	117. Yes sir.
Interviewer:	118. Ok.
Participant 5:	119. When I... No sir you can speak.
Interviewer:	120. Oh no no, you can continue.

Participant 5:	121. Ok thank you, firstly when I receive an essay the first thing that I do is to check whether I understand or ya. I check, I first check my level of understanding before the lecturer explains the essay to me.
Interviewer:	122. Ok. Ok so then at 1.2, so did the person who does the diagnosis change towards the end of the semester, so basically this will link with 1.3 was, you did this from the start of the semester until the end of the semester , you diagnosed your, the gap in your knowledge and your skills? It was always you?
Participant 5:	123. Yes sir.
Interviewer:	124. Ok, ok great, thank you for answering that question. So now we can continue to 2.1. Ok who usually identifies the learning objectives for improving your continuous easy assessments? So this will be basically now, like with the knowledge and skills you did it but now with the learning objectives that should be reached, now in the module and in the unit, who identifies it for you?
Participant 5:	125. I think it is the lecturer.
Interviewer:	126. Ok so in this case it's the lecturer that should identify your learning objectives?
Participant 5:	127. Yes.
Interviewer:	128. Ok so, now when you received your feedback after your first essay, like you did now this semester. Who identified most of the objectives for improving your second essay now? Did you look at your essay and decide you know what you have to improve, or was it only the lecturer or was it basically balanced? You did some and some of it came from the lecturer?
Participant 5:	129. Yes, some of it came from the lecturer. Uhm I, I decided on my learning objectives based on the essay improvement plan, yes. And the feedback from the lecturer.
Interviewer:	130. Ok so most of the objectives was identified by the lecturer?
Participant 5:	131. Not most, but it was balanced. It was balanced.
Interviewer:	132. Balanced? Ok.
Participant 5:	133. Yes.
Interviewer:	134. So, and this was straight through to the end of the semester?
Participant 5:	135. Yes sir.
Interviewer:	136. Ok, alright. Ok so then we can go to question 3.1 then. Ok describe the process that you would follow in achieving the objectives. Now the objectives that we just spoke about, so what's the process that you would follow to, had you actually followed to achieve the new objectives?
Participant 5:	137. Ok uhm first I will, I identify the level of knowledge that I would need, or that will be necessary for me to achieve the learning objectives or the objectives.
Interviewer:	138. So improving your knowledge?

Participant 5:	139. Yes, but also I will first write objectives down, then I would stop maybe uh, to think about how, how am I going to use this opportunity to improve my, my, to improve the way I am writing my essay.
Interviewer:	140. Ok so before, uhm, before you received the essay improvement plan, did you do this from the start, or did you only implement it after, when you improved your essay? With the second essay.
Participant 5:	141. I did from the, from, from the second essay, yes.
Interviewer:	142. Ok, because your objectives were identified, it was balanced. You identified some of the objectives and the lecturer some of the objectives?
Participant 5:	143. Yes sir.
Interviewer:	144. Ok so, so now with the new semester that now already has started. Um I don't know if you've already received an assignment, but when you approach a new assignment now this semester, so will you, now again follow the same process? Will you still identify some of the objectives on your own and then also wait for some... when you receive your feedback, wait for objectives from your lecturer? But now approaching a new assignment, you will mostly identify the objectives again; you will follow this method?
Participant 5:	145. When I receive the next assignment I will identify the learning objectives on my own, because I have learned the process of how to identify the learning objectives and how to include my writing essay skills.
Interviewer:	146. Ok so for doing your next assessment you will take the responsibility completely on your own?
Participant 5:	147. Yes sir.
Interviewer:	148. Yes, ok and this will be with the knowledge and the skills and then you translate them to certain objectives that you should reach?
Participant 5:	149. Yes sir.
Interviewer:	150. Yes, alright thank you. Ok so why did you... So now you, you said you are going to be more independent in this way. So why did the process change where you waited for feedback before you identified objectives and now you, from the start identify certain gaps in knowledge and skills and even, uhm objectives? So why did it change between the first essay and up until this point where you are now going to be more independent in doing this?
Participant 5:	151. At first I didn't know how to identify like the objectives, I didn't know how to start them and how to like use them the correct way. Now I know and I have learned from the lecturer uhm, I have learned from the lecturer how to write the learning objectives on my own and ya.
Interviewer:	152. Ok so, would you say uhm, the essay improvement plan had a large role in enabling you to do it? Or would you still do it... Would you still could have done it even without the essay improvement plan?
Participant 5:	153. Yes sir I would.
Interviewer:	154. So if you did not receive the essay improvement plan, just with the basic feedback on the essay uh, you would have actually still be able to identify your in your gap in your knowledge and your skills and then to identify learning objectives and to reach them?

Participant 5:	155. Yes sir.
Interviewer:	156. Yes, ok so the essay improvement plan, it was not, it did not improve a lot in your own self-directedness would you say?
Participant 5:	157. Um no sir, I think I said no, the essay improvement plan played a huge role in helping me, in helping me to write like my next essay. But in my first essay I did not structure my essay very well and then in the next essay I was able to structure my essay very well and find the relevant content.
Interviewer:	158. Ok so, the improvement plan actually helped more than just the basic feedback that you received from the essay?
Participant 5:	159. Yes sir.
Interviewer:	160. Alright, ok thank you. Ok so let's go to question 4.1. So what is the role of both the lecturer and you in evaluating assignments during the learning process and the grading process?
Participant 5:	161. My role is to understand the assessment and also to engage with the lecturer and ya, we also receive feedback from the lecturer. And the the role of the lecturer is to evaluate my assessment and also give me feedback.
Interviewer:	162. Yes ok so then you engage, your role in this evaluation process is to engage with the feedback from the lecturer?
Participant 5:	163. Yes sir.
Interviewer:	164. Ok but do you, when you receive your feedback and you understand a little bit more clearly why some areas weren't that, were great in your essay and why some weren't that great in your essay? Do you also then, look at your essay again and maybe, improv... or especially with your second essay, do you then look at your, when you write your essay and its finished before you submit it, do you look at certain areas and say ok this section that I wrote will fit in well with the essay criteria; and certain sections then you look at them and see, ok it's not that, I won't meet the criteria 100% but I know on which level I will reach it? Do you look at your own essays in that way before you submit it?
Participant 5:	165. Yes sir I do. I also check if like I have answered the question correctly and I also check if I, I, I have, I have wrote the relevant content.
Interviewer:	166. Ok yes. Ok so before, so with evaluating your own, your essays; like I just explained that you do know if your next essay, like you explained you are now doing this before you submit you new assignments. Before your first essay did you still do this or did it change only during the semester?
Participant 5:	167. It changed during my second essay.
Interviewer:	168. So it only changed after it? But why specifically did it change?
Participant 5:	169. Because I could, because I saw in the first essay that I did not include the relevant content, that I did not answer the question correctly.
Interviewer:	170. Ok so it was mostly a lack of understanding to write an essay how to start? But you did not actually evaluate your essay, only when it became clearer with feedback, then you started to implement your own evaluation process in your own essay?
Participant 5:	171. Yes sir.

Interviewer:	172. So it's like that, alright. Ok so question 5.1. So what value does evaluation have for you in your whole learning process? So now again it's the evaluation from the lecturer and also the evaluation that you do.
Participant 5:	173. The evaluation, it helps me improve my marks and it also help me to improve like how to answer to the question correctly and how to write a well structured essay.
Interviewer:	174. Ok so it's to bas... to improve your, your knowledge and your skills in your essay and then at the end of the day to get higher marks; so is that where the value lay in the evaluation process?
Participant 5:	175. Yes sir.
Interviewer:	176. Ok 5.2. So how big a part did you have in evaluating during the learning process towards the end of the semester? So, again how much did you rely on your own evaluation for your essays as opposed to the evaluation that the lecturer did?
Participant 5:	177. The evaluation helped me like, helped me like big time, because my marks improved from the first essay to the next essay.
Interviewer:	178. Yes but so, ok so there was a big part but like you mentioned with the previous question, you also implemented your own method of evaluation before you actually, started to, started or when, before you submitted your own essay, you did not just wait for the evaluation from the lecturer. So how big a part did you play and how big a part did the lecturer play for the evaluation?
Participant 5:	179. Ok the lecturer played a bigger part than me. Um the lecturer's evaluation was more, was more bigger than my evaluation.
Interviewer:	180. Ok so the, so to improve your learning process you were more dependent on the lecturer's evaluation more than your own?
Participant 5:	181. Yes sir.
Interviewer:	182. Ok. So, ok so... Ok so, ok so were at the last question. So why was your part of the process different at the start of the semester? So like you mentioned, now to improve your own eval... to use evaluation to improve your own learning, you still mentioned you are more dependent on the lecturer, but at least you are evaluating on your own part also. So with the previous question you mentioned you waited for the first evaluation. So is this the same? Did you still only wait to basically get an idea from the lecturer now this will include the feedback and also the essay improvement plan, how to implement them; to evaluate not only your work but your whole process of learning? So why did it change at the end of the semester as opposed to the start of the semester, is it basically the same as with the previous question?
Participant 5:	183. No it's not the same. This time I've learned to evaluate my own, my own, on my own before the lecturer does that for me and also, um I have learned to, to be independent before the lecturer comes and explains the whole process to me.
Interviewer:	184. Ok but so, but this was now at the end of the semester, but you weren't that independent at the start of the semester, correct or not?
Participant 5:	185. Yes.

Interviewer:	186. Yes ok so, but still, so you... What made you more independent now in the evaluation to improve your own learning process? What made you more independent throughout the semester?
Participant 5:	187. Ok what basically made me more independent is that I shouldn't wait for the lecturer because waiting for the lecturer it means I would get less marks then waiting for the lecturers permission then get higher marks on the other assignments.
Interviewer:	188. Ok so it was um, your own motivation then?
Participant 5:	189. Yes.
Interviewer:	190. You realised and identified you can't wait, you have to be more proactive and actually implement, again look at your own knowledge and skills the gap in your own knowledge and skills, formulate objectives to improve where you went short and then to evaluate your own work, so that you can be sure you actually producing a better product than previous?
Participant 5:	191. Yes sir.

PARTICIPANT 6

Interviewer:	1. What is your current definition of history? You can ask if you need any clarification.
Participant 6:	2. History is a subject if I may call it that. It connects us to the past and I think it has an effect on the future which I think is amazing. Everything about History is amazing in fact.
Interviewer:	3. How does it connect us to the past and how does it affect the future?
Participant 6:	4. For e example The Black consciousness movement in South Africa had an effect on how we are supposed to look at ourselves and embrace our skin colour. Now I am able to look at myself and say I love my skin colour and comfortable in it. If it was not for the movement I don't know how I'd be looking at myself or rather have that confidence. That is effect I think History can have on us.
Interviewer:	5. In a way do you say that history is a tool to form an identity and find a purpose?
Participant 6:	6. Yes exactly that.
Interviewer:	7. Did you always have this definition of history? Or did you only form this definition at the end of the semester?
Participant 6:	8. I always had this definition since from high school starting to learn about History.
Interviewer:	9. Did you have History straight through to grade 12?
Participant 6:	10. Yes from straight through.
Interviewer:	11. Was it the subject in school that primarily influenced your definition? Or were there other influences?
Participant 6:	12. Yes it was the only subject.
Interviewer:	13. Any other thing/s like interactions with your peers, family members, other people?
Participant 6:	14. My History teacher I can say also besides from teaching she was an advocate for anything involving History.
Interviewer:	15. What do think is the purpose of the HISE module?
Participant 6:	16. I think it is to broaden our knowledge and learn more of what is has to offer to us as students.
Interviewer:	17. What knowledge are specifically referring to?
Participant 6:	18. Basically to add more information to what we have learned and what we know about history.
Interviewer:	19. Did this view of the purpose of the HISE module change towards the end of the semester as opposed to the start of the semester?
Participant 6:	20. Not that much because I prefer contact lesson that way it's easier for me. I had a difficult time last semester.

Interviewer:	21. So your view on what the purpose of the module is did not change, it is what you expected before you started with last semester?
Participant 6:	22. Yes and I don't believe it will change anytime soon.
Interviewer:	23. What primarily influenced your view on the purpose of the HISE module?
Participant 6:	24. I think it's the topics that influenced me.
Interviewer:	25. How did the topics influence your view?
Participant 6:	26. The American civil war for example I did not know that there was ever a civil war and white people defending slave and the other party being against that.
Interviewer:	27. What is your view on using primary source evidence when researching?
Participant 6:	28. Primary sources being books and recordings?
Interviewer:	29. Sources that originated during historical events and time periods.
Participant 6:	30. They are very helpful because every detail on the source is correct.
Interviewer:	31. Did you always have this view on primary sources or did it change towards the end of the semester?
Participant 6:	32. At the start yes but towards the end as I said writing essays became a bit tough as the information was not much for me and I had to go and research most of the information.
Interviewer:	33. How did this influence your view on the value of primary sources?
Participant 6:	34. They do have have but I think to a certain extent one needs to have other sources.
Interviewer:	35. What primarily influenced your view on using primary source evidence?
Participant 6:	36. The amount of information I get from the sources I think had the biggest influence.
Interviewer:	37. Is it possible to give a valid interpretation of the past when only using secondary sources? Justify your answer.
Participant 6:	38. I don't think so, as the information was taken from the past and rewritten by someone which we can never really tell whether it's true or not.
Interviewer:	39. You mentioned that you need other sources when doing research. What sources are you referring to?
Participant 6:	40. Pdfs, and the most important for me is a textbook.
Interviewer:	41. Did your view about giving a valid interpretation of the past when only?
Participant 6:	42. It has not changed.
Interviewer:	43. What primarily influenced your view about giving a valid interpretation of the past when only using secondary sources?

Participant 6:	44. The fact that it is interpreted by someone that dose it for me.
Interviewer:	45. Would you say that it is possible to trace the cause of any significant event in history to a single origin? Justify your answer.
Participant 6:	46. Yes it is. With the necessary tools and correct information.
Interviewer:	47. So if the research supports it then it is possible?
Participant 6:	48. Yes it is.
Interviewer:	49. Is it possible that your research may point to more than one origin?
Participant 6:	50. I think it would depend on the kind of information you have and the research conducted.
Interviewer:	51. Did your view about the possibility of tracing the cause of any significant event in history to a single origin change towards the end of the semester as opposed to the start of the semester?
Participant 6:	52. It has not changed.
Interviewer:	53. What primarily influenced your view about the possibility of tracing the cause of any significant event in history to a single origin?
Participant 6:	54. The research behind tracing cause influenced my view.
Interviewer:	55. Does this include the research that you did when you had history in school?
Participant 6:	56. Yes it does.
Interviewer:	57. Do you think it is possible to give a valid interpretation of the past based 58. on a single perspective? Justify your answer.
Participant 6:	59. I don't. For the fact that it is an interpretation I think multiple perspectives will be needed.
Interviewer:	60. Did your view of the possibility to give a valid interpretation of the past based on a single perspective change towards the end of the semester as opposed to the start of the semester?
Participant 6:	61. No my view has not changed.
Interviewer:	62. What primarily influenced your view of the possibility to give a valid 63. interpretation of the past based on a single perspective?
Participant 6:	64. It was that people interpret things differently and see them differently that is why I say Multiple perspectives will be needed.
Interviewer:	65. When and how did you first realise that people interpret things differently and see them differently?
Participant 6:	66. In high school through Life sciences.
Interviewer:	67. Do you think it is fair to judge history from a modern perspective? Justify.

Participant 6:	68. Judge it on the basis of it being true or false information?
Interviewer:	69. Judge the actions of people as being wrong. Things that were mostly acceptable in society then as opposed to being unacceptable now. You mentioned slavery. For thousands of years it was the norm but today it is mostly frowned upon.
Participant 6:	70. Yes it is fair to Judge it.
Interviewer:	71. Why do you say so?
Participant 6:	72. A lot of things that were done in the past were wrong. In the past only man were allowed to do hard labour builders, engineers, pilots, policeman but that was judged and women started questioning that why is it said that they can't do that. Now in the modern day we have women in construction, mechanical engineering and the works.
Interviewer:	73. Did your view on giving a fair judgement on history from a modern 74. perspective change toward the end of the semester as opposed to the start of the semester?
Participant 6:	75. No it has not changed.
Interviewer:	76. Thinking about modern ethical issues such as discrimination and human 77. rights, what in your view, is the value of applying modern ethical judgment 78. to history?
Participant 6:	79. I think racial discrimination has been toned down for now and human rights also but they have their positives and negatives
Interviewer:	80. So the value is to understand what is wrong with it learning from history? Basically justifying why it is wrong with support from historical research?
Participant 6:	81. Precisely yes.
Interviewer:	82. Did your view on thinking about modern ethical issues such as 83. discrimination and human rights and the value of applying modern ethical 84. judgment to history change towards the end of the semester as opposed to the start of the semester?
Participant 6:	85. No it hasn't changed.
Interviewer:	86. What primarily influenced your view on thinking about modern ethical 87. issues such as discrimination and human rights and the value of applying 88. modern ethical judgment to history?
Participant 6:	89. The amount of work put into fighting against discrimination in whatever form and knowing the value of human rights.
Interviewer:	90. Again, did you learn about the amount of work that was put in and the value of human rights from engaging in historical research and learning?
Participant 6:	91. Besides from learning For example the English Premier league soccer stands together with the Black Lives Matter so through that I can see that human rights matter and they are taken very seriously.

Interviewer:	92. So current interaction with the world around you influenced your view? It is not only formed due to your interaction with history?
Participant 6:	93. Yes sir.
Interviewer:	94. Who usually diagnoses the gap between your existing level of knowledge 95. and skills, and the level of knowledge and skills that are required to 96. continuously improve with each new assessment task? In this case the essay assessments.
Participant 6:	97. The who part is a bit confusing for me.
Interviewer:	98. It can be you, the lecturer or any other human resource, or a mixture of all the human resources that helps to identify the gap.
Participant 6:	99. It has to be myself because I am the only support structure, I have for now.
Interviewer:	100. Did the person who does the diagnoses change toward the end of the 101. semester as opposed to the beginning of the 1st semester?
Participant 6:	102. I'm still the same haven't changed at all.
Interviewer:	103. How do you usually diagnose the gap between your existing level of knowledge 104. and skills, and the level of knowledge and skills that are required to 105. continuously improve with each new assessment task?
Participant 6:	106. I usually access my performance and check where I lacked and where my weaknesses were and I identify them and come up with a way to improve.
Interviewer:	107. Is the performance you are referring to based on the marks that you received?
Participant 6:	108. Yes mainly on the marks I received for either a test or assignment.
Interviewer:	109. Who usually identifies the learning objectives for improving your continuous 110. essay assessments?
Participant 6:	111. Myself.
Interviewer:	112. Did the person who identifies the learning objectives for improving your 113. continuous essay assessments change towards the end of the semester?
Participant 6:	114. Not really I am still the same.
Interviewer:	115. Describe the process that you would follow in achieving the objectives.
Participant 6:	116. Firstly I assess my marks and go back to the content to see what I missed. Secondly I identify where I went wrong and lastly come up with a plan to strategize and maximise the content of the module info I have.
Interviewer:	117. Did you do this before you were introduced to the essay improvement plan?
Participant 6:	118. Yes I did.

Interviewer:	119. When and where did you learn to do it?
Participant 6:	120. It was something that I was accustomed to in High school by my History teacher now it has become a norm.
Interviewer:	121. You basically already answered question 4, I will jump to question 5.
Participant 6:	122. Without evaluation I won't point out my strengths and weaknesses and by that I won't be able to diagnose the gaps. It really important because I will be able to know what to do and what not to do at the end of evaluation.
Interviewer:	123. How big a part did you have in evaluation during your learning process 124. towards the end of the semester as opposed to the start of the semester?
Participant 6:	125. It was a big part as It helped me prepare for the second semester.
Interviewer:	126. So you having a big part in evaluating your learning process increased the value throughout the semester?
Participant 6:	127. Massively yes.
Interviewer:	128. What made you increase your part in the evaluation of the learning process?
Participant 6:	129. Everything was new and the workload was a bit too much and I struggled for a while so something had to be done.

PARTICIPANT 7

Interviewer:	1. First question. What is your current definition of history?
Participant 7:	2. History is the study of the past events particularly in human affairs.
Interviewer:	3. What is it being studied about human affairs?
Participant 7:	4. The way people used to live based on the culture, traditionally and politically.
Interviewer:	5. Was your definition of history the same at the start of the first semester or did you have a different definition?
Participant 7:	6. I did had the different definition however there some bit similarity of the definition of the first semester and mine.
Interviewer:	7. How was your definition different at the start of the 1st semester?
Participant 7:	8. History is the study of the past knowledge dealing with the past events relating to a particular period, place, people etc.
Interviewer:	9. What primarily influenced your definition at the start of the 1st semester?
Participant 7:	10. The way how the content mainly focused on how people used to live thus i came with the conclusion to pick mainly the focused part of the study as is the how people used to live.
Interviewer:	11. Was this content from school?
Participant 7:	12. Yes In general how people used to live, include how all the events were done by people simply meaning how people used to develop theories and live on it , the way people used to live their own laws from their positions.
Interviewer:	13. Did you have History up to grade 12?
Participant 7:	14. Yes sir.
Interviewer:	15. How did your experience with the history module in the first semester influence your current definition of history?
Participant 7:	16. History module of first semester influenced my current definition to basically look at the main point of the study.
Interviewer:	17. What do you think is the purpose of the HISE module?
Participant 7:	18. The purpose of the HISE module is to develop a conscious mind about how the student must be able to describe, analyse, evaluate, construct ,diverse interpretations of the past.
Interviewer:	19. Did you also have this same view at the start of the 1st semester?
Participant 7:	20. No sir.
Interviewer:	21. What did you think was the purpose of the module at the start of the 1st semester?

Participant 7:	22. I thought it was to make student to be able to know how to write a strong independent essays and know to be able to answer the source based questions thoroughly.
Interviewer:	23. What influenced your view on the purpose of the module at the start of the 1st semester?
Participant 7:	24. The way how the module differentiated the level of high order of historical thinking with my view from the high School.
Interviewer:	25. So your original view was influenced by school and your current view was influenced by participating during the first semester?
Participant 7:	26. Absolutely sir.
Interviewer:	27. What did you do in school as opposed to in the module that ultimately influenced your original view and then your final view?
Participant 7:	28. At high school i was just learning the content of history without thinking about the inner core of the purpose of history then when i get to high institution the level of history totally changed not the content but the level of historical thinking compared to high school.
Interviewer:	29. What is your view on using primary source evidence when researching and studying history?
Participant 7:	30. My view using primary source evidence is that is absolutely good as researching is the part of looking for different historical ideas and it brings a gain of knowing the level of historical thinking in an high order .studying history is the good way as it enables to know where the world come from and how i can solve real current situations with the past solution of theories.
Interviewer:	31. Did you also have this view at the start of the 1st semester?
Participant 7:	32. No sir.
Interviewer:	33. What was your view on using primary source evidence when researching and studying history at the start of the 1st semester?
Participant 7:	34. It was that i thought the primary source evidence was to just to refer for any certain info that i need for a specific activity and studying history i thought was only to study and pass the subject not specifically thinking that there is a motive behind studying history.
Interviewer:	35. What primarily influenced this view that you had at the start of the 1st semester?
Participant 7:	36. The way how i gained the level of thinking historically so and following the module content.
Interviewer:	37. Is it possible to give a valid interpretation of the past when only using secondary sources?
Participant 7:	38. Yes.
Interviewer:	39. Why do you say so?

Participant 7:	40. It is because of secondary source is also a part of proving the past by the information that is transferred from the primary sources.
Interviewer:	41. Did you also have this view at the start of the 1st semester or was it different?
Participant 7:	42. Yes sir I had the same view.
Interviewer:	43. What primarily influenced your view?
Participant 7:	44. The way of consulting different history sources.
Interviewer:	45. Would you say it is possible to trace the cause of any significant event in history to a single origin? Please justify your answer.
Participant 7:	46. Yes. The cause of the event can be possibly traced by the use of primary sources where as well as secondary where the information can be gathered to make a conclusion for the cause of the event
Interviewer:	47. Did you have this view at the start of the 1st semester?
Participant 7:	48. Yes sir I had it.
Interviewer:	49. What primarily influenced your view?
Participant 7:	50. Is the way of doing research before coming with the conclusion simply meaning that to consult different sources brings variety of knowledge that in history the cause can be found through the way of researching.
Interviewer:	51. Do you think it is possible to give a valid interpretation of the past based on a single perspective? Justify your answer.
Participant 7:	52. No. Interpretation needs to be viewed differently in order to see or to know how other historians think about the certain source been interpreted and also variety of interpretations brings clear historical consensus.
Interviewer:	53. And from a single perspective from somebody that lived during a specific event?
Participant 7:	54. Will only be interpreted by that somebody however as he/she gives the event information for the legacy variety of interpretations will be there just to bring a valid information among themselves.
Interviewer:	55. Did you have this view at the start of the 1st semester?
Participant 7:	56. Yes.
Interviewer:	57. What primarily influenced your view?
Participant 7:	58. Viewing variety of sources as cooperative learning and as an individual i developed the sense that what has been experienced by one person can only interpreted that person unless the information is given for different perspectives.
Interviewer:	59. Thinking about modern ethical issues such as discrimination and human rights, what in your view, is the value of applying modern ethical judgment to history?

Participant 7:	60. Yes. There is the value as discrimination and human rights are part of promoting human dignity thus in history the study of the past of how discrimination was and also how human rights was not recognised will teach the upcoming historians to promote the ethics to the living society.
Interviewer:	61. Did you have this same view at the start of the 1st semester?
Participant 7:	62. Yes sir.
Interviewer:	63. What primarily influenced your view?
Participant 7:	64. Studying human rights ethics.
Interviewer:	65. In school or in the HISE module, or somewhere else?
Participant 7:	66. In School in the subject of Life Orientations.
Interviewer:	67. Who usually diagnoses the gap between your existing level of knowledge and skills, and the level of knowledge and skills that are required to continuously improve with each new assessment task?
Participant 7:	68. Teacher or Lecturer.
Interviewer:	69. Who usually identifies the learning objectives for improving your continuous essay assessments?
Participant 7:	70. Teacher or Lecturer.
Interviewer:	71. Describe the process that you would follow in achieving the identified objectives.
Participant 7:	72. Listen to the lesson aims. Listen to the content brought by the teacher Ask questions where there is difficulties about misunderstanding the certain part of the topic. Do participate with other learners to give each other views about the certain topics. Write activities to see whether what has been taught is in existence or can be remembered.
Interviewer:	73. Did you always follow this process even before the 1st semester started?
Participant 7:	74. Yes sir.
Interviewer:	75. Where did you learn to follow this process?
Participant 7:	76. At high school.
Interviewer:	77. From the teacher or the anyone else?
Participant 7:	78. From the teacher.
Interviewer:	79. What is the role of both the lecture and you in evaluating tests and assignments during the learning process and the grading process?
Participant 7:	80. The lecture's role is to set the question on the test and on the assignment in order to test my level of thinking, my role is to write the test as well as the assignment by doing a research and on the grading process the lecturer will give the feedback of what i have wrote from the test and the assignment so that i can see how am i improving or not.

Interviewer:	81. We're these roles the same at the start of the 1st semester semester.
Participant 7:	82. Yes sir.
Interviewer:	83. What value does evaluation have for you in your learning process?
Participant 7:	84. It has the value of explaining the content on my own perspective.
Interviewer:	85. Do you evaluate your learning process for example any strategies that you apply?
Participant 7:	86. Self-directed learning.
Interviewer:	87. How do you evaluate it?
Participant 7:	88. Is the way of myself taking initiative without any help from others.
Interviewer:	89. Was this process the same at the start of the 1st semester?
Participant 7:	90. Yes sir.

ADDENDUM B: INTERVIEW QUESTIONS

INTERVIEW SCHEDULE

Student-Historical Thinking

- 1.1 What is your current definition of history?
- 1.2 Did your definition of history change towards the end of the semester?
- 1.3 What was your definition of history at the start of the semester?
- 1.4 What primarily influenced your definition of history?

- 2.1 What do you think is the purpose of the HISE 112/122 module?
- 2.2 Did your view on the purpose of the HISE 112/122 module change towards the end of the semester?
- 2.3 What did you think was the purpose of the HISE 112/122 module at the start of the semester?
- 2.4 What primarily influenced your view on the purpose of the HISE 112/122 module?

- 3.1 What is your view on using primary source evidence when researching and studying history?
- 3.2 Did your view on using primary source evidence when researching and studying history change towards the end of the semester?
- 3.3 What was your view of using primary source evidence when researching and studying history at the start of the semester?
- 3.4 What primarily influenced your view on using primary source evidence when researching and studying history?

- 4.1 Is it possible to give a valid interpretation of the past when only using secondary sources? Justify your answer.
- 4.2 Did your view about giving a valid interpretation of the past when only using secondary sources change towards the end of the semester?
- 4.3 What was your view about giving a valid interpretation of the past when only using secondary sources at the start of the semester?
- 4.4 What primarily influenced your view about giving a valid interpretation of the past when only using secondary sources?

- 5.1 Would you say that it is possible to trace the cause of any significant event in history to a single origin? Justify your answer.
- 5.2 Did your view about the possibility of tracing the cause of any significant event in history to a single origin change towards the end of the semester?
- 5.3 What was your view of the possibility of tracing the cause of any significant event in history to a single origin at the start of the semester?
- 5.4 What primarily influenced your view about the possibility of tracing the cause of any significant event in history to a single origin?

- 6.1 Do you think it is possible to give a valid interpretation of the past based on a single perspective? Justify your answer.
- 6.2 Did your view of the possibility to give a valid interpretation of the past based on a single perspective change towards the end of the semester?
- 6.3 What was your view of the possibility to give a valid interpretation of the past based on a single perspective at the start of the semester?
- 6.4 What primarily influenced your view of the possibility to give a valid interpretation of the past based on a single perspective?

- 7.1 Do you think it is fair to judge history from a modern perspective? Justify your answer.
- 7.2 Did your view on giving a fair judgement on history from a modern perspective change toward the end of the semester?
- 7.3 What was your view on giving a fair judgement on history from a modern perspective at the start of the semester?
- 7.4 What primarily influenced your view on giving a fair judgement on history from a modern perspective?

- 8.1 Thinking about modern ethical issues such as discrimination and human rights, what in your view, is the value of applying modern ethical judgment to history?
- 8.2 Did your view on thinking about modern ethical issues such as discrimination and human rights and the value of applying modern ethical judgment to history change towards the end of the semester?
- 8.3 What was your view on thinking about modern ethical issues such as discrimination and human rights and the value of applying modern ethical judgment to history at the start of the semester?
- 8.4 What primarily influenced your view on thinking about modern ethical issues such as discrimination and human rights and the value of applying modern ethical judgment to history?

Student-Self-Directed Learning

- 1.1 Who usually diagnoses the gap between your existing level of knowledge and skills, and the level of knowledge and skills that are required to continuously improve with each new assessment task?
- 1.2 Did the person who does the diagnoses change toward the end of the semester?
- 1.3 Why was it a different person at the start of the semester?

- 2.1 Who usually identifies the learning objectives for improving your continuous essay assessments?
- 2.2 Did the person who identifies the learning objectives for improving your continuous essay assessments change towards the end of the semester?
- 2.3 Why was it a different person at the start of the semester?

- 3.1 Describe the process that you would follow in achieving the objectives.
- 3.2 How did the process change towards the end of the semester?
- 3.3 Why was the process different at the start of the semester?

- 4.1 What is the role of both the lecturer and you in evaluating tests and assignments during the learning process and the grading process?
- 4.2 How did these roles change towards the end of the semester?
- 4.3 Why was the process different at the start of the semester?

- 5.1 What value does evaluation have for you in your learning process?
- 5.2 How big a part did you have in evaluation during your learning process towards the end of the semester?
- 5.3 Why was your part of the process different at the start of the semester?

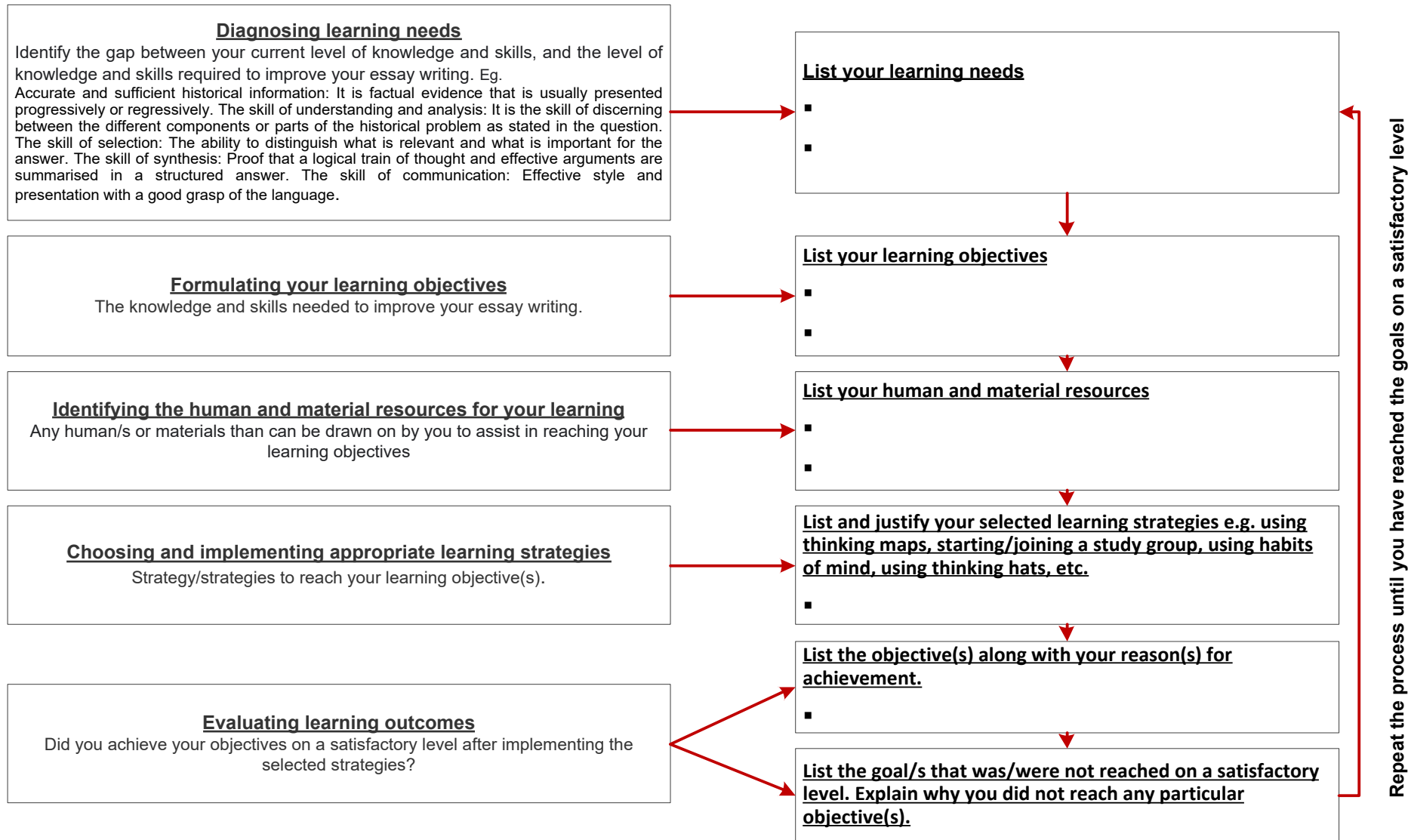
ADDENDUM C: HISTORY ESSAY MATRIX

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
PRESENTATION	Follows an independent and relevant train of thought. Makes analysed and historical statements.	Follows a relevant train of thought. Makes analysed and historical statement.	Follows a relevant train of thought. Endeavours to analyse and makes historical statements.	Endeavours to maintain a train of thought throughout. Tries to analyse and makes historical statements.	Endeavours to maintain a train of thought. Analysis and historical statements applied to a certain degree.	Train of thought not maintained. Analysis and historical statements made sometimes or not at all.	No analysis and historical statements made.	No endeavour to answer the question.
CONTENTS	Well planned and structured essay. Excellent technical skills and evidence.	Well planned and structured essay. Minor important errors.	Well planned and structured essay. Structural skills lacking.	Essay planned and structured to a certain degree.	Tried to structure. Technical faults.	No clear structure.	No structure	
LEVEL 1 Question answered in full. Contents selection is completely relevant to train of thought followed.	A+ 47-50	A 43-46	A- 40-42					
LEVEL 2 Question answered. Contents selection is completely relevant to train of thought followed.	A 43-46	A- 40-42	B+ 38-39					

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
LEVEL 3 Question answered to a great degree. Contents covered adequately and relevant.	B+ 38-39	B 36-37	B- 36	C+ 33-34				
LEVEL 4 Set question is identifiable in answer. Inadequate contents selection and control. Irrelevant contents selection.			C+ 33-34	C 31-32	D+ 28-29			
LEVEL 5 Contents selection is relevant. Inadequate control and scope.				C- 30	D 26-27			
LEVEL 6 Contents meagre. Question answered inadequately.					D- 25	E 21-22	E- 20	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Level 7 Question inadequately addresses or not at all. Inadequate content. Irrelevant to a great extent.						E 20	F 13-9	
LEVEL 8 No relevant contents selection. Failed completely to answer question.								G 07-12 H 00-06

ADDENDUM D: ESSAY IMPROVEMENT PLAN



Diagnosing learning needs

Identify the gap between your current level of knowledge and skills, and the level of knowledge and skills required to improve your essay writing. Eg.

•Accurate and sufficient historical information: It is factual evidence that is usually presented progressively or regressively. •The skill of understanding and analysis: It is the skill of discerning between the different components or parts of the historical problem as stated in the question. •The skill of selection: The ability to distinguish what is relevant and what is important for the answer. •The skill of synthesis: Proof that a logical train of thought and effective arguments are summarised in a structured answer. •The skill of communication: Effective style and presentation with a good grasp of the language.

List your learning needs:

Formulating your learning objectives

The knowledge and skills needed to improve your essay writing.

List your learning objectives:

Identifying the human and material resources for your learning

Any human/s or materials than can be drawn on by you to assist in reaching your learning goals.

List your human and material resources:

Choosing and implementing appropriate learning strategies

Strategy/strategies to reach your learning objective(s).

List and justify your selected learning strategies e.g. using thinking maps, starting/joining a study group, using habits of mind, using thinking hats, etc.:

Evaluating learning outcomes

Did you achieve your objectives on a satisfactory level after implementing the selected strategies?

List the objective(s) along with your reason(s) for achievement:

List the goal/s that was/were not reached on a satisfactory level. Explain why you did not reach any particular objective(s):

ADDENDUM E: RECRUITEMENT MESSAGE

Dear student

You are hereby invited to participate in the following study “The role of self-directed learning in the promotion of historical thinking in first year Senior and FET History for Education students “. The purpose of this study is to explore first-year Senior & Further Education and Training (Sr. & FET) History for Education students’ levels of historical thinking, what factors influence their historical thinking and how these factors relate to self-directed learning and higher-order levels of historical thinking, in the end, to discover how historical thinking in History for Education may be promoted by self-directed learning

If you wish to participate a consent form has to be completed by you. If you do not wish to participate you do not have to sign a consent form. Take note that participation in this study is completely voluntary. There will be no repercussions if you do not wish to participate or if you wish to participate. Participation in this study will also not benefit anyone regarding their marks in the History module or any other module. The nature of this study is not to isolate problems and remove them but to determine the influence of various factors in teaching and learning in the end to potentially maximise positive attributing factors in the teaching and learning process.

If you wish to participate and consent has been given, you will consent to allow access to your history essays in your most recent first semester module. You will also be required to do two 45-60 minute long online semi-structured interviews with the researcher. Your identity will remain confidential throughout the study due to the recruitment being completely confidential.

If you wish to participate, please follow the link:

https://docs.google.com/forms/d/e/1FAIpQLSeVLNINK3qHg_c4YmvEySevvzzfjgsmhIY2McRX6HbpuYMAKw/viewform?usp=sf_link

Thank you for your time.

ADDENDUM F: GOOGLE FORMS FOR CONTACT INFORMATION

The role of self-directed learning in the promotion of historical thinking in first year Senior and FET History for Education students

By sending your contact details you are consenting to allow the independent person of this research to send you the consent form for participation in this research as described in the recruitment letter.

If you do not wish to participate, please close your browser.

 [Switch account](#)

* Required

Email*

Your email

*

I understand that a consent form will be sent to me for participation in the research as explained in the recruitment letter.

[Next](#)

[Clear form](#)

This form was created inside of North-West University. [Report Abuse](#)

ADDENDUM G: INFORMED CONSENT FORM

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves the exploration of first-year Senior and Further Education and Training History for Education students' levels of historical thinking, what factors influence their historical thinking and how these factors relate to self-directed learning and higher-order levels of historical thinking, and in the end, to discover how historical thinking in History for Education may be promoted by self-directed learning. Before you give consent, please acquaint yourself with the information below.

* Required

THE DETAILS OF THE RESEARCH ARE AS FOLLOWS:

TITLE OF THE RESEARCH PROJECT: The role of self-directed learning in the promotion of historical thinking in first-year Senior and FET History for Education students

TITLE OF THE RESEARCH PROJECT: The role of self-directed learning in the promotion of historical thinking in first-year Senior and FET History for Education students ETHICS APPLICATION NUMBER: NWU-01242-20-A2

PROJECT SUPERVISOR: Dr Maryna Reyneke
CO-SUPERVISOR: Dr Susan Bester
ADDRESS: NWU Potchefstroom Campus
CONTACT NUMBER: 018 299 4774

MEMBER OF PROJECT TEAM MEd-Student (Researcher): Mr Nicolaas van Deventer
ADDRESS: NWU Vanderbijlpark Campus
CONTACT NUMBER: 066 266 1636

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the North-West University Research Data Keeper Committee (NWU-RDGC).

What is this research about?

The aims of this research are:

The main aim of this research is to discover how historical thinking in History for Education may be promoted by self-directed learning.

To successfully reach the main aim the following objectives will have to be reached:

- To discover the level of historical thinking of first-year Senior and FET History for Education students.
- To discover which factors influence the level of historical thinking.
- To understand the role that self-directed learning plays in historical thinking.

Participants

Students who recently completed a full first-year Senior and FET History for Education module.

What is expected of you as participant?

You will be expected to voluntarily grant the researcher access to your essays. You will also be expected to take part in two 45-60 minute long online semi-structured individual interviews with the researcher.

Benefits to you as participant

An indirect benefit will be to help in adding new information to the research area of self-directed learning with regard to promoting historical thinking with pre-service Senior and FET history teachers.

A possible direct benefit may be an increased self-awareness to you about how you see history and your own involvement in the learning process.

Risks involved for participants

The risk of this study include:

The risks anticipated are minimal.

- Mild discomfort may occur due to sitting and talking for a long period of time when the semi-structured individual interviews will be conducted. This will be alleviated by regularly asking the participants if they want to take a break during the online interviews.

Confidentiality and protection of identity

The identities of the students will remain anonymous and protected, with the independent person that first approached the students also signing a confidentiality agreement. The independent person will handle all the data collection and no lecturer in the subject group History for Education will have any idea who participated or not.

The essays of the participants and their interviews, which will be transcribed, will be assigned codes to ensure effective data management. This will ensure anonymity and confidentiality when the data analysis has to be assessed.

Dissemination of findings

The findings will be sent to the participants in the form of the full dissertation after the research has been completed.

Additional information

If you have any further questions or enquiries regarding your participation in this research, please contact the researcher or supervisors for more information.

Researcher email: 24378682@nwu.ac.za

DECLARATION BY PARTICIPANT:

By choosing YES below, I agree to take part in the research study entitled: The role of self-directed learning in the promotion of historical thinking in first year Senior and FET History for Education students

I also declare that:

I have read this information and consent form and understand what is expected of me in the research.

I have had a chance to ask questions to the researcher and all my questions have been adequately answered.

I understand that taking part in this study is voluntary and I have not been pressurised to take part.

I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interest, or if I do not follow the research procedures, as agreed to.

1. *

Mark only one oval.

YES Skip to question 2

NO

Participant Details

2. Participant name and surname *

3. Participant email *

Please indicate the date and time that will suite you best for interview

4. Date *

Example: January 7, 2019

5. Time *

Example: 8:30 AM

6. Do you need to be provided with data for the interview? *

Mark only one oval.

Yes Skip to question 7

No Skip to section 5 (Thank you for your participation.)

Network Name and Number for Data

7. Provide your network name and your number. *

Thank you for your participation.

Please click on submit.

ADDENDUM H: ETHICS CLEARANCE CERTIFICATE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: nkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 19/07/2020, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The role of self-directed learning in the promotion of historical thinking in first-year

Senior and FET History for Education students

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr M Reyneke

Student / Team: N van Deventer (MEd student - 24378682), Dr S Bester

Ethics number:

N	W	U	-	0	1	2	4	2	-	2	0	-	A	2
Institution			Study Number					Year			Status			

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Project

Commencement date: 29 October 2020

Risk: Low

Expiry date: 29 October 2021

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:*
 - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
 - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:*
 - *request access to any information or data at any time during the course or after completion of the study;*

- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
- *withdraw or postpone approval if:*
 - *any unethical principles or practices of the study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;*
 - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
 - *new institutional rules, national legislation or international conventions deem it necessary.*

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
5 December 2018

File reference: 9.1.5.4.2

ADDENDUM I: LANGUAGE PRACTITIONER CERTIFICATE

Olivier Language Practitioner
Editing and Translation Service

Date: 14 November 2022

Letter of confirmation of professional proofreading

Title: The role of self-directed learning in the promotion of historical thinking in first-year Senior and FET History for Education students

Author: Nicolaas van Deventer

Student number: 24378682

Editor: Willemien Olivier

*This paper was proofread
by
a proofreader*

LETTER OF CONFIRMATION OF ENGLISH EDITING

This is to confirm that the paper with the provisional title, The role of self-directed learning in the promotion of historical thinking in first-year Senior and FET History for Education students, to be submitted by Nicolaas van Deventer of North-West University, has been edited for language by Olivier Language Practitioner, Willemien Olivier. The document needed only a few amendments. Neither the research content nor the author's intentions were altered in any way during the editing process.

The editor guarantees the quality of English language in this paper, provided the editor's changes are accepted and further changes made to the paper are checked by the editor.

Willemien Olivier

Honours Degree Translation Studies (2017) UNISA
Editing and Translation Service: Olivier Language Practitioner since 2008

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