

What are the benefits of a metacognitive approach to developing students' ability to analyse sources as evidence?

1. to investigate the problems that students face when responding to source-based questions
2. to ascertain whether adopting a metacognitive approach through the teaching and feedback cycle can support students
 - a) in becoming more confident in their written responses to source-based questions; and
 - b) in developing a deeper understanding of the cognitive processes an historian employs when considering sources as evidence - critical to becoming discerning citizens in an age of misinformation

- What are the difficulties and anxieties experienced by students completing source analysis questions?
- What do student responses to source based questions look like?
- What are students' perceptions of their strengths and weaknesses when analysing sources?
- What happens to attainment in source analysis questions when students complete a metacognitive reflection sheet before submitting?
- In what ways, if at all, do other metacognitive approaches support students' ability to think like a historian?

Wineburg (1999) describes historical thinking as an 'unnatural act'. Wineburg emphasises the paradoxical nature, inherent in teaching history, where contextual thinking is paramount yet students often lack the depth and breadth of knowledge necessary. He also suggests that there is little understanding of how people learn to think historically, in fact historical thinking is missing from school text books so students have few models of how to think like an historian..

Pickles (2015) found that students included little period knowledge when talking, less still when writing, about the sources. Significantly she found that even those who had a good substantive knowledge of the topic used this knowledge rarely.

Aiken (2017) describes how a tool developed to make sources 'talk' lead to a more greater evidential thinking.

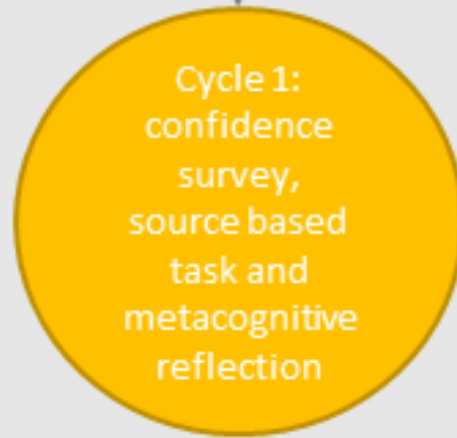
Muijs et al. (2014) Metacognition is most effectively applied when embedded in subject teaching. Effective teaching includes explicit strategy instruction, modelling by the teacher and guided practice and application by the pupil.

Ericsson and Pool (2016) state that practice alone will not achieve expertise, instead deliberate practice that involves feedback and self-reflection are critical to developing expertise.

Hattie (2019) Feedback only works when it is received and understood. Asking 'Where to next?' has the greatest impact on closing the gap between current and desired learning.

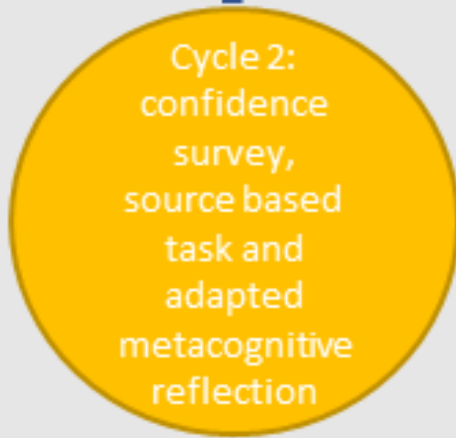
Methodology:

Semi-structured interviews prior to action research cycles



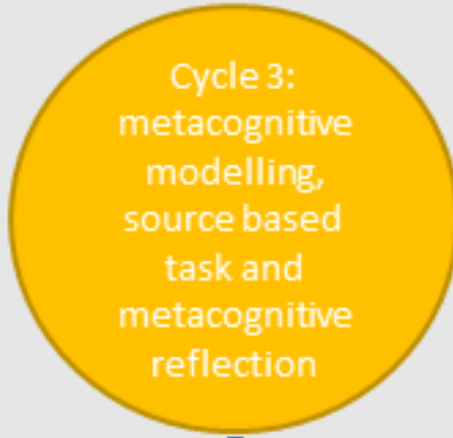
Review work
Departmental discussion

Refine and develop



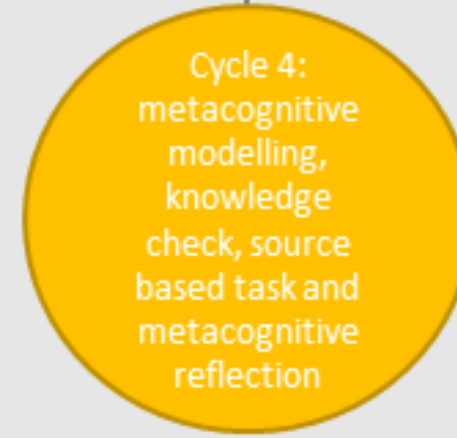
Review work
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Refine and develop



Review work
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Refine and develop



Review work

Semi-structured interviews post action research cycles

How confident are you on a scale of 0 to 10 in the following?

Your knowledge of the topic:

1 2 3 4 5 6 7 8 9 10

Your ability to use facts in your responses:

1 2 3 4 5 6 7 8 9 10

Your ability to describe the sources:

1 2 3 4 5 6 7 8 9 10

Your ability to analyse the interpretations by
considering date, authorship, purpose and audience:

1 2 3 4 5 6 7 8 9 10

[Faint handwritten notes on the left page, including the word "Context" written vertically.]

Reflection and feedback sheet

Reflection	Response
What facts from the lesson and my own knowledge have I included?	☺
What description of source have I included?	✓
What inferences from the source have I included?	☺
What have I said about the date, location and author of the source?	☺
Have I identified the audience for the source?	☺
What have I said about the purpose of the source?	✓

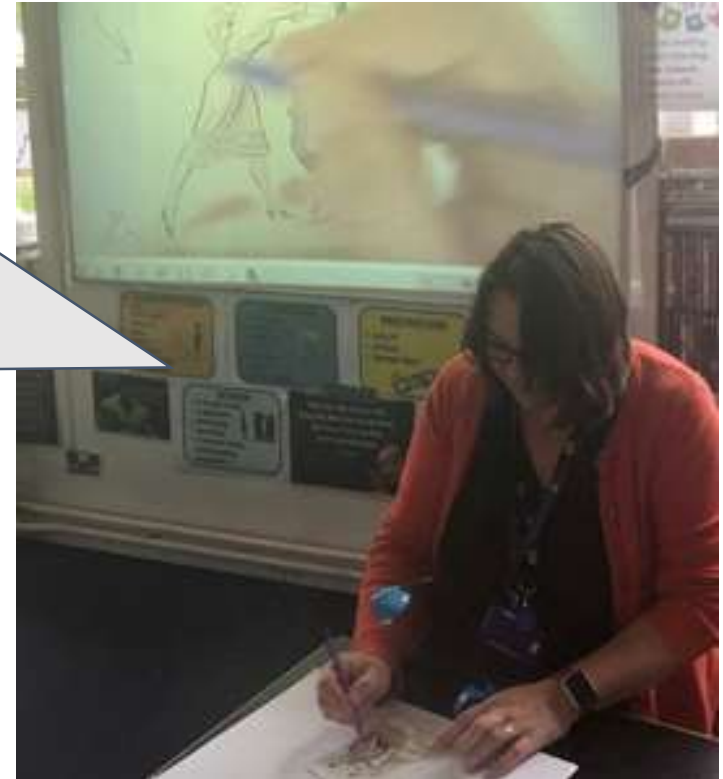
• Show how the illustrator had meant it to be part of the other source, clearly communicate.

Test your Knowledge

- List as many facts and key terms about:
- Stresseman
- 1923 Germany and the problems she faced
- Less than 5 – go back over content before attempting
- 5 or more – Have a go at the source question



“The first think a historian looks at is the provenance, I want to know who wrote it. I ask myself who are they writing this for? When dd they write this? What was going on at the time? This helps me understand their motives for writing and identify possible issues linked to...”



Students' confidence in source analysis is varied and some are more accurate than others in judging how well they can apply historical thinking

Reflection sheets encourage students to unpick the process of historical thinking and improve their written response.

Greater emphasis is needed earlier on in teaching to help develop historical thinking and to make this explicit.