

## THE ADAPTATION OF A QUESTIONNAIRE ON EPISTEMOLOGICAL BELIEFS CONCERNING HISTORY

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Although the importance of disciplinary understanding has been emphasized in international research on history learning throughout the last decades, assessing epistemological beliefs is a neglected area in the Hungarian literature. Researchers agree that epistemological beliefs are relevant prerequisites of historical thinking and critical democratic citizenship (e.g. Stoel et al., 2017; Wansink et al., 2017; Retz, 2016; Voet & De Wever, 2016; VanSledright & Reddy, 2014; McCrum, 2013; Maggioni et al., 2009). Therefore, the overall aim of this study was to adapt a discipline-specific questionnaire developed by Stoel and his colleagues (2017) that assesses epistemological beliefs. The paper-and-pencil questionnaire consists of 26 items with six-point Likert scales. It was completed by 1<sup>st</sup> year university students (N=59, mean age=20), 11<sup>th</sup> grade (N=29, mean age=17) and 12<sup>th</sup> grade (N=29, mean age=18) grammar school students in a preliminary study. All items were categorised by two dimensions: (1) the item refers either to the nature of historical knowledge or to the nature of historical knowing; (2) the position towards the first dimension ranging from naive to nuanced. Reliability analysis showed that the Cronbach's alpha value was good (.74). In order to investigate the sensitivity of the questionnaire, oneway ANOVAs were executed. The results indicate that there are significant differences among the three educational tracks by nuanced beliefs about historical knowing and interest in history. Moreover, we found a positive correlation between nuanced beliefs about historical knowing and interest in history in the case of 11<sup>th</sup> graders (Pearson's  $r=.39$ ) and 1<sup>st</sup> year university students (Pearson's  $r=.43$ ). A negative correlation (Pearson's  $r=-.37$ ) was identified between history grade and naïve beliefs about historical knowledge among 12<sup>th</sup> graders. These results led us to conclude that the questionnaire can be used in the Hungarian context as well, even though, due to the content limitations, further studies are necessary. The final form of the questionnaire will be used in upper secondary education as a diagnostic tool in classroom practice.