



Hurdle or Ladder? Student views and experiences of the transition from secondary school to undergraduate history

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Issues....



New history undergraduates:

- **Collaborative learners?**
- **Independent learners?**
- **Enquiring learners?**
- **Discursive learners?**



Key questions:

CHANGE

- How do we prepare students for the demands of UG history - reading, independent learning, organisation?
- How do we support our students to become more collaborative, independent, enquiring and discursive?
- How can we highlight the importance of these to students for history learning and teaching?
- Overall: how can we make transition more of a ladder than a hurdle?



Method

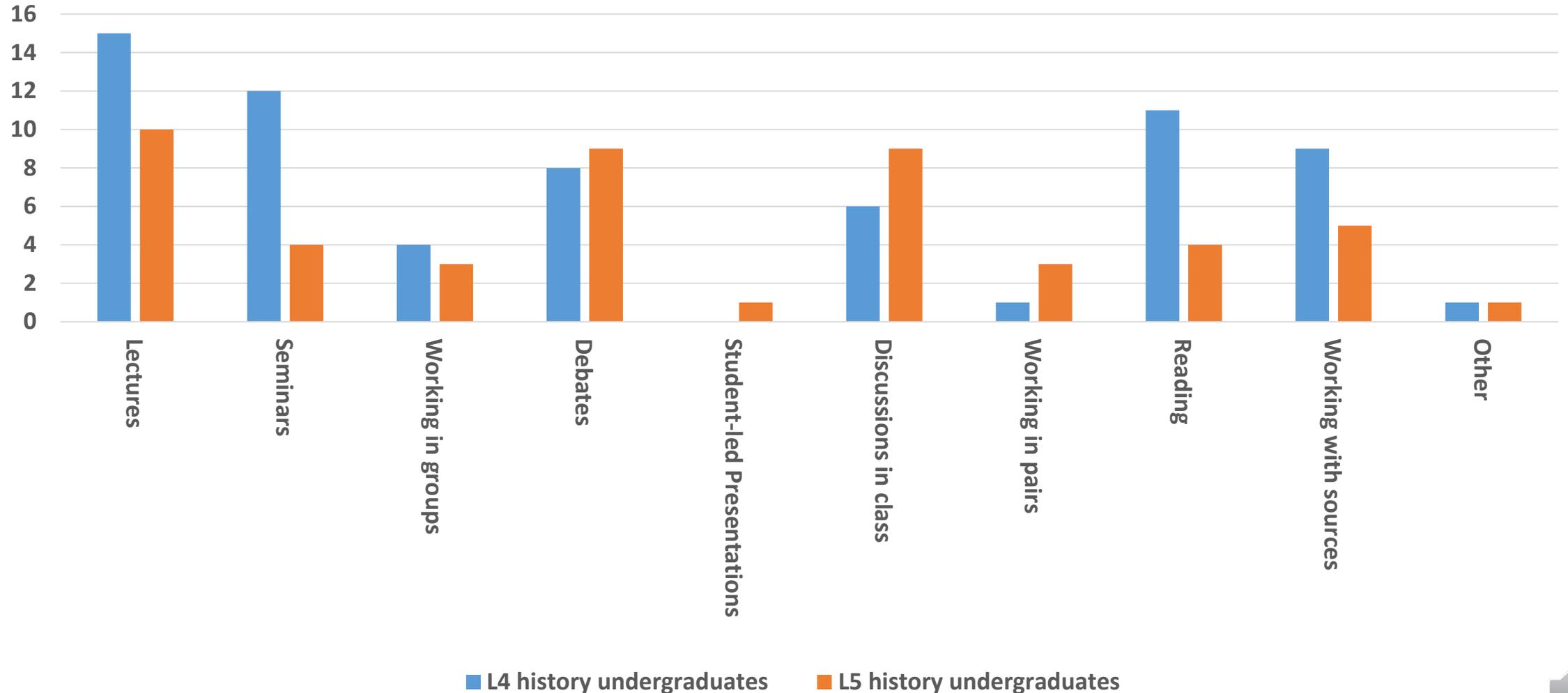


- **Pilot survey L4 students 2017/2018**
- **L4 and L5 students survey 2018/19**
- **Questionnaire - closed/open questions**
- **Planned follow-up surveys for L4/5/6 undergraduates 2019/20**



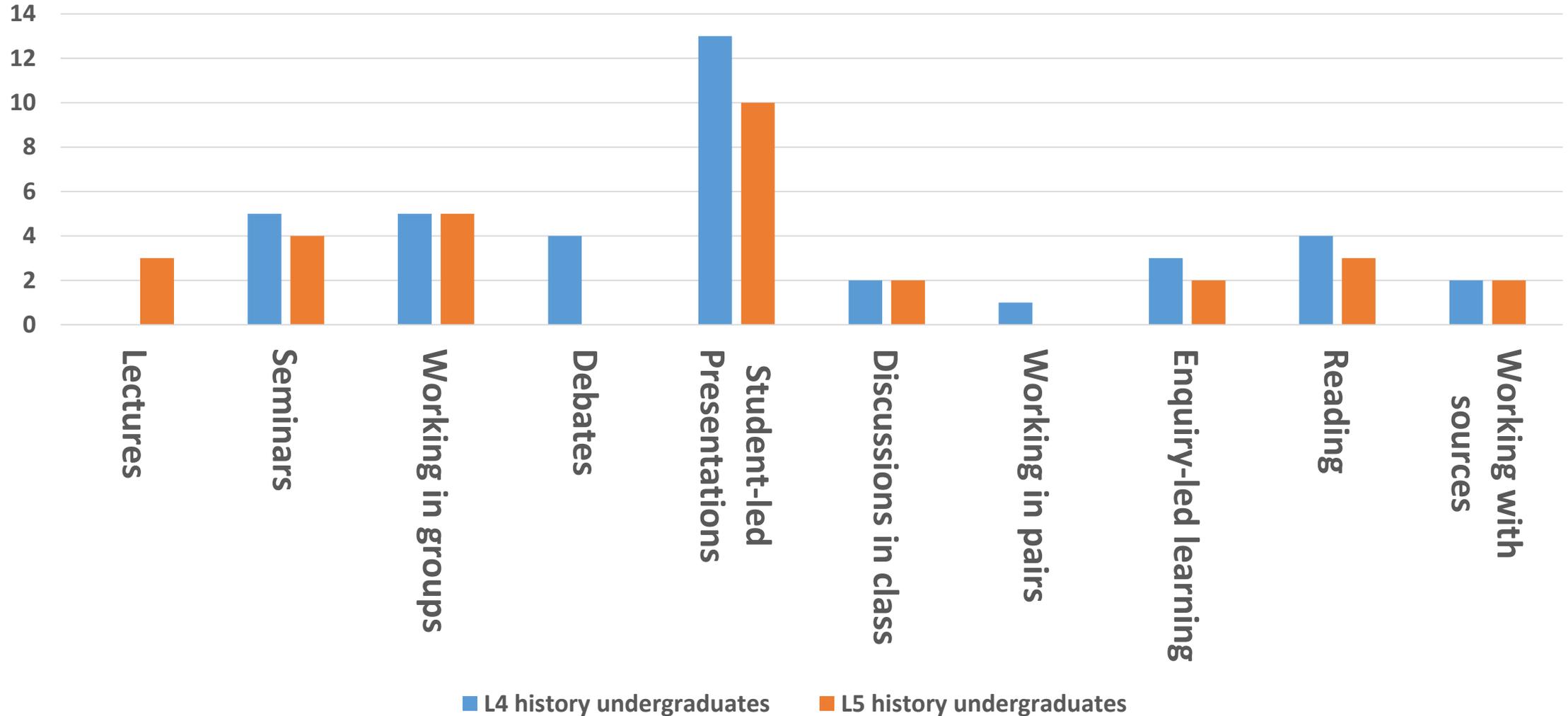
Hurdle or ladder?

How do you *most* like to learn history?



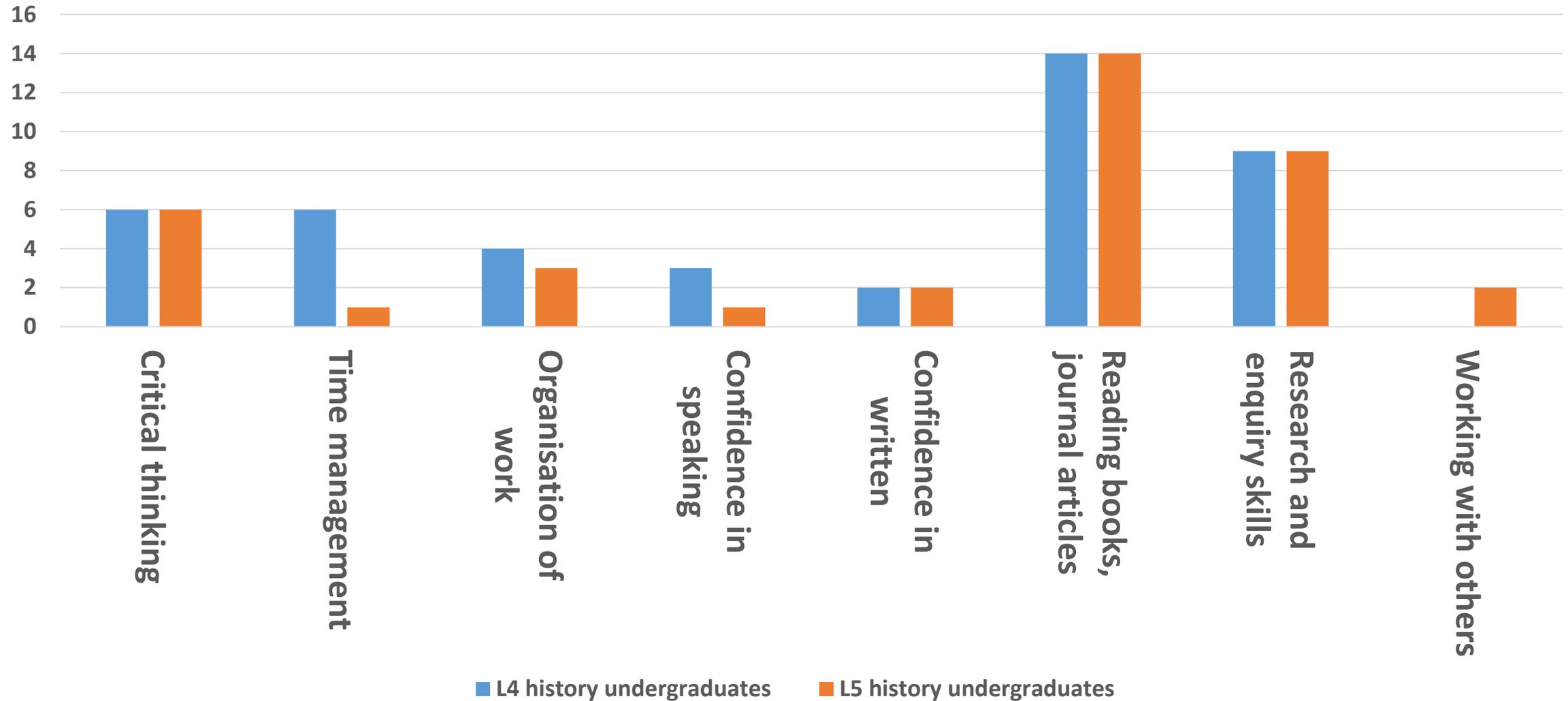
Hurdle or ladder?

How do you *least* like to learn history?



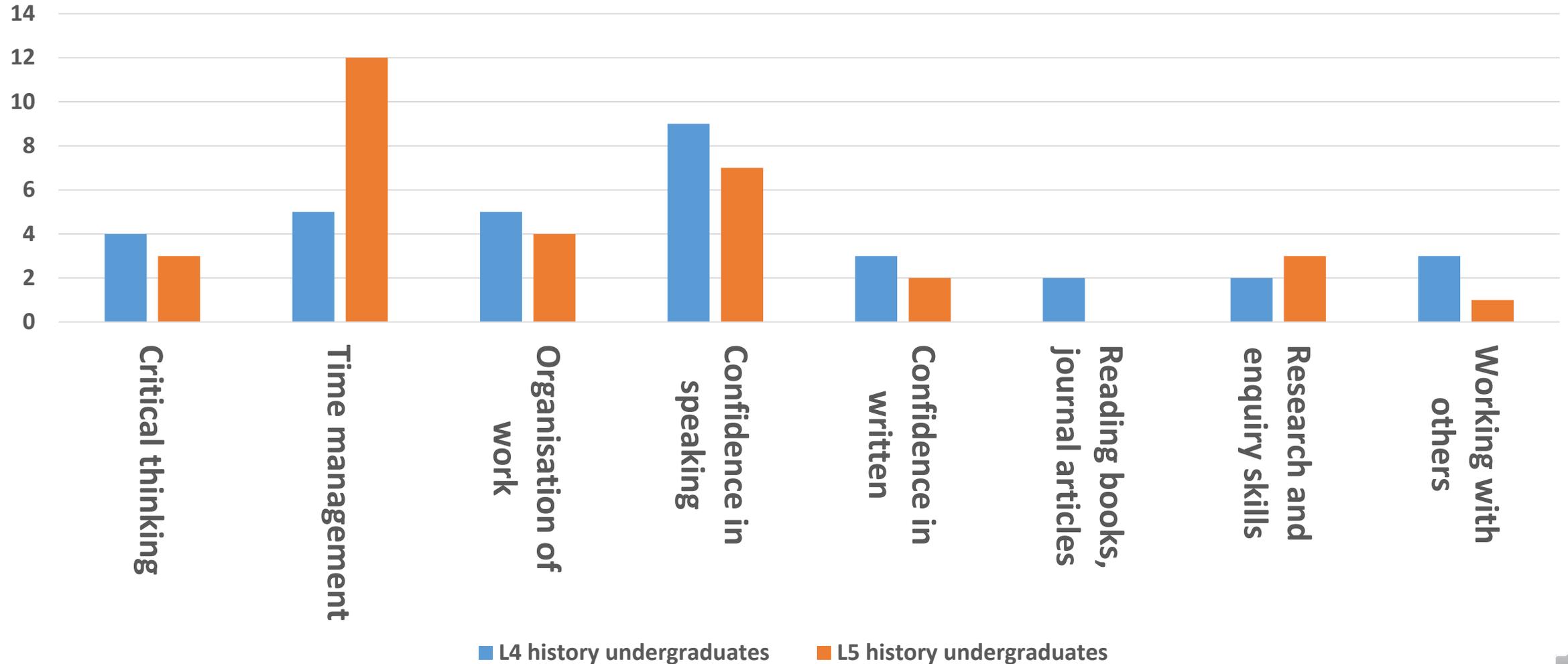
Hurdle or ladder?

Which of the following do you think you have *most* developed this Semester?

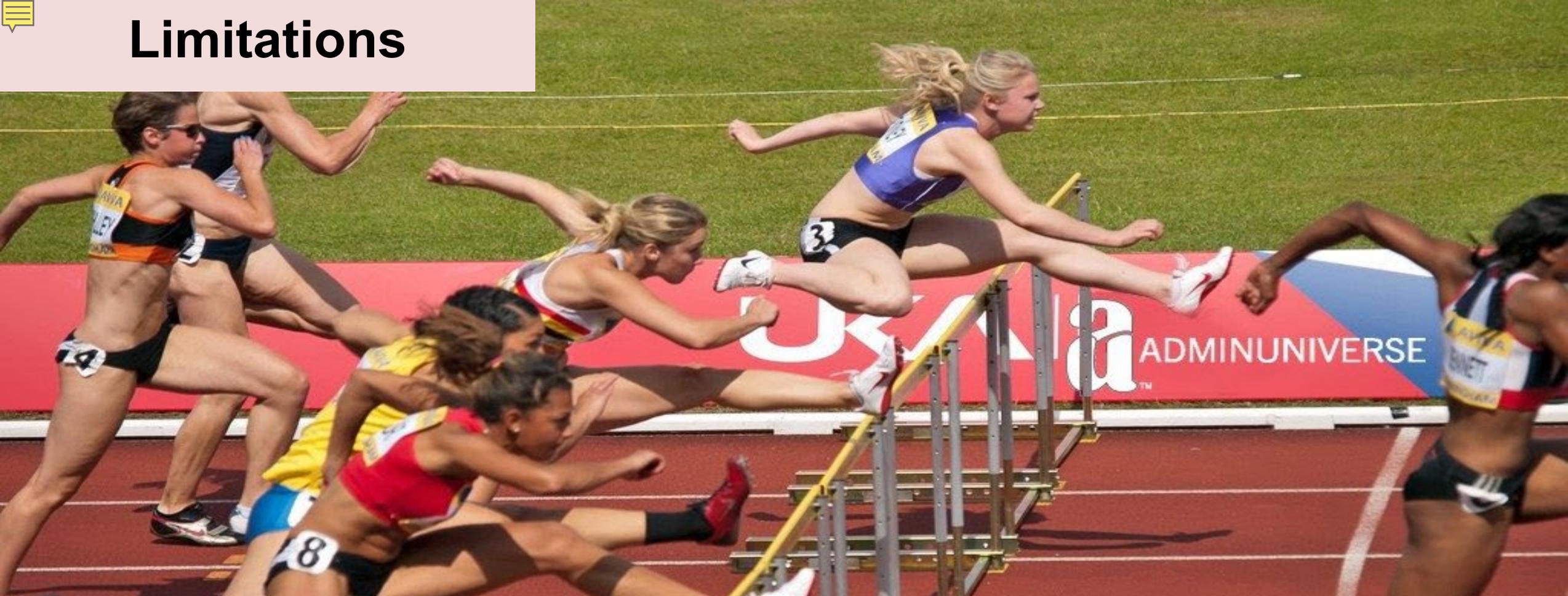


Hurdle or ladder?

Which of the following do you think you have *least* developed this Semester?



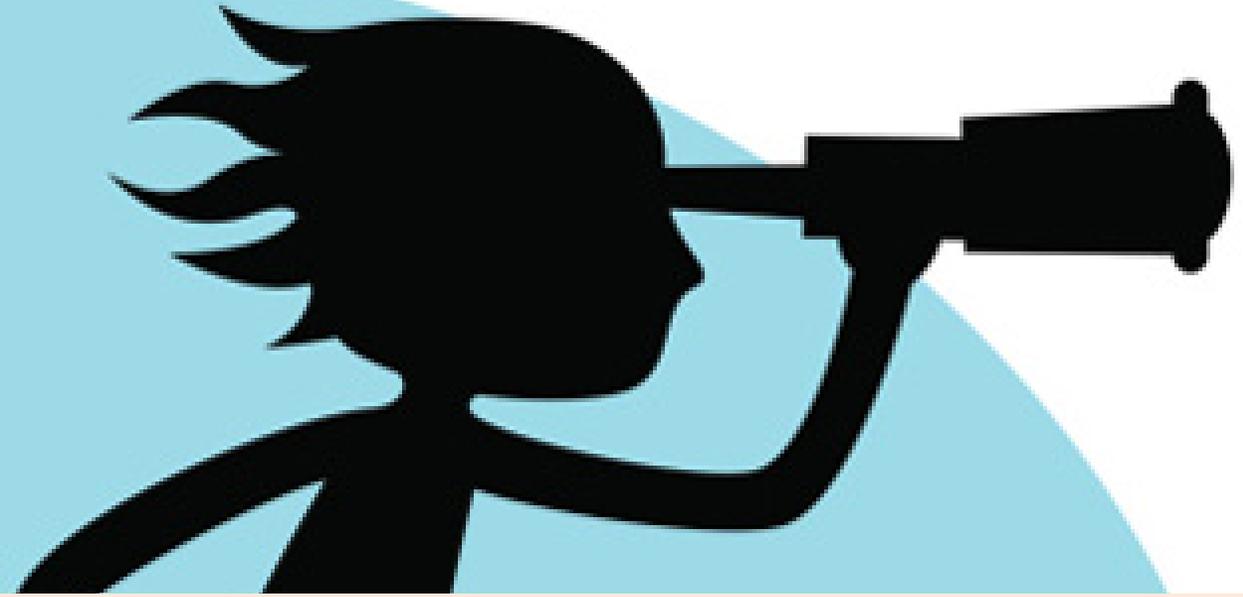
Limitations



- **Small sample for each cohort**
- **Did not distinguish between different groups**
- **Did not capture/compare school v. university experiences**
- **Limited 'depth' to the data collected**



Key issues:



- **Students unprepared for the demands of UG history – ‘sink or swim’:** how they learn and what they learn. Hibbert (2002), Booth (2005)
- **Student perception of learning history changes during their undergraduate study** Collins (2011), Retz (2016), Mansfield (2018)
- **Student preference for *traditional* methods of learning and teaching i.e. lectures & note-taking** Hibbert (2006), Booth and Nicholls (2005)
- **Need to actively manage the transition: providing a ladder of support** Booth (2005), Hibbert (2006)



Impact



- **Review of undergraduate of history programme at UH**
- **Discussion & development of pedagogical practice**
- **Transition work with high school students and their teachers**
- **Collaboration between academic history, school history and history education**





Conclusion



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