

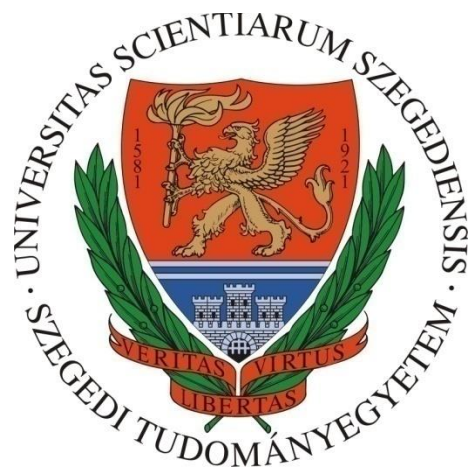
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**THE INVESTIGATION OF CONTEXT-RELATED FEATURES OF
EPISTEMOLOGICAL BELIEFS ABOUT HISTORY
AMONG 11TH AND 12TH GRAMMAR SCHOOL STUDENTS**

Summary of the PhD dissertation

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The aim of the doctoral dissertation is to examine a few selected context-related characteristics of epistemological beliefs about history and the possibilities of their assessment in everyday classroom practice. Based on our current knowledge of the available literature, no research has been conducted in Hungary on this topic, though; it is increasingly becoming more and more important at the level of the international research on history teaching.

The dissertation is based on three empirical studies: (1) semi-structured interviews with practicing history teachers (N=9), (2) the adaptation of the questionnaire of Stoel and his colleagues (2017) to Hungarian (N=510), and (3) the investigation of impact of the context on the epistemological beliefs among Hungarian 11th and 12th graders (N=943) from Hungary, Serbia and Romania. Based on the results, the issue was found to be interesting and novel both by history teachers and students. The first study pointed out that a consistent and clear use of topic-related concepts and the explicit identification of perspectives are essential for ensuring validity. Based on the results of the partial credit model, exploratory and confirmatory factor analyses, the questionnaire's three scales were identified in the Hungarian context as well. However, two items need to be revised. The comparative analyses in the third empirical study showed that the interpretation of the nature of epistemological beliefs is affected by the socio-cultural context. Members of minority communities outside Hungary tend more to accept conflicting statements than their peers who do not have this social identity. Based on the literature, one possible explanation for this phenomenon may be the adaptive nature of the epistemological beliefs.

On one hand, the pedagogical relevance of the dissertation for international research is that it provides useful information and feedback for understanding the contextual and adaptive nature of epistemological beliefs. On the other hand, the dissertation presents the empirical and large-sample examination of the issue in the Hungarian context and of adaptation of a questionnaire (Stoel et al., 2017) which enables quantitative assessments.

Keywords: epistemological beliefs, history, history teaching, context, questionnaire