4-22-2024

Experiential & High Impact Learning as Catalysts for Change: Exploring the Historical Inquiry Process and Experiences of High School and College History Educators

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A Dissertation Submitted to The Graduate School at the University of Missouri-St. Louis

in partial fulfillment of the requirements for the degree Doctor of Philosophy in Education

with an emphasis in Teaching and Learning Processes

May 2024

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ABSTRACT

This study explores how high school and college history instructors' perspectives of experiential learning opportunities and high-impact practices influence their epistemic beliefs as history teachers. The research considers educators' pedagogical practices to align inquiry and historical thinking with experiential learning opportunities and high-impact practices (HIPs). This study promotes the American Association of Colleges and Universities (AAC&U) notion that college success is not determined by earning a degree but by becoming a civic-minded, engaged graduate. Kuh (2008a) and the AAC&U created the HIPs framework to transform higher education and prepare students to meet the challenges of a changing global world. Kuh (2008a) states that although high-impact practices will differ, each approach supports experiential learning. Experiential learning couples activities and experiences to facilitate learning by doing; hands-on learning is the source of knowledge and is a lifelong process (Kolb, 2015).

This explanatory sequential mixed methods (QUANT → qual) study investigated the extent to which experiential learning opportunities and high-impact practices (HIPs) (Kuh, 2008a) were instrumental in the educational experiences of current high school and college history instructors. Experiential learning and high-impact practices create opportunities to facilitate various approaches to learning. This study examined experiential learning and high-impact practices via a criterialist orientation to historical inquiry in high school and college history courses to propose a theory of change model supporting professional practice and targeted outcomes. The study developed a

purposeful sample of 5,195 current Missouri and Illinois high school and college history instructors who were invited to participate in the survey via email. I analyzed 183 surveys and interviewed ten educators.

Study results revealed strong, positive relationships between current high school and college history instructors' formative experiences with experiential learning (Kolb, 2015) and high-impact practices (HIPs) (Kuh, 2008a) and (1) their views of themselves as history learners, (2) their use of a criterialist approach to historical inquiry (Maggioni et al., 2009), and (3) their professional commitments to using experiential learning and HIPs in their classrooms. An analysis of the qualitative interviews identified four themes: (a) history instructors' formative learning experiences, (b) history instructors' experiential learning and HIPs, (c) fostering a criterialist orientation to historical inquiry, and (d) developing learners through positive educator relationships and the value of history. During the interviews, instructors revealed a deep love of history education, a passion for teaching, and an emphasis on building relationships via compassion, empowering students, and supporting student efficacy, motivation, collaboration, and engagement. Taken together, this research found a connection between instructors who express a professional commitment to using experiential learning and HIPs in their classroom and their use of a criterialist approach to historical inquiry.

These findings provide initial verification for a theory of change model that undergirded this research, i.e., *A Conceptual Model Exploring History Instructor Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional*

Commitments, which integrates the criterialist approach to historical inquiry with experiential learning and high-impact practices in high school and college history courses as a pathway to transforming student learning experiences. This model is a tool for current and future history educators to advance the epistemological foundation of experiential learning, HIPs, and the criterialist approach to historical inquiry.

Keywords: experiential learning; high-impact practices; objectivist, subjectivist, and criterialist approaches; epistemic knowledge; history; historical inquiry; history teaching

ACKNOWLEDGEMENTS

A special thank you to my wonderful wife, Melissa. Thank you for being my rock as I have pursued this lifelong dream. When things were difficult, your unwavering support kept me afloat and allowed me to thrive. We have endured several personal hardships during the past few years, and your infectious positivity has been a bright light for our family. A special thanks to my mother, Carol. You have always seen the best in me and encouraged me to pursue my dreams. You have given me opportunities to further my education and supported me every step of the way. A huge thanks to my father, Harry. I wish you were still here to see that I finally did it! I know you will be watching and cheering from heaven. A huge thanks to my children, Mason and Mackenzie. You both have grown so much during the last five years. You have watched me read, research, and type for hours. You have been patient with me and so helpful to your mom.

I am eternally grateful to my committee, Dr. Theresa Coble, Dr. Keith Miller, Dr. Laura Westhoff, and Dr. Shea Kerkhoff. Your efforts helped me better understand and evaluate myself as a writer, teacher, and person. When I was at my lowest, you helped me refocus my efforts and create the study I am so proud of today. A heartfelt thanks to my advisor, Dr. Theresa Coble. Your expertise helped me to refine my work and become a better researcher and writer. I am genuinely thankful for your guidance and patience with me through this process. Furthermore, to Dr. Dean Coble, I could not have made it through those statistics without you. A special thanks to all of the history teachers out there who are making a difference every day.

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CHAPTER 1: INTRODUCTION

A Personal Narrative

I began my career as an educator at the Saint Louis Science Center in Missouri, USA (United States of America). The Saint Louis Science Center is a museum that engages the public in informal learning outside the classroom. In 1996, as a first-year graduate student in history at Southern Illinois University- Edwardsville, Illinois, USA, my critical thinking skills were enhanced through research, writing, and classroom presentations. However, my professors rarely used experiential learning techniques or ventured outside the classroom. In 1998, I worked at the Saint Louis Science Center, providing opportunities for visitors to engage in learning experiences outside the typical classroom setting. I was not responsible for aligning lessons with curriculum standards, classroom behavior management, or learning education theories. I explored phenomena with visitors outside of a classroom environment in a fun, non-threatening, hands-on manner.

From 2001 to 2007, I taught various subjects in grades 5-8 in a Catholic Pre-K-8 school in Saint Louis, Missouri. When I transitioned to the classroom, I studied formal education pedagogy and theory by taking elementary school certification courses and completing my master's in teaching science at Webster University. As I cultivated my style as a classroom teacher, I discovered how to effectively merge my experiences at the Saint Louis Science Center and Webster University. I integrated the theories of education

I learned in graduate school with the informal, hands-on experiences I employed at the Saint Louis Science Center. In my graduate education courses, I discovered that the Science Center's inquiry-based methods had a foundation in research and practice in traditional schools and museums. I realized my college instructors did not use various teaching methods, including the ones that I thought made learning at the Science Center so effective. Several undergraduate classes used various techniques outside of science lab courses, encouraging hands-on learning and experimentation.

I observed many classrooms at the school where I was teaching, concluding that very few lessons strayed from textbook-based direct instruction. Discussing teaching methods with my colleagues, I concluded that many instructors were not exposed to different teaching and learning techniques as K-12 students or in college. My experiences at the Saint Louis Science Center, graduate programs, professional development workshops, and conferences exposed me to methods not traditionally used in high school and college classrooms. My introduction to informal and non-formal learning occurred after I earned my undergraduate degree. At the time, I wondered what would happen if future teachers were exposed to experiential learning and high-impact practices before graduate school and entering the workplace.

Problem Statement

Learning processes in high school and college education can be related to beliefs built on memorization and textbook-driven learning or inquiry, critical thinking, and experience. History teachers who employ criterialist epistemology believe that subject

and object can validate each other through inquiry (Maggioni et al., 2009). Experiential learning and high-impact practices contribute to various learning strategies that can improve student learning (Kolb, 1984; Kuh, 2008a). This learning incorporates multiple experiences on and off campus, formal and informal classroom activities, internships, work-study, labs, and deepening the connection between courses (Wawrzynski & Baldwin, 2014). Increased participation in experiential learning and high-impact practices by institutions and educators provide a model of higher education to transform learning, improve student success, and integrate and connect authentic learning with the entire higher education environment (Kolb, 1984; Kuh, 2008a; Wawrzynski & Baldwin, 2014). Experiential learning and high-impact practices (HIPs) have been extensively investigated and will persist. Among these is the application of Kolb's theory and application (Akela, 2010; Kolb, 1984; Breunig, 2005; Kuh, 2008a; Bergsteiner & Avery, 2014; Kolb & Kolb, 2017; Radović et al., 2021) experiential learning and cognitive science (Schenck & Cruickshank, 2015); the intersection of HIPs and experiential learning (Eyler, 2009; Bonet & Walters, 2016;); HIPs implementation and measurement during the collegiate experience (Bowman & Holmes, 2018; Gagliardi et al., 2015; Hatch, 2012; Johnson & Stage, 2018; Kuh et al., 2017; Laird et al., 2014; McKim et al., 2013; Tukibayeva & Gonyea, 2014; Wawrzynski & Baldwin, 2014; Zilvinskis, 2019). There is less research on the use of experiential learning and high-impact practices in higher education history courses (Atherton & Moore, 2016; Berg, 2018; Bylsma, 2020; Clayton et al., 2014; Gómez & Nogar, 2021; Hamlin, 2016; Kenna & Potter, 2018;

Kornfeld, 2020; Lidinsky, 2014; Perrotta, 2019; Perrotta, 2020; Tannebaum & Tannebaum, 2019; Watson & Hagood, 2018; White, 2013). Outside of teacher training and professional development, past research does not address the influence of experiential learning and HIPs in general education courses on current high school and college history educators; design (Radović et al., 2021) teacher training (Dobržinskienė et al., 2019; Estepp et al., 2012; Glazier et al., 2017; Kopish, M. A., 2016; Lewis & Williams, 1994; McGlinn, 2003; Myers & Roberts, 2004; Rodriguez & Koubek, 2019); professional development (Girvan et al., 2016).

David Kolb (2015) begins the introduction of the second edition of his book *Experiential learning: Experience as the source of learning and development* with this quote from Wang Ken, *Song of Joy*, "Pleasure is the state of being Brought about by what you Learn. Learning is the process of Entering into the experience of this Kind of pleasure. No pleasure, no learning. No learning, no pleasure" (p. xvi). Kolb believes it is the responsibility of educational institutions to curate knowledge; experiential learning is one of the methods for disseminating knowledge. Roberts (2016) argues that experiential education in core general education academic units can be the critical change higher education needs to shift from providing instruction to producing learning. Kolb (2015) believes it is the responsibility of higher education to nurture students through the stages of experiential learning:

> "…acquisition, the preparation of individual learners in basic skills so that they can access and utilize the tools of social knowledge; specialization, the selection and socialization of learners into specialized areas of knowledge that suit their

> talents and meet societal needs and; development of the unique capabilities of the whole person toward creativity, wisdom, and integrity." (Kolb, 2015, p. 240)

The Association for Experiential Education defines experiential education as:

> "…a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Many disciplines and settings utilize experiential education methodologies: outdoor and adventure education, non-formal education, place-based education, project-based learning, global education, environmental education, student-centered education, informal education, active learning, service learning, cooperative learning and expeditionary learning." (*Association for Experiential Education | AEE*, n.d.)

Kolb (2015) characterizes experiential learning as an ongoing process involving direct life experiences transforming learning and constructing knowledge through various ways as a holistic process between learning and the environment. According to Eyler (2009), before the 1980s, experiential learning pedagogies were not widespread in liberal education. Eyler references advances in cognitive science and the renewed interest in civic-minded graduates from civically responsible universities. Eyler echoes the studies in the 1990s and 2000s that universities and employers recognize a growing need for students who desire lifelong learning, the need to foster the ability to perceive and achieve critical thinking, and that achievement and understanding occur in a variety of ways, not only in the classroom through methods provide by experiential learning (Eyler, 2009).

According to Kuh (2008a), high-impact practices come in a wide variety on many campuses over time. This set of practices synthesizes profound learning experiences

beyond the classroom to purposefully engage diverse communities through common collaborative intellectual experiences that are engaging and transformative (Kuh, 2008a). The next step in the research is to investigate history instructors' teaching strategies and epistemological beliefs in high schools and colleges in Missouri and Illinois aligned with experiential learning and high-impact practices. Teaching history allows students to understand the past and provides opportunities to develop their critical thinking, knowledge, organization, interpersonal skills, and other abilities used throughout their lives (van Drie & Boxtel, 2008). The historical thinking epistemological beliefs are objective, subjective, or criterialist. This thinking process is a scale from objective to criterialist based on student involvement in the learning process. Students do very little thinking and use textbooks (objective) on their way to constructing meaning via various experiences (criterialist) (VanSledright & Reddy, 2014). Is learning about history, learning about content, and memorizing facts from a national past or constructing a narrative from all histories, cultures, and societies developing the ability to argue and reason (van Drie & Boxtel, 2008)? In this context, does the history instructor create learning opportunities for students where the students are active participants, learning is real-world process oriented based on primary sources, activities are integrated across the curriculum, collaborative, and project-oriented? As this research builds toward the theoretical framework in chapter two, it will build upon the importance of history education and the exploration of the relationship between experiential learning, high-impact practices, and a criterialist orientation to historical inquiry.

Purpose Statement

The purpose of this mixed-methods study is to explore the relationship between current high school and college history educators in Illinois and Missouri and *experiential learning* (as discussed by Kolb, 1984), *high-impact practices* (as identified by Kuh, 2008a), *epistemological and pedagogical approaches to historical inquiry* (i.e., an objectivist, subjectivist, or criterialist orientation as outlined by Maggioni et al., 2004, and by Maggioni et al., 2009), and *teacher professional commitments*. If study participants had experiences with experiential learning opportunities and high-impact practices before becoming history instructors, *did these early experiences influence how they teach history now*? Also, what epistemic history beliefs do these instructors practice? Do these instructors develop a curriculum using historical inquiry rooted in their experiences with experiential learning and high-impact practices? I believe educators can develop history classrooms based on inquiry-based historical thinking, learning about the past through experiences and high-impact practices. I believe the relationship between experiential learning opportunities, high-impact practices, and the criterialist orientation of historical inquiry uses activities based on reflection, investigation, interpretation, active learning, problem-solving, discourse, empowerment, and collaboration. Experiential learning with the philosophy of direct, active learning experiences, incorporating reflection while developing knowledge and skills. In tandem with service, community, cooperative, and global learning, which are tenets of high-impact practices HIPs). HIPs skill development is reinforced through writing-intensive courses and

undergraduate research; all HIPs skills are reinforced via critical inquiry, frequent writing, information literacy, collaborative learning, intercultural studies, experiential learning, and real-world settings. These practices align with the criterialist orientation of historical inquiry and engage in developing critical thinking and knowledge building. Incorporation of real-world experiences, primary resources, collaborative learning, inquiry, and projects to empower student learning. The integration of all the learning practices develops in Chapter 2 of the theory of change model.

Specifically, this study will investigate how current high school and college history instructors were exposed to experiential learning and high-impact practices (HIPs) during their K-12 and college education. Furthermore, it will explore in what ways and to what extent their exposure to experiential learning and HIPs influences their current teaching practices. Further, do they develop content designed to move students from objective/subjective views of history to a criterialist orientation to historical inquiry? Finally, integrating these last two questions, do history instructors attempt to foster a criterialist orientation to historical inquiry by incorporating experiential learning opportunities and high-impact practices in their classes?

Research Questions

This study will use a mixed-methods approach to explore the experiences and perspectives of current high school and college history instructors to address the following research questions:

In what ways and to what extent:

- Were experiential learning and high-impact practices a part of their educational journey?

- Do they provide experiential learning opportunities and embed high-impact practices in their current courses?

- Do history educators seek to move students from objective/subjective views of history to a criterialist orientation to historical inquiry?

And, as appropriate,

- How and why do history educators seek to move students toward a criterialist orientation to historical inquiry?

CHAPTER 2: LITERATURE REVIEW

Chapter Two introduces a report from the Association of American Colleges and Universities (AAC&U) about the role of higher education in the United States. This background drives much of Chapter Two's exploration of the research literature about experiential learning and high-impact practices. Chapter Two also explores the literature on the epistemological beliefs of history instructors, specifically, the criterialist orientation to historical inquiry. While the research questions delve into high school and college history instructors, most of Chapter Two covers higher education research. Chapter Two builds towards a conceptual framework - *A Conceptual Model Exploring History Instructor Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional Commitments.* According to the AAC&U, the driver of recent changes in emphasis is the pursuit of skill development rather than content. Higher education needs to develop students who can generate proficiency in intellectual and practical skills, knowledge about the natural and social worlds, familiarity with forms of inquiry basic to these studies, and enhanced responsibility for their actions and civic values (Association of American Colleges and Universities, 2002).

The development of the next generation of influential leaders and valued community members is a goal of higher education. According to AAC&U, liberal education empowers individuals, readies students for the workplaces of tomorrow, and prepares them for the complexities of the modern, changing, diverse world by actively engaging in both the traditional classroom setting and broader, more impactful real-world

education (*https://www.aacu.org/*, 2024). The purpose of higher education's role is to cultivate creative, analytical people into the next line of critical thinkers and to develop the skills of highly functioning global citizens who can create a better world (*https://www.aacu.org/*, 2024)

Throughout the history of education in the United States, educational theorists and practitioners have designed and implemented numerous education theories and pedagogies. Education theories and pedagogies are continually researched, refined, and debated. Pedagogy has a variety of definitions; for this research, pedagogy refers to "any conscious activity by one person designed to enhance learning in another" (Mortimore, 1999, p. 3). Pedagogy can be considered the transmission of information to learners. Learning definitions include obtaining more knowledge, memorizing, reproducing, acquiring, applying procedures, making sense of meaning, and personal change (Mortimore, 1999). Learning also merges and gains knowledge through experiences, enhancing skills, knowledge, ideology, and views (International Bureau of Education, 2015). Theories of learning or education attempt to prove scientifically how or the methods for which learners learn. Experiential Learning is a theory that assimilates social and constructivist approaches to explain the role of experience in learning (International Bureau of Education, 2015). Education, learning, or instruction practices are the "means by which students achieve learning outcomes" (University of Buffalo Center for Educational Innovation, n.d.). High Impact Education Practices are a set of best practices created by George Kuh on behalf of the AAC&U. Experiential learning practices are

based on experiential learning theory.

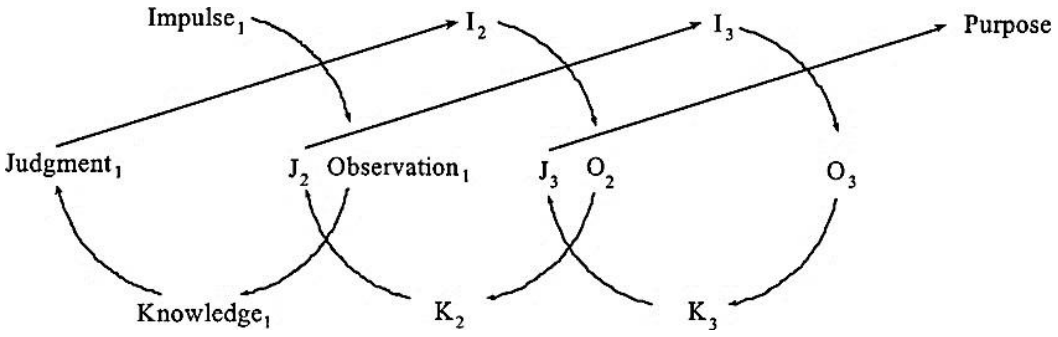
This research examines two disruptive, transformative teaching methods in higher education: experiential learning and high-impact practices. In addition, this study will explore the epistemological beliefs of high school and college history instructors, specifically the criterialist orientation to historical inquiry. The literature will explore the history and theories that inform experiential learning and high-impact practices. This chapter examines the introduction and development of experiential learning and high-impact learning practices and criterialist historical inquiry in high school and higher education, culminating in a conceptual framework that integrates a theory of change model.

Experiential Learning

Kolb (1984) introduced (Figures 1 and 2) his learning styles and experiential

Figure 1

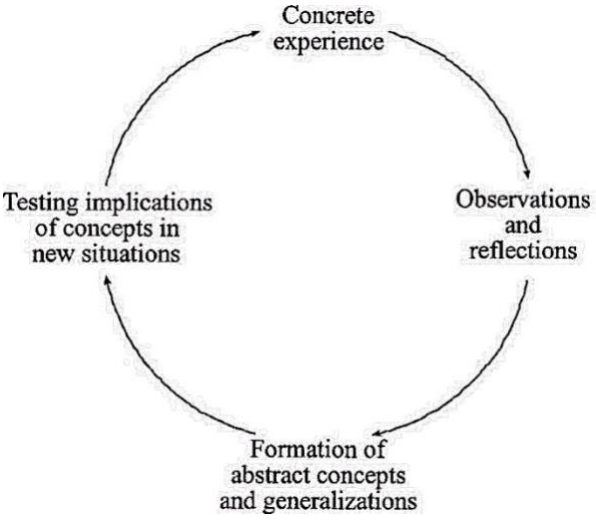
John Dewey's concept of experiential learning



Note: From (1984). "Experiential learning: Experience as the source of learning and development." by D. Kolb, 1984, p. 23.

Figure 2

The Lewin experiential learning model



Note: From (1984). "Experiential learning: Experience as the source of learning and development." by D. Kolb, 1984, p. 21.

learning cycle based on Dewey, Piaget, Lewin, and Vygotsky's research (Kolb, 2015; McCarthy, 2016). Learning is more than the factories of memorization and static classrooms that persist today. Experience is the oldest form of learning and the key to an increased understanding of the world. Optimal learning offers a holistic, integrative approach. Learning must combine experience, perception, cognition, behavior, and reflection, transforming experience into knowledge (Kolb, 1984; Kolb, 2015; Kolb & Kolb, 2006; Lewis & Williams, 1994; Rone, 2008).

Miettinen (2000) argues that experiential learning stands up to adult learning demands through humanistic experiences from the epistemological perspective. These

experiences elicit relationships and connections, allowing for new knowledge and understanding of the world. These experiences require reflection to understand the world's interconnectedness and form the experiential learning model (Kolb, 1984, 2015; Kolb & Kolb, 2006, 2017; Miettinen, 2000).

Experiential Learning Theory

Kolb introduced the Learning Styles Inventory (LSI) in 1971 as a tool to understand how students learn and improve higher education's teaching and learning process, integrated with Experiential Learning Theory (ELT). LSI bases learning on the individual needs and preferences of the learner. Individual experiences, family, and environment aid in determining learning styles (Kolb, 2015; Kolb & Kolb, 2006, 2017, 2018; McCarthy, 2016). According to ELT, learning is the primary factor in human development. A lifetime of learning is summarized in three stages: acquisition, specialization, and integration. This process determines fundamental learning from adolescence through formal school, work, and adulthood (Kolb, 1984; Kolb, 2015). Kolb (1984) outlines the reality of an individual's experiences:

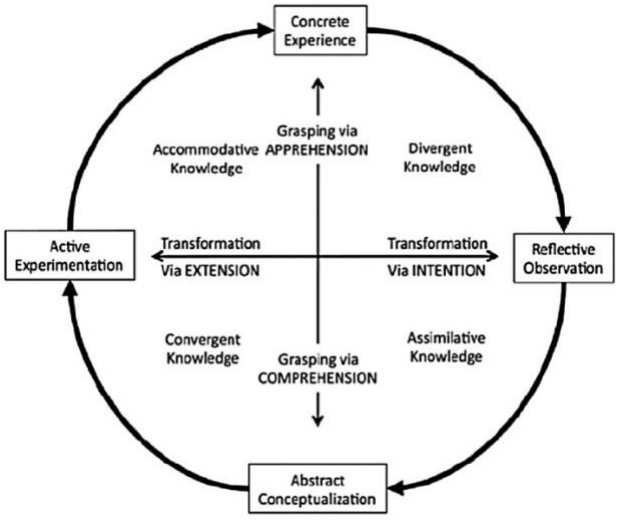
Learners, if they are to be effective, need four distinct kinds of abilities: concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualizing abilities (AC), and active experimentation abilities (AE). That is, learners can involve themselves fully, openly, and without bias in new experiences (CE). The ability to reflect on and observe their experiences from many perspectives (RO). The ability to create concepts that integrate their observations into logically sound theories (AC), and they

must be able to use these theories to make decisions and solve problems (AE) (p. 30).

Kolb (1984) (Figure 3) defines these learning modes, processes, or ways as learning styles. The learning styles are CE-feeling, RO-watching, AC-thinking, and AE-doing (Manolis et al., 2013; Kolb & Kolb, 2006, 2017, 2018; Kolb, 2015; McCarthy, 2016). Kolb's experiential learning cycle, coupled with the three stages of development, identifies four approaches to learning: diverging, assimilating, converging, and

Figure 3

Experiential Learning Cycle



Note: From (1984). "Experiential learning: Experience as the source of learning and development." by D. Kolb, 1984, p. 25.

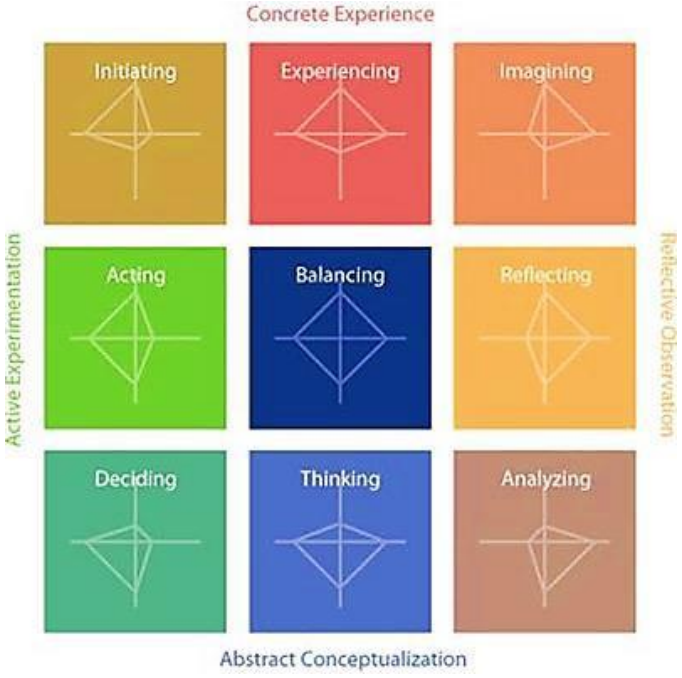
accommodating (Kolb, 1984; Kolb, 2015, 2017, 2018; McCarthy, 2016). Each quadrant of the learning cycle combines learning styles that create these approaches to learning. The dynamic learning process creates experiences that merge learning spaces. Learning

spaces are defined as the intersection of the learning styles that occur via experiences in each learning environment. The learning style inventory becomes a tool for measuring learning (Kolb & Kolb, 2006; 2017, 2018; McCarthy, 2016).

In 2011, Kolb and Kolb (2013) revised the learning style inventory as the Kolb Learning Style Inventory version 4.0 (KLSI 4.0) (Figure 4).

Figure 4

Nine Learning Styles of the KLSI 4.0



Note: From "The Kolb Learning Style Inventory 4.0: Guide to Theory, Psychometrics, Research & Applications." by D. Kolb &A. Kolb, 2013.

KLSI 4.0 is an expanded, more flexible learning inventory (Kolb & Kolb, 2013, 2017). KLSI 4.0 built upon Kolb's previous versions and inventories created by other research to

generate a system with nine learning styles (Kolb & Kolb, 2013, 2017, 2018). The nine style types of the KLSI 4.0 (Appendix A) fit within the original four learning styles, developing a new gradient for the index. The nine types of learning are initiating, experiencing, imagining, reflecting, analyzing, thinking, deciding, acting, and balancing (Kolb & Kolb, 2013, 2017). Figure 5 shows the dimensions of learning space (physical, cultural, institutional, social, and psychological). These five variables are essential to developing knowledge for learners. To enhance learning opportunities, these nine modes

Figure 5

Dimensions of Learning Space

PSYCHOLOGICAL	Learning style Learning skills Values
SOCIAL	Peers Teachers Community members
INSTITUTIONAL	Policy Organizational Goals Traditions
CULTURAL	Values Norms and History Language
PHYSICAL	Classrooms Architecture Environment

Note: From "The Kolb Learning Style Inventory 4.0: Guide to Theory, Psychometrics, Research & Applications." by D. Kolb & A. Kolb, 2013.

intersect generating learning experiences (Kolb & Kolb, 2013, 2017). KSLI 4.0 and the learning spaces measure a learner's preferred learning mode, which is not bound to one

style but involves many variables and processes that define a learner's reality and allow for authentic experiences (Kolb & Kolb, 2013, 2017). These tools intend to understand the process of learning from experience. The ELT and the LSI corpus show that experience is the fundamental driving force of learning. LSI is a tool that provides a detailed understanding of knowledge and investigates the role of experiential learning in education. KLSI 4.0 interpreted the need for a more flexible system to understand that learning styles can change depending on the learning context (Kolb & Kolb, 2013, 2017).

High-Impact Practices

The 2007 AAC&U report College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise advocates for changes on an academic and business level. Businesses ask graduates to have more marketable and complex skills than ever before. Focusing just on a major and not on a broader college career, graduates are not as prepared as business leaders prefer (Association of American Colleges and Universities, 2007). Students need to think critically and innovate in today's marketplace. This report marks the idea that liberal education is no longer the realm of an elite minority; it is an all-inclusive global entity. Education is not exclusive. In the 21st century's international world, education equality and essential learning outcomes should be available for all (Association of American Colleges and Universities, 2007). The core general education course ought to no longer function individually but as part of a redesigned collective of general education courses designed by higher education instructors and administrators. The National

Leadership Council for Liberal Education and America's Promise (LEAP) created the seven Principles of Excellence within this context. The report outlines seven principles:

1. Aim High and Make Excellence Inclusive: Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life.
2. Give Students a Compass: Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes and Assess Progress.
3. Teach the Arts of Inquiry and Innovation: Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School, and Advancing in College.
4. Engage the Big Questions: Teach through the Curriculum to Far-Reaching Issues-Contemporary and Enduring-in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom.
5. Connect Knowledge with Choices and Action: Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems.
6. Foster Civic, Intercultural, and Ethical Learning: Emphasize Personal and Social Responsibility, in Every Field of Study.
7. Assess Students' Ability to Apply Learning to Complex Problems: Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement (p. 26)

Based on previous reports, in 2008, the AAC&U and LEAP established high-impact educational practices through research directed by George Kuh (Kuh, 2008a). The following high-impact practices develop a construct for students to have a more experiential collegiate experience: *first-year seminars and experiences*, *common intellectual experiences*, *learning communities*, *writing-intensive courses*, *collaborative assignments and projects*, *undergraduate research*, *diversity and global learning*, *service and community-based learning*, *internships*, and *capstone courses and projects* (Kuh,

2008a). High-impact practices influence cumulative learning and student learning and development achieved during their learning experiences. Service learning, community partnerships, group work, reflection, citizenship, portfolio, and artifact learning are part of the higher education level's creative, high-impact learning moments (Kuh, 2008a). Successful learning through experience does not equate to successful learning through experiential education. It is about creating the moments we learn experientially through systematic processes (Kuh, 2008a, 2008b).

Epistemology - Historical Inquiry

Epistemology derives from the Greek "episteme" and "logos," which are translated as knowledge or understanding and providing an argument or reasoning (Steup & Neta, 2020). A definition of epistemic belief is the acquisition and application of knowledge. Knowledge shapes the personal beliefs and values of high school and college history educators (Maggioni et al., 2004). Epistemic knowledge of historical thinking is how learners progress through cognitive processes to understand the past. Epistemic cognition or cognitive processes is an individual's ability to memorize, problem-solve, read, write, and process their abilities, followed by reflection on the nature of the world, problem-solving, and creating strategies (Kitchener, 1983). Epistemological beliefs in history can be aligned along a continuum of *objectivism*, *subjectivism*, and *criterialism* (VanSledright & Reddy, 2014). Historical thinking can also be framed as historical reasoning. Historical learning is not just about memorization but also about reasoning and the ability to argue, reflect, think critically, and participate in a democratic society (van Drie & Boxtel, 2008).

Objectivism could be summarized as *facts being facts*, and *history speaks for itself* (Antonelli-Carter, 2020; Maggioni et al., 2009; VanSledright & Reddy, 2014; VanSledright & Maggioni, 2016). Teachers who agree with this stance develop no criteria to understand past events. History is about memorization and facts, disregarding investigation into the past (Maggioni et al., 2009). Subjectivism posits that history is only visible through voices from the past and that historians subjectively create the past based on their opinions and/or the opinions of others (Antonelli-Carter, 2020; Maggioni et al., 2009; VanSledright & Reddy, 2014; VanSledright & Maggioni, 2016). Subjectivist teachers believe history is a narrative generated from the voices of those who witnessed history. This positionality makes applying criteria to historical evidence challenging because the past comes from those who write history (Maggioni et al., 2009). Criterialism is the belief that subject and object can validate each other through inquiry. The interaction and interpretation of the historian and historical sources lead to constructing criteria-based defensible epistemic beliefs (Antonelli-Carter, 2020; Maggioni et al., 2009; VanSledright & Reddy, 2014; VanSledright & Maggioni, 2016). The criterialist teacher believes in reflection, reasoning, and evaluation, using evidence in isolation and context (Maggioni et al., 2009).

Epistemology – Criterialism, Experiential Learning & HIPs in History Courses

Experiential learning, high-impact practices (HIPs), and criterialism form a learning paradigm that encourages teachers to create challenging, student-centered opportunities based on inquiry, reflection, and historical thinking. As previously stated,

experiential learning is based on concrete experiences, continuous observations, testing and formulation of abstract ideas and new situations, and constant reflection. HIPs formalized these concepts with experiences emphasizing critical thinking and inquiry, learning communities, collaboration and research projects, and real-world experiences (Kuh, 2008a). Experiential learning, HIPs, and criterialism allow learning strategies and historical inquiry to intersect. Much of the literature on the epistemology of historical inquiry and criterialism focuses on cognition. Integrating the other aspects of experiential learning and HIPs alongside criterialism, collaboration, and experiences is essential. Learning alongside faculty and diverse peers with a collective goal of helping each other and the local and global community for immediate and long-term development is beneficial if integrated into the history curriculum.

Tables 1 and 2 depict similar learning paths where the students are the focus, not the teacher or the content. Table 1 shows how experiential learning diverges from traditional education, placing the learner as the focus of multiple learning modes (Frontczak, 1998). Table 1 and research from Frontczak (1998) are similar to research from Barr & Tagg (1995) and Bass (2012). Barr & Tagg's *Instruction Paradigm* and *Learning Paradigm* and Bass' notion of the *Formal Curriculum* also speak to an active and student-centered pedagogy. Across experiential learning, HIPs, and criterialism, the need is for improved quality of learning, empowering learning, and customized learning based on the needs of the students, with profound, meaningful experiences and activities to integrate all forms of learning across all boundaries.

Table 1

Comparison Between Experiential and Traditional Learning (Frontczak, 1998)

	Traditional Learning	Experiential Learning
Student	Student is passive	Student is active
	Student as spectator	Student as participant
	Vicarious experience by student	Direct experience by student
	Low student involvement	High student involvement
	Low student commitment	High personal commitment for student
	Less risk for student	More risk for student
	Impersonal	Personal student as "full cup"
	Student as "empty cup"	
Teacher	Teacher-centered	Student-centered
	Teacher has control	Student has control
	Teachers' experience primary	Student's experience primary
	Teacher as transmitter of knowledge	Teacher as guide/facilitator to learning
	Teacher decision-maker	Student decision-maker
	Teacher knows	Student knows
	Teacher responsible for learning	Student responsible for learning
	Teacher as judge	Absence of excessive teacher judgment
Learning/ Knowledge	Predefined learning	Customized learning
	One-way communication	Two-way dialogue
	Broadcast learning	Interactive learning
	Goal of knowledge accumulation	Goal of knowledge, skills, and attitude development
	Stress cognitive processes	
	Linear, sequential learning instruction	Includes cognitive, affective, and behavioral processes
	Predictable outcome	Non-linear learning
	Emphasis on pedagogy/didactics	Discovery
		Outcome not always predictable

Table 2

A Model of Epistemic Movement in Relation to Understanding the Past (VanSledright & Reddy, 2014)

1. The past is given 2. The past is inaccessible 3. The past as stories anyone would tell 4. The past as reported in a biased way 5. The past selected and organized from a viewpoint 6. The past as reconstructed	 Less to More Cognitive Epistemic Power

A traditional history class follows a chronological order of events, people, and places, memorizing specific content from a collective past (Worthington, 2018; van Drie & Boxtel, 2008). Students and educators follow themes and build a narrative using textbooks and lectures. Teachers want students to learn and develop critical thinking skills, but often, they do not share the same passion for learning the content (Worthington, 2018). According to Worthington (2018), history "should be a journey, not a stop-by-stop approach." (p. 137).

Students might consider interacting with history, developing their interpretation as they experience history via investigation. Understanding history means understanding why historical figures did what they did and discovering why events occurred. Understanding history also means developing the ability to judge unsubstantiated ideas through reflection and deliberation with evidence and historical reasoning (Stoel et al., 2015; van Drie & Boxtel, 2008; Worthington, 2018). Effective teachers are often

invisible in how their experiences influence their understanding and teaching of history. Teachers can act as facilitators or guides, removing their experiences from instruction and allowing the learners to construct meaning based on the content and learning experience (Wineburg, 2001). The idea of being invisible is complex; teachers bring their experiences and epistemologies as they instruct history. The notion of the invisible teacher can relate to criterialism. Table 2 depicts through research from VanSledright & Reddy (2014), and Table 1 from Frontczak (1998) and others cited in this research, the goal is to provide the student with as much information and knowledge as possible and empower the student to construct meaning on their own.

History is dynamic; our understanding changes over time as our presence unfolds. Learning opportunities stem from educators who blend the formal classroom with high-impact experiential learning techniques—a blend of research, primary sources, and group work. A thriving classroom employs many learning experiences, including historical reasoning, thinking, and literacy (van Drie & Boxtel, 2008; Wineburg, 2001). The goal of studying history ought to provide opportunities for what we do not know and cannot see rather than what we have learned from teacher-centered instructional learning.

Learning history should not be the retention of names and dates but an opening to reframe how we learn, think, and gather information about the past. Learning comes from cognition and building a sense of history; students can reason and connect ideas and make conclusions, not just fact-giving based on objective learning (Antonelli-Carter, 2020; Maggioni et al., 2009; VanSledright & Reddy, 2014; VanSledright & Maggioni,

2016; Wineburg, 2001). Studying history provides opportunities to make educated, informed choices about our lives and tell our stories, the good, the bad, and the ugly, with all voices heard via asking historical questions, using sources, contextualization, argumentation, substantive concepts, and meta-concepts. (Maggioni et al. 2004; van Drie & Boxtel, 2008; Wineburg, 2001). Studying history provides an understanding of people and societies, how societies change, and how new institutions unfold, using contextualization of substantive and meta-concepts and complex arguments; this emerging understanding continually prompts history to evolve (Oppegaard & Adesope, 2013; van Drie & Boxtel, 2008).

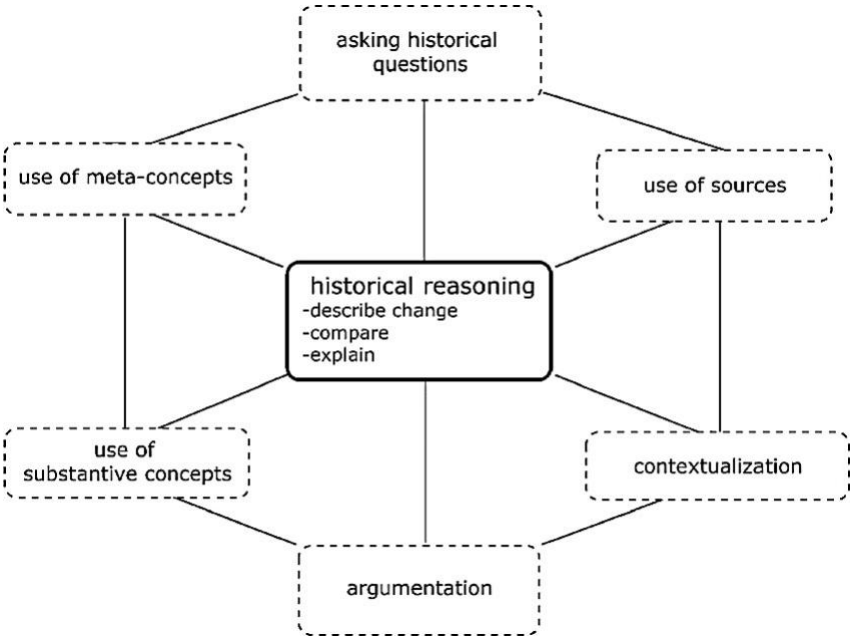
According to Dewey, Kolb, and Roberts, regurgitated facts are not the substance of education. Content within the curriculum that integrates living and learning purposefully and courses that achieve these goals can be genuinely described as experiential education (Dewey, 1916; Kolb, 2015; Kolb & Kolb, 2006, 2017, 2018; Manolis et al., 2013; McCarthy, 2016; Roberts, 2016;). Through experiential learning and the criterialist stance of inquiry, history can focus on reasoning, critical thinking, and inquiry processes, emphasizing experiences, not memorization. Historical inquiry requires students to deepen their understanding of history by investigating the past using historical reasoning and problem-solving skills to interpret the past and build their content knowledge (van Drie & Boxtel, 2008; Voet & De Wever, 2017). The criterialist view of history focuses on *the interpretation of evidence*. Based on inquiry, evidence is constructed through cognitive processes and historical reasoning skills (Maggioni et al.,

2009; Voet & De Wever, 2017).

Historical reasoning is (the process or level of reasoning is not fixed, as displayed in Figure 6.) the process of interpreting, analyzing, and synthesizing historical events and

Figure 6

Components of historical reasoning (van Drie & Boxtel, 2008)



Note: From "Historical Reasoning: Towards a Framework for Analyzing Students' Reasoning about the Past." by J. van Drie, & C. van Boxtel, 2008, *Educational Psychology Review*, *20*(2), 87–110.

concepts by asking *historical questions* (gaining information about the past from questions asking descriptive, causal, comparative, or evaluative questions about history), using *sources* (the evaluation of a source's usefulness, trustworthiness, etc., to the

selection of information relative to provide evidence about the past), *contextualization* (positioning specific historical phenomenon in proper context for evaluation), *argumentation* (correctly positioning and supporting a claim about history with sufficiently weighed evidence), and using *substantive* (using concepts that describe specific subject matter or phenomenon in history) and *meta-concepts* (using heuristics or an inquiry approach to discover the processes of historical change comparing historical phenomenon, causal relationships, evaluating sources and corroborating information) (van Drie & Boxtel, 2008).

Historical reasoning coupled with historical inquiry integrates multiple cognitive processes. Historical inquiry includes *sourcing* (questioning the reliability and validity of a source, including the author), *appraising* (critically analyzing source content for bias, consistencies, and intent), *specifying* (using prior knowledge to ask questions and gain an understanding of missing information), *constructing* (interpreting knowledge within the context of the problem to understand the past) and *arguing* (building an explanation to support your claims with evidence) (Voet & De Wever, 2017). This framework is the foundation of the criterialist epistemology of historical inquiry based on problem-solving, reasoning, questioning, argumentation, research, and analysis (Maggioni et al., 2009; Voet & De Wever, 2017).

Primary source documents contain language from a different era that is often difficult for modern students to understand. To understand the documents, collaborative group exercises or peer-to-peer learning (Stoel et al., 2015; van Drie & Boxtel, 2008).

Instructors can develop historical reasoning by having students analyze history, seeking causal relationships via questions followed by constructing events within the historical context, using first-order and second-order historical concepts to find causality, and making arguments with evidence from sources to support their claims (Stoel et al., 2015; van Drie & Boxtel, 2008). Students learn to place sources within a historical context using primary and secondary sources in corroborative settings. Students also use reasoning to look for bias and compare relevant sources (Stoel et al., 2015; van Drie & Boxtel, 2008). Real-time assessment occurs during in-class learning, verifying students' immediate understanding, critical thinking skills, and how social interaction helps with learning.

The foundation of democratic societies is an education system that promotes inquiry and questioning with students empowered to participate and learn. Students can develop the ability to learn to argue intelligently and analyze history and current events through reasoning and reflecting (Westheimer, 2019; van Drie & Boxtel, 2008). To unteach history is to diverge from what is presented in the textbooks and the traditional instruction paradigm in the classroom, engaging other senses and using other historical sources to stimulate learning, raise questions, and grasp the true meaning of the past, not just memorize facts (Hamlin, 2016; van Drie & Boxtel, 2008; Wineburg, 1999). Textbooks often speak in the third person and rarely give the subjects a primary voice. Historical records rarely appear in textbooks, and citations are exceedingly rare. Viewing history through textbooks is equivalent to using *a single lens* that limits past experiences

and life while reducing people and events to objects and opinions (Maggioni et al., 2009; Wineburg, 1999).

Experiential learning and HIPs can be valuable assets for unteaching history. High school and college history educators can integrate the models presented by Kolb (1984, 2015) grounded in work by Dewey and Lewin based on concrete experiences, observation and reflection, formation of abstract ideas, and testing all through experiences. It is a process of experiences built on conflict and discourse, a conflict of resolving previously learned history with new knowledge constructed via primary sources and experiences (Kolb, 2015). HIPs such as diversity and global learning, community-based learning, internships, capstone course projects, and e-portfolios are examples that high school and college history educators can add to the criterialist stance to benefit their students. These HIPs experiences provide collaboration but also can reframe frame history through first-hand real-world experience in the community with diverse people and cultures that provide experiences textbooks and worksheets cannot.

Kolb (2015) espouses many of the experiential notions of Dewey that are a part of HIPs that he contends are as old or predate traditional education: field projects, work-study, apprenticeships and internships, cooperative education, and studio arts. The real-world applications are each experiential learning when students do learning. Inquiry is the process of questioning, which we learn from our own experiences. Essential inquiry questions pose “why things are as they are?” (Kolb, 2015, p. 172). This process can be applied to historical inquiry, specifically criterialism. According to (Lewin (1951),

"conception of the person's life space as a field of forces in which behavior is determined by ahistorical causation (only forces existing in the moment, such as a memory, determine behavior) is a primary example of contextually based theory" (Kolb, 2015, p. 173). Primary sources are the best way to connect ahistorical causation. Primary sources are one of the prime practices for integrating experiential learning, HIPs, and the criterialist orientation to historical inquiry. Kolb continues his ideas on experiential learning, stating that learning is not the sole domain of formulas and books. The mission of learning should include all forms of inquiry and experiences.

Transformative Learning

Mezirow (1997) believes transformative learning is vital to showing independent thinking. Experiences spanning early childhood through adulthood develop independent thought. Learning and knowledge are transformed as our frame of reference and understanding of the world evolves. Our frame of reference, or point of view, continually changes as we assimilate information, attempt problem-solving, and reflect on our experiences (Mezirow, 1997). Transformation Theory contends that autonomous thinking, the ability to rationalize and critically understand your place and values within the realm of universal values, advances through discourse. Discourse creates alternative perspectives and disparate arguments. Students' long-term goals are to develop discourse in learning and become autonomous thinkers (Mezirow, 1997).

To transform learning, students and educators can develop the ability to recognize the need to welcome discourse and redefine how they learn. Central to this redefined

learning are reflection, participatory learner-centered activities, group collaboration, and real-world learning through discovery (Mezirow, 1997). Learners adjust their learning capabilities as they assimilate new knowledge and experiences and reflect on what they learned. The educator becomes a facilitator as the learners become more self-aware and autonomous thinkers (Mezirow, 1997). Mezirow (1978) advanced his theory with the ten steps displayed in Table 3. These ten steps emphasize communication and the ability to articulate an individual's unique worldview (Christie et al., 2015). These ten steps reflect the ability to recognize and reflect your frame of reference and determine a transformative course of action to learn.

Transformative learning challenges learners to shift mentally what they believe learning is. Transformative learning is independent thinking, questioning why things are and not accepting the status quo (Christie et al., 2015). In 1985, Mezirow added three types of learning to TT: instrumental, dialogic, and self-reflective (Kitchenham, 2008; Mezirow, 1997). In instrumental learning, the learners ask for the best means to understand information.

Table 3

Ten Phases of Transformative Learning

Phase 1	A disorienting dilemma
Phase 2	A self-examination with feelings of guilt or shame
Phase 3	A critical assessment of epistemic, sociocultural, or psychic assumptions
Phase 4	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change

Phase 5	Exploration of options for new roles, relationships, and actions
Phase 6	Planning of a course of action
Phase 7	Acquisition of knowledge and skills for implementing one's plans
Phase 8	Provisional trying of new roles
Phase 9	Building of competence and self-confidence in new roles and relationships
Phase 10	A reintegration into one's life on the basis of conditions dictated by one's perspective

Dialogic learning occurs when the learner asks where and when learning is optimized. In self-reflective learning, learners ask why they are learning this information (Kitchenham, 2008; Mezirow, 1985). The learner is empowered to understand the nature of learning as three learning processes occur with the learning types:

- Learning *within* meaning schemes: Working with present meaning schemes by expanding on, complementing, and revising their present systems of knowledge
- Learning *new* meaning schemes: Acquiring a new set of meaning schemes that are compatible with existing schemes with the learners' meaning perspectives
- Learning *through* meaning transformation: Encountering a problem or anomaly that cannot be resolved through neither present meaning schemes so that their resolution comes through a re-definition of the problem. (Kitchenham, 2008, p. 111)

Theoretical Framework-Experiential Learning Theory

Grant and Osanloo (2015) describe the theoretical framework as "the "blueprint" for the entire dissertation inquiry." The theoretical framework provides guidance "on which to build and support study…theoretical frameworks provide the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole" (p. 13). Kolb (2015) developed Experiential

Learning Theory (ELT) to "integrate the common themes in their work into a systematic framework that can address twenty-first-century problems of learning and education." (p. xvii). Learning is a continuous process of inquiry and experience. Experiential learning focuses on active real-life experiences in the classroom or at a specific place. Learning by experience in a vacuum is no better than lectures or tests (Kolb, 2015). ELT in higher education hinges on reflecting on experiences and curriculum that is intentional with explicit goals and assessments. Kolb (2015) states:

> "Truth is not manifest in experience; it must be inferred by a process of learning that questions preconceptions of direct experience, tempers the vividness and emotion of experience with critical reflection, and extracts the correct lessons from the consequences of action." (Kolb, 2015, p. xxi)

Experience is the oldest form of learning and the key to an increased understanding of the world. Experiential learning offers a holistic, integrative approach based on learning while doing. Learning can be open to combining experience, perception, cognition, behavior, and reflection (Kolb, 1984). Educational theorists John Dewey and David Kolb define experiential learning as the foundation of learning. Kolb's Experiential Learning Theory states, "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, p. 38). Breunig (2005) quotes the Association for Experiential Education definition to define *Experiential Education* as follows:

> "As a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection to increase knowledge, develop skills, and clarify values. The aim(s), goal(s), and purpose(s) of experiential education depend upon where it is being practiced, why it is being

> practiced, and by whom. Some of the commonly cited goals include character building, critical thinking, and a more socially just world." (Breunig, 2005, p. 108)

Learning through experience and understanding concrete supplies a way to test and validate the abstract (Kolb, 1984). Shared experiences, discussion, reflection, and goal-oriented tasks provide better learning opportunities. Meaningful learning provides learners with tangible, necessary experiences. An experience that elicits emotions and builds knowledge is more successful than learning that supplies no spark or real moments (Kolb, 1984). As learners move from childhood to adulthood, learning changes. Adults are more set in their knowledge and experiences, making change and learning sometimes tricky. We often change our learning style to adapt to where we are developmentally (Akela, 2010). Doing and experiencing is frequently the best way for adult learners to progress. Dewey (1938/1969) recognizes the importance of an educator engaging with students without being a hindrance by asserting that "A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth" (Dewey, 1938, p. 40).

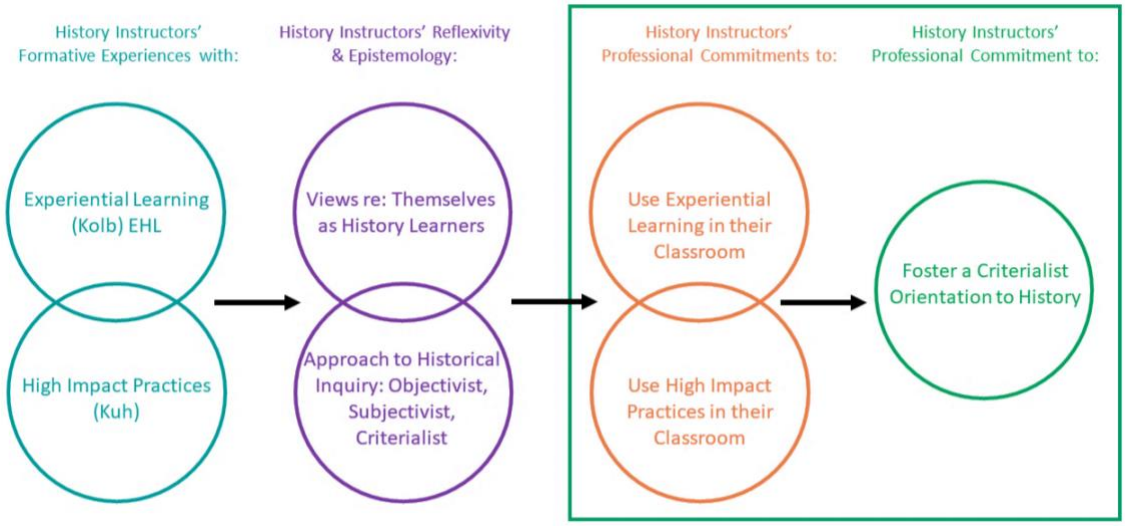
Conceptual Framework

This conceptual framework presents a theory of change model that is grounded in Experiential Learning Theory (ELT) (Kolb, 1984) and High-Impact Practices (HIPs) (Kuh, 2008a), augmented with epistemic belief in historical inquiry (Maggioni et al.,

2009; VanSledright & Reddy, 2014). This theory of change (Figure 7) explores high school and college history educators' experiences with experiential learning and

Figure 7

Conceptual Model Exploring History Educator Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional Commitments



*E.g., Objectivist, Subjectivist, or Criterialist Orientation to Historical Inquiry (Maggioni et al., 2009; VanSledright & Reddy, 2014)

high-impact practices. Did these formative experiences at the intersection of experiential and high-impact learning catalyze transformative understanding as history learners that influenced their beliefs as history educators? Through these experiences, have high school and college history educators developed an epistemological belief in developing students through historical reasoning and inquiry grounded in their experiences with experiential learning and high-impact practices?

Conclusion

When reviewing the literature, it is evident that experiential and high-impact learning have yet to be firmly entrenched in the collegiate curriculum. Using experiential learning and education, high-impact learning practices and formal and informal learning can drive positive education changes. These learning practices allow for transformative change in higher education and tremendous student success. This literature review examined the impact of these learning practices and explained how each influences education's theoretical framework. Higher education can develop the ability to adapt as education continues to change. Experiential learning and high-impact learning provide the framework for transforming higher education and student success.

The analysis of experiential and high-impact learning has pre-existing problems. The literature on experiential and high-impact learning across all courses in general education is limited. Experiential learning as a theory dates back to Dewey in the early twentieth century. The formalization of experiential learning did not occur until 1984 with Kolb. High-impact learning practices as a prescribed method for higher education began in 2008 with Kuh and the AACU (American Association of Colleges & Universities) (Kuh, 2008a).

Research on history education and learning is not new; neither is the research on historical reasoning, inquiry, and epistemic cognition in history, as cited by Maggioni et al. (2009), van Drie & van Boxtel (2008), VanSledright & Reddy (2014), and Voet & De Wever (2016, 2017). Research into the criterialism epistemic belief of historical inquiry

was first measured by Maggioni et al. (2004), Beliefs about Learning and Teaching of History questionnaire (BLTHQ). Further research on criterialism continues. This study explores the link between experiential learning, high-impact practices, and the epistemic belief in criterialism and historical inquiry.

CHAPTER 3: METHODOLOGY

Overview of Methodology

Universities are places where students are free to explore the world. Higher education provides a safe environment for learning and expression, with the opportunity to develop a sense of self and purpose. According to the University of Missouri at St. Louis, the mission is "to be a beacon of hope, a force for good, and a leader in the pursuit of excellence in education, impactful research, and community service. We boldly assert that education is for everyone willing and able to seek it out. We honor the duties inherent in our land-grant beginnings by positioning ourselves as partners in the search for knowledge, progress, and positive change for ourselves, our communities, our world" (*University of Missouri–St. Louis*, n.d.)

A 2007 American Association of Colleges & Universities (AAC&U) study examined more than three hundred universities' mission statements, of which many were selected for the Princeton Review's *The Best 331 Colleges* (Gaff & Meacham, 2006). The data showed no consensus amongst the mission statements of these three-hundred-plus universities. While colleges and universities do not share clear-cut mission statements or goals for students, direct instruction of the instructional paradigm has been a constant pedagogy for over a century. The crux of this research is experiential learning opportunities and embedding high-impact practices of current high school and college history educators. In higher education and high school, history educators provide students with a learning experience conducive to meeting the challenges of the 21st century and

providing a safe environment for learning and expression, with the opportunity to develop a sense of self and purpose while continuing to be a haven for hope, goodness, diversity, and equality? This notion led to the following research questions.

Research Questions

This study will use a mixed-methods approach to explore the experiences and perspectives of current high school and college history educators to address the following research questions: In what ways and to what extent:

- Were experiential learning and high-impact practices a part of their educational journey?
- Do they provide experiential learning opportunities and embed high-impact practices in their current courses?
- Do history educators seek to move students from objective/subjective views of history to a criterialist orientation to historical inquiry?

And, as appropriate,

- How and why do history educators seek to move students toward a criterialist orientation to historical inquiry?

Research Design

I conducted mixed-methods research to investigate current high school and college history educators using experiential learning opportunities and high-impact practices. Mixed-methods research combines quantitative and qualitative methods to design, collect, generate, and analyze rich data to understand a particular phenomenon. Mixed methods use multiple strategies based on various research questions, allowing for different data to be collected and studied, providing additional insight and perspectives

(Creswell, 2012). This study will employ an explanatory sequential mixed methods design (QUANT → qual). This two-phase model is structured so that quantitative data collection in the first sequence is succeeded by qualitative data in phase two (Creswell, 2012). The initial Quantitative phase used electronic surveys followed by qualitative digital interviews. Quantitative data represents a more significant portion of the collected data—qualitative data collection in the second phase and a smaller quantity. Qualitative data analysis enables the researcher to refine the quantitative data from phase one (Creswell, 2012). I determined that quantitative and qualitative approaches combined could yield a more comprehensive investigation into the use of experiential learning opportunities and high-impact practices, the influence of previous experiential learning experiences, and the current goals for how they want students to approach history by current high school and college history educators.

Quantitative Research

Quantitative research is an experimental, descriptive, or correlational method that tests a theory or hypothesis based on variables (attributes) and quantitative data. The researcher investigates the relationships and tendencies of the variables (Swanson & Holton, 2005; Creswell, 2012). Quantitative research attempts to quantify a research problem based on specific tendencies or characteristics to explain the phenomenon (Creswell, 2012). A dependent variable is the study's variable, object, or subject outcome. The independent variable is linked to the dependent variable (Swanson & Holton, 2005). In this study, the dependent variables are to move students from

objective/subjective views of history to a criterialist orientation to historical inquiry. The independent variables are experiential learning opportunities and high-impact practices. Survey research collects information from a sampling of subjects using multiple questions and methods to explore, determine, and analyze a particular phenomenon (Ponto, 2015; Mathiyazhagan & Nandan, 2010). Data collection must be easy to quantify and statistically analyzed (Patten, 2009). The survey needs to collect an adequate sample to generate valid data. A large sample based on a representative recruitment strategy decreases sampling error and can improve the validity of the data (Ponto, 2015). The survey collected sociological (gender, age, education, race) and psychological (opinions and attitudes about education, what they do) data on this study (Mathiyazhagan & Nandan, 2010). The electronic survey is a self-report, 90-question (including demographics), 4-point Likert scale, 7-point Likert scale, semantic differential, and multiple-choice questions that measure an individual history educator's perception about experiential learning, learning experiences, personal values, academic values, and role as a history teacher.

Qualitative Research

Quantitative data sets do not determine qualitative data assessments. A more comprehensive picture of this research phenomenon is conceivable with a mixed methods approach (Creswell, 2012). Qualitative research design collects raw data and experiential evidence, determining the effectiveness or ineffectiveness of experiential learning opportunities and high-impact practices by current high school and college history

educators. This holistic story provides more in-depth data to collect and determine the need for institutional changes. The qualitative digital interviews used 11 semi-structured open-ended interview questions designed to elicit the narrative description of educators' experiences and reflections on their ability to teach history, applying experiential learning opportunities and their current goals for how they want students to approach history by current high school and college history educators.

Creswell (2012) contends that qualitative research investigates social phenomena from the participant's viewpoint. Qualitative research is a holistic strategy incorporating inquiry, discovery, and analyzing unknown variables. Qualitative research is an evolving model in a natural context that permits the researcher to produce detailed data from high involvement in the experiences (Creswell, 2013). Merriam (2002) defines good qualitative research as appropriate for understanding how people construct a phenomenon, how and why people do what they do, and the meaning of these experiences. A second stipulation is that the research is necessary. Does this research phenomenon answer an essential question and fill a knowledge gap?

Merriam (2009) interprets research as engaging in a systematic process to discover more about the phenomenon before beginning the process. This process can "contribute to the knowledge base in a field (pure research); improve the practice of a particular discipline (applied research); assess the value of something (evaluation research); or address a particular, localized problem (action research)" (Merriam, 2009, p. 4).

Participants

Participants, or the population sampled for this research study, are the subjects with shared characteristics to be evaluated during the study and analyzed as data (Creswell, 2012; Guthrie, 2010; McMillan & Schumacher, 2010; Patten, 2009). The target population is the group with the common characteristics the research will study. The sample population is a smaller group of the target population the researcher selects to study (Creswell, 2012). Current Illinois and Missouri high school and college history educators were the target population. Participants were recruited to participate in an electronic survey (all participants) and a follow-up qualitative digital interview (a subset of the participants). The research used purposeful sampling to collect data on experiential learning opportunities and high-impact practices by current high school and college history educators. Purposeful sampling identifies sites and subjects that provide rich, quality information and defendable data (Creswell, 2012; Patten, 2009). Mixed-methods research uses purposeful sampling to identify the critical issues that experience the research phenomena (McMillan & Schumacher, 2010). Purposeful sampling targets and identifies specific cases, subjects, and phenomena with experiences to further the research (Creswell & Plano Clark, 2011).

Purposeful sampling for this research focused on high school and college history educators with expertise in history teaching and engagement with relevant professional organizations. Participants were selected according to the following criteria: 1) current high school and college history educators, 2) who are geographically distributed across

Illinois and Missouri, and 3) who demonstrate a willingness to participate in research and allow the study results to be published. Each of the above organizations supports history educators' professional development, collaborates across all levels of history education, and engages in dialogue regarding best practices in social studies instruction at state, local, and national levels for current and future generations of students.

To increase the population numbers for the study, I used the Missouri Department of Elementary and Secondary Education School Directory database to visit each high school's website in Missouri to gather the available emails of current high school history and social studies educators in Missouri. I used the Illinois State Board of Education Public School District Data System for Illinois. I used websites for the Catholic Diocese in Missouri, Illinois, and other state private schools. I utilized the Missouri Department of Higher Education and Workforce Development for colleges and universities in Missouri and the Illinois Board of Higher Education for colleges and universities in Illinois. Not every school website provided access to their educators' emails, and not every school had social studies or history educators. The final email list totaled 5,195 current high school and college history educators from Missouri and Illinois.

In purposeful sampling, the researcher chooses subjects that inform the needs of the research (Morse, 1990). The participants have a broad range of experience and knowledge appropriate for the study. A good informant or participant does not necessarily have to be an expert in the field but is a willing participant with the ability to reflect and describe experiences about the study phenomena (Morse, 1990). The selection

criteria used in this study sought to ensure that participants who are current professionals in their respective fields, who engage in best practices, and who represent a range of experience and knowledge were selected. Thus, interview participants reflected a range of responses to survey questions about:

- Geographic location
- Type of institution
- Number of years teaching
- Range of exposure/commitment to experiential learning
- Range of exposure/commitment to HIPs
- Demographic characteristics such as gender, race, ethnicity, age

Two filter questions were added after Section 3. Question 1 asks, “Do you provide experiential learning opportunities in your history curriculum?” If the participants indicated "yes," the respondent could be selected for a follow-up interview. If they indicated "no," the respondent was not chosen for a follow-up interview. The second filter question determined their willingness to participate in a online interview. If they indicated "yes," they could be selected for a follow-up interview. If they indicated "no," they were not chosen for the online interview.

Data Collection

The research collected and analyzed the experiences of current high school and college history educators with experiential learning opportunities and high-impact practices. The study also collected and analyzed the implementation of experiential learning opportunities and high-impact practices of high school and college history educators in their current high school and college history courses. Analysis of the

collected data determined the use of experiential and high-impact learning practices of high school and college history educators and their experiences with experiential learning.

Electronic Survey

The measurement tool was a quantitative electronic survey (see Appendix E). The electronic survey was emailed using Qualtrics. The survey was a self-report, 90-question (plus demographics), 4-point Likert Scale, and a 7-point Likert scale instrument that measured an individual history educator's formative experiences, epistemological and pedagogical beliefs, and professional commitments. Self-administered, self-reported survey questionnaires require clear, precise instructions. Following The Tailored Design Method, prospective participants were contacted via email (Dillman et al., 2014). The tailored method improved the 1978 design, focusing on mixed methods and electronic surveys of digital research. The Tailored Design Method provides strategies to improve the response rate for self-administered electronic surveys.

Unlike paper mail and telephone surveys, electronic-based surveys provide researchers with multiple ways to contact participants and methods for participants to respond (Dillman et al., 2014). The Tailored Design Method maximizes communication with participants while creating positive social relationships via non-threatening survey questions built on trust, which increases the survey response rate. This research sent an initial email invitation, including a survey link and essential information about the study. One week after the first email, a reminder message was sent, followed by a second

message one week after that. According to Dillman et al. (2014), this personal contact increased the survey response rate. No compensation for participation was provided in this study. Upon completing the survey, an automated thank you was generated from the electronic survey. The Tailored Design Method focuses on social exchange and trust. The participants must know the direction of the study and the importance of the confidentiality of their data (Dillman et al., 2014).

Poorly constructed surveys and survey questions can result in inaccurate data. Subjects should feel comfortable answering the questions, or the resulting data will be useless (Cheung, 2014). Large sample sizes strengthen the validity of survey data (Ponto, 2015). The quantitative survey took approximately 20-30 minutes to complete.

The survey was distributed four times to the participants over four weeks. Five hundred surveys were started, and three hundred eighty-three were completed—a 5% response rate. In the next step, the data were reviewed to identify errors, anomalies, or unfinished surveys. Upon review of the data, 183 surveys were usable for analysis. The usable data was then transferred to a new Excel spreadsheet, and the survey code categories were entered into the spreadsheet for data analysis. The History Learning Survey Excel spreadsheet was uploaded to SAS Studio for quantitative analysis. Qualitative analysis began two weeks after the first surveys were submitted. Pseudonyms were used to maintain participant confidentiality. Based on the established criteria, twenty educators were emailed for a possible Zoom interview. Ten of the educators did not respond to the initial email. I interviewed the ten educators who responded to the

email via Zoom. The Zoom interview was transcribed using Otter.ai and uploaded into Dedoose for coding and thematic analysis. Initial coding was developed based on the questions from the Digital Interview Protocol.

Interviews

The measurement tool was a qualitative digital interview comprising eleven semi-structured open-ended questions designed to elicit the narrative description of educators' experiences and reflections on their ability to teach history, applying experiential learning opportunities and high-impact practices, and the epistemological beliefs of historical inquiry. The interviews were conducted digitally via Zoom (See Appendix F). The interview questions are concise and strive for participant-driven answers. I took notes on all participants' statements during and after each interview.

Semi-structured interviews allow flexibility and opportunities to comprehend better the subjects' experiences (Guthrie, 2010; Patten, 2009). The interview protocol for this study was comprised of eleven questions. The questions included teaching background, teaching beliefs, experiences with teaching history, motivation for teaching history, and experiences with experiential learning and high-impact practices. I developed questions to encourage and promote reflections on educational experiences. Qualitative interviews allow the subjects to answer questions without constraints and with numerous options to reply (Creswell, 2012).

During the social distancing of the COVID-19 pandemic, academic communities shifted to Zoom and other internet-based conference platforms for everyday

communication and qualitative research interviews (Oliffe et al., 2021; Thunberg & Arnell, 2021). Digital platforms are not new to research but have become necessary due to social distancing. Telephone interviews can potentially lose non-verbal cues, body language, and other benefits of face-to-face interviews (Thunberg & Arnell, 2021). An advantage of digital interviews is the sense of home. Research suggests that home provides a relaxing environment and the ability to speak naturally and more freely about individual experiences. Sharing came more efficiently, and the narrative can add to the data (Oliffe et al., 2021). Digital interviews via Zoom© or other media can reduce the costs of the researcher or subject travel time for the interview, recruitment cost, audio/visual equipment, or other media or storage devices, and ease the time for scheduling face-to-face meetings. Digital interviews allow for interviews to occur in different time zones between interviewer and interviewee (Oliffe et al., 2021). The qualitative interview is designed for approximately 40-50 minutes.

Data Analysis

Quantitative data was administered, collected, and analyzed through the online confidential statistical tool Qualtrics©. Qualitative data was administered, organized, and analyzed through the online confidential digital media platform Zoom©. In this study, the dependent variables are moving students from objective/subjective views of history to a criterialist orientation to historical inquiry, and the independent variables are experiential learning opportunities and high-impact practices. The operational definition of each variable is how the researcher measures the variables in the study. This study used

descriptive statistics. The descriptive statistics related to the quantitative nature of the research questions aim to quantify data via participant responses—the "what" that occurs with the variables (Onwuegbuzie & Leech, 2006). The electronic survey measured individual attitudes and values about education. I collected factual demographic data based on the sample population. Attitudinal measures of groups and individuals via surveys and other studies measure sentiments towards education, experiential learning opportunities, and high-impact practices (Creswell, 2012). Data analysis used SAS Studio© to perform web-based multivariance regression analysis tests (Onwuegbuzie & Leech, 2006).

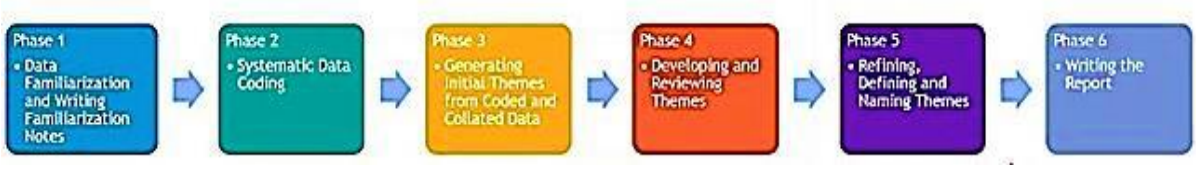
Qualitative data analysis utilized reflexive thematic analysis in reflexive thematic analysis themes in the data tied directly to the research questions. Themes are then represented during the coding phase of analysis (Braun & Clark, 2006). Reflexiveness speaks to the flexibility of this type of analysis. Researchers can reflect and interpret themes and codes as the research unfolds an accessible approach to data analysis (Braun & Clark, 2006; Byrn, 2021). Reflexive thematic analysis is a six-phase process (Figure 11): data familiarization, generating codes, searching for themes, reviewing themes, defining themes, and producing the report (Braun & Clark, 2006, 2021.
Reflexive thematic analysis supports data collection types that reflect personal experiences, including interviews, surveys, and focus groups (Terry & Hayfield, 2021).

As stated, I took notes to familiarize myself with interview data. Data familiarization (phase 1) requires active participation in the interview process and intense

scrutiny as you begin the coding and analysis. Creating detailed notes on the initial notes is a good step toward familiarization and reflection on the interview (Terry & Hayfield, 2021).

Figure 8

Phases of Reflexive Thematic Analysis



Note: From "One size fits all? What counts as quality practice in(reflexive) analysis?" by V. Braun & V. Clarke, 2021, *Qualitative Research in Psychology*, *18*(3), 328–352. (https://doi.org/10.1080/14780887.2020.1769238)

Code and initial theme development (Phases 2 & 3) are tied directly to the participants' interview responses, which mirror the research questions (Terry & Hayfield, 2021). A code is a tool that captures at least one observation that develops preliminary themes (Braun & Clarke, 2021). Both inductive and deductive coding guide the researcher in interpreting the data meaningfully to generate relevant insight codes about the research phenomena. The codes lead to themes or recognizable patterns in the data. Themes result from coding derived from reflection and continuous data absorption (Braun & Clarke, 2021). The researcher should be willing to test and retest codes and themes. Unexpected themes could lead to surprising results in the data. (Terry & Hayfield, 2021). The continued process of theme development and reviewing (Phases 4 & 5) to refining and

naming requires clarity and a definitive rationale for naming and grouping conventions of themes. Do the themes make sense within the research narrative and the research questions? (Terry & Hayfield, 2021). Themes capture multiple observations and measure more complex facets of the research (Braun & Clarke, 2021). The online data management tool Dedoose© was used for coding and analysis.

Psychometric Instruments

The survey measurement was based on several surveys. I combined, simplified, and adapted multiple published survey questions for this study. Section 1 is adapted from The KLSI 4 Nine Style Typology Descriptions and Case Studies by Kolb, D., & Kolb, A. (2013). The LSI has evolved over many iterations of survey questionnaires, including multiple variations of Yes and No agreement statements. This survey utilizes the KLSI Nine Style Typology definitions to create eight questions similar to Yes/No agreement statements for a 7-point Likert scale, using “Strongly Disagree to “Strongly Agree.” Kolb and Kolb's (2013) KLSI uses multiple-factor analysis. weighted equivalency: strongly agree = +3; agree = +2; somewhat agree = +1; somewhat disagree = -1; disagree = -2; strongly disagree = -3. The original questionnaire is based on the original learning modes illustrated in Chapter 2: Concrete Experience (e.g., experiencing), Reflective Observation (reflecting), Abstract Conceptualization (thinking), and Active Experimentation (doing) (Kolb & Kolb, 2013). Participants ranked each question in order from 1 to 4. The KLSI 4.0 now includes nine-style typologies. Appendix G presents the 50-question inventory. Kolb and Kolb also designed an Evaluating Experiential Learning—Personal Application

Assignment to augment the KLSI 4.0. This addition provides qualitative feedback for participants and researchers about experiential learning.

The second question for section 1 asks, "For these questions, think about *how you characterize your own history learning experience*. For me, history learning requires concrete, real-life experiences." This question was constructed from KSLI 4.0 typology, the *experiencing learning style*- Emphasizes Concrete Experience (CE) while balancing Active Experimentation (AE) and Reflective Observation (RO). The second question for section 4 is altered and asks, "For these questions, think about *what happens in your history learning classroom*. I build in concrete, real-life experiences." Appendix J shows a sample Learning style inventory depicting the LSI's 54-question Yes/No agreement statements.

Section 2 adapted questions from the National Survey of Student Engagement (NSSE) (NSSE, 2018). The question, "*Apply facts, theories, or methods to practical problems or new situations.",* was adapted from the original survey question, "During the current school year, how much has your coursework emphasized the following*: Applying facts, theories, or methods to practical problems or new situations."* NSSE is based on multiple dimensions of student engagement, and 10 Engagement Indicators (EI) are calculated from 47 core NSSE items and grouped within four themes. EI is computed on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus, a score of zero means a student responded

at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item (NSSE, 2018). The NSSE provided a construct validity study from 2013. The study was done randomly and examined the ten engagement items. Exploratory factor analysis was run for 32,374 first-year students, 46,259 seniors, and 3,464 online seniors—separate confirmatory factor analysis for all students (Construct Validity, 2013). The results are available on the website. Exploratory factor analysis explains that "each subpopulation, the first ten components aligned with items in the ten EIs and explained over 60% of the variance" (Construct Validity, 2013). For the confirmatory factor analysis, the NSSE considered .40 as "unacceptably low" and .80<acceptable, using the indicators: CMIN/DF (chi-square divided by degrees of freedom), GFI (goodness of fit index), CFI (comparative fit index), RMSEA (root mean square error of approximation), and PCLOSE (p-value for test of close fit) (Construct Validity, 2013). The confirmatory factor analysis (CFA) grouped conceptually related areas (four primary content area themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment).

The CFA results for the NSSE survey were as follows: *academic challenge* - four factors correlated between .37 and .63 for first-year students, .33 and .65 for seniors, .29 and .67 for online first-year students, and .36 and .67 for online seniors, suggesting that the factors are related but do not pose overwhelming multicollinearity concerns, standardized regression weights for all factors across all four groups were substantial, ranging from approximately .6 to .9. *Learning with peers* - factors were correlated at .29

for first-year students, .28 for seniors, .29 for online first-year students, and .30 for online seniors, suggesting that the factors are related to some extent but not to the point where multicollinearity would be a concern, standardized regression weights for both factors were robust, ranging from approximately .6 to .9. *Experiences with faculty* - factors were correlated at .21 for first-year students, .25 for seniors, .19 for online first-year students, and .20 for online seniors, suggesting that the factors are related to some extent but not to the point where multicollinearity would be a concern campus environment - factors were correlated at .42 for first-year students, .49 for seniors, .44 for online first-year students, and .52 for online seniors, suggesting that the factors are related to some extent but not to the point where multicollinearity would be a concern, standardized regression weights for both factors were solid, ranging from approximately .5 to .9 (Construct Validity, 2013).

Appendix I is a copy of the NSSE survey, and Appendix C presents engagement indicators, HIPs, and the survey questions in a categorical format. The survey questions for HIPs and Engagement Indicators are responded via a 4-point Likert scale with a variety of options depending on the question: Very often, Often, Sometimes, Never; Very much, Quite a bit, Some, Very little; Done or in progress, Plan to do, Do not plan to do, Have not decided.

Section 3 adopted the Beliefs About History Questionnaire (BHQ) (VanSledright & Reddy, 2014). The BHQ is a 22-question, 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The BHQ is separated into three categories: subjectivist, objectivist, and criterialist. Maggioni (2010) used a two-factor analysis with the Beliefs

about History Questionnaire (BHQ), the basis for this study's Section 3 – Beliefs About History. A 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*) was used to test the survey participants' positions. Maggioni used two specific factor analysis methods: Principal components and Variable rotation. In this research, Maggioni refers to subjectivist/subjectivist as borrower/copier scale (First Factor) and criterialist as (Second Factor). The First Factor had Cronbach alphas of .78 and the Second Factor .72. The BHQ has 22 questions divided to represent criterialist (items 1, 3, 7, 11, 13, 15, 17, 18, and 21), subjectivist (items 2, 4, 6, 8, 10, 12, 14, and 22) and objectivist (items 5, 9, 16, 19, and 20) stances. Maggioni (2010) used the 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*) and adopted a weighted equivalency: strongly agree = +3; agree = +2; somewhat agree = +1; somewhat disagree = -1; disagree = -2; strongly disagree = -3. The study tabulated the weighted scores based on each participant's criterialist, subjectivist, or objectivist perspective indicated by (+1) or (-1) scores. The BHQ questions were not altered. I placed the BHQ in two separate question sets in section 3, Beliefs About History, “When I LEARN history, I believe...” and “When I TEACH history, I believe…”

Trustworthiness and Credibility

Merriam states that for valid, reliable, and adequate qualitative studies, research must be managed ethically. The relationship between the researcher and the subjects during data collection and analysis must adhere to privacy and be confined to the study (Merriam, 2002). Guba and Lincoln (2005) describe Lincoln's criteria based on

epistemology and ethics. By following these criteria, the researcher should convey ethical and valid data:

> [P]ositionality (standpoint), judgments, specific discourse communities and research sites as arbiters of quality, voice (the extent to which a text has the quality proclivity), critical subjectivity (what might be termed intense self-reflexivity), reciprocity (the extent to which the research relationship becomes reciprocal rather than hierarchical), sacredness (the profound regard for how science can and does contribute to human flourishing, and sharing prerequisites of privilege that accrue to our positions. (Guba & Lincoln, 2005, p. 21)

Lincoln and Guba (1986) believe rigor, trustworthiness, and authenticity are vital in conducting good qualitative research under real-world conditions. Creswell and Miller (2000) define validity as how data interpretation accuracy depicts the subjects' phenomena. To enhance validity, the researcher determines how long to conduct field research. The researcher constructs and interprets the data and observation required to reach saturation. Does the data make sense, and has the researcher determined relevant themes from the data (Creswell & Miller, 2000)? Saldaña and Omasta (2016) define interpretation as "the personal, subjective way people perceive and respond to social experiences. Interpretation is how a researcher's unique mind constructs the meanings of action, reaction, and interaction" (p. 142).

Before determining relevant themes and rigor, researchers are influenced by their research paradigm or set of beliefs. Guba and Lincoln (1994) state that the researcher constructed a research paradigm regardless of sophistication. Paradigms are a basic view or set of ideas. An individual's worldview describing their place, relationships, and experiences defines the human paradigm (Guba & Lincoln, 1994). All human paradigm

construction includes human error, which will never be entirely correct. In qualitative research, the researcher interprets and constructs the evidence from the data. The data interpretation argues in favor of the study provided but lacks logical, scientific underpinnings (Guba & Lincoln, 1994). I must recognize that bias is an innate human element and part of research. Researchers can develop the ability not to avoid bias but to recognize bias and limitations in the study to show how this can influence the data (Merriam, 2009). Merriam (2009) states that rich description legitimizes qualitative research.

The data for this research include quotes from interviews and survey analysis. Data must come from human behavior in qualitative research. Extensive data provides a better understanding of human behavior and experiences (Guba & Lincoln, 1994). Reflexivity is a quality control process rooted in reflection, which improves data and bias rigor. Reflexivity focuses on the qualitative researcher's positionality, collection of data, or interpretation of data (Guba & Lincoln, 2005; Mauthner & Doucet, 2003; Merriam, 2002; Zhang, 2017). Reflexivity provides an ethical basis for the researcher to identify their position concerning the research subjects to obtain the optimal understanding of the research group.

Reflection allows the researcher to examine biases, assumptions, and cultural norms. To enhance trustworthiness, the researcher needs to bracket what they think they know and understand themselves as a researcher and the fluidity of their position (Guba & Lincoln, 2005; Mauthner & Doucet, 2003; Tracy, 2010; Zhang, 2017). In research,

rigor provides valuable, measurable, rich data that address the research questions. Data quality defines the study's trustworthiness (Merriam, 2002; Tracy, 2010). Rigorous data requires one to evaluate the time spent collecting field notes during an individual session, the time spent between fieldwork, the overall length of time spent managing the data, depth of written field notes and/or recorded observations, length of interviews, types of interview questions, and the accuracy of transcribing data (Tracy, 2010).

Researcher Positionality

The researcher is not a participant in this study. The researcher's positionality is a Caucasian, cis-gendered, heterosexual male scholar. The researcher is completing an advanced doctoral degree and understands the position of privilege this experience provides. The researcher's individual experiences with experiential learning are the foundation of this research and inherently add bias to the analysis and interpretation of the study. The history courses chosen for the research also provide bias - the researcher teaches general education history courses. The researcher also aligns the course curriculum with experiential learning and high-impact practices and believes in criterialist historical inquiry.

In my twenty-plus years as an educator, I have discovered that using experiential learning techniques and high-impact practices provides a more profound, meaningful learning experience in traditional school and museum settings. As a researcher and an educator, it is essential to explain my belief that learning is much more than the factories of memorization and static classrooms that persist today. My experience in learning

experientially as an adult has shaped my views as an educator. As previously noted, my experiential learning experience began at the Saint Louis Science Center and in graduate school. In 2013, I attended the Experiential Education Exchange of St. Louis (EEE). This event exposed me to years of experiential learning history in St. Louis, of which I was unaware. I was instantly hooked on learning more about the organization, the history of experiential learning, and how to apply these ideas to my work at the science center. I signed up with the group to oversee EEE at the next event. I served on the board as the Conference Committee Chair for six years. This background and passion for experiential methods of learning led to this research. With this experience and simultaneously recognizing the limitations of traditional instruction - I believe in transforming general education courses using experiential learning and high-impact practices.

Rowe (2014) defines positionality:

> "Positionality refers to the stance or positioning of the researcher in relation to the social and political context of the study—the community, the organization, or the participant group. The position adopted by a researcher affects every phase of the research process, from the way the question or problem is initially constructed, designed, and conducted to how others are invited to participate, the ways in which knowledge is constructed and acted on and, finally, the ways in which outcomes are disseminated and published. Following is a description of the outsider and insider roles of researchers and a discussion of the multiple dimensions influencing how researchers may relate to the action research participants." (Rowe, 2014, p. 628)

Positionality influences the trustworthiness, reflexivity, and rigor of the research. The researcher's positionality statement recognizes the researcher's position in the world and as part of the research. Position statements can reflect a researcher's race, gender,

nationality, religion, socioeconomic status, sexuality, education, and other identifiers influencing research (Holmes, 2020).

Limitations

This study is limited to time constraints due to the COVID-19 pandemic. I did not collect data from the initial five general education courses—diverting face-to-face classes to online formats and limiting access to classroom observation opportunities and social distancing guidelines. The pandemic postponed the study time by one year. The research transitioned to a study of two general education first and second-year history courses at an urban research university. This scope limited the data for the research. The research was confined to one higher-education institution with a few subjects and courses to analyze. The current research relied upon the cooperation of current high school and college history educators. Preliminary research was limited to one urban research university and one suburban high school. Research has transitioned to high school and college history educators in Missouri and Illinois and their epistemological beliefs in teaching history based on their educational experiences.

Memory is another limitation of this study. One of the research questions examines the past experiences of current high school and college history educators with experiential learning and high-impact practices. The history educator conceptual model also delve into developing epistemological beliefs in teaching history based on their educational experiences. Marchetti (2014) postulates that consciousness – memory, thinking, and language – is based on attention and conscious thinking. Accurate

memories or specific facts, events, and experiences become distorted over time. Meaningful experiences, people, and emotions lose context and are challenging to reconstruct. Life is a constant flow of information, which can distort the ability to recall distant memories (Marchetti, 2014). A limit to the validity of a part of the research is the beliefs about experiences versus the actual experience.

Delimitations

This research was limited to studying current high school and college U.S. history educators. This study explored the experiences of current high school and college history educators as undergraduate students enrolled in higher education history courses with experiential learning opportunities and high-impact practices. The research also collected and analyzed the implementation of experiential learning opportunities and high-impact practices of high school and college history educators in their current high school and college history courses. The research also included epistemological beliefs in teaching history, specifically historical reasoning and inquiry. I did not include other courses, grade levels, or teaching methods in this study. Qualitative data drives this research, relying upon answers to the research participants' questionnaires. Quantitative data such as GPA or credits earned and attempted are not applicable.

Conclusion

This chapter explained the facets of the proposed research methodology. This chapter outlines the rationale for a mixed-methods study and details its suitability for the research questions. Higher education courses are critical to creating an experience

that students believe is rewarding and essential for their development as global citizens and seekers of knowledge.

CHAPTER 4: RESULTS

Introduction

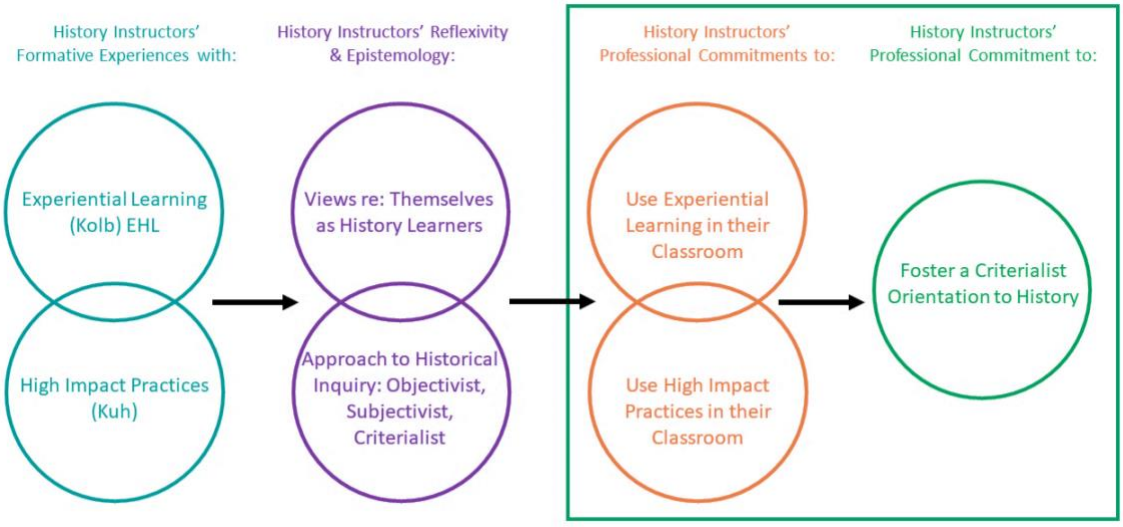
The purpose of this mixed-methods study was to explore the relationship between current high school and college history educators in Illinois and Missouri and *experiential learning* (as discussed by Kolb, 1984), *high-impact practices* (as identified by Kuh, 2008a), *epistemological and pedagogical approaches to historical inquiry* (i.e., an objective, subjective, or criterialist orientation as outlined by Maggioni et al., 2004, 2009), and educator professional commitments. This study investigated current high school and college history educators' experiences with experiential learning and high-impact practices (HIPs) during their K-12 and college education, and asked *did these early experiences influence how they teach history now*? Also, what epistemic history beliefs do these educators practice? Do these educators develop a curriculum using historical inquiry rooted in their experiences with experiential learning and high-impact practices? I postulated that educators could build history classrooms based on inquiry-based historical thinking, learning about the past through experiences built on the relationship between experiential learning opportunities, high-impact practices, and the criterialist orientation of historical inquiry using activities based on reflection, investigation, interpretation, active learning, problem-solving, discourse, empowerment, and collaboration.

Furthermore, the research explored how and to what extent their exposure to experiential learning and HIPs influences their teaching practices. Further, do educators

develop content designed to move students from objective/subjective views of history to a criterialist orientation to historical inquiry? Finally, as depicted in the model in Figure 9, integrating these last two questions, do history educators attempt to foster a criterialist orientation to historical inquiry by incorporating experiential learning opportunities and high-impact practices in their classes?

Figure 9

Conceptual Model Exploring History Educator Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional Commitments



*E.g., Objectivist, Subjectivist, or Criterialist Orientation to Historical Inquiry (Maggioni et al., 2009; VanSledright & Reddy, 2014)

Quantitative (Quant) Survey Analysis

Table 4 reports the demographic information for the 183 survey participants, including age, gender, race, Latinx, education level, U.S. citizenship, country of origin, number of years teaching, number of years at the current school, institution type (high

school or college), and the institution's place on the rural-urban continuum.

Table 4

Participant Demographics

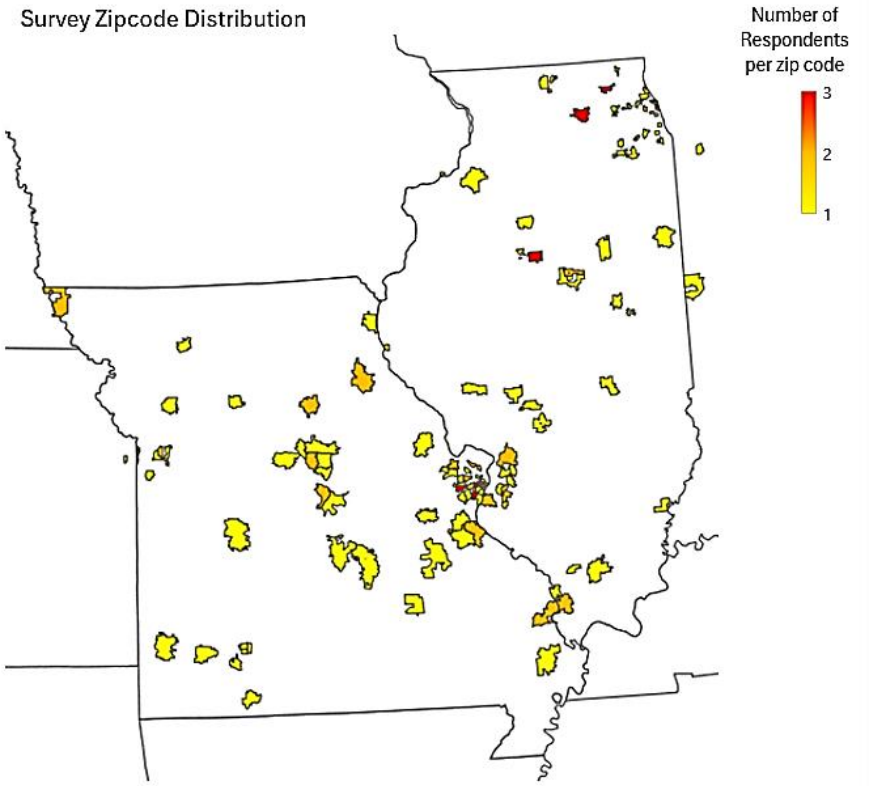
Variables	Category	Percentage (%)
Gender	Female	44.13
	Male	51.96
	Gender-fluid/Genderqueer	2.79
	Prefer to self-describe	1.12
Age	Under 18	12.29
	18 - 24	3.91
	25 - 34	11.73
	35 – 44	25.70
	45 – 54	25.70
	55 – 64	14.53
	65 – 74	5.03
	75+	1.12
Ethnicity	Black or African American	0.56
	White	89.33
	More than one race	1.69
	Prefer not to answer	6.74
	Prefer to self-describe	0.56
	White/ Prefer to self-describe	0.56
	More than one race/Prefer not to answer	0.56
Education Level	Bachelor's degree	6.15
	Some graduate work	8.94
	Master's degree	51.96
	Doctorate/EDD/	29.05
	Other	3.91
Institution Type	High School	72.07
	College	27.93
Institution's Place on the Rural-Urban Continuum	1	14.53
	2	9.50
	3	9.50
	4	14.53
	5	18.44
	6	18.99

	7	14.53
Country of Origin	Canada	0.60
	Italy	0.60
	Puerto Rico	0.60
	Zimbabwe	0.60
	U.K.	0.60
	U.S.A.	97.00
U.S. Citizen	No	2.23
	Yes	97.77
Hispanic or Latino/a/e/x	No	90.29
	Yes, Mexican, Mexican American, Chicano/a	2.29
	Yes, Mexican, Mexican American, Chicano/a/Yes, Puerto Rican	0.57
	Yes, Puerto Rican	0.57
	Prefer not to answer	5.71
	Prefer to self-describe	0.57
Number of Years Teaching	0-5	10.67
	6-10	11.24
	11-15	15.73
	16-20	17.98
	21-25	20.79
	25+	23.60
Number of Years at Current School	0-5	27.93
	6-10	16.76
	11-15	15.64
	16-20	11.17
	21-25	17.88
	25+	10.61

Figure 10 highlights the distribution of the survey participants' zip codes. One hundred thirty-six zip codes were reported.

Figure 10

Survey Participant Zip code distribution



The hypothesis for quantitative analysis is derived from the research questions in Chapter 2. The proposed history educator conceptual model are based on the research questions of how current high school and college history educators “do” and “think about” history. The survey questionnaire administered was designed to explore high school and college

history educators' formative experiences with experiential learning and high-impact practices and the extent to which this influenced their view of themselves as history learners and their approach to historical inquiry (reflexivity and epistemology), ultimately leading to classroom practices to implement experiential learning and high-impact practices to foster the criterialist orientation to history (Professional Commitments). In Phase I of the Quantitative Analysis, 183 participants completed the survey, including the demographic information and the questionnaire results.

Experiential Learning

The survey questionnaire was divided into four sections. Section One was based on educator formative learning experiences with experiential learning. Instructors were asked to "think about *how you characterize your own history learning experience*." The educators responded using a 7-point Likert scale indicated by the responses "Strongly Disagree to "Strongly Agree." The results showed that the calculated mean was 5.406 among the eight questions. The participants had the highest agreement with the question, "For me, history learning depends on abstract and analytic thinking" (34.25% Strongly Agree, 33.15% Agree, M=5.784, SD=1.274). The highest response to "Strongly Disagree" or "Disagree" was for the question, "To learn history, I initiate hands-on experiences and/or group interactions" (2.21% Strongly Disagree, 4.97% Disagree, M=5.093, SD=1.544).

Table 5 indicates that the data reflects a positive relationship between formative experiences and history educators' experiential history learning experiences. The

responses to the questions support the idea that history learning is grounded in concrete, real-life experiences that use logic, abstract and analytic thinking, prior knowledge, and reflection to synthesize historical information. During these participants' formative history learning experiences, the responses reflect a tendency to “Agree,” “Strongly Agree,” and “Somewhat Agree” to characterize experiential learning as a critical piece to their learning process.

Table 5

Experiential Learning-think about how you characterize your own history learning experience.

Survey Statements for Response	History Instructor Responses by Category (N = 182)								
	Strongly Disagree						Strongly Agree	Mean	SD
For me, history learning requires observing and reflecting on experiences.	1.10	3.85	2.75	9.89	24.18	32.97	25.27	5.521	1.344
For me, history learning requires concrete, real-life experiences.	1.66	6.63	8.29	13.81	27.62	25.97	16.02	5.011	1.498
For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action.	0.55	4.42	5.52	12.15	25.97	31.49	19.89	5.325	1.357
To learn history, I initiate hands-on experiences and/or group interactions.	2.21	4.97	10.50	11.05	25.97	25.41	19.89	5.093	1.544

I combine prior knowledge and experiences to test ideas, find solutions to historical questions, and then set actionable goals.	2.20	3.30	4.95	8.79	19.23	34.07	27.47	5.516	1.455
For me, history learning depends on abstract and analytic thinking.	1.10	1.10	4.97	5.52	19.89	33.15	34.25	5.784	1.274
I create a synthesis of historical information to envision alternative approaches.	2.21	2.21	5.52	16.57	23.76	28.73	20.99	5.276	1.414
For me, history learning requires putting information into a concise, logical form.	0.55	1.10	4.97	8.29	22.10	29.83	33.15	5.723	1.256

History Learning Experiences

Section Two of the survey questionnaire includes two sets of questions based on high-impact practices such as history learning experiences. The first set of questions asks about educator formative learning experiences with high-impact practices, “During your high school and college history classes, how often did you….” The educators responded to questions using a 4-point Likert scale indicated by the responses “Never”, “Sometimes”, “Often”, and “Very Often.” The results showed that the calculated mean was 2.327. In this question set, the highest level of agreement was for the question,

"Analyze an idea, experience, or line of reasoning in depth by examining its parts" (25.56% Very Often, 32.22% Often, M=2.733, SD=0.915). For the responses "Never" and "Sometimes," the highest response indicated was the question, "Participate in a learning community or some other formal program where groups of students take two or more classes together" (61.45% Never, 17.32% Sometimes, M=1.659, SD=0.948).

The second question set measures history educators' professional commitment to using high-impact classroom practices. These questions ask, "In your classroom, how often do students…" The educators responded to questions using a 4-point Likert scale indicated by the responses "Never," "Sometimes," "Often," and "Very Often." The results showed that among these eight questions, a calculated mean=2.807. The question with the highest agreement asked do you, "Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments" (33.15% Often, 61.24% Very Often, M=3.556, SD=0.601).

For the responses "Never" and "Sometimes," the highest response indicated was the question, "Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.)" (48.04% Never, 29.61% Sometimes, M=1.837, SD=0.983). The next highest level of agreement is the question, "Participate in a learning community or some other formal program where groups of students take two or more classes together" (53.07% Never, 22.91% Sometimes, M=1.810, SD=1.020).

Table 6 indicates for the question "History Learning Experiences-during your

high school and college history classes, how often did you…" that the data reflects mixed results with high-impact practices as a formative experience. The data indicates that most responses lie between "Sometimes" and "Often." The table demonstrates minimal positive participant responses to several significant tenets of high-impact practices, such as capstone courses, senior projects, portfolios, study abroad, internship, field experience, learning communities, and common intellectual experiences.

Table 6

History Learning Experiences-during your high school and college history classes, how often did you…

Survey Statements for Response	History Instructor Responses by Category (N = 180)					
	Never	Sometimes	Often	Very Often	Mean	SD
Apply facts, theories, or methods to practical problems or new situations.	18.78	54.14	18.78	8.29	2.165	0.826
Analyze an idea, experience, or line of reasoning in depth by examining its parts.	9.39	28.18	39.23	23.20	2.762	0.915
Form new ideas from various pieces of information.	10.00	32.22	32.22	25.56	2.733	0.954
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	15.00	41.67	24.44	18.89	2.472	0.965
Connect ideas from your courses to your prior experiences and knowledge.	8.38	35.20	33.52	22.91	2.709	0.914
Participate in a learning community or some other formal program where groups of students take two or more classes together.	61.45	17.32	15.08	6.15	1.659	0.948

Work with other students on course projects or assignments.	17.13	53.59	20.44	8.44	2.209	0.830
Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.).	50.28	17.68	22.65	9.39	1.911	1.050

Table 7 indicates for the next question, "History Learning Experiences-In your classroom, how often do students…" that the data reflects similarly mixed results with high-impact practices in the current high school and college history classroom. Like the previous question set, most responses lie between "Sometimes" and "Often." Similarly, the current high school and college history educators do not frequently use several hallmarks of high-impact practices, such as capstone courses, senior projects, portfolios, study abroad, internships, field experience, learning communities, and common intellectual experiences, as stated in their formative experiences.

Table 7

History Learning Experiences-In your classroom, how often do students…

Survey Statements for Response	History Instructor Responses by Category (N = 179)					
	Never	Sometimes	Often	Very Often	Mean	SD
Apply facts, theories, or methods to practical problems or new situations.	1.69	38.20	42.70	17.42	2.758	0.753
Analyze an idea, experience, or line of reasoning in depth by examining its parts.	0.56	16.85	43.82	38.76	3.207	0.733
Form new ideas from various pieces of information.	0.56	17.32	43.58	38.55	3.201	0.737
Include diverse perspectives	0.00	5.62	33.15	61.24	3.556	0.601

(political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.						
Connect ideas from your courses to your prior experiences and knowledge.	0.00	15.17	42.70	42.13	3.269	0.709
Participate in a learning community or some other formal program where groups of students take two or more classes together.	53.07	22.91	13.97	10.06	1.810	1.020
Work with other students on course projects or assignments.	6.70	32.40	32.96	27.93	2.821	0.918
Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.).	48.04	29.61	12.85	9.50	1.837	0.983

Beliefs about History

Section Three is based on the Beliefs About History Questionnaire (Maggioni et al., 2004; Maggioni et al., 2009). The twenty-two questions explore the concepts of objectivist, subjectivist, and criterialist beliefs in historical inquiry. This section measures educators' views of themselves as history learners and their approach to historical inquiry. This section about beliefs in history asks the educators in two scenarios, “When I learn history, I believe…” and “When I teach history, I believe...” The educators responded to questions using a 7-point Likert scale indicated by the responses “Strongly Disagree to “Strongly Agree.” The results showed that the calculated mean was 3.991. The questions that pertain to the criterialist orientation to historical inquiry in Table 12 are questions 1-

9. The question with the highest level of agreement for “When I learn history, I believe…” is “It is fundamental that students are taught to support their reasoning with evidence” (73.6% Strongly Agree, 21.35% Agree, M=6.668, SD=0.636). The highest level of agreement for “Strongly Disagree” and “Agree” was for the subjectivist question “There is no evidence in history” (91.43% Strongly Disagree, 5.14% Disagree, M=1.280, SD=0.956).

The second question set asks the educators, “When I Teach history, I believe….” The questions that pertain to the criterialist orientation to historical inquiry in Table 13 are questions 1-9. These questions measure the history educators' approach to historical inquiry and their professional commitment to foster a criterialist orientation to history. The results showed that the calculated mean was 4.020. The question with the highest level of agreement was “It is fundamental that students are taught to support their reasoning with evidence” (81.36% Strongly Agree, 14.69% Agree, M=6.768, SD=0.530). The highest level of agreement for “Strongly Disagree” and “Agree” was for the subjectivist question “There is no evidence in history” (91.43% Strongly Disagree, 5.14% Disagree, M=1.165, SD=0.687).

Table 8 signifies for the question “Beliefs About History-When I Learn history, I believe…” that the data suggests the participants' belief in history learning aligns with the criterialist belief in historical inquiry. For the criterialist questions 1-9, the data reflects responses in the “Strongly Agree,” “Agree,” and “Somewhat Agree” categories. The one outlier criterialist question was “Students need to be aware that history is essentially a

matter of interpretation" (14.69% Strongly Disagree, 12.99%, 15.82%, 18.08%, 27.12%, 7.1%, 3.39% Strongly Agree, M=3.673, SD=1.673) which has a similar subjective question "History is simply a matter of interpretation." (10.17% Strongly Disagree, 15.82%, 18.08%, 11.86%, 27.73%, 14.12&, 6.21% Strongly Agree, M=3.905, SD=1.609) and similar results. The subjectivist questions trend towards "Strongly Disagree," "Disagree," to "Somewhat Disagree." The objectivist questions the data, reflecting a tendency for responses between "Strongly Disagree" and "Somewhat Agree," with low agreement on "Agree" and "Strongly Agree" responses. The responses exhibit participants who believe in history learning routed in inquiry, evidence, critical thinking, and the reasonable reconstruction of the past.

Table 8

Beliefs About History-When I Learn history, I believe…

Survey Statements for Response	History Instructor Responses by Category (N = 178)								
	Strongly Disagree						Strongly Agree	Mean	SD
Criterialist items - Questions 1-9									
Subjectivist items - Questions 10-17									
Objectivist items - Questions 18-22									
It is fundamental that students are taught to support their reasoning with evidence.	0.00	0.00	0.56	0.56	3.93	21.35	73.6	6.668	0.635
A historical account is the product of a disciplined method of inquiry.	1.13	5.08	3.39	17.51	20.34	29.94	22.60	5.310	1.437

Students need to be taught to deal with conflicting evidence.	1.12	2.23	0.00	3.91	12.29	25.14	55.31	6.206	1.197
History is a critical inquiry about the past.	1.12	0.56	0.56	5.03	12.29	32.96	47.49	6.156	1.095
Comparing sources and understanding author perspective are essential components of the process of learning history.	1.68	0.56	1.12	3.35	9.50	22.35	61.45	6.312	1.167
Knowledge of the historical method is fundamental for historians and students alike.	1.12	2.79	2.79	9.50	18.44	33.52	31.84	5.692	1.332
Students need to be aware that history is essentially a matter of interpretation.	14.69	12.99	15.82	18.08	27.12	7.19	3.39	3.673	1.673
Reasonable accounts can be constructed even in the presence of conflicting evidence.	1.13	0.00	1.69	8.47	24.29	41.81	22.60	5.706	1.078
History is the reasonable reconstruction of past occurrences based on the available evidence.	0.00	1.69	1.69	4.49	26.40	36.52	29.21	5.820	1.063
History is simply a matter of interpretation.	10.17	15.82	18.08	11.86	27.73	14.12	6.21	3.905	1.609
Students who read many history books	7.39	10.23	15.34	14.20	28.98	15.91	7.95	4.477	1.650

learn that the past is what the historian makes it to be.									
Good students know that history is basically a matter of opinion.	38.98	28.81	13.56	10.17	3.95	2.82	1.69	2.374	1.521
Historical claims cannot be justified since they are simply a matter of interpretation.	48.02	27.12	9.04	9.04	5.65	0.56	0.56	2.106	1.388
Since there is no way to know what really happened in the past, students can believe whatever story they choose.	77.40	12.99	3.95	2.26	2.26	0.56	0.56	1.536	1.152
The past is what the historian makes it to be.	20.45	21.59	18.18	15.34	18.18	5.11	1.14	3.213	1.653
It is impossible to know anything for sure about the past since no one of us was there.	52.57	24.00	12.57	5.14	0.00	4.00	1.71	2.061	1.442
There is no evidence in history.	91.43	5.14	1.14	1.14	0.57	0.00	0.57	1.280	0.956
Disagreement about the same event in the past is always due to lack of evidence.	27.53	28.65	22.47	10.67	7.30	2.25	1.12	2.528	1.398
Good general reading and comprehension skills are enough to learn history well.	7.26	17.88	23.46	11.17	23.46	11.17	5.59	3.815	1.664
The facts speak for	13.41	18.99	17.88	21.79	16.76	6.70	4.47	3.474	1.650

themselves.									
Even eyewitnesses do not always agree with each other, so there is no way to know what happened.	17.42	27.53	24.16	12.92	8.99	4.49	4.49	3.000	1.612
Teachers should not question students' historical opinions, only check that they know the facts.	29.38	32.20	19.21	6.78	6.21	3.95	2.26	2.491	1.511

Table 9 exhibits the results for the question set "Beliefs About History-When I Teach History, I believe…". The successive data similarly concludes that, as with the previous beliefs about the history question set, the participants' belief in history teaching aligns with the criterialist belief in historical inquiry. For the criterialist questions 1-9, the data reflects a similar pattern of responses with "Strongly Agree," "Agree," and "Somewhat Agree" categories. Again, the one outlier criterialist question was, "Students need to be aware that history is essentially a matter of interpretation." The pattern from the first question set also held for the second set, the subjectivist questions trending more towards "Strongly disagree," Disagree" to "Somewhat Disagree." The objectivist questions the data, which reflects a tendency for responses between "Strongly Disagree" and "Somewhat Agree," with low agreement on "Agree" and "Strongly Agree" responses.

The criterialist questions with the highest level of agreement are outlined above. In both question sets, the criterialist questions with the highest response rate for any

response were “Agree,” “Reasonable accounts can be constructed even in the presence of conflicting evidence,” and “History is the reasonable reconstruction of past occurrences based on the available evidence” and “Knowledge of the historical method is fundamental for historians and students alike.” As with the above question set, the responses exhibit participants who believe in history learning routed in inquiry, evidence, critical thinking, and the reasonable reconstruction of the past. The data for both question sets support the idea that good general reading and comprehension skills are enough to learn history as a method, which lies somewhere in the middle of an acceptable practice as a history learner and educator. The data provides a similar response for facts speaking for themselves and history as an interpretation, both from a criterialist and subjectivist perspective.

Table 9

Beliefs About History-When I Teach history, I believe…

Survey Statements for Response	History Instructor Responses by Category (N = 177)								
	Strongly Disagree						Strongly Agree	Mean	SD
Criterialist items-Q 1-9									
Subjectivist items-Q 10-17									
Objectivist items-Q 18-22									
It is fundamental that students are taught to support their reasoning with evidence.	0.00	0.00	0.00	0.56	33.9	14.69	81.36	6.768	0.530
A historical account is the product of a disciplined method	1.14	4.45	3.41	14.20	22.73	30.68	23.30	5.380	1.405

of inquiry.									
Students need to be taught to deal with conflicting evidence.	0.00	0.57	0.57	0.00	9.66	29.55	59.66	6.460	0.791
History is a critical inquiry about the past.	0.56	0.56	0.00	2.26	10.17	34.46	51.98	6.322	0.919
Comparing sources and understanding author perspective are essential components of the process of learning history.	0.57	0.57	0.00	1.14	9.66	23.86	64.20	6.471	0.893
Knowledge of the historical method is fundamental for historians and students alike.	0.57	1.14	3.41	9.66	14.20	40.34	30.68	5.795	1.196
Students need to be aware that history is essentially a matter of interpretation.	13.14	13.71	14.86	16.00	27.43	12.57	2.29	3.777	1.682
Reasonable accounts can be constructed even in the presence of conflicting evidence.	0.00	0.00	2.89	7.51	23.70	42.20	23.70	5.763	0.992
History is the reasonable reconstruction of past occurrences based on the available evidence.	0.00	0.57	3.43	6.29	21.71	38.29	29.71	5.828	1.069
History is simply a matter of interpretation.	10.17	15.82	18.08	11.86	23.73	14.12	6.21	3.903	1.760
Students who read many history books learn that the past is	7.39	10.23	15.34	14.20	28.98	15.91	7.95	4.267	1.677

what the historian makes it to be.									
Good students know that history is basically a matter of opinion.	38.98	28.81	13.56	10.17	3.95	2.82	1.69	2.265	1.450
Historical claims cannot be justified since they are simply a matter of interpretation.	48.02	27.12	9.04	9.04	5.65	0.56	0.56	2.011	1.296
Since there is no way to know what really happened in the past, students can believe whatever story they choose.	77.40	12.99	3.95	2.26	2.26	0.56	0.56	1.429	1.009
The past is what the historian makes it to be.	20.45	21.59	18.18	15.34	18.18	5.11	1.14	3.090	1.600
It is impossible to know anything for sure about the past since no one of us was there.	52.52	24.00	12.57	5.14	4.00	0.00	1.71	1.908	1.283
There is no evidence in history.	91.43	5.14	1.14	1.14	0.57	0.00	0.57	1.165	0.687
Disagreement about the same event in the past is always due to lack of evidence.	30.11	26.14	23.86	9.66	7.39	1.70	1.14	2.477	1.389
Good general reading and comprehension skills are enough to learn history well.	8.47	18.08	24.29	12.99	20.34	9.04	6.78	3.728	1.687
The facts speak for themselves.	15.91	18.75	21.02	18.18	16.48	6.82	2.84	3.323	1.625

Even eyewitnesses do not always agree with each other, so there is no way to know what happened.	19.43	26.29	25.71	10.86	8.57	5.14	4.00	2.942	1.614
Teachers should not question students' historical opinions, only check that they know the facts.	33.71	33.14	18.29	6.29	4.57	2.86	1.14	2.280	1.363

In My History Classroom

Section Four follows up on Section One, which has the same questions about experiential learning and measures history educators' professional commitment to using experiential learning in their classrooms. This section asks the educators to *"think about what happens in your history learning classroom."* The educators responded using a 7-point Likert scale indicated by the responses "Strongly Disagree to "Strongly Agree." The results showed that the calculated mean was 5.766. The highest level of agreement for "Strongly Disagree" and "Agree" was the question "For me, history learning depends on abstract and analytic thinking" (44.94% Strongly Agree, 35.96% Agree, M=6.196, SD=0.920). The highest level of agreement for "Strongly Disagree" and "Agree" was for the question "To learn history, I initiate hands-on experiences and/or group interactions" (2.23% Strongly Disagree, 5.59% Disagree, M=5.547, SD=1.434).

Table 10 signifies the question, "In My History Classroom-think about what happens in your history learning classroom" the data suggests the participants' belief in experiential learning practices in the classroom. The data reflects responses in the

Strongly Agree, Agree, and Somewhat Agree categories. The highest response outside of Strongly Agree, Agree, and Somewhat Agree was Neither Agree nor Disagree at 14.61% for the question, "For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action." These results demonstrate that the responses to the questions support the concept that history learning grounded in concrete, real-life experiences that use logic, abstract and analytic thinking, prior knowledge, and reflection to synthesize historical information.

Table 10

In My History Classroom-think about what happens in your history learning classroom.

Survey Statements for Response	History Instructor Responses by Category (N = 179)								
	Strongly Disagree						Strongly Agree	Mean	SD
For me, history learning requires observing and reflecting on experiences.	0.56	0.56	3.35	2.23	15.64	46.37	31.28	5.960	1.045
For me, history learning requires concrete, real-life experiences.	.056	1.12	5.03	7.82	26.26	36.31	22.91	5.586	1.188
For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action.	0.00	3.93	2.81	14.61	28.65	34.27	15.73	5.337	1.216
To learn history, I initiate hands-	2.23	5.59	1.68	3.35	25.70	35.75	25.70	5.547	1.434

on experiences and/or group interactions.									
I combine prior knowledge and experiences to test ideas, find solutions to historical questions, and then set actionable goals.	0.56	1.12	2.79	10.06	24.58	37.99	22.91	5.625	1.146
For me, history learning depends on abstract and analytic thinking.	0.00	0.56	1.12	2.25	15.17	35.96	44.94	6.196	0.920
I create a synthesis of historical information to envision alternative approaches.	0.56	1.68	1.12	5.03	18.99	40.22	32.40	5.905	1.105
For me, history learning requires putting information into a concise, logical form.	0.56	0.56	2.23	2.79	17.88	43.02	32.96	5.977	1.027

Internal Consistency of Survey Indices – Cronbach Alpha Test Results

Section One – Experiential Learning and Section Four – In My History Classroom

Section One – Experiential Learning and Section Four – In My History Classroom questions were adapted from the Kolb KLSI 4 Nine Style Typology, Appendix C. Eight questions (excluding the Balancing style, which includes a mix of the various other

styles) were adapted from the style descriptions to engage the participants in more in-depth questions than those typified in the Kolb Learning Styles Inventory, Appendix G. Section 1 asked the history educators to "think about *how you characterize your own history learning experience*." Section 4 uses the same items but is framed differently: "think about *what happens in your history learning classroom."* Section 1 refers to the conceptual model element of history educators' formative experiences with experiential learning. Section 4 explores how educators use experiential learning experiences in the current history classroom concerning the conceptual model component of history educators' professional commitment to use experiential learning in their classroom.

History educators' formative experiences with experiential learning questions had a Cronbach's alpha score of 0.73 (Appendix I). This score indicates a level of internal consistency where the items have high covariances approaching 1. A score of 0.73 is Good, greater than 0.70 but less than 0.80, demonstrating some correlation between the questions. History educators' professional commitment to using experiential learning in their classrooms had a Cronbach's alpha score of 0.75. This score indicates a level of internal consistency where the items have high covariances approaching 1. A score of 0.75 is Good, greater than 0.70 but less than 0.80, demonstrating some correlation between the questions.

Section Two – History Learning Experiences

Section Two follows up on Section One questions were adapted from the National Survey of Student Engagement; Appendix H. Section 2 – History Learning Experiences

asked the participants two question sets: “During your high school and college history classes, how often did you...” and “In your classroom, how often do students…” The questions were taken from the themes of Academic Challenge (Higher-Order Learning, Reflective & Integrative Learning), Learning with Peers (Collaborative Learning), and High-Impact Practices (Learning community, Internship or field experience, Study abroad, Culminating senior experience). In line with NSSE practice, participants responded according to a 4-point Likert Scale: “Never,” “Sometimes,” “Often,” and “Very Often.” Unlike the multiple variations with the NSSE response, this response was maintained for the eight questions in the two sections. Section 2 explores two sections of the conceptual model: the history of educators’ formative experiences with high-impact practices and their professional commitment to using high-impact practices in their classrooms.

History Instructors’ formative experiences with high-impact practices had a Cronbach’s alpha score of 0.79 (Appendix I). This score indicates a level of internal consistency where the items have high covariances approaching 1. A score of 0.79 is Good, greater than 0.70 but less than 0.80, demonstrating some correlation between the questions. This score demonstrates some correlation between the questions and is moving closer to a score of 0.80 and the scale of Excellent, greater than 0.80 but less than 0.90. History Instructors’ professional commitment to using high-impact practices in their classroom had Cronbach’s alpha of 0.67. These questions did not indicate a level of internal consistency, which is below 0.70 and Acceptable and greater than 0.60. In this

case, it is possible that the number of items, eight, was inadequate for developing consistent correlation or reliability. This score indicates a level of internal consistency where the items have covariances that are not as high.

Section 3 – Beliefs about History

Section 3 – Beliefs about History questions were adapted from the Beliefs about History Questionnaire (BHQ). The questions are in the History Learning Survey in Appendix D. This section asked the participants two questions: "When I LEARN history, I believe..." and "When I TEACH history, I believe…" This section explores several portions of the conceptual model: History Instructors' Reflexivity & Epistemology (Views Regarding themselves as Learners and Their Approach to Historical Inquiry: Objectivist, Subjectivist, Criterialist) and History Instructors' Approach to Professional Commitment (Foster Criterialist Orientation to History).

History Instructors' Views of Themselves as Learners - Objectivist had a Cronbach's alpha score of 0.64. These questions did not indicate a level of internal consistency, which is below 0.70 and Acceptable and greater than 0.60. This score indicates a level of internal consistency where the items have covariances that are not as high. In this case, it is possible that the number of items, five, was inadequate for developing consistent correlation or reliability. The Subjectivist stance had a Cronbach's alpha score of 0.85. A score of 0.85 is Excellent greater than 0.80 but less than 0.90. This score indicates a level of internal consistency where the items have high covariances approaching 1. closer to ideal; this score demonstrates a correlation involving the

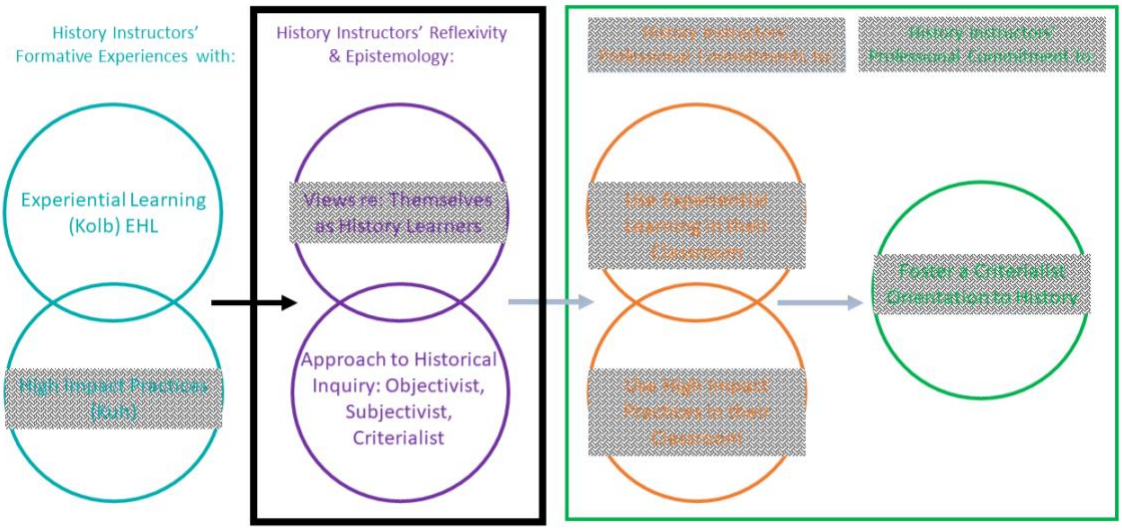
questions and is moving closer to a score of 0.95 or 0.99. The Criterialist belief had a Cronbach's alpha score of 0.81. A score of 0.81 is Excellent, greater than 0.80 but less than 0.90, closer to ideal, demonstrating correlation involving the questions (Appendix I). This score indicates a level of internal consistency where the items have high covariances approaching 1. Cronbach's alpha results for History Instructors' Approach to Historical Inquiry: Objectivist, Subjectivist, Criterialist: The Objectivist belief had a Cronbach's alpha score of 0.53. These questions did not indicate a level of internal consistency, which is below 0.70, and Poor, which is less than 0.60 and greater than 0.50. This score indicates a level of internal consistency where the items have covariances that are not as high. In this case, it is possible that the number of items, five, was inadequate for developing consistent correlation or reliability. The Subjectivist stance had a Cronbach's alpha score of 0.81. This score indicates a level of internal consistency where the items have high covariances approaching 1. A score of 0.81 is Excellent, greater than 0.80 but less than 0.90., closer to ideal; this score demonstrates improved correlation involving the questions and is moving closer to a score of 0.95 or 0.99. The criterialist belief had a Cronbach's alpha score of 0.71. This score indicates a level of internal consistency where the items have high covariances approaching 1. This score indicates a fair level of internal consistency. A score of 0.71 is Good, greater than 0.70 but less than 0.80, but not ideal; this score does demonstrate some correlation involving the questions. History Instructors' Approach to Professional Commitment (Foster Criterialist Orientation to History) had a Cronbach's alpha score of 0.71. This score indicates a fair level of internal

consistency. This score indicates a level of internal consistency where the items have high covariances approaching 1. A score of 0.71 is Good, greater than 0.70 but less than 0.80, but not ideal; this score does demonstrate some correlation involving the questions.

Hypothesis Testing and Inferential Statistics to Examine Relationships Proposed in the Conceptual Model

Multiple linear regression analysis tests were computed using SAS Studio based on the research questions illustrated by the history educator conceptual model. In this analysis, I explored whether there was a relationship between the model's independent and dependent variables. The analysis also included demographic variables (e.g., age, gender, race, Latinx, education level, U.S. citizenship, country of origin, number of years teaching, number of years at the current school, institution type (high school or college), and the institution's place on the rural-urban continuum.

History Instructors Reflexivity & Epistemology: Approach to Historical Inquiry

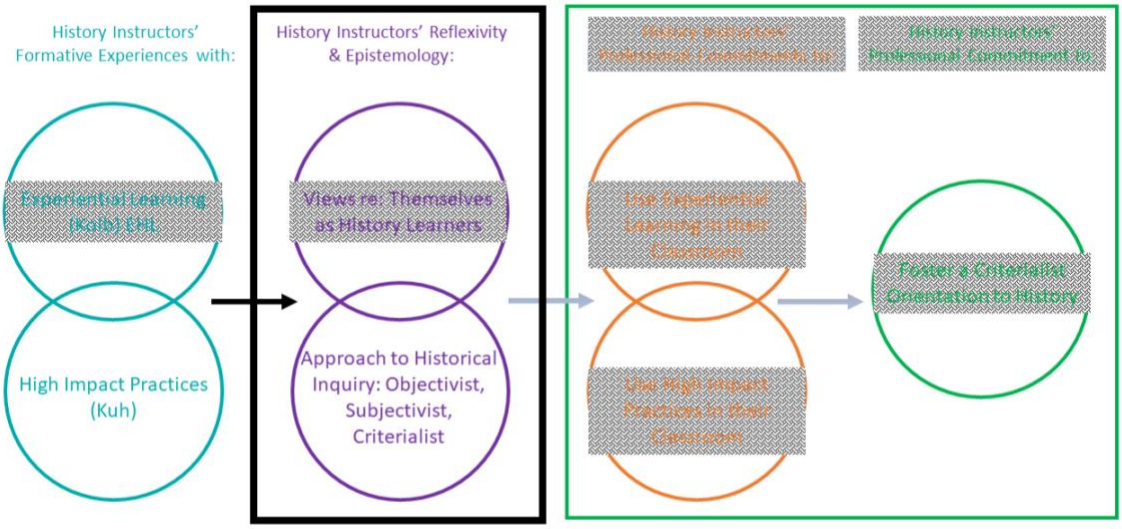


Test #1:

Notes:
The variable race, specifically the category "more than one race" ($p<0.0207$), influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0028$.

In this multiple linear regression analysis, I tested the influence of the independent variable formative learning experiences with experiential learning and the demographic variables on the dependent variable history educator's approach to historical inquiry (i.e., criterialism). The initial data analysis shows a statistical significance of $p<0.0028$. The adjusted r^2. is *0.1770*. Race mediated the effect of how their formative learning experiences influenced history educators' approach to historical inquiry. Specifically, respondents who indicated they were "more than one race" ($n=2$) contribute to the statistical significance of the model. The p-value for "more than one race" was $p<0.0207$.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0009$. The model testing average formative experiences with experiential learning and the variable race explained *9.38%* of the variance (adj. R^2) observed in the data. Survey results indicated that being "more than one race" ($p<0.0150$) contributed to the statistical significance of the model. That is, race exerted a positive influence on history educators' approach to historical inquiry.



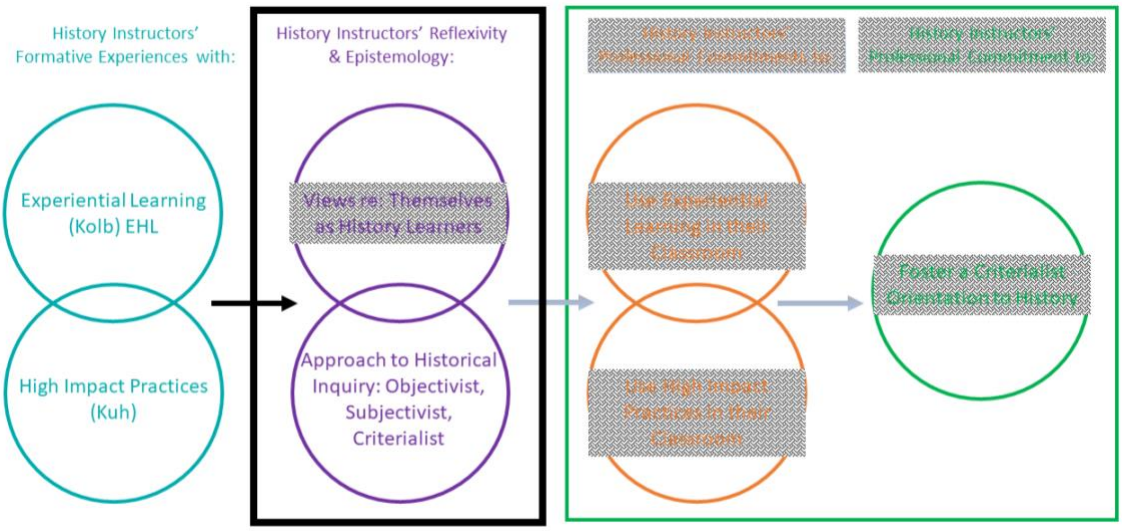
Test #2:

Notes:
The variable race, specifically the category "white" (p<0.0460) and "more than one race" (p<0.0100), influenced the statistical significance of this model.
The p-value for the overall model is p<0.0514.

In this multiple linear regression analysis, I tested the influence of the independent variable formative learning experiences with high-impact practices and the demographic variables on the dependent variable history educator's approach to historical inquiry (i.e., criterialism). The initial data analysis indicates a statistical significance of *p<0.0514*. Race mediated the effect of how their formative learning experiences influenced history educators' approach to historical inquiry. Specifically, respondents who indicated that they were "white" (*p<0.0460)* (*n=144*) and "more than one race" (*p<0.0100*) (n=3) contributed to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of *p<0.0479*. The model testing formative experiences with high-impact practices and the variable race explained *3.94%* of the variance (adj. R^2) observed in the data. Respondents who indicated they were from "more than one race (*p<0.0101*) contributed to the statistical significance of the model. That is, race exerted a positive influence on history educators' approach to historical inquiry.

Test #3:



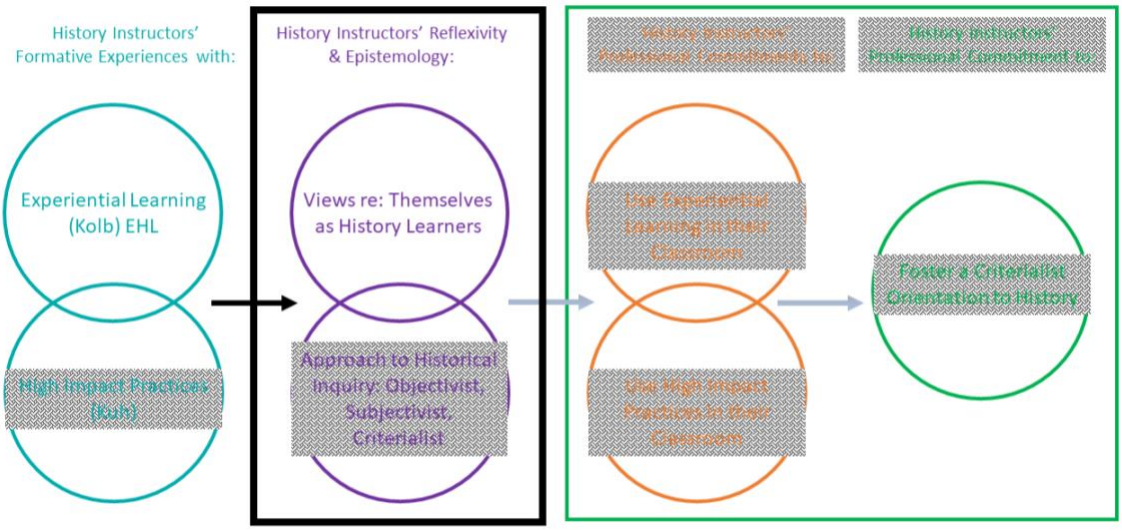
Notes:
The variable race, specifically the category "white" (p<0.0487) and "more than one race" (p<0.0122), influenced the statistical significance of this model.
The p-value for the overall model is p<0.0015.

In this multiple linear regression analysis, I tested the influence of the independent variables' formative learning experiences with experiential learning, high-impact practices, and the demographic variables on the dependent variable of the history

educator's approach to historical inquiry (i.e., criterialism). The initial data analysis shows a statistical significance of $p<0.0015$. The adj. R^2. is *0.1959*. Race mediated the effect of how their formative learning experiences influenced history educators' approach to historical inquiry. Specifically, respondents who indicated that they were "white" ($n=143$) ($p<0.0487$) and "more than one race" ($p<0.0122$) ($n=3$) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance *of* $p<0.0007$. The model tested average history educators' formative learning experiences with experiential learning and high-impact practices, and the variance of race explained *10.37%* of the variability (adj. R^2) observed in the data. History educators' formative learning experiences with experiential learning ($p<0.0004$). High-impact practices ($p<0.1396$) do not contribute to the statistical significance of the model. Respondents who specified they were "more than one race" ($p<0.0136$) contribute to the statistical significance of the model. That is, race exerted a positive influence on history educators' approach to historical inquiry.

History Instructors Reflexivity & Epistemology: Views of Themselves as History Learners



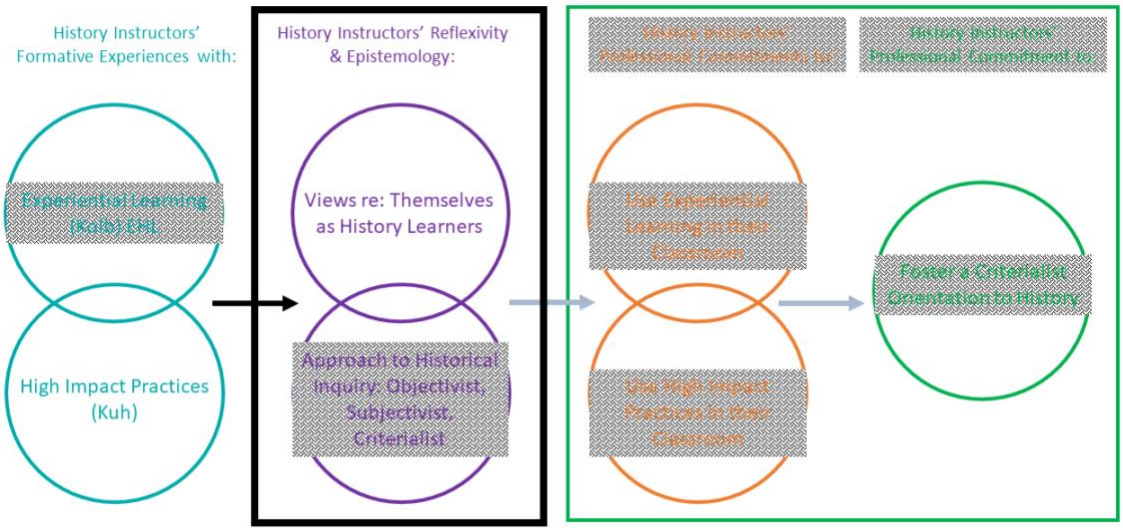
Test #4:

Notes:
The variable number of years teaching ($p<0.0241$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0191$.

In this multiple linear regression analysis, I tested the influence of the independent variable, formative learning experiences with experiential learning, and the demographic variables on the dependent variable, history educators' view of themselves as history learners. The initial data analysis shows a statistical significance of $p<0.0191$. The adj. R^2 is *0.1285*. Number of years teaching mediated the effect of how their formative learning experiences influenced history educators' view of themselves as history learners. Specifically, respondents who indicated that the number of years of teaching is relevant ($n=160$) contribute to the statistical significance of the model; the p-

value was *p<0.0241*.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical *significance of p<0.0027*. The model testing average formative experiences with experiential learning and the variable number of years teaching explained *5.55%* of the variance (adj. R^2) observed in the data. The respondents' number of years teaching (*p<0.8569*) did not contribute to the statistical significance of the model. Number of years teaching positively influences history educators' view of themselves as history learners.



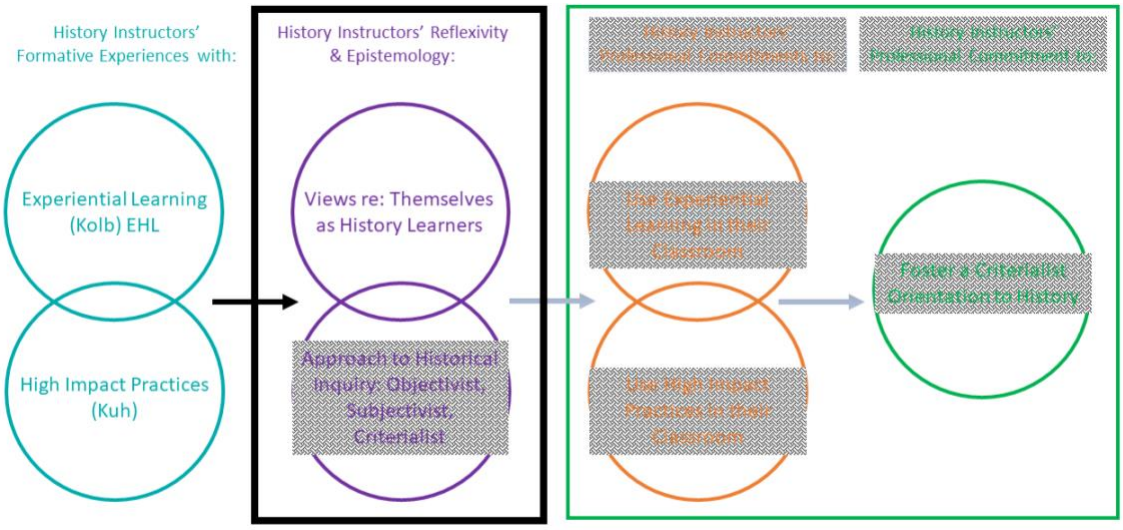
Test #5:

Notes:
The variable number of years teaching (p<0.0445) and race, specifically the category "more than one race" (p<0.0482), influenced the statistical significance of this model. The p-value for the overall model is p<0.0459.

In this multiple linear regression analysis, I tested the influence of the independent variable, formative learning experiences with high-impact practices, and the

demographic variables on the dependent variable, history educators' view of themselves as history learners. The initial data analysis shows statistical significance ($p<0.0459$). The adj. R^2 is *0.1024*. Number of years teaching and race mediated the effect of how their formative learning experiences influenced history educators' view of themselves as history learners. Specifically, respondents who indicated that the number of years of teaching is relevant ($p<0.0445$) ($n=159$) and respondents who indicated that they were "more than one race" ($p<0.0482$) ($n=3$) contribute to the statistical significance of the model.

The follow-up analysis included two variables that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0051$. The model testing average formative experiences with experiential learning and the variables number of years teaching and race explained *7.59%* of the variance (adj. R^2) observed in the data. Respondents who specified they were "more than one race" ($p<0.0173$) contribute to the statistical significance of the model as the independent variable number of years teaching ($p<0.3906$) did not contribute to the statistical significance of the model. Number of years teaching and race positively influence history educators' view of themselves as history learners.



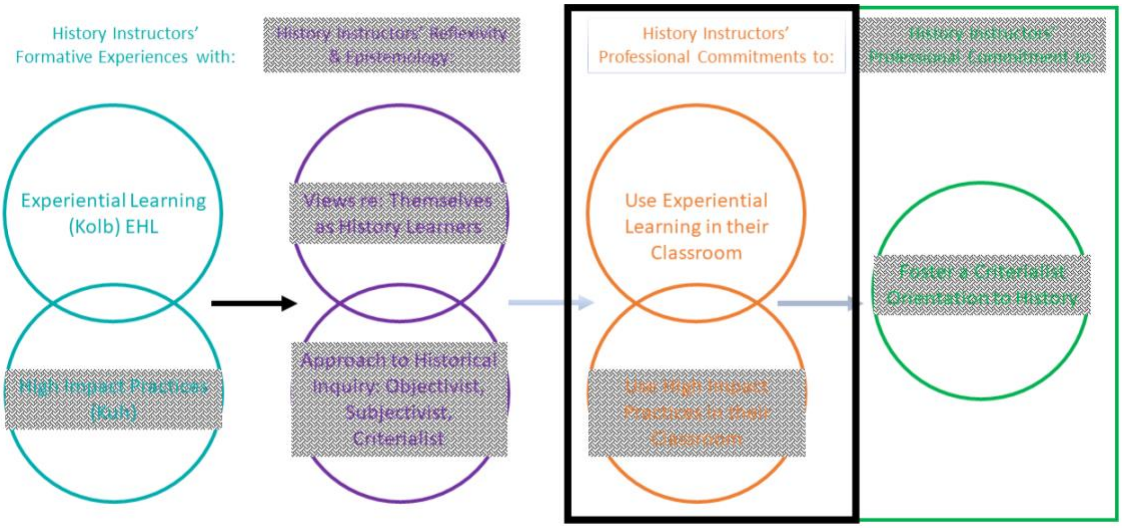
Test #6:

Notes:
The variable number of years teaching ($p<0.0440$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0065$.

In this multiple linear regression analysis, I tested the influence of the independent variables, formative learning experiences with experiential learning, high-impact practices, and demographic variables on the dependent variable and history educators' view of themselves as history learners. The initial data analysis shows a statistical significance of $p<0.0065$. The adj. R^2 is 0.1596. Number of years teaching mediated the effect of how their formative learning experiences influenced history educators' view of themselves as history learners. Specifically, respondents who indicated that the number of years of teaching is relevant ($n=159$) contribute to the statistical significance of the model; the p-value was $p<0.0440$. Number of years teaching negatively influences history educators' approach to historical inquiry.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0001$. The model testing average formative experiences with experiential learning, high-impact practices, and the variable number of years teaching explained *11.15%* of the variance (adj. R^2) observed in the data. In the model, The survey results that the demographic variable number of years teaching ($p<0.3906$) did not contribute to the statistical significance of the model. Number of years teaching positively influences history educators' view of themselves as history learners.

History Instructors' Professional Commitments to Use Experiential Learning in Their Classrooms

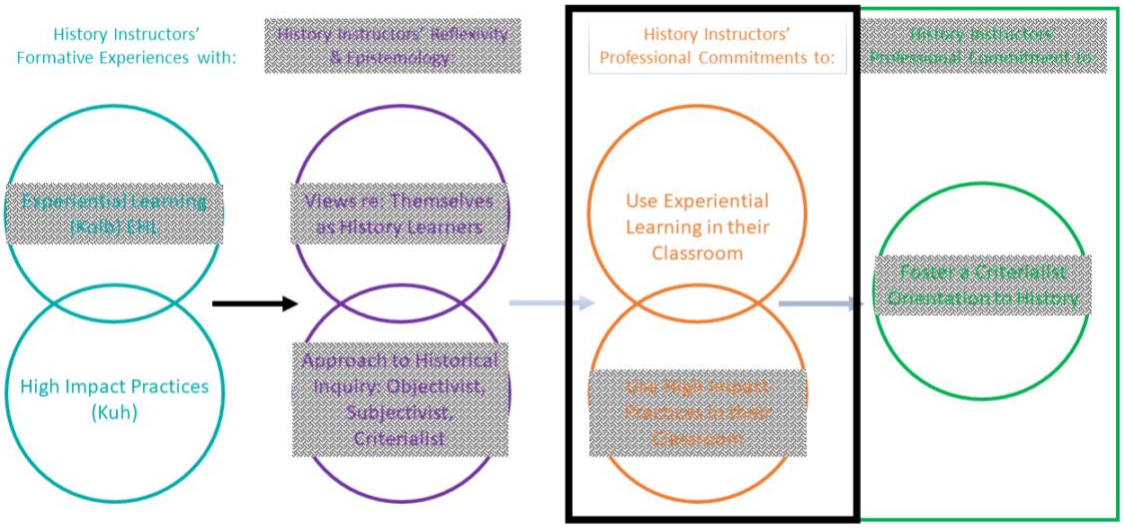


Test #7:

Notes:
The variable institution type ($p<0.0473$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0001$.

In this multiple linear regression analysis, I tested the influence of the independent variable, formative learning experiences with experiential learning, and the demographic variables on the dependent variable, history educators' professional commitments to use experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0001$. The adj. R^2 is *0.4560*. Institution type mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0473$ ($n=160$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0001$. The model testing average formative experiences with experiential learning and the variable institution type explained *42.19%* of the variance (adj. R^2) observed in the data. The survey results that institution type ($p<0.0530$) did not contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



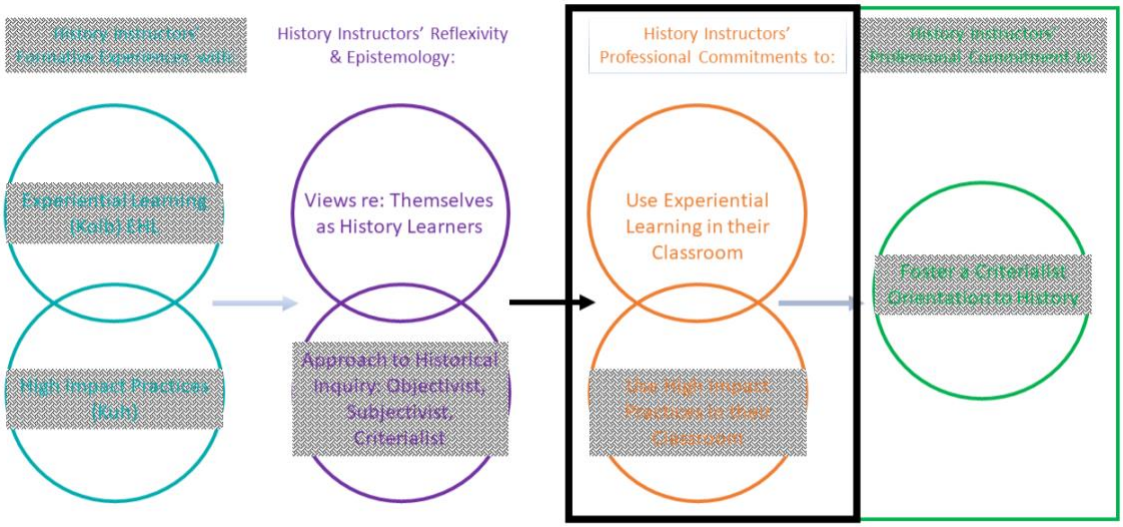
Test #8:

Notes:
The variable institution type ($p<0.0122$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.1441$.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' formative learning experiences with high-impact practices, demographic variables on the dependent variable, and the history educators' professional commitments to using experiential learning in their classrooms. The initial data analysis shows no statistical significance ($p<0.1441$). The adj. R^2 is *0.0615.* Institution type mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0122$ ($n=160$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance

from round one of model building. This model shows a statistical significance of $p<0.0018$. The model testing average formative experiences with high-impact practices and the variable institution type explained *5.94%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable institution type ($p<0.0099$) contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



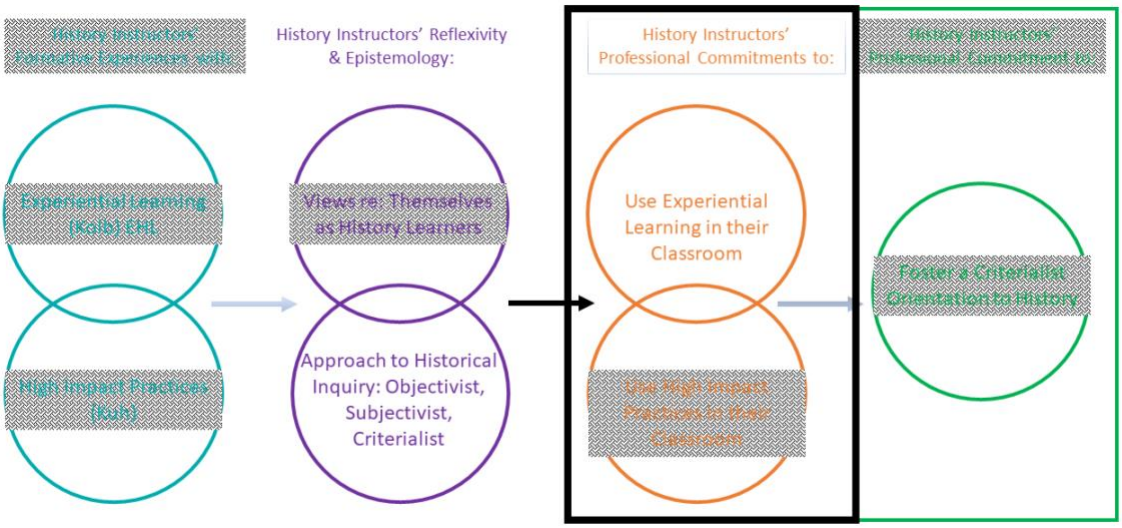
Test #9:

Notes:
The variable institution type ($p<0.0093$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0242$.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' view of themselves as history learners, demographic variables on the dependent variable, and history educators' professional

commitments to use experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0242$. The adj. R^2 is 0.1245. Institution type mediated the effect of how history educators' view of themselves as history learners influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0093$ ($n=159$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0001$. The model testing average history educators' view of themselves as history learners and the variable institution type explained 13.89% of the variance (adj. R^2) in the data. Survey results indicated that the demographic variable institution type ($p<0.0008$) contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



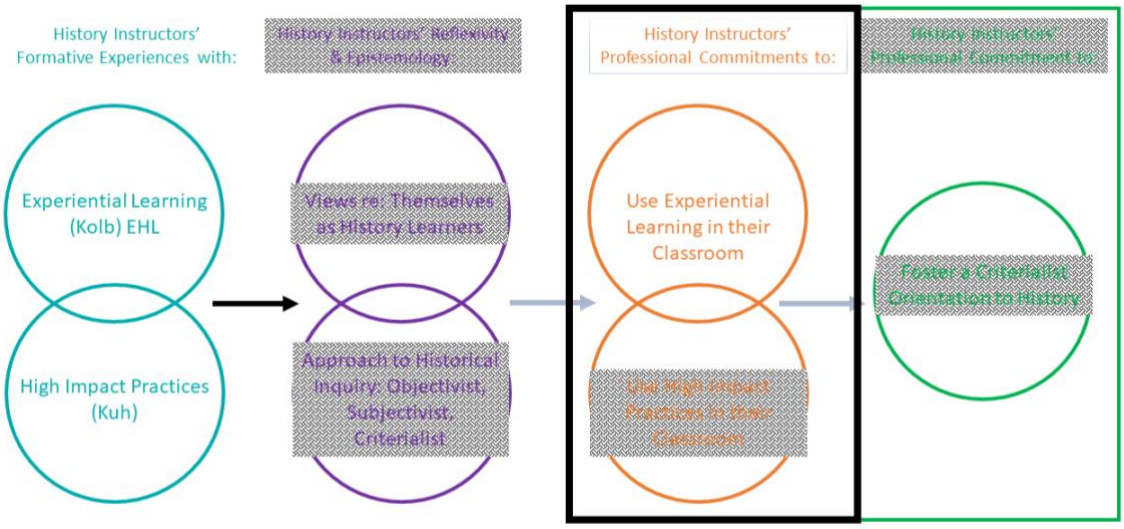
Test #10:

Notes:
The variable institution type ($p<0.0048$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0023$.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' approach to historical inquiry, demographic variables on the dependent variable, and history educators' professional commitments to using experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0023$. The adj. R^2 is *0.1861*. Institution type mediated the effect of how history educators' approach to historical inquiry influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0048$ ($n=158$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance

from round one of model building. This model shows a statistical significance of *p<0.0001.* The model testing average history educators' approach to historical inquiry and the variable institution type explained *19.30%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable institution type (*p<0.0001*) contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



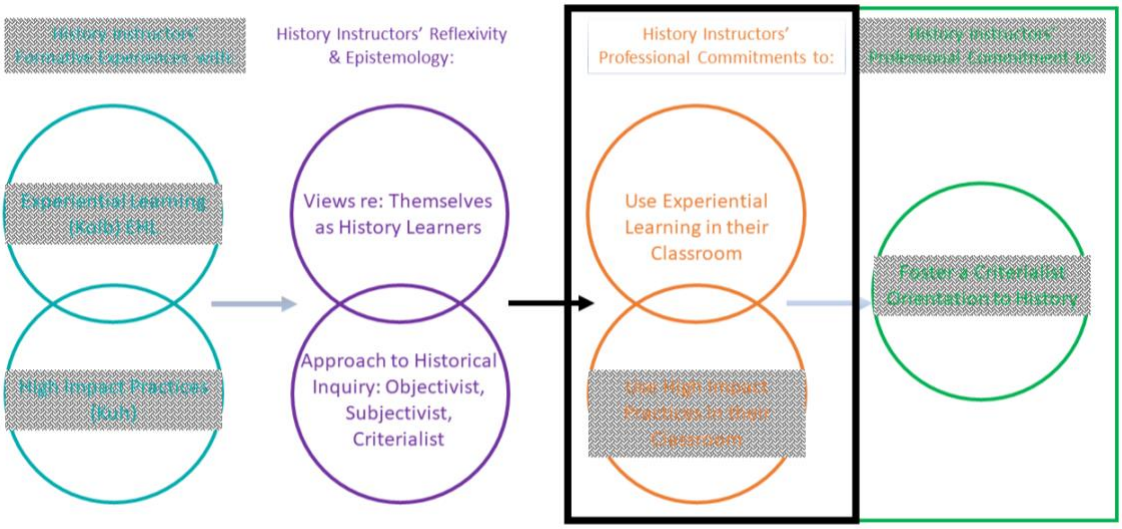
Test #11:

Notes:
The variable institution type (p<0.0426) influenced the statistical significance of this model.
The p-value for the overall model is p<0.0001.

In this multiple linear regression analysis, I tested the influence of the independent variables, formative learning experiences with experiential learning, high-impact practices, and demographic variables on the dependent variable, the history

educators' professional commitments to using experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0001$. The adj. R^2. is *0.4500*. Institution type mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0426$ ($n=159$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0001$. The model testing average formative learning experiences with experiential learning, high-impact practices, and the variable institution type explained *41.75%* of the variance (adj. R^2) observed in the data. The survey results that institution type ($p<0.0561$) did not contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



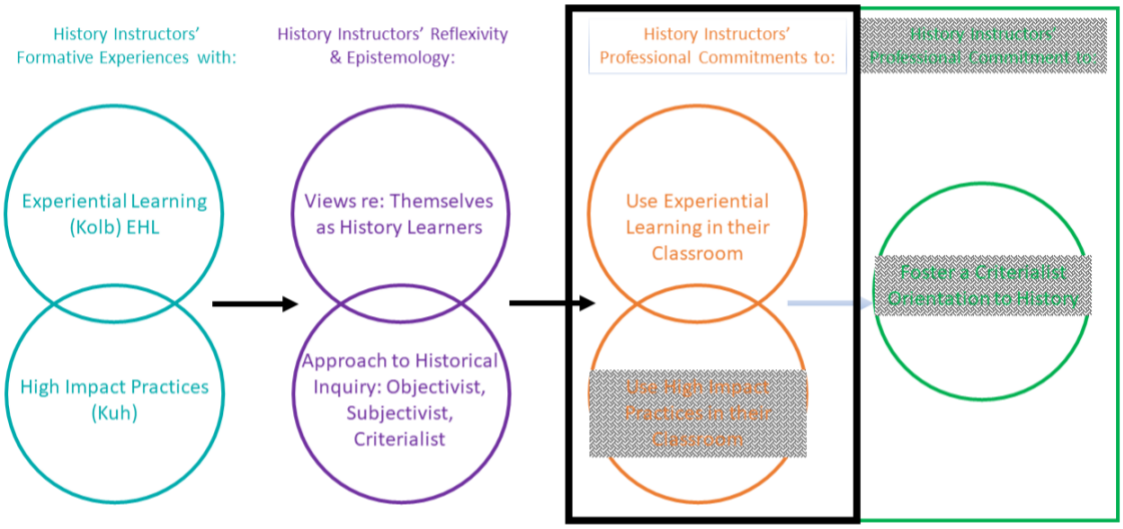
Test #12:

Notes:
The variable institution type ($p<0.0086$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0020$.

In this multiple linear regression analysis, I tested the influence of the independent variables, history educators' view of themselves as history learners and their approach to historical inquiry, and demographic variables on the dependent variable, history educators' professional commitments to use experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0020$. The adj. R^2 is 0.1990. Institution type mediated the effect of how history educators' view of themselves as history learners and approach to historical inquiry influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0086$ ($n=157$), contribute to the

statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of *p<0.0001*. The model testing average history educators' view of themselves as history learners, their approach to historical inquiry, and the variable institution type explained *20.01%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable institution type (*p<0.0001*) contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.



Test #13:

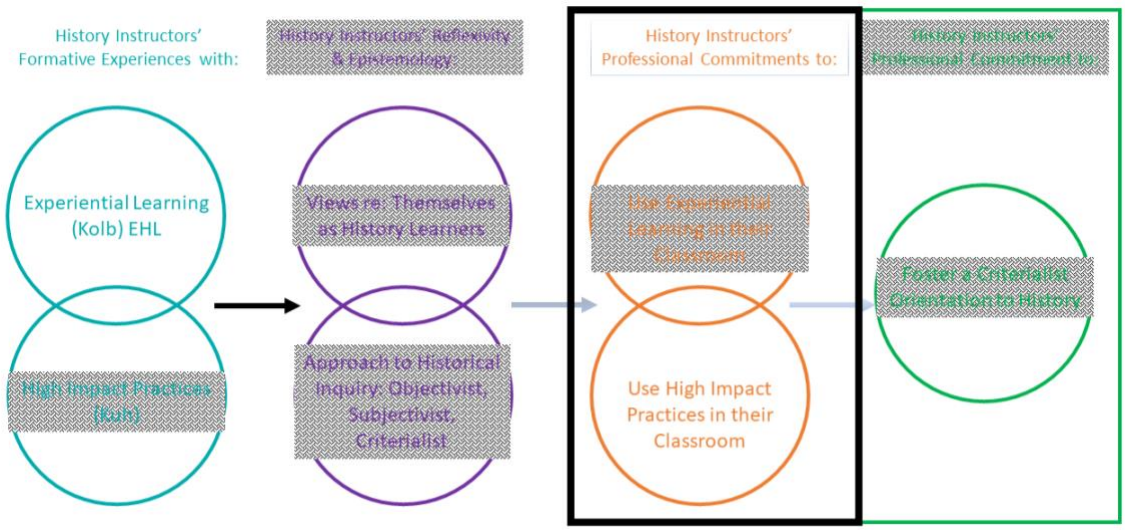
Notes:
The variable institution type (p<0.0521) influenced the statistical significance of this model.
The p-value for the overall model is p<0.0001.

In this multiple linear regression analysis, I tested the influence of the

independent variables, formative learning experiences with experiential learning, high-impact practices, history educators' view of themselves as history learners and approach to historical inquiry, and demographic variables on the dependent variable, history educators' professional commitments to use experiential learning in their classrooms. The initial data analysis shows a statistical significance of $p<0.0001$. The adj. R^2 is *0.5509*. Institution type mediated the effect of how their formative learning experiences and history educators' view of themselves as history learners and approach to historical inquiry influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, institution type has a p-value of $p<0.0521$ ($n=157$), contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0001$. The model testing average formative learning experiences with experiential learning and high-impact practices, history educators' view of themselves as history learners and approach to historical inquiry, and the variable institution type explained *56.19%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable institution type ($p<0.003$) contribute to the statistical significance of the model. Institution type negatively influences history educators' professional commitments to use experiential learning in their classrooms.

History Instructors' Professional Commitments to Use High-Impact Practices in Their Classrooms



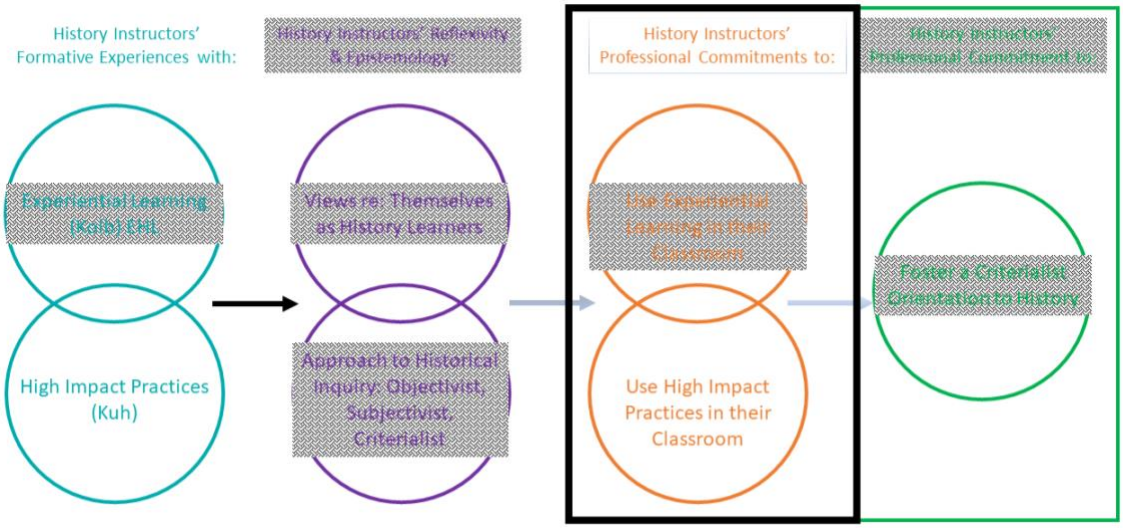
Test #14:

Notes:
The variable age, specifically the categories "25 – 34" ($p<0.0172$), "35 – 44" ($p<0.0095$), "45 – 54" ($p<0.0186$), "55 – 64" ($p<0.0104$), "65 – 74" ($p<0.0075$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0008$.

In this multiple linear regression analysis, I tested the influence of the independent variable, formative learning experiences with experiential learning, and the demographic variables on the dependent variable, history educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a statistical significance of $p<0.0008$. The adj. R^2 is *0.2034.* Age mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use HIPs in their classrooms. Specifically, respondents who indicated that their age was "25 – 34" ($p<0.0172$) ($n=19$), "35 – 44" ($p<0.0095$) ($n=44$),

"45 – 54" ($p<0.0186$) ($n=43$), "55 – 64" ($p<0.0104$) ($n=22$), "65 – 74" ($p<0.0075$) ($n=7$) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0002$. The model testing average formative experiences with experiential learning and the variable age explained *12.29%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable age "65 – 74" ($p<0.0074$) contribute to the statistical significance of the model. The survey results that the demographic variables "25 – 34" ($p<0.0998$), "35 – 44" ($p<0.0676$), "45 – 54" ($p<0.0730$), "55 – 64" ($p<0.0615$) did not contribute to the statistical significance of the model. Age positively influences professional commitment to use HIPs in their classrooms.



Test #15:

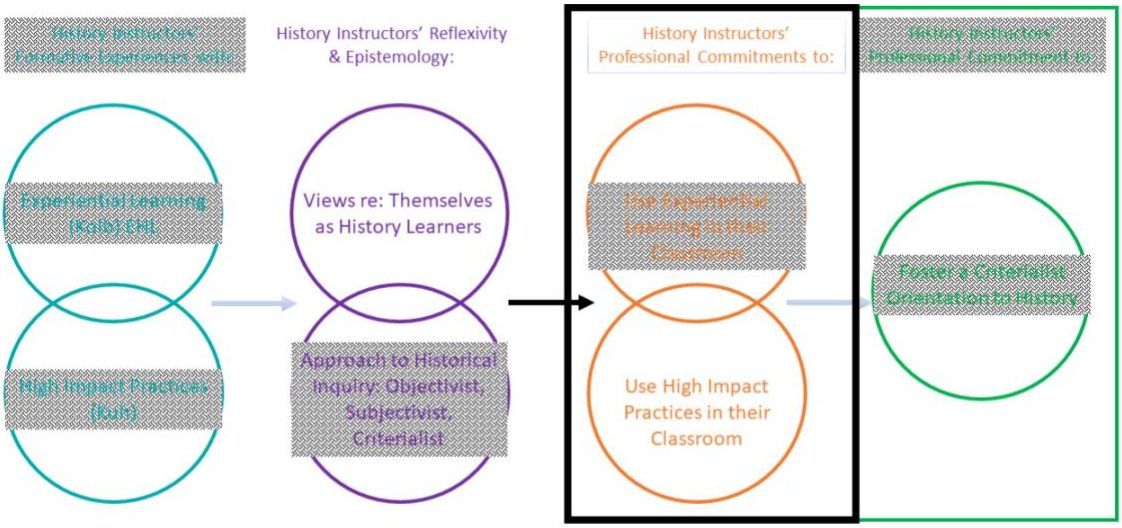
Notes:

The variable age, specifically the categories "35 – 44" ($p<0.0278$), "45 – 54" ($p<0.0468$), "55 – 64" ($p<0.0323$), "65 – 74" ($p<0.0266$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0127$.

In this multiple linear regression analysis, I tested the influence of the independent variable formative learning experiences with high-impact practices and demographic variables on the dependent variable history of educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a statistical significance of $p<0.0127$. The adj. R^2 is *0.1397*. Age mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use HIPs in their classrooms. Specifically, respondents who indicated that their age was "35 – 44" ($p<0.0278$) ($n=44$), "45 – 54" ($p<0.0468$) ($n=54$), "55 – 64" ($p<0.0323$) ($n=22$), "65 – 74" ($p<0.0266$) ($n=7$) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of $p<0.0620$. The model testing average formative experiences with high-impact practices and the variable age explained *3.98%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable age "65 – 74" ($p<0.0403$) contribute to the statistical significance of the model. The survey results that the demographic variables "35 – 44" ($p<0.3536$), "45 – 54" ($p<0.1888$), and "55 – 64"

(*p<0.1850*) did not contribute to the statistical significance of the model. Age positively influences professional commitment to use HIPs in their classrooms.



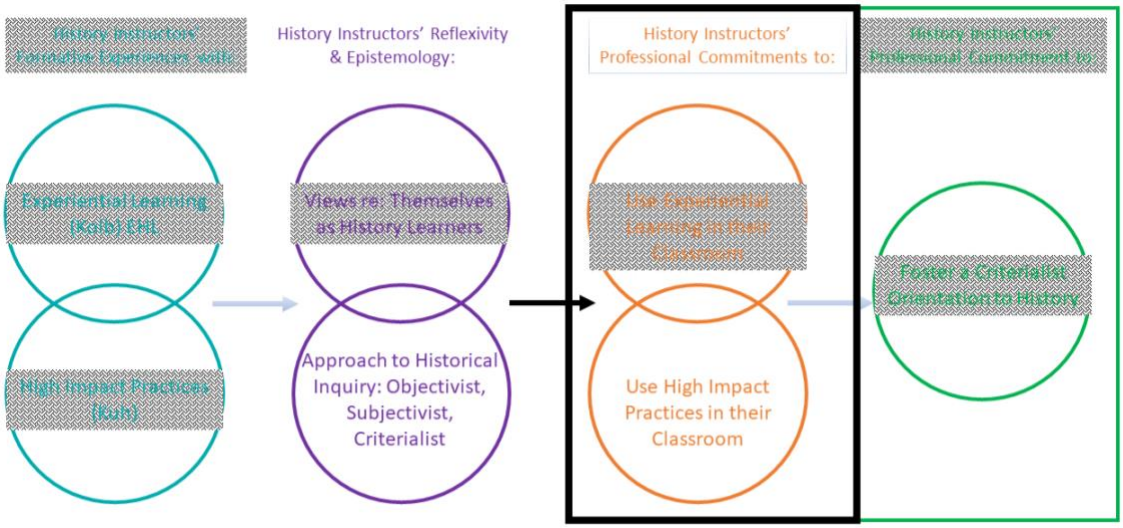
Test #16:

Notes:
The variable age, specifically the categories "25 – 34" (p<0.0210), "35 – 44" (p<0.0102), "45 – 54" (p<0.0162), "55 – 64" p<0.0124), "65 – 74" (p<0.0124) influenced the statistical significance of this model.
The p-value for the overall model is p<0.0402.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' view of themselves as history learners, demographic variables on the dependent variable, and history educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a statistical significance of *p<0.0402*. The adj. R^2 is *0.1091*. Age mediated the effect of how history educators' view of themselves as history learners influenced history educators' professional commitments to use HIPs in their classrooms. Specifically,

respondents who indicated that their age was "25 – 34" (*p<0.0210*) (*n=19*), "35 – 44" (*p<0.0102*) (*n=44*), "45 – 54" (*p<0.0162*) (*n=43*), "55 – 64*" (p<0.0124*) (n=21), "65 – 74" (*p<0.0124*) (*n=7*) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of *p<0.2091*. The model testing average history educators' view of themselves as history learners and the variable age explained *1.97%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable age "65 – 74" (*p<0.0359*) shows a statistical significance. Age positively influences professional commitment to use HIPs in their classrooms for the oldest category of respondents.



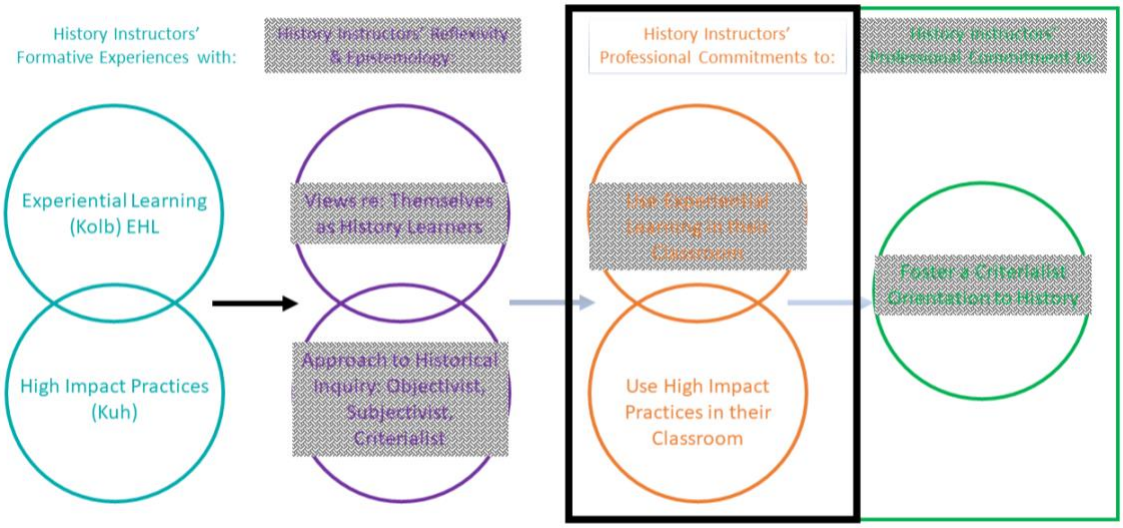
Test #17:

Notes:
The variable age, specifically the categories "25 – 34" (p<0.0204), "35 – 44" (p<0.0099), "45 – 54, p<0.0126), "55 – 64" (p<0.0129), "65 – 74" (p<0.0124) influenced the statistical significance of this model.

The p-value for the overall model is p<0.0301.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' approach to historical inquiry, demographic variables on the dependent variable, and history educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a statistical significance of *p<0.0301*. The adj. R^2 is *0.1181*. Age mediated the effect of how history educators' approach to historical inquiry influenced history educators' professional commitments to use HIPs in their classrooms. Specifically, respondents who indicated that their age was "25 – 34" (*p<0.0204*) (*n=26*), "35 – 44" (*p<0.0099*) (*n=44*), "45 – 54, (*p<0.0126)* (*n=43*), "55 – 64" (*p<0.0129*) (*n=22*), "65 – 74" (*p<0.0124*) (*n=7*) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of *p<0.0091*. The model testing average history educators' approaches to historical inquiry and the variable age explained *7.79%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable "65 – 74" (*p<0.0336*) contribute to the statistical significance of the model. Age positively influences professional commitment to use HIPs in their classrooms for the oldest category of respondents.



Test #18:

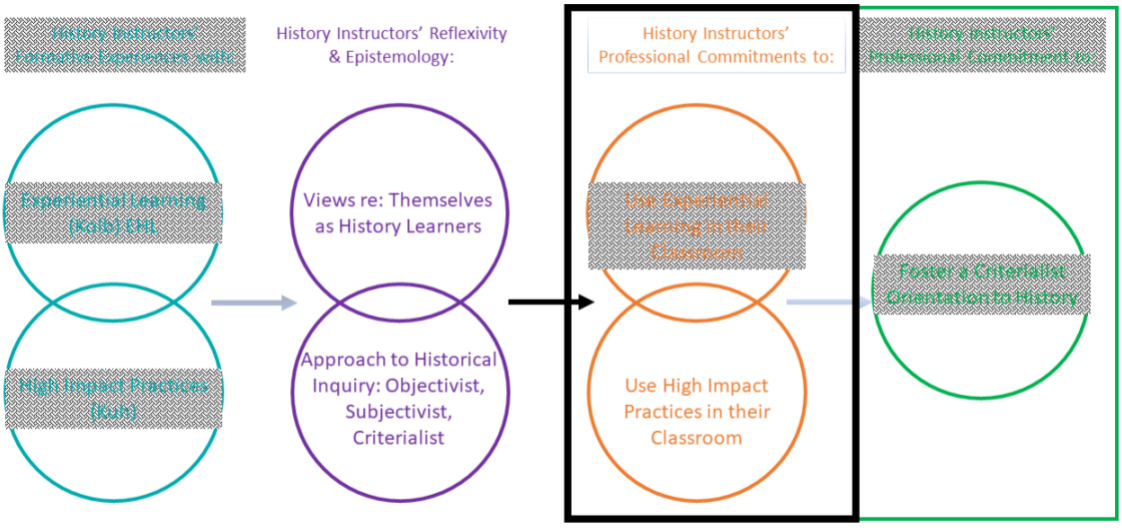
Notes:
The variable age, specifically the categories "25 – 34" ($p<0.0411$), "35 – 44" ($p<0.0187$), "45 – 54" ($p<0.0362$), "55 – 64" ($p<0.0221$), "65 – 74" ($p<0.0143$) and number of years teaching ($p<0.0464$) influenced the statistical significance of this model. The p-value for the overall model is $p<0.0003$.

In this multiple linear regression analysis, I tested the influence of the independent variables, formative learning experiences with experiential learning, high-impact practices, and demographic variables on the dependent variable history of educators' professional commitments to using high-impact practices in their classrooms. The initial data analysis shows a statistical significance of $p<0.0003$. The adj. R^2 is *0.2292*. Age and number of years teaching mediated the effect of how their formative learning experiences influenced history educators' professional commitments to use HIPs in their classrooms. Specifically, respondents who indicated that their age was "25 – 34" ($p<0.0411$) ($n=19$), "35 – 44" ($p<0.0187$) ($n=44$), "45 – 54" ($p<0.0362$) ($n=43$), "55 –

64" ($p<0.0221$) ($n=21$), "65 – 74" ($p<0.0143$) ($n=7$) and number of years teaching ($p<0.0464$) ($n=159$) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance $p<0.0001$. The model testing formative learning experiences with experiential learning and high-impact practices, teaching years, and age explained *15.60%* of the variance (adj. R^2) observed in the data. Survey results indicate that the demographic variable age "65 – 74" ($p<0.0094$) contributes to the statistical significance of the model. In the final analysis, number of years teaching ($p<0.2029$) did not contribute to the statistical significance of the model. Age positively influenced professional commitments to use HIPs in their classrooms.

Test #19:



Notes:
The variable age, specifically the categories "25 – 34" ($p<0.0191$), "35 – 44" ($p<0.0097$), "45 – 54" ($p<0.0116$), "55 – 64" ($p<0.0102$), "65 – 74" ($p<0.0142$)

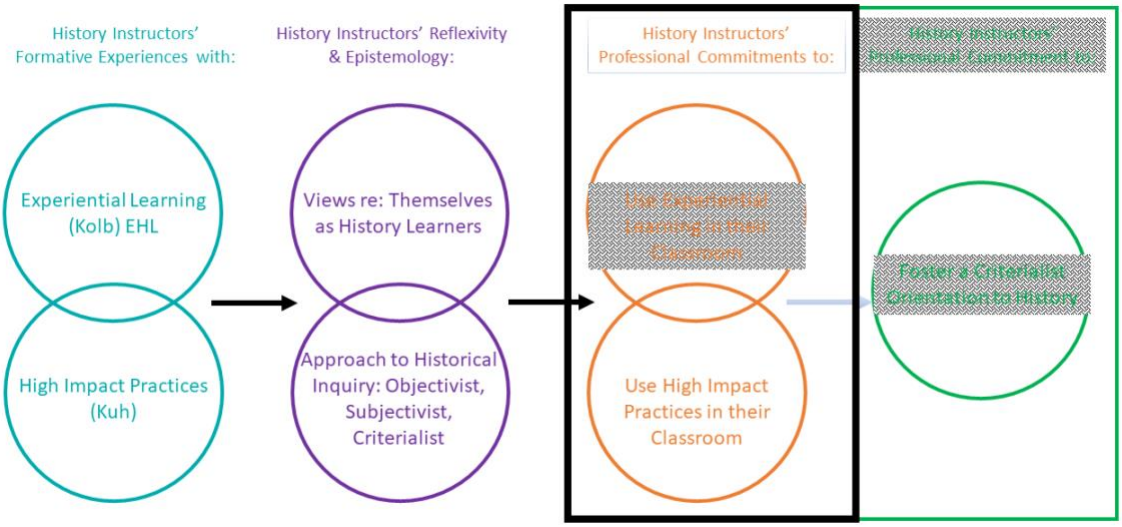
influenced the statistical significance of this model.
The p-value for the overall model is p<0.0427.

In this multiple linear regression analysis, I tested the influence of the independent variables, history educators' view of themselves as history learners and their approach to historical inquiry, and demographic variables on the dependent variable, history educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a statistical significance of *p<0.0427*. The adj. R^2 is *0.1135*. Age mediated the effect of how history educators' view of themselves as history and approach to historical inquiry influenced history educators' professional commitments to use HIPs in their classrooms. Specifically, respondents who indicated that their age was "25 – 34" (*p<0.0191*) (*n=19*), "35 – 44" (*p<0.0097*) (*n=44*), "45 – 54" (*p<0.0116*) (*n=43*), "55 – 64" (*p<0.0102*) (*n=21*), "65 – 74" (*p<0.0142*) (*n=7*) contributed to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance *p<0.0225*. The model testing history educators' view of themselves as history learners and approach to historical inquiry, teaching years, and age explained *7.13%* of the variance (adj R^2) observed in the data. were significant, while objectivist (*p<0.1562*) and subjectivist (*p<0.8631*) show a statistical insignificance. Survey results indicated that the demographic variables "65 – 74" (*p<0.0382*) contribute to the statistical significance of the model. Survey results indicated that the independent variables "18 – 24" (*p<0.1224*),

"25 – 34" (*p<0.1049*), "35 – 44" (*p<0.0781*), "45 – 54" (*p<0.0699*), "55 – 64" (*p<0.1160*) contribute to the statistical significance of the model. Age positively influences professional commitment to use HIPs in their classrooms.

Test #20:



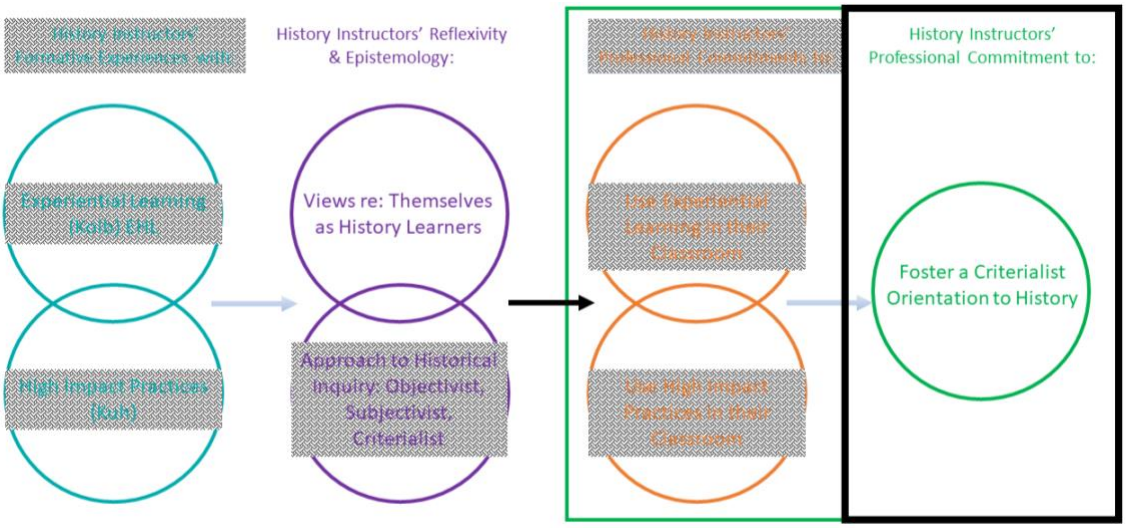
Notes:
The variable age, "25 – 34" (p<0.0409), "35 – 44" (p<0.0194), "45 – 54" (p<0.0318), "55 – 64" (p<0.0221), "65 – 74" (p<0.0156) and number of years teaching (p<0.0555) influenced the statistical significance of this model.
The p-value for the overall model is p<0.0007.

In this multiple linear regression analysis, I tested the influence of the independent variables, formative learning experiences with experiential learning, high-impact practices, history educators' view of themselves as history learners and approach to historical inquiry, and demographic variables on the dependent variable, history educators' professional commitments to use high-impact practices in their classrooms. The initial data analysis shows a significance of *p<0.0007*. The adj. R^2 is *0.2275*. This

model is statistically significant, *p<0.0001*. Institution type mediated the effect of how their formative learning experiences and history educators' view of themselves as history learners and approach to historical inquiry influenced history educators' professional commitments to use experiential learning in their classrooms. Specifically, respondents who indicated that their age was "25 – 34" (*p<0.0409*) (*n=19*), "35 – 44" (*p<0.0194*) (*n=44*), "45 – 54" (*p<0.0318*) (*n=43*), "55 – 64" (*p<0.0221*) (*n=21*), "65 – 74" (*p<0.0156*) (*n=7*), and number of years teaching (*p<0.0555*) (*n=157*) contribute to the statistical significance of the model.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance of *p<0.0001*. The model testing formative learning experiences with experiential learning and high-impact practices, history educators' view of themselves as history learners and approach to historical inquiry, and teaching years and age explained *18.58%* of the variance (adj R^2) observed in the data. Survey results indicated that the demographic variable age "65 – 74" (65 – 74, *p<0.0162*) contribute to the statistical significance of the model. Survey results indicated that the demographic variables "25 – 34" (*p<0.1307*), "35 – 44" (*p<0.0775),* "45 – 54" (*p<0.0747*), "55 – 64" (*p<0.1053*), and number of years teaching (*p<0.2678*) did not contribute to the statistical significance of the model. Age and number of years teaching positively influence professional commitments to use HIPs in their classrooms.

History Instructors' Professional Commitments to Foster a Criterialist Orientation to History



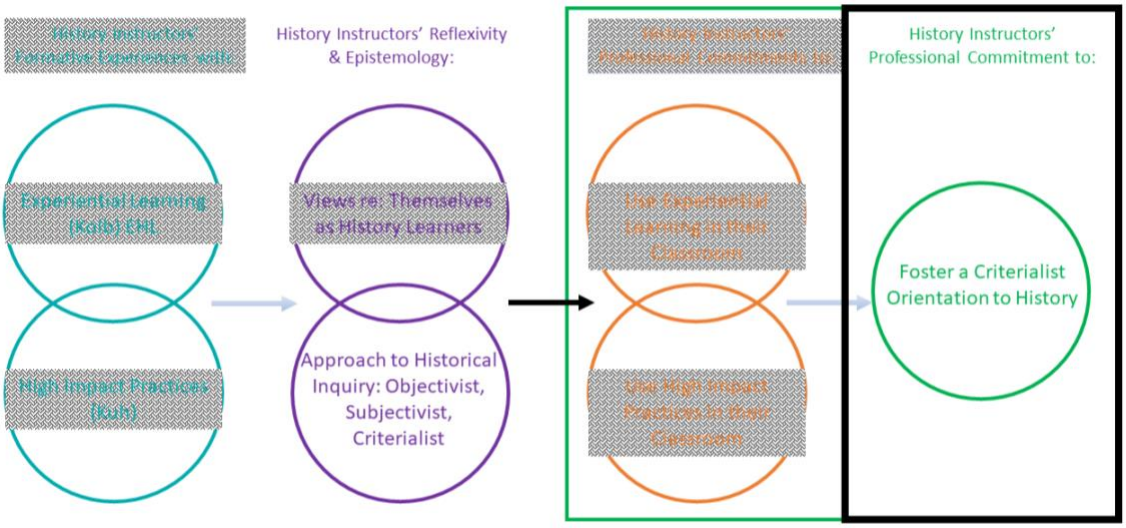
Test #21:

Notes:
The variable number of years teaching ($p<0.0392$) influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0001$.

In this multiple linear regression analysis, I tested the influence of the independent variable, history educators' view of themselves as history learners, and the demographic variables on the dependent variable, history educators' professional commitment to foster a criterialist orientation to history. The initial data analysis shows a statistical significance of $p<0.0001$. The adj. R^2 is *0.4264*. Number of years teaching mediated the effect of history educators' professional commitment to foster a criterialist orientation to history. Specifically, respondents who indicated that the number of years of teaching ($n=159$) demonstrated statistical significance; the p-value was $p<0.0392$.

The follow-up analysis included one variable that showed statistical significance

from round one of model building. This model shows a statistical significance $p<0.0001$. The model testing history educators' view of themselves as history learners and teaching years explained *45.53%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable number of years teaching ($p<0.0165$) contribute to the statistical significance of the model. Number of years teaching positively influences history educators' professional commitment to foster a criterialist orientation to history.



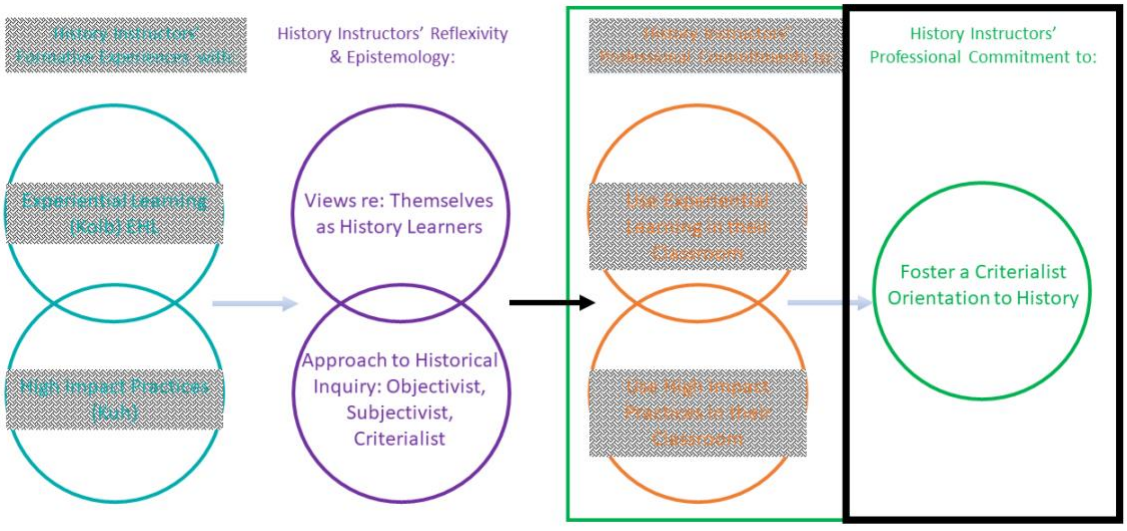
Test #22:

Notes:
The variable race, specifically the category "more than one race" ($p<0.0211$), influenced the statistical significance of this model.
The p-value for the overall model is $p<0.1368$.

In this multiple linear regression analysis, I tested the influence of the independent variable of history educators' approach to historical inquiry and the demographic variables on the dependent variable of history educators' professional

commitment to foster a criterialist orientation to history. The initial data analysis indicates a statistical insignificance of $p<0.1368$. The adj. R^2 is 0.0649. Race mediated the effect of history educators' professional commitment to foster a criterialist orientation to history. Specifically, respondents who indicated they were "more than one race" ($n=3$) contribute to the statistical significance of the model. The p-value for "more than one race" was $p<0.0211$.

The follow-up analysis included one variable that showed statistical significance from round one of model building. This model shows a statistical significance $p<0.0513$. The model testing approach to history educators' approach to historical inquiry and race explained *4.09%* of the variance (adj. R^2) observed in the data. Survey results indicated that the demographic variable "more than one race" ($p<0.0120$) contribute to the statistical significance of the model. Race positively influences history educators' professional commitment to foster a criterialist orientation to history.

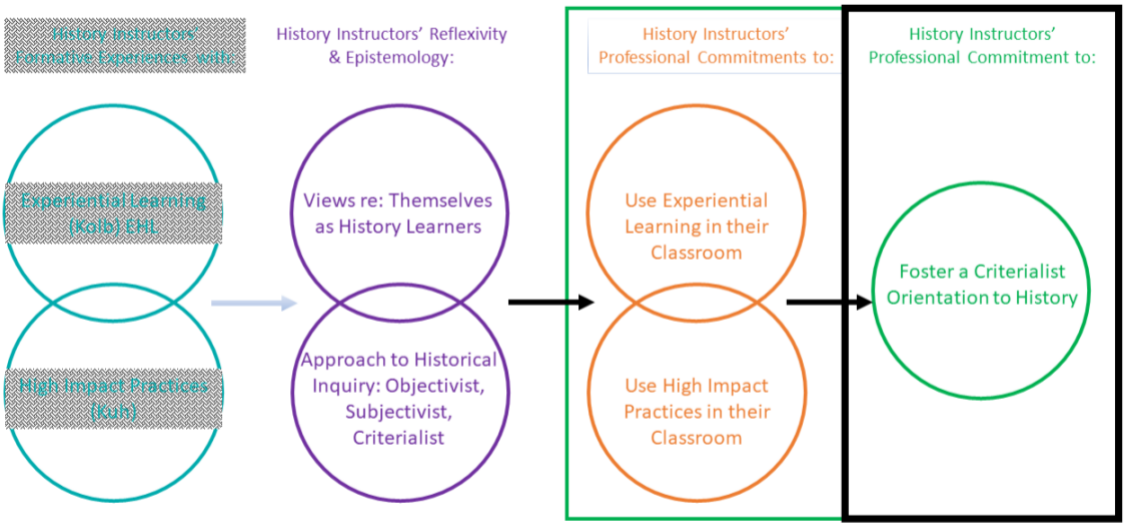


Test #23:

Notes:
No demographic variables influenced the statistical significance of this model.
The p-value for the overall model is $p<0.0001$.

In this multiple linear regression analysis, I tested the influence of the independent variables of history educators' view of themselves as history learners and their approach to historical inquiry and the demographic variables on the dependent variable of history educators' professional commitment to foster a criterialist orientation to history. The initial data analysis indicates a statistical significance of $p<0.0001$. No demographic variables mediated the effect of history educators' professional commitment to foster a criterialist orientation to history. According to the respondents, no demographic variables contribute to the statistical significance of the model. The adj. R^2 is *0.4626*.

The follow-up analysis included no demographic variable that showed statistical significance from round one of model building. This model shows a statistical significance $p<0.0001$. The model testing approach to history educators' view of themselves as history learners and approach to historical inquiry explained *47.11%* of the variance (adj. R^2) observed in the data. No demographic variables positively influence history educators' professional commitment to foster a criterialist orientation to history.

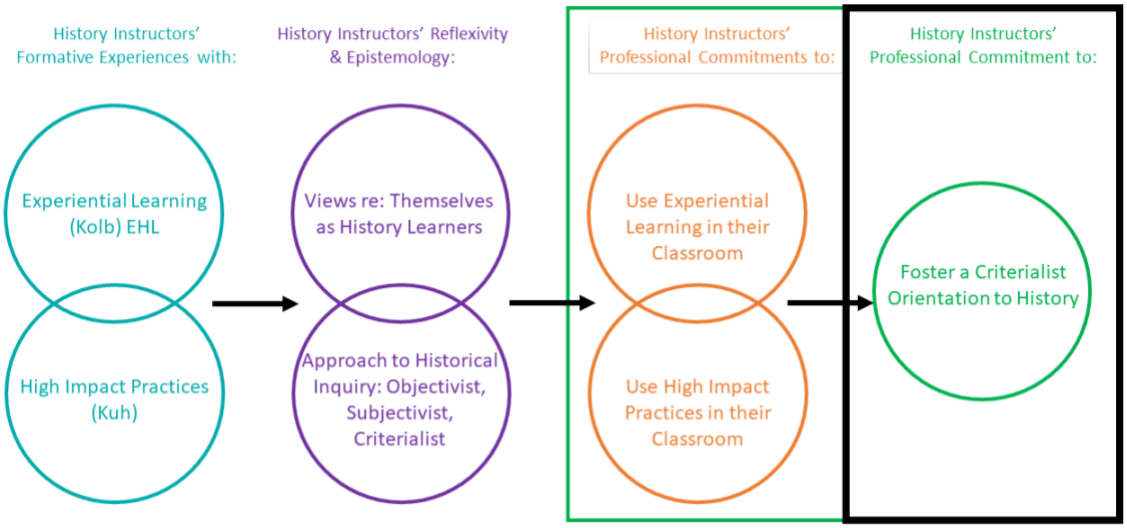


Test #24:

Notes:
No demographic variables influenced the statistical significance of this model.
The p-value for the overall model is p<0.0001.

In this multiple linear regression analysis, I tested the influence of the independent variables of history educators' professional commitments to using experiential learning and high-impact practices in their classrooms, view of themselves as history learners, and approach to historical inquiry and demographic variables on the dependent variable of history educators' professional commitment to foster a criterialist orientation to history. The initial data analysis indicates a statistical significance of *p<0.0001*. The adj. R^2 is *0.4916.* No demographic variables mediated the effect of history educators' professional commitment to foster a criterialist orientation to history. According to the respondents, no demographic variables contribute to the statistical significance of the model.

The follow-up analysis included no demographic variable that showed statistical significance from round one of model building. This model shows a statistical significance *p<0.0001*. The model testing history educators' professional commitments to using experiential learning and high-impact practices in their classrooms, history educators' view of themselves as history learners, and approach to historical inquiry explained *51.50%* of the variance (adj. R^2) observed in the data. According to the respondents, no demographic variables contribute to the statistical significance of the model.



Test #25:

Notes:
No demographic variables influenced the statistical significance of this model.
The p-value for the overall model is p<0.0001.

In this multiple linear regression analysis, I tested the influence of the independent variables of history educators' formative learning experiences with experiential learning, high-impact practices, professional commitments to using

experiential learning and high-impact practices in their classrooms, view of themselves as history learners and approach to historical inquiry and demographic variables on the dependent variable of history educators' professional commitment to foster a criterialist orientation to history. The initial data analysis indicates a statistical significance of $p<0.0001$. The adj. R^2 is *0.4872*. No demographic variables mediated the effect of history educators' influenced history educators' professional commitment to foster a criterialist orientation to history. According to the respondents, no demographic variables contribute to the statistical significance of the model.

The follow-up analysis included no demographic variable that showed statistical significance from round one of model building. This model shows a statistical significance $p<0.0001$. The model testing formative learning experiences with experiential learning and high-impact practices, history educators' professional commitments to using experiential learning and high-impact practices in their classrooms, history educators' view of themselves as history learners, and approach to historical inquiry explained *51.36%* of the variance (adj. R^2) observed in the data. According to the respondents, no demographic variables contribute to the statistical significance of the model. No demographic variables positively influence history educators' professional commitment to foster a criterialist orientation to history.

Qualitative (qual) Interview Analysis

In this section, I outline the data collection methods for the interview and analysis. The thematic analysis process utilized in this chapter, as described by Terry

and Hayfield (2021), is outlined in Figure 11 in Chapter 3. These parent codes stem from the overarching research on experiential learning, high-impact practices, and the criterialist orientation of historical inquiry. The principal codes are: (a) experiential learning, (b) high-impact practices, (c) criterialism, (d) history, and (e) think historically-foster learners.

Table 11, the Thematic Table, illustrates the final themes and subthemes developed using thematic analysis. During the final phase of theme development, Terry and Hayfield ask the researcher to consider "It should become straightforward, as analysis develops, to write a coherent paragraph about a theme, exploring its boundaries and central organizing concept" (2021, p. 50). The next stage of code development continued with themes based on the analysis of the participant interviews. In the following analysis phase, it was essential to interrogate the codes and discover the operative meaning behind each participant's answering the interview questions. After reviewing the transcript excerpts in Dedoose, three themes based on the history educator conceptual model were generated, and the theme of developing learners through positive educator relationships and the value of history surfaced from further qualitative analysis. Subtheme construction originated from respondent quotes, which the table highlights.

Table 11

Thematic table

	History Instructor Professional Commitment to…		
Theme #1 – History Instructor's Formative Learning Experiences	**Theme #2 –** Experiential Learning and HIPs	**Theme #3 –** Fostering Criterialist Orientation to Historical Inquiry	**Theme #4 –** Commitment to Develop Learners Through Positive Educator Relationships and Value of History
They had incredibly passionate teachers.	History learning is active and engaging.	History is not controversial; it is just our story.	Teachers get students excited about history through an "X-factor."
They had teachers who were curious about history.	Experiential learning can be *a search for evidence.*	Historians validate knowledge through the process of critical inquiry into the past.	Passionate teachers create interest and curiosity in students.
They had teachers who shared and simplified content knowledge.	Experiential learning connects classroom learning to the world outside the classroom.	Historians engage in an ongoing process of *questioning* and *dialogue*.	Students know and connect with the teacher's commitment and inclination to build relationships.
They had teachers who made content relevant and valuable.	You can *experience history*—and when you do, it comes alive!	There is evidence, and there is the *interpretation* of the evidence.	Teaching history is their life and something they deeply value, and it is a mindset imparted to students.
They had teachers who incorporated a variety of HIPs and EXPL methods.	You can *experience history*—and when you do, it becomes your own.	Historians view knowledge creation as a social process that leads to better answers.	Students inspire awe, evoke passion, and a willingness to engage, collaborate, and build community.
They had teachers who used artifacts as	Using EXPL and HIPs for historical	Historians create a holistic	They promote an environment that

resources to enhance the experience.	inquiry strengthens outcomes.	understanding through the process of *ongoing reflection*.	empowers learning and compassion.
They had teachers who created a caring learning environment and encouraged interpersonal relationships.		Historians acknowledge that their time, place, and biases influence their understanding of the past.	They are motivated and ready to innovate.
The interviewee wanted to emulate an influential teacher.		History helps us understand the human experience and requires constructing deep, impactful "us in them" narratives.	Passionate teachers have fun!

The four themes reflect the research questions and evoke the variables from the history educator conceptual model. The themes reflect the educators' educational journey with experiential learning and HIPs seeking to understand their commitment to experiential learning, HIPs, and the criterialist orientation to historical inquiry in their classroom. The following section will reflect these themes.

Theme #1 - *"My experience with those [educators] is what made me want to be like them."* Formative Learning Experiences

Theme #2 - *"I am just addicted to it."* History Instructor Professional Commitment to Experiential Learning and HIPs

Theme #3 - *"There is the evidence… [and they] interact with each other to develop and validate historical knowledge."* Foster Criterialist Orientation to Historical Inquiry **for** Their Students

Theme #4 - "*Teaching, it's infectious…it's a passion or imparting curiosity [or] whatever that kind of X-factor is. You don't quite know how it happens; it is alchemy."* History Instructor Professional Commitment to Develop Learners Through Positive Educator Relationships and Value of History

The ten high school and college history educators interviewed had vast history education experience. Seven of the ten educators earned doctoral degrees (4 female, 3 male), and three earned at least one master's degree (2 female, 1 male). The interviewees have taught for at least eleven years; six educators have taught for twenty years or more, and 2 teachers have 25 years or more. Four (2 female, 2 male) of the ten educators teach in high school, and six (3 female, 3 male) at the college or university level. All interviewees teach in Missouri or Illinois and were born in the United States. One educator is an African American female high school educator. None of the educators identified as Latinx. All of the educators are aged 35 and over. I interviewed via Zoom in September 2023 using the digital interview protocol questions designed for research on experiential learning, high-impact practices, and historical inquiry to reflect the research questions.

Theme #1 - *"My experience with those [teachers] is what made me want to be like them."* Formative Learning Experiences

Theme #1 is constructed from formative learning experiences the ten history educators experienced during their education journey. These experiences were often with educators whose environments inspired current educators to become educators. These educators taught with passion and curiosity, which imparted the value of curiosity and learning history to these educators. This notion was expressed by Educator #3, "they were able to express the value of what they were teaching...you knew that there was something if someone cared so much about what they were teaching or talking about,

were so passionate…"

This concept of connecting with former teachers through their desire to instruct and capacity to relay expertise was reiterated by Educator #9, "that's really what made me connect with them was the fact that they were so passionate and could express their own knowledge and interest in the subject." Educator #9 continues this idea, "when they demonstrate passion for it, it makes other people want to learn. It makes other people curious."

These past educators distilled content and provided knowledge and experiences that made history accessible and personal. The past educators shared and simplified content knowledge and made the content relevant and valuable, as explained by Educator #1, "someone who can...crystallize knowledge of the past in a way that sort of helps students understand something which is both complex and textured." Educator #9 provides more insight on past teachers' influence, "It makes you feel like I can go deep with this person because they are deep, they've got knowledge that I don't [have] and cannot acquire any other way."

Educator #3 teaches at the same high school he attended. His high school heavily used place-based learning and experiential learning in the community. Educator #3 indicated, "walking the neighborhood and just talking to the people that had lived there for 30, 40, 50 years...we would, [learn] kind of through osmosis."

Many of the participants discussed Primary sources heavily throughout the interview process. Educator #7 continues the discussion of primary sources, "… [as a

student] there always was an emphasis on primary sources and primary source collection...all these courses on pointing to those experiences as being essential to the discipline." Primary sources were one form of experiential learning and high-impact practices that these current history educators experienced during their formative experiences with past educators. Educator #2 had a place-based, experiential study abroad experience in Germany during high school. "We went through the World War I battlefield together; we all had like a scavenger hunt. And then, like, we would stop in the woods, and they would play a recording of the guns...for learning about World War I." Educator #4 spent time in Paris and Kenya as a student, "studying abroad, I will be an acolyte, a proselytizer of study abroad; I could not tell you how important that was." Educator #5 discusses experiences with HIPs, "I think within an environment that I was in, the common intellectual experience was, like, an essential part of that and that kind of shaping you into being part of a small community." Educator #5 elaborates on the exact HIPs during this experience, "I think grad school also is that for good or for ill, trying to create a common intellectual experience collaborative learning."

Educator #4 describes an experience with a middle school teacher who used artifacts as primary sources, "... he used to bring in objects, found objects, and stuff from antique stores. And he would have us guess what the function was."

Creating a caring learning environment that encouraged interpersonal relationships was also critical for the current educators. Educator #8 reflects on past teachers, "…[teachers] that highlighted…interpersonal relationships-current events-

things that the college students would care about." Educator #8 agrees about teacher-student relationships, "So I think that [past teacher passion and curiosity] really pulls people into the relationship as well." Educator #8 detailed what college students deem relevant, "…meeting their audience where the audience was… current events in terms like gender issues and identity and freedom." Educator #5 remarked on the classroom presence of a past teacher who left an indelible mark, "The It… I think it was just it was a combination of his classroom presence. His constant kind of driving us to do better on riding and, and kind of showing us do this, it's really showing me through this, that if you put in this kind of effort and really kind of push yourself to this, you that you can understand something or at least come to feel like you understand something in a way that you hadn't felt before. You put in this work, and you can get rewarded by feeling like you really know something…trust, [he] has your best interests in mind… I was so connected to him."

Educator #9 stated, "Absolutely. My experience with those people is what made me want to be like them." Educator #9 elaborated further in the interview why she felt connected to past educators, "for me, that's really what made me connect with them was the fact that they were so passionate and could express their own knowledge and interest in the subject."

Theme #2 - *"I am just addicted to it."* History Instructor Professional Commitment to Experiential Learning and HIPs

Theme #2 evolved from the participants' professional commitment to experiential

learning and HIPs. Educator #1 declared that education is not a spectator sport! “it's an active sport. Even in something like history, I believe in being an active reader. [students] taking notes… sit around me in a circle, and I'll tell a great story… taking the time to work through these things actively [research].” Educator #6 describes a classroom with the occasional PowerPoint when necessary. This classroom is active and engaging, “when the students are actually talking, getting up and moving, going to see things doing a quick right in class, doing group work, talking to their neighbor. Those are the kinds of activities that I consider active.” Educator #2 defines active learning as “active is when students are able to personalize or make connections to things on a level that resonate…by trying to embed some sort of self-reflection or uniquely personal angle in the assignments that we do so that they are hopefully engaging in something that will resonate with them in the future.”

Educator #1 maintains, “my courses are writing intensive. Everyone has to do a research project, whether it's a small research project to a longer paper.” The research process of experiential learning, HIPs, and historical inquiry is vital. Maintaining an active learning environment with available research facilities to keep the students actively researching and honing their analysis and reasoning skills is necessary for inquiry. Educator #1 follows this, saying, “I love the library, and I can't stay out of it. So, we were inquiry, active, that's for sure.”

Through various modes of experiential learning, historical inquiry via HIPs, collaborative learning, writing, research, and primary sources. Educator #5 explains using

primary sources, “I tell them [students], this is where that past and the past we can access meet, and this is the evidence…so that's why we're looking at primary sources.” Educator #8 continues this thinking, “I try to drive home the need to look for evidence, the need to try to achieve objectivity. They need to compare things that they're reading to. You know their own perspectives to make sure they can pinpoint places, lack of objectivity.” Educator #7 also discusses the importance of primary sources and evidence, “essentially, what I do every week is I have students get into small groups. They work on a problem…the problem is an issue of engaging with primary sources or confronting something about trying to work together to solve something. Educator #7 then described the process: “They do that by asking a scientific question first and then seeing if they can answer it with the evidence.”

Each educator defined experiential learning differently based on their classroom experiences. Educator #4 believes experiential learning is “when the student has to do something that involves an element of self-instruction and a connection with aspects of life outside of the classroom.” Educator #7 deliberates the merits of the library “Occasionally, I will take them to a special collections or library and have an assignment like that…one of the things I'm kind of doubling down on is writing... so I kind of assigned monographs, and I'm kind of pushing them on the reading.”

The educators defined experiential learning in a variety of ways. It became evident that through different teaching methods, students can *experience history*—and when they do, history comes alive, and students can take ownership of their learning

experience. Educator #9 believes that learning needs to be student-driven. “They really enjoyed [learning] that they become very passionate about a subject when they can act it out. So, I feel like they're not learning if they're not happy. The focus of the learning experiences is group activities that keep the students engaged, “mock trial is because they're competing with other people; they have war stories. So anytime they can do a debate or like where they competed and fought…they're so happy because this is one of the most vibrant memories they have is fighting alongside each other.” Educator #3 discusses the learning opportunities experiential learning creates, “…I can create opportunities for students to somehow understand what it would be like to be someone else…that would be like, a win for experiential learning, whether that's like, a paragraph reading, or a two-minute video clip, or three three-month projects.” As a high school history teacher, Educator # 3 follow this up saying, “if…something clicks, and they realize they have…[a] small epiphany of my world is very much different than someone else's. Educator #3 believes this is a critical moment for experiential learning, “For me, that would be not only the definition, but also meaningful, right, if a couple times a year, I could get one of my freshmen to really understand or, feel some sort of connection to another person…I that works…that wins for me.”

As history educators, these participants shared that history is discoverable in many ways. Educator #10 teaches upper and lower-division college courses and describes how he teaches, “I do…small group work with the historical inquiry process…students pick a common topic and a common reading…community of scholars, …writing and

undergraduate research." Writing and research were common practices stated by the participants. Educator #9 describes the learning opportunities in the classroom, "…it's learning that is student-driven; it has parameters, the student can move within those parameters in any direction they seek…How they want to present what they want to study…the choice, the topic, and how they want to share that with us."

Theme #3 - *"There is the evidence… [and they] interact with each other to develop and validate historical knowledge."* Foster Criterialist Orientation to Historical Inquiry for Their Students

Theme #3 is rooted in the historical inquiry process. Among the eleven HIPs, core concepts include diversity/global learning. AAC&U stresses exploring diverse human experiences and cultures throughout the collegiate experience in as many courses as possible. It focuses on equality and equity, incorporating experiential learning into the curriculum whenever possible. This can also include other tenets of HIPs: study abroad, learning communities, undergraduate research, and writing-intensive courses.

Being able to focus on topics that some consider uncomfortable should push some students towards being comfortable through open discourse. Educator #6 deems nothing in history controversial because history is neither simple nor black and white. "I think it is just the story…[history] informed by context informed by lots of reading informed by lots of primary sources you can get towards it's asymptotic… how can you avoid slavery and race?" Educator #6 continues this line of thinking when discussing diversity in collegiate history, "Where we've been where we, we used to invisible eyes, so much of the human experience, whether it's methodologically, because political history was only

important thing, or whether it was in terms of which communities we actually studied. So, I think diversity is a capacious term that we don't even know all of its meanings and definitions haven't even been unpacked or represented at the college level."

Educator #1 follows Educator #6 with this statement, "I teach hard history, uncomfortable stuff…I don't gloss over it…I provide a nurturing space for them to have these feelings, and then I give them tools to try to go and change it." Educator #1 continues why history should not be controversial, "the thing is, they shouldn't be controversial. So, the use of the word controversial is the problem for me; it's about language. It's about…how we set this up." Educator #9 discusses why discourse, learning multiple perspectives, and exposure to history are necessary, "people have life experiences that give them a perspective…I think, personally, encounter people who have experiences and engage with them and understand those experiences because that will shape how they think about something…then they also need to be able to speak to people with uninformed and ridiculous opinions."

Educator #7 very eloquently discusses the real-world application of discourse, experiential learning, and controversial topics, "intellectual engagement is as important and perhaps more so than some of the kind of emotional or identitarian kinds of definitions of the word experiential." Educator #10 altered the activities in Russian history class based on the Russian invasion of Ukraine, "all kinds of stuff are relevant to what we do in even ancient history. So, it's essential to making history matter." Educator 10 continues with current issues in the U.S., such as "issues of race in the United States.

That's present. In my classes, issues of gender and sexuality. Are feminism, sexism, abortion debate…" Educator #4 explains a student-centered approach to controversial topics, "when you teach controversial issues, I think it is really important to try to take as much as possible, the discussion off of you, do not be a sage on the stage, ever…put the conversation back into the hands of the students in an educated way. Give them resources, get them to talk to people who these, these things are impacted by."

The participants favored instruction based on a belief in problem-solving, analysis, questioning, forming arguments, and analysis. Educator #10 defines history as "History is a critical inquiry into the past." Criterialism and inquiry are aspects of the scientific process; according to Educator #7, "history and indeed all sciences,..all science is a social process of dialogue towards better answers, more persuasive answers within…epistemic communities." Criterialism relies on historical research and reasoning to form conclusions by creating concise, logical criteria to understand history. Educator #10 further defines criterialism, "the historian is part of the process. There is the evidence, and there's the interpretation of the evidence." Educator #9 echoes this line of thinking, discussing the ever-changing nature of the historical inquiry, "I'm constantly seeing those facts in certain lights as they connect to others…over time, my understanding of those facts shifts because I have more knowledge." Educator #1 describes the inquiry process, "It's not just enough for me to tell them that they have to read it for themselves; they have to see what is in there. They have to unpack it…I'm more like a guide, providing material to help you develop those skills. I'm not here just to

give you what I think you should know how you should feel about something."

The idea of critical inquiry as uncovering history requires questioning. Questioning and reflection are essential elements of criterialism as well as experiential learning. Educator #3 acknowledges the value of questions, "critical inquiry to me, like we're asking questions. And I think that's the most important thing we can do when learning history is just to keep asking questions." Educator #10 agrees, "History is our argument today about how to interpret the past, using evidence to try and make it relevant and useful to us to wrestle with questions we're worried about now…It is always a continuous, perpetual, never-ending argument." Educator #4 shares the idea of a good classroom, "There's nothing sadder than a quiet dead classroom. Even when an educator is lecturing, I want my students to interrupt me, and I want them to ask questions…you're missing a critical opportunity to let them talk to one another and hear how they think about it. Then maybe learn something else."

Educator #10 continues this critical idea of inquiry and gathering historical evidence: "The facts don't speak for themselves. They're the facts. And then we have to figure out what they mean. And that's what we do as historians is figure out what they mean." Educator #1 believes criterialist historical inquiry is built on all knowledge, the past, present, and future, and our ability to reflect, "we are trying to get an understanding based on the pieces of evidence that we have." In order to gain this understanding, students need to relate to where they are in the inquiry process, "we're trying to create a holistic picture…the more we acknowledge that we are…will lead to more inquiry and

more research and attempting to understand."

Educator #7 argues that we must understand where we are to understand history, "We are, in some ways, are studying our current moment and trying to understand it. And we bring to bear on our opinions about the past what how we are filtering the present." Educator #8 brings the following perspective to inquiry, "When my students think of thinking historically…the old line, like history, never repeats itself or does repeat itself. That's my endless quest is. Students can use their abilities, which gives them the ability to think critically and objectively about issues and figure out some solution that isn't just repeating the same mistakes."

Educator #10 encapsulates the definition and process of criterialism and historical inquiry, asserting, "[criterialism] validates historical knowledge." The process of validating historical knowledge occurs over time, according to Educator #9. Educator #9 considers criterialism and historical inquiry an ongoing process, "if my understanding of those objective facts is constantly changing… there is an interaction between myself and my experience, right? Me looking at the past and then understanding it differently over time or with the addition of more perspectives or more knowledge." Educator # 3 concurs, "history changes…we're just one discovery away from everything we know, in everything we know, being completely changed."

Educator #8 acknowledges that knowledge constantly changes and authors' approach to writing is shaped by their beliefs, "The historical authors who are creating these things were shaped entirely by their own beliefs, and with awareness of the

subjectivity we're all bound by then I can discern some seemingly factual evidence until some other material evidence arises that discounts it…it is always in flux, based on what we have to work with at the time." Educator #1 attempts to encapsulate historians and history's ability to understand the past and the present, "understanding that history is not just about the past but that it draws a connection to the present. So, the past is used to help explain the present, and the past is not kept in the past." Educator #1 followed up with this thought, "understanding why we are as a society the way we are is deeply rooted in the past, but as a society, I feel that we are so into the moment…we always look at the short term." I asked Educator #1 to explain that statement. "We don't look at how the past contributes to both short-term and long-term consequences…as long as we don't recognize the relationship between the past and the present, the past to the present, we're going to continue to make mistakes about how we move forward."

Educator #10 spoke about a category of analysis called "us in them." "…us in them is my category that says people always are constructing who we are who they are… what kinds of them are relevant to them?... How do those ideas of them and the US matter?" Educator #7's "us in them" philosophy is similar, "We need to have an approach to history that considers every person, every community, to recreate that diversity… to enlarge their horizons and to see how they can be connected to the entire rest of the world in the way that has been so transformative for my life and, and other people I see around me."

Educator #4 explains that as educators, we create learning opportunities for

historical inquiry, “We interpret as best we can. So, I think of it almost like as a spiraling path towards enlightenment…” Educator #8 echoes this sentiment in inquiry, "Humanistic enterprise to understand humans…studying human experiences and events can help people understand themselves, can help people understand the world they're living in…people understand each other better.” Educator #7 supports this notion and considers the human condition, "It's more about having insight about the human condition about specifics about the human condition that relate both to the past and the present.” Educator #1 elaborates on the relevance of the past and the present to history, “I believe that the past has a definitive relevance to my present...[we] may think that the past is the past; it has no relevance to the present. So that's why I think that even looking at history as a critical inquiry into the past…”

Theme #4 - “*Teaching, it’s infectious…it’s a passion or imparting curiosity [or] whatever that kind of X-factor is. You don't quite know how it happens; it is alchemy.”* History Instructor Professional Commitment to Develop Learners’ Through Positive Educator Relationships and Value of History

Theme #4 brings together several critical concepts into the overarching commitment to developing learners' through positive educator relationships and being committed to a deep value of history. One of the concepts is passion, which can be defined as a strong emotion, a desire to, or commitment to act in a specific manner. The educators express a love of history, passion, and commitment to teaching students. As current history educators, an inherent joy and love for teaching history are present. Educator #5 begins by indicating, “…still invite them [students] to consider the fact that

there was more yet to learn. So, to simplify things in such a way as to do justice to the to the topic…" Educator #5 continues in this detailed quote, asserting, "Someone who can do that, but also help get students interested in history…passion or imparting curiosity, whatever that kind of X-Factor is." Helping students learn and achieve is also part of the joy and fun of teaching, as stated by Educator #10, "Where you're helping them [students], get good at it. That's fun." There is a motivation for teaching history, a passion, and a commitment to helping students learn. Educator #8 described a passionate teacher as "...a master of this arcane, esoteric information, and like being a cheerleader."

This "esoteric information" Educator #4 frames history as a critical subject, "History is my life… History is the panoply of human existence. It is what we make it, literally. And it's such an incredibly powerful tool." Multiple teachers state that the value of history is essential. Educator #2 agrees with Educator #4, "I genuinely love what I teach. So, it was, first and foremost, content for me; I enjoyed the material…I figured this out only through the backdoor: I enjoy engaging other people on an intellectual level; I also enjoy caring for people."

Motivation is another key concept. Educator #8 describes the emotion of being awed by the students, which created a sense of passion and motivation, "what keeps me learning as a teacher is that the students just keep impressing me, they keep coming back and expressing surprise…they keep doing well, they keep saying, I learned something I never learned before." Educator #5 also feels that sense of wonder when students achieve, "Sometimes I also think when students give me their work, especially on final

projects in my courses, or even sometimes in the final essays. Educator # 5 elaborates, “The students also can tell me what I have helped them get towards with excellent clarity that surprises me. That's a good feeling when this person has gotten it so clearly and skillfully that I can only take so much credit for that.” Educator #6 praises the students: "The students, they're so smart here, as you know, because you were one of them, and they can quickly read what they hadn't read. Then they can catch on to it, but it can be really fun. It does demand a bit of preparation on their part.” Educator #6 then describes the rewarding interaction with students: "I gotta make this exciting for me…that's the way to make it exciting for them. I think they want you to show them how they want you to. Whatever you model for them, I feel like they will go pretty far to meet you there.”

Relationship building can come from passion, student-teacher connections, commitment to learning, and a love of history. Maintaining interest can be attained through the commitment to connect with the students with learning experiences. Educator #2 acknowledges this commitment, “I truly believe that individual connection to the kid is the best approach…it has clarified for me, make sure that they are acknowledged as human beings as individuals.” Educator #2 continues, “[I am] driven by a love of history; that's where that passion comes with that desire to allow a little less control in the classroom. If you know where you're going, you don't need to worry about keeping control, if that makes any sense. Kids sense that they know if you are just full of it or whether you really know what you're doing, and they respond accordingly. So the

mindset is, you've got to go in with the idea that I know this number one and number two, I know my students can achieve."

These educators emphasize building relationships via compassion, empowering students, supporting student efficacy, motivation, collaboration, and engagement. Educator #8 seeks to promote an environment that empowers learning with a willingness to go beyond the surface while providing compassion: "Support what students want to do, open their minds and eyes to new ideas and items to think of more detail about… Because my students like in class to keep people interested, I do everything I can to connect as much as I can to modern events, but like I love it when the few of them were like. I don't care. I want to explore this, and I want to talk about what it meant at the time…to give them a reason to care about what we're talking about. Meeting the audience where the audience was." Educator #6 speaks of safe spaces and the importance of discourse to historical inquiry and learning experiences: "Well, I want to make it a safe space for people to talk, for them to disagree with each other, I'd like them to talk to each other rather than to me. Sometimes, that's really difficult, especially now when we have such a divided, polarized political landscape. I've succeeded in allowing them to feel comfortable speaking out and finding their voice…I think it's the most rewarding and the most learning when synapses are firing." Educator #7, "I think my strength is the willingness to meet the students where they are, so my definition is how can I get students to measure up to some level, how do I get them started on the process of

engaging and motivating themselves. Engagement happens in so many different ways. It's emotional and intellectual."

Educator #5 is invested in the students and thrives off of their feedback to motivate and be innovative, "They [students] talk about how much I care about the material, how much I how passionate I am, and how much I care about them…to become kind of emotionally and mentally and perhaps even ethically invested in." Educator #9 is driven by engaging students in experiences of the importance of history, "…all should know because it is our story. And it redounds. If we don't know our story, which is affecting every aspect of our life, then we're doing ourselves a disservice." Educator #2 agrees with the notion of thinking historically and creating connections through experiences and inquiry, "[To] be able to understand cause and effect; things don't happen in a vacuum. I think there is a level of compassion that gets activated. That is not necessarily the goal. But it is definitely a beautiful byproduct of being able to connect things together and understand the consequence." Educator #1 speaks of a collective support group and the necessity of collaborative, community learning based on questioning and inquiry, "…it's about our collective understanding…we're collecting our group intellect…we are better collective…we all have something to learn from each other."

Educator #6 spoke about her university environment: "I love this department. It's crazy. I'm the chair of this department; I never thought I'd be a chair of any department. It's the people, it's their commitment. And we make each other better. We share research,

but there's also a lot of talk about teaching and how we make our classes better. How do we engage students? I think it's the community, the joy, and the fact that we all share this passion, but it's all funneled through this particular place and this particular time."

Educator #6 creates active learning experiences open to discovering all aspects of the human condition, "I want [the students] open to all the human experience: good, bad, ugly, ugly…I want to enable students…to be active citizens to have the skill set, knowledge, and ability to learn new things. So, they can fight those battles." Educator #7 links passion, engagement, and motivation to create new experiences, "What keeps me engaged is teaching new courses…also the autonomy. One of the things I most appreciate about my job is I get to go to class and say...today we're going to do a new thing…the fact that I'm allowed to do that is something I deeply value." Educator #4 loves to try new things and believes in working with the students, "...that's the whole be flexible, be adaptable, try new things, even if it doesn't work. And then that plays into the whole humility thing because you have to go to your students and say, hey, I have no idea if this is going to work." Educator #4 elaborates on this idea, "Bringing new technology and when it's appropriate… working on research projects that might open doors for them… making a website for a history museum… for their new exhibit on slavery." Educator #4 continues with more of this process, "if they're going to grad school, I might have them do work instead on a primary source research project that results in an undergraduate paper that they could get published somewhere…trying to tailor to your students."

Educator #10 proclaims, “I love history. It's just fun.” Educator #4 follows with this lovely statement, “It's such a lovely question. And thank you for asking because history is my life. No exaggeration.” Continuing the trend of why I teach history, Educator #8 states, “My love, my passion for it.” Educator #5 sums up a love for history, “I never stopped being just inexorably compelled by history itself. I'm just addicted to it.” Educator #7 loves to learn, “I mean, to me, that's why I like history, so much as I want to know more stuff. Yeah. All the time.”

Conclusion

This study explored the relationship between current high school and college history educators in Illinois and Missouri and *experiential learning, high-impact practices,* and *epistemological approaches to historical inquiry.* Through quantitative and qualitative analysis, I found strong relationships with the current high school and college history educators and formative educational experiences with experiential learning, professional commitment to using experiential learning and high-impact practices in their classrooms, views of themselves as history learners, and approach to historical inquiry based on the criterialist belief to historical inquiry. Based on the quantitative and qualitative analysis, the relationship between the history educators and HIPs (formative educational experiences and professional commitment in their classrooms) was not as strong. Analysis of the quotes and theme construction revealed a fourth theme that is unique and separate from the research questions: to develop learners through positive educator relationships and the value of history, a unique factor the educators deeply

regard. I conclude that the research questions, history educator, and criterialism conceptual model variables are the most decisive variables in the study. Chapter 5 will review the research and discuss the findings from Chapter 4 and any avenues for future research.

CHAPTER 5: DISCUSSION

Introduction

This study explores the relationship between current high school and college history educators in Illinois and Missouri and their experiences with and commitment to use experiential learning, high-impact practices, and epistemological approaches to historical inquiry (i.e., an objective, subjective, or criterialist orientation)**.** To examine the relationship between current high school and college history educators in Illinois and Missouri, I proposed the following research questions:

In what ways and to what extent:

- Were experiential learning and high-impact practices a part of their educational journey?
- Do they provide experiential learning opportunities and embed high-impact practices in their current courses?
- Do history educators seek to move students from objective/subjective views of history to a criterialist orientation to historical inquiry?

And, as appropriate,

- How and why do history educators seek to move students toward a criterialist orientation to historical inquiry?

I completed a two-phased quantitative and qualitative study. The quantitative analysis and qualitative themes in Chapter 4 outline a narrative of experiential learning, high-impact practices, and criterialist historical inquiry that supports the need for high school and college history courses substantiated by: educators' belief in history courses

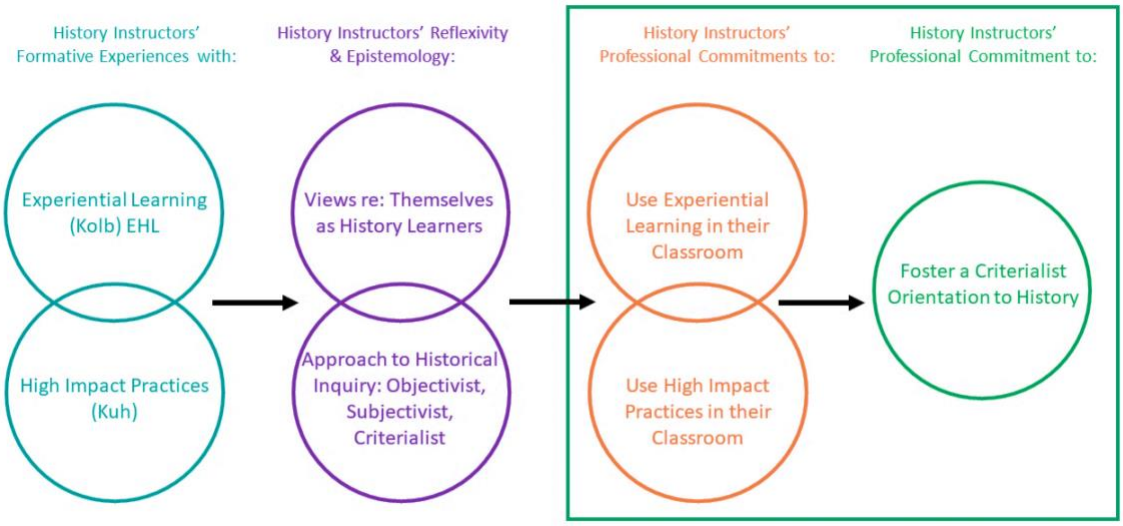
supported by experiential learning, educator implemented HIPs, integrated with criterialist inquiry-based history courses.

Summary of Quantitative (QUANT) Results

The History Learning Survey is divided into four sections (Section 1 – Experiential Learning, Section 2 – History Learning Experiences, Section 3 – Beliefs about History, Section 4 – In My History Classroom), plus a fifth section for demographics. The survey sections align with the history educator conceptual model in presented Chapter 2, again in Figure 11. The findings and discussions in the following survey section relate to the history educator conceptual model.

Figure 11

Conceptual Model Exploring History Educator Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional Commitments



*E.g., Objectivist, Subjectivist, or Criterialist Orientation to Historical Inquiry (Maggioni et al., 2009; VanSledright & Reddy, 2014)

Survey Statistical Findings

Internal Consistency of Survey Indices. A quantitative analysis of the survey instrument indicated the overall internal consistency of the survey indices level of internal consistency. Eight of the eleven Cronbach's alpha scores indicate an internal consistency on the scale between Excellent greater than 0.80 but less than 0.90 and Good greater than 0.70 but less than 0.80. Three Cronbach's alpha scores indicate an internal consistency on the scale below Acceptable below 0.70 and greater than 0.60, and one score below 0.60 on the scale as Poor less than 0.60 and greater than 0.50. As discussed in Chapter 4, the survey was adapted from published resources, simplified, and created for this study. The definitive aim of the history educator conceptual model is to foster a criterialist orientation to history. The nine questions from the Beliefs about History Questionnaire (BHQ) adopted to ask the questions (History Instructors' Approach to Professional Commitment) "When I TEACH history, I believe…" had a Cronbach's alpha score of 0.71. This level of internal consistency is not ideal for the survey questions' instrumental for this study's data. The Cronbach's alpha score for the criterialist belief for the nine questions (Views Regarding themselves as Learners), "When I LEARN history, I believe...," 0.81, was a higher level of internal consistency, moving closer to a score of 0.95 or 0.99 and improved reliability.

The subjectivist stance scored 0.85 (Views Regarding themselves as Learners) and 0.81. (History Instructors' Approach to Professional Commitment). The highest internal consistency level did not come from criterialism, the ultimate objective of the

model. The survey instrument was adapted from published materials and conclusively was inadequate for discerning educators' experiences, beliefs, and professional commitments. The instrument was good but not powerful enough to gauge a consistent measure across the indices for the theory of change model. Specifically, questions adapted for experiential learning and HIPs for this model can use further development. The BHQ was adapted and reframed for this model, criterialism did not have the highest alpha score. The use of objectivist, subjectivist, and criterialist questions needs further development.

Demographic Variables. As stated in Chapter 4, the survey was distributed four times to 5,195 current high school and college history educators from Missouri and Illinois over four weeks in summer 2023. Of the over 5,000 educators contacted, 500 participants began the survey, and 383 surveys were completed for a 5% response rate. After reviewing the survey data, 183 surveys were usable for analysis. Chapter 4 outlined the results of the quantitative survey based on responses to each of five sections: History Instructors Reflexivity & Epistemology: Approach to Historical Inquiry, History Instructors Reflexivity & Epistemology: Views of Themselves as History Learners, History Instructors' Professional Commitments to Use Experiential Learning in Their Classrooms, History Instructors' Professional Commitments to Use High-Impact Practices in Their Classrooms, History Instructors' Professional Commitments to Foster a Criterialist Orientation to History. I conducted multiple linear regression analyses with that included a set of demographic and psychographic variables (e.g., age, gender, race,

Latinx, education level, U.S. citizenship, country of origin, number of years teaching, number of years at the current school, institution type, and the institution's place on the rural-urban continuum) and the variables from Conceptual Model Exploring History Instructor Experiences and Pedagogical & Epistemological Outcomes (the five component sections listed at the beginning of the paragraph). To test relationships hypothesized within the conceptual model, I conducted 25 multiple linear regression analyses using SAS Studio.

Table 4 in Chapter 4 displays the demographic data collected from the survey. Of the 183 surveys, one participant, 0.56%, identified as Black or African American. This participant also responded as an urban female high school educator with a doctorate. The educator also participated in the interview. One female, an African American, is insignificant, according to the SAS Studio data analysis. 44.13% (n=79) of participants are female, 51.96% male, 2.79% (n=5) identify as gender-fluid/genderqueer, and 1.12% (n=2) prefer to self-describe. Gender identity exhibits no significance in any of the analyses. For the "under 18" demographic, 12.29% (n=11) is a statistical error. Several educators emailed apologizing for accidentally submitting "under 18" for their age. 51.4% (n=92) of the respondents are "35-54". Age is only significant in analyzing the history educators' professional commitments to using high-impact practices in their classrooms.

Age was tested as an independent variable along with current high school and college history educators' formative learning experiences with experiential learning,

high-impact practices, view of themselves as history learners, and approach to historical inquiry in several multiple linear regression analysis tests with history educators' professional commitments to using high-impact practices as the independent variable. In none of the tests was the number of participants “75+” significant (n=8), and many of the tests, “18-24” (n=7), were also insignificant for the primary test. The secondary test results show that age becomes insignificant. The only significant age group remaining is “65-74” (n=9). “Under 18”, the statistical error group remains significant in testing current high school and college history educators’ approaches to historical inquiry.

The variable number of years teaching was included as an independent variable with age in the secondary test versus formative learning experiences with experiential learning, high-impact practices, history educators' reflexivity, and epistemology view of themselves as history learners and approach to historical inquiry with history educators' professional commitments to using high-impact practices as the independent variable. The number of years teaching in the secondary analysis was insignificant. In the other analysis with age and history of educators' professional commitments to using high-impact practices as the independent variable, the independent variables were formative learning experiences with experiential learning high-impact practices. The number of years teaching was also insignificant.

Number of years teaching was tested as an independent variable along with current high school and college history educators’ formative learning experiences with experiential learning, high-impact practices, and professional commitments to use

experiential learning, high-impact practices, and criterialism in the classroom on the dependent variable history educators' view of themselves as history learners. The number of years of teaching was insignificant and was used with every independent variable for the secondary analysis. The number of years teaching remained highly significant in an analysis including history educators' professional commitments and criterialism in the classroom. In the secondary analysis, history educators' view of themselves as history learners tested against teaching years, history educators' professional commitments, and criterialism in the classroom.

The number of years teaching and history educators' view of themselves as history learners were tested as an independent variable, and the dependent variable was history educators' professional commitment to fostering a criterialist orientation to history. This secondary analysis was the only test in this set of tests that showed that the number of years teaching remained significant. Number of years teaching was also significant as an independent variable with ages "25 – 34", "35 – 44", "45 – 54", "55 – 64", and "65 – 74" in the test for formative learning experiences with experiential learning, high-impact practices, and demographic variables on the dependent variable history of educators' professional commitments to using high-impact practices in their classrooms. In the follow-up analysis, number of years teaching was insignificant, and "65 – 75" remained significant. These two variables were the only two significant independent demographic variables tested versus for formative learning experiences with experiential learning, high-impact practices, history educators' view of themselves as

history learners and approach to historical inquiry, and demographic variables on the dependent variable history of educators' professional commitments to using high-impact practices in their classrooms. In the follow-up analysis, teaching years were insignificant, and only the ages of "65 – 75" remained significant.

Age was also a significant demographic variable in the remaining tests against history of educators' professional commitments to using high-impact practices in their classrooms: history educators' professional commitments to using experiential learning in their classrooms; history educators' formative learning experiences with experiential learning and high-impact practices; history educators' view of themselves as history learners; history educators' approach to historical inquiry; and history educators' view of themselves as history learners and approach to historical inquiry. The test of history of educators' professional commitments to use high-impact practices in their classrooms with ages "35 – 44", "45 – 54", "55 – 64", "65 – 74" was significant in the initial test; only age "65 – 75" remained significant in the follow-up test. The test of history of educators' view of themselves as history learners "25 – 34", "35 – 44, "45 – 54", '55 – 64", and 65 – 74' were significant in the initial test; only "65 – 75" remained significant in the follow-up test. The test of the history of educators' approach to historical inquiry with age had the same significant age groups as the initial test. In the follow-up test, "65 – 75" remained significant. The test of history of educators' formative learning experiences with experiential learning with age also had the same significant age groups as the initial test. Age "65 – 75" remained significant in the follow-up test. The final test

history educators' view of themselves as history learners and approach to historical inquiry in each age group was significant in the initial test. In the follow-up test, “65 – 75” remained significant.

The demographic variables were significant in tests for the dependent variable of history educators’ professional commitment to foster a criterialist orientation to history and the dependent variable of history educators’ professional commitment to foster a criterialist orientation to history. The test of the independent variable, history educators' approach to historical inquiry, versus the dependent variable of history educators’ professional commitment to foster a criterialist orientation to history, race (more than one race), was significant in the initial analysis and remained significant in the follow-up analysis. The test of the independent variable formative learning experiences with experiential learning “more than one race” remained significant in the follow-up test. History educators' professional commitments to use experiential learning in their classroom, formative learning experiences with high-impact practices, history educators' professional commitments to use high-impact practices in their classroom, formative learning experiences with experiential learning and high-impact practices each tested with “white” and “more than one race” as significant. In the secondary analysis, formative learning experiences with high-impact practices, “more than one race” remains significant, and “white” is insignificant. History educators' professional commitments to use experiential learning and high-impact practices in their classroom follow-up analysis of “white” and “more than one race” remained significant as self-described became

significant. Formative learning experiences with experiential learning and high-impact practices of “more than one race” only remain significant. History educators' professional commitments to using experiential learning and high-impact practices in their classroom were tested with “white,” “more than one race,” and “self-describe” as significant. History educators' professional commitments to use experiential learning and high-impact practices in their classroom, follow-up analysis “white,” “more than one race,” and “self-describe” are significant.

Race was also a significant variable with number of years teaching tested against high school and college history educators’ view of themselves as history learners-criterialism. The test formative learning experiences with high-impact practices, number of years teaching, and “more than one race” were significant in the initial test; “more than one race” remained significant as number of years teaching became insignificant in the follow-up test. The test history educators’ formative learning experiences with experiential learning, high-impact practices, and professional commitments to use experiential learning, high-impact practices in the classroom, number of years teaching, and “more than one race” were significant in the initial test, again “more than one race” remained significant as number of years teaching became insignificant in the follow-up test.

The final demographic variable of significance is the institution type, i.e., high school or college, which is tested against history educators’ professional commitments to using experiential learning in the classroom. These analyses test the influence of the

independent variable formative learning experiences with experiential learning, history educators' formative learning experiences with high-impact practices, history educators' view of themselves as history learners, history educators' approach to historical inquiry, formative learning experiences with experiential learning and high-impact practices, views of themselves as history learners and approach to historical inquiry, and the final test with all of these variables. Each initial test institution type was significant. Institution type tested insignificant in the follow-up test with formative learning experiences with experiential learning and formative learning experiences with experiential learning and high-impact practices. Institution type tested significantly in the follow-up test with formative learning experiences with high-impact practices, history educators' view of themselves as history learners, history educators' approach to historical inquiry, views of themselves as history learners and approach to historical inquiry, and with all these variables.

The remaining variables, gender, Latinx, education, U.S. citizenship, country of origin, number of years at the current school, the institution’s rural-urban continuum, and zip code, did not significantly influence history educators' view of themselves as history learners, their approach to historical inquiry, professional commitment to using experiential learning and high-impact practices, or educators' professional commitment to foster a criterialist orientation to history the dependent variables. Ninety-seven percent (n=160) of the participants are from the United States, and one is from Canada, Italy, Puerto Rico, the United Kingdom, and Zimbabwe. The institution’s rural-urban

continuum had no bearing on the research. Both extremes of the continuum had the same number of reported participants: 7 - urban (n=26) (14.53%) and 1 - rural (n=26) (14.53%). SAS studio tabulated one hundred thirty-six zip codes from the survey. Revisiting the Conceptual Model. I explored high school and college history educators' formative experiences with experiential learning and high-impact practices, which led to their view of themselves as history learners and their approach to historical ultimately leading to classroom practices to implement experiential learning and high-impact practices to foster the criterialist orientation to history. I discussed the analysis of the five question sets in Chapter 4. Table 12 displays the 25 multiple linear regression analysis tests completed for this study.

Table 12

Tests to Examine Relationships Among Variables in the Conceptual Model

Note: All independent variables exert a positive influence on the dependent variable unless otherwise noted.

Independent Variables (IV)		**Dependent Variables (DV)**
Variables that Operationalized Key Concepts in the Conceptual Model (and how they interacted with demographic and psychographic variables)	*Demographic & Psychographic Variables*	
#1, Formative learning experiences with experiential learning and all demographic variables, $p<0.0028$; Race, specifically more than one race, mediated the effect ($p<0.0207$). Final model with IV and race, $p<0.0009$, adj. $R^2=0.0938$. **#2**, Formative learning experiences with HIPs and all demographic variables, $p<0.0514$; Race, white, and more than one race mediated the effect ($p<0.0460$ and $p<0.0100$,	• Age • Gender • Latinx • Race • Education Level	Approach to Historical Inquiry Respondents' Beliefs About Historical Inquiry (Criterialist Score) **Tests #1, 2, 3**

respectively). Final model with IV and race, $p<0.0479$, adj. $R^2=0.0394$. **#3**, Both IVs' with all demographic variables, $p<0.0015$; Race, white, and more than one race mediated the effect ($p<0.0487$ and $p<0.0122$, respectively). Final model with both IVs and race, $p<0.0007$, adj. $R^2=0.1037$.	• U.S. Citizenship • Country of Origin • Number of Years Teaching • Number of Years at Current School • Institution Type (High School/ College) • Institution's Place on the Rural-Urban Continuum	
#4, Formative learning experiences with experiential learning and all demographic variables, $p<0.0191$; Number of years teaching mediated the effect ($p<0.0241$). Final model with IV and number of years teaching $p<0.0027$. Number of years teaching negatively influences the DV, adj. $R^2=0.0555$. **#5,** Formative learning experiences with HIPs and all demographic variables, $p<0.0459$; Number of years teaching, Race, and more than one race mediated the effect ($p<0.0445$ and $p<0.0482$, respectively). Final model with both IVs, number of years teaching, and race $p<0.0051$, adj. $R^2=0.0759$. **#6,** Both IVs with all demographic variables $p<0.0065$; Number of years teaching had a *negative effect* ($p<0.0440$). Final model with both IVs and number of years teaching $p<0.0001$. In the final model, number of years teaching exerted a *positive influence* on the DV, adj. $R^2=0.1115$.		View of Themselves as History Learners (Criterialist) **Tests #4, 5, 6**
#7, Formative learning experiences with experiential learning with all demographic variables $p<0.0001$; Institution type mediated the effect ($p<0.0473$). Final model with IV and institution type $p<0.0001$. Institution type exerts a negative influence on the DV; *that is, being a college history professor decreases the likelihood that formative experiences with EXL influence professional commitments to use EXL in their classrooms* adj. $R^2=0.4219$. **#8,** Formative learning experiences with HIPs with all demographic variables $p<0.1441$; Institution type mediated the effect ($p<0.0122$). Final model with IV and institution type $p<0.0018$. Institution type exerts a negative influence		Professional Commitments to Use Experiential Learning in Their Classrooms **Tests #7-13**

on the DV. s*ee #17,* adj. R^2=0.0594. **#9,** History educators' view of themselves as history learners (objectivist p<0.2065, subjectivist p<0.9276, criterialist p<0.0003) with all demographic variables p<0.0242; Institution type mediated the effect (p<0.0093). Final model with IV and institution type p<0.0001. Institution type exerts a negative influence on the DV, s*ee #17,* adj. R^2=0.1389. **#10**, History educator's approach to historical inquiry (objectivist p<0.8039, subjectivist p<0.7739, criterialist p<0.0001) with all demographic variables p<0.0023; Institution type mediated the effect (p<0.0048). Final model with IV and institution type p<0.0001. Institution type exerts a negative influence on the DV, s*ee #17,* adj. R^2=0.1930. **#11,** Both formative learning experiences with all demographic variables with all demographic variables p<0.0001; Institution type mediated the effect (p<0.0426). Final model with IVs and institution type p<0.0001. Institution type exerts a negative influence on the DV. s*ee #17,* adj. R^2=0.4175. **#12,** History educators' view of themselves as history learners (objectivist p<0.0344, subjectivist p<0.7461, criterialist p<0.1121) and their approach to historical inquiry (objectivist p<0.0668, subjectivist p<0.7425, criterialist p<0.0051) with all demographic variables with all demographic variables p<0.0020; Institution type mediated the effect (p<0.0086). Final model with IVs and institution type p<0.0001. Institution type exerts a negative influence on the DV, s*ee #17,* adj. R^2=0.2001. **#13,** All four IVs with all demographic variables p<0.0001, [history educators' view of themselves as history learners (objectivist p<0.1287, subjectivist p<0.8289, criterialist p<0.1823) and their approach to historical inquiry (objectivist p<0.0188, subjectivist p<0.4049, criterialist p<0.1797)]; Institution type mediated the effect (p<0.0521). Final model with IVs and institution type		

p<0.0001. Institution type exerts a negative influence on the DV, s*ee #17*, adj. R^2=0.5619.		
#14, Formative learning experiences with experiential learning with all demographic variables p<0.0008; Age, specifically 25 – 34, 35 – 44, 45 – 54, "55 – 64, and 65 – 74 mediated the effect (p<0.0353, p<0.0172, p<0.0095, p<0.0186, p<0.0104, p<0.0075). Final model with IV and age p<0.0002. adj. R^2=0.1229. **#15,** Formative learning experiences with HIPs with all demographic variables p<0.0127; Age, specifically 35 – 44," 45 – 54, 55 – 64, and 65 – 74, mediated the effect (p 0.0278, p<0.0468, p<0.0323, (p<0.0266). Final model with IV and age p <0.0620, adj. R^2=0.0398. **#16,** History educators' view of themselves as history learners (objectivist p<0.2120, subjectivist p<0.9485, criterialist p<0.1265) with all demographic variables p<0.0402; Age, specifically 25 – 34, 35 – 44, 45 – 54, 55 – 64, and 65 – 74, mediated the effect (p<0.0299, p<0.0210, p<0.0102, p<0.0162, p<0.0124, p<0.0124). Final model with IV and age p <0.2091, adj. R^2=0.0197. **#17,** History educator's approach to historical inquiry (objectivist p<0.6087, subjectivist p<0.7216, criterialist p<0.0166) with all demographic variables p<0.0301; Age, specifically 25 – 34, 35 – 44, 45 – 54, 55 – 64, and 65 – 74, mediated the effect (p<0.0227, p<0.0204, p<0.0099, p<0.0126, p<0.0129, p<0.0124). Final model with IV and age p <0.0091, adj. R^2=0.0079. **#18,** Both formative learning experiences with all demographic variables with all demographic variables p<0.0003; Number of years teaching, Age, specifically 25 – 34, 35 – 44, 45 – 54, 55 – 64, and 65 – 74, mediated the effect p<0.00427; (p<0.0464 and p<0.0411, p<0.0187, p<0.0362, p<0.0221, p<0.0143, respectively). Final model with IVs, number of years teaching, and age p <0.0001, adj. R^2=0.1560. **#19,** History educators' view of themselves as history learners (objectivist p<0.3156, subjectivist p<0.8315,		Professional Commitments to Use High-Impact Practices in Classrooms **Tests #14-20**

criterialist p<0.7564) and their approach to historical inquiry (objectivist p<0.5791, subjectivist p<0.7865, criterialist p<0.1019) with all demographic variables with all demographic variables p<0.0427; Age, specifically 18 – 24, 25 – 34, 35 – 44, 45 – 54, 55 – 64, and 65 – 74, mediated the effect (p<0.0205, p<0.0588, p<0.0191, p<0.0097, p<0.0116, p<0.0102, p<0.0142). Final model with IV and age p <0.225, adj. R^2=0.0713. **#20,** All IVs with all demographic variables p<0.0007, [history educators' view of themselves as history learners (objectivist p<0.7167, subjectivist p<0.8874, criterialist p<0.0001) and their approach to historical inquiry (objectivist p<0.7412, subjectivist p<0.8289, criterialist p<0.4621)]; Number of years teaching, Age, specifically 25 – 34, 35 – 44, 45 – 54, 55 – 64, and 65 – 74, mediated the effect (p<0.0555 and p<0.0520, p<0.0409, p<0.0194, p<0.0138, p<0.0221, p<0.0156, respectively). Final model with IVs, number of years teaching, and age p <0.0001 adj. R^2=0.1858.		
#21, History educators' view of themselves as history learners (objectivist p<0.7167, subjectivist p<0.8874, criterialist p<0.0001) with all demographic variables p<0.0001; Number of years teaching mediated the effect (p<0.0392). Final model with IV and number of years teaching p <0.0001, adj. R^2=0.4553. **#22,** History educator's approach to historical inquiry (objectivist p<0.3377, subjectivist p<0.3083) with all demographic variables p<0.1368; Race, specifically more than one race, mediated the effect (p<0.0211). Final model with IV and race, p<0.0513, adj. R^2=0.0409. **#23,** History educators' view of themselves as history learners (objectivist p<0.0710, subjectivist p<0.0032, criterialist p<0.0001) and their approach to historical inquiry (objectivist p<0.0534, subjectivist p<0.0022) with all demographic variables 0.0001; No demographic variables mediated the effect. Final model with IVs p<0.0001 adj. R^2=0.4711.		Professional Commitments to Foster a Criterialist Orientation to History **Tests #21-25**

#24, Professional Commitments to use experiential learning and HIPs in the classroom and history educators' view of themselves as history learners (objectivist $p<0.2457$, subjectivist $p<0.0062$, criterialist $p<0.0001$) and their approach to historical inquiry (objectivist $p<0.1711$, subjectivist $p<0.0045$) with all demographic variables and professional commitments to use experiential learning and high-impact practices in their classrooms 0.0001; No demographic variables mediated the effect. Final model with IVs $p<0.0001$, adj. $R^2=0.5150$.		
#25, All six IVs with all demographic variables $p<0.0001$, [history educators' view of themselves as history learners (objectivist $p<0.1683$, subjectivist $p<0.0050$, criterialist $p<0.0001$) and their approach to historical inquiry (objectivist $p<0.1711$, subjectivist $p<0.0045$)]; No demographic variables mediated the effect. Final model with IVs $p<0.0001$, adj. $R^2=0.5136$.		

Several trends emerged from the data. Formative learning experiences with experiential learning tested as an independent variable contribute to the statistical significance of the model in the initial and follow-up analysis (Tests #1, 4, 7, 14). Formative learning experiences with HIPs were tested as an independent variable and contribute to the statistical significance of the model in the initial and follow-up analyses (Tests #5, 8, 15). Formative learning experiences with HIPs tested as an independent variable contribute to the statistical significance of the model in the initial analysis and did not contribute to the statistical significance of the model in the follow-up analysis (Test #2). When paired as independent variables, formative learning experiences with experiential learning and HIPs contribute to the statistical significance of the model in the initial and follow-up analysis (Tests #6, 11, 18). In Test #3, when paired as independent

variables, formative learning experiences with experiential learning and HIPs contribute to the statistical significance of the model in the initial analysis; in the follow-up analysis, only formative learning experiences with HIPs did not contribute to the statistical significance of the model.

History educators' view of themselves as history learners tested as an independent variable the criterialist approach contribute to the statistical significance of the model, but subjectivist and objectivist did not contribute to the statistical significance of the model in the initial and follow-up analysis (Tests #9, 21). Test #16, in the initial analysis, history educators' view of themselves as history learners did not contribute to the statistical significance of the model between criterialist, subjectivist, and objectivist approaches to historical inquiry. In the follow-up analysis, the criterialist approach contribute to the statistical significance of the model, but subjectivist and objectivist did not. In the initial and follow-up analysis (Tests #10, 17), history educators' approach to historical inquiry was tested as an independent variable; the criterialist approach contribute to the statistical significance of the model, but subjectivist and objectivist did not. Test #22, in the initial analysis, history educators' approach to historical inquiry did not contribute to the statistical significance of the model between criterialist, subjectivist, and objectivist. In the follow-up analysis, the criterialist approach contribute to the statistical significance of the model, but subjectivist and objectivist did not contribute to the statistical significance of the model.

When paired as independent variables, history educators' view of themselves as

history learners and approach to historical inquiry in Test #12, in the initial analysis, history educators' view of themselves as history learners criterialist and subjectivist did not contribute to the statistical significance of the model. In contrast, objectivist contribute to the statistical significance of the model. History educators' approach to historical inquiry contribute to the statistical significance of the model based on criterialist and objectivist, not subjectivist. In the follow-up analysis, history educators' views of themselves as history learners, criterialist, subjectivist, or objectivist, did not contribute to the statistical significance of the model. History educators' approach to historical inquiry demonstrated a statistical significance based on criterialist, not subjectivist or objectivist. When paired as independent variables, history educators' view of themselves as history learners and approach to historical inquiry in Test #19, all variables contribute to the statistical significance of the model did not contribute to the statistical significance of the model in the initial analysis. In the follow-up analysis, history educators' view of themselves as history learners did not contribute to the statistical significance of the model. History educators' approaches to historical inquiry criterialism contribute to the statistical significance of the model, while objectivist and subjectivist did not contribute to the statistical significance of the model.

Test #23 in the initial analysis, history educators' view of themselves as history learners, criterialist, subjectivist, and objectivist did contribute to the statistical significance of the model. History educators' approaches to historical inquiry objectivist and subjectivist contribute to the statistical significance of the model. In the follow-up

analysis, history educators' view of themselves as history learners and their approach to historical inquiry contribute to the statistical significance of the model.

The following tests include tests with more than two independent variables. Test #13 grouped formative learning experiences with experiential learning and HIPs, as well as history educators' view of themselves as history learners and their approach to historical inquiry as independent variables. In the initial analysis, formative learning experiences with experiential learning and high-impact practices contribute to the statistical significance of the model, as did history educators' view of themselves as history learners criterialist. History educators' view of themselves as history learners is objectivist and subjectivist, and their approaches to historical inquiry do not contribute to the statistical significance of the model. In the follow-up analysis, formative learning experiences show a statistically significant relationship. History educators' view of themselves as history learners and historical inquiry contribute to the statistical significance of the model did not contribute to the statistical significance of the model.

Test #20 grouped formative learning experiences with experiential learning and HIPs and history educators' view of themselves as history learners and approach to historical inquiry as independent variables to examine their influence on professional commitments to use HIPs in the classroom. In the initial analysis, formative learning experiences with experiential learning and high-impact practices contribute to the statistical significance of the model, as history educators' view of themselves as history learners and historical inquiry did not contribute to the statistical significance of the

model. In the follow-up analysis, formative learning experiences contribute to the statistical significance of the model, as history educators' view of themselves as history learners and historical inquiry did not contribute to the statistical significance of the model.

Test #24 grouped history educators' view of themselves as history learners, their approach to historical inquiry, and their professional commitments to using experiential learning and high-impact practices in their classrooms as independent variables. In the initial analysis, history educators' professional commitment to using experiential learning in their classrooms, view of themselves as history learners, criterialism, and subjectivism contribute to the statistical significance of the model, as does the approach to historical inquiry subjectivism. History educators' professional commitment to using HIPs in their classrooms, approaches view of themselves as history learners objectivist did not contribute to the statistical significance of the model as well as the approach to historical inquiry objectivist and subjectivist. In the follow-up analysis, history educators' professional commitment to using experiential learning in their classrooms, view of themselves as history learners, and approach to historical inquiry all contribute to the statistical significance of the model. Professional commitment to using HIPs in the classroom did not contribute to the statistical significance of the model.

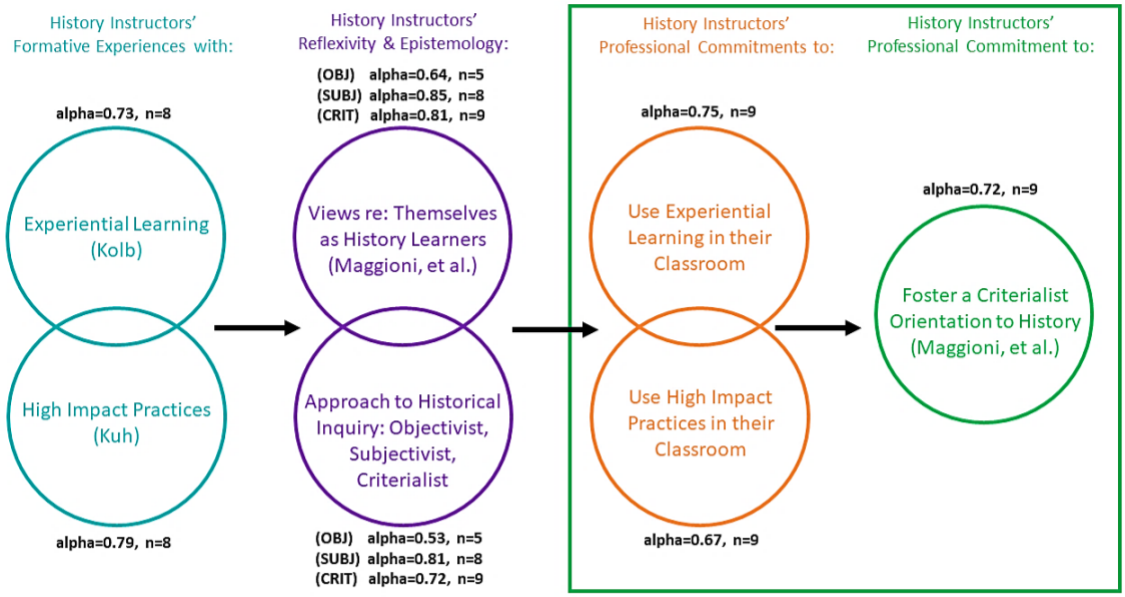
Test #25 grouped formative learning experiences with experiential learning and HIPs, history educators' view of themselves as history learners and approach to historical inquiry, and history educators' professional commitments to using experiential learning

and high-impact practices in their classrooms as dependent variables. In the initial analysis, history educators' formative learning experiences with experiential learning and high-impact practices view of themselves as history learners and approaches to historical inquiry do not contribute to the statistical significance of the model. In the follow-up analysis, history educators' view of themselves as history learners and their approach to historical inquiry contribute to the statistical significance of the model. Formative learning experiences with experiential learning and HIPs did not contribute to the statistical significance of the model.

The final analysis had an initial p-value of $p<0.0001$, a statistical significance. Figure 12 highlights the Cronbach's alpha score for each model variable in the final multiple linear regression analysis. The follow-up analysis had a p-value of $p<0.0001$, also statistically significant—the adj. R^2 for the initial analysis was 48.72%, and for the follow-up analysis was 51.36%. In both models, no independent variables mediated the effect of history educators' influencing history educators' professional commitment to foster a criterialist orientation to history. The high p-values and adj. R^2 results signify the explanatory power of the model variables in the history educator conceptual model. The need to develop more robust, internally consistent survey questions lends to the model's explanatory power.

Figure 12

Conceptual Model Exploring History Educator Formative Experiences, Epistemological and Pedagogical Beliefs, and Professional Commitments indicating Cronbach's alpha Results for History Learning Survey Indices



*E.g., Objectivist, Subjectivist, or Criterialist Orientation to Historical Inquiry (Maggioni et al., 2009; VanSledright & Reddy, 2014)

Summary of Qualitative (qual) Results

Ten current educators were interviewed using Zoom during October 2023. The participants had time restrictions due to their teaching schedules. Most interviews were limited to sixty minutes. I interviewed several educators available for 90 minutes (about one and a half hours) or more. The open-ended, explanatory nature of the interview questions was more successful in the longer time length, gathering more informative, rich quantitative data. The educators' specific responses to formative experiences with high-impact practices and professional commitment to using HIPs were minimal. As a defined practice, HIPs were created in 2008 (Kuh, 2008a). All interviewees responded to

attending college as an undergraduate or graduate student before 2008. The educators' formative experiences with HIPs as structured by AAC&U and Kuh were limited. Answers to and professional commitment to HIPs were confined to writing-intensive courses, undergraduate research, and diversity/global learning. Common intellectual experience and learning community are mentioned as practices within educator classrooms but not as HIPs themes across the college or university-wide. Studying abroad was discussed by several college educators. HIPs categorize studying abroad as augmenting diversity/global learning as an experiential learning experience.

The educators did not indicate that HIPs were adopted by their college or university. The interviewees depicted diversity/global learning as a customary practice of teaching hard history, fostering global learners, and empowering civic-minded, diverse thinkers well-versed in discourse and open dialogue. Diversity/global learning was indicated as part of the curriculum, particularly Western Civilization or other global learning history courses. Those educators who lead study abroad courses indicated these courses were a part of the college or university curriculum. Writing intensive courses and undergraduate research were implemented by all the college educators and, as much as possible, with the high school educators.

The interviews indicated varied formative experiences with experiential learning in settings from middle school through graduate school and other settings. Many educators indicated experiences with influential educators who were their inspiration for a career in education. The interviews were abundant and included many experiences with

teaching practices, including experiential learning and forms of historical inquiry. The discussions about defining criterialism, experiences with past educators, defining experiential learning, experiences with and use of HIPs and experiential learning, and their use of inquiry developed exciting subthemes and theme #4.

The emerging themes support the answers to survey questions (As shown in Appendix F) and quantitative data analysis of history educators' formative learning experiences with experiential learning and high-impact practices, professional commitment to using experiential learning and high-impact practices in their classrooms, history educators' view of themselves as history learners and approaches to historical inquiry, and to foster a criterialist orientation to history. The four main themes are (a) history educators' formative learning experiences, (b) history educators' experiential learning and HIPs, (c) fostering criterialist orientation to historical inquiry, and (d) to develop learners' through positive educator relationships and value of history. The themes are validated by the subthemes and quotes in Chapter 4 that show a pattern of educators who believe experiential learning is a foundational tenet for teaching history alongside several core HIPs and the criterialist belief in historical inquiry. Qualitative analysis of the instructors' interviews revealed a deep love of history education, passion for teaching, empowering students, supporting student efficacy, motivation, collaboration, and engagement, providing compassion, and emphasizing building relationships. A theme generated outside the research questions and theory of change model leads to developing learners through positive educator relationships and the value

of history. This finding suggests a connection between those educators who are currently professionally committed to using experiential learning and HIPs at some frequency with the criterialist approach to historical inquiry.

Suggestions for Future Research

This research implies that quantitative and qualitative data analysis validates the history educator conceptual model criterialist approach to historical inquiry and integrates experiential learning and high-impact practices. These findings lead to ideas for future research. I propose research for high-impact practices at colleges and universities that implement HIPs in some capacity throughout the campus. As documented, this quantitative and qualitative study did not accomplish that task. Further research with college history courses that require HIPs is phase I. Phase II is to implement the history educator conceptual model to analyze the use of experiential learning and the criterialist approach to historical inquiry.

Other HIPs research examines the effectiveness of HIPs in minority communities. Future research would couple this research with the history educator conceptual model in rural and urban communities to evaluate the curriculum to understand how we teach history and how this model can transform learning and effectively bring communities together, understanding ALL aspects of our history.

I propose refining the survey and conducting a longitudinal study at several types of high schools, colleges, and universities to interpret better the value of the historical educator and criterialism conceptual model. Many aspects of experiential learning, HIPs,

and the criterialist approach to historical inquiry can develop the ability to be examined collectively and separately. Writing and research-intensive history survey courses, which are also collaborative learning-based and use project-based learning and primary sources at a junior college, would be evaluated based on the curriculum, student, and educator interviews, artifacts collected, surveys conducted during the semester, and qualitative and quantitative analysis to summarize the course. This is one example of many longitudinal studies for future research.

The Cronbach's alpha score revealed that the survey questions were not as internally consistent as anticipated. The instrument was fair, but further refinement of ow variables are operationalized would hopefully generate indices with very good or excellent measures of internal consistency. This would facilitate a more rigorous testing of the proposed conceptual model. I encourage future researchers to further develop this model to understand the underlying relationships that drive history educators to integrate experiential learning, HIPs, and criterialism under one umbrella to strengthen student history learning experiences and outcomes.

Limitations

Survey and Interview. Five thousand plus surveys were distributed, 183 surveys were analyzed, and only one response came from a female African American educator. This urban high school teacher participated in the interview process. She stated that she is the only African American faculty member at her school. Gathering survey data from a diverse population is recommended for future research. The survey represented one

hundred zip codes, and all seven levels along the rural-urban continuum for educational institutions.

The interview process was limited to ten current educators. Only ten educators responded, though twenty emails were sent. I conducted the interviews during the day, Monday through Friday, during the academic school year. I also interviewed the educators once. Though each interview was completed within the anticipated time frame, I found myself wanting to have additional time to delve deeper into educator experiences, perspectives, beliefs, approaches, and outcomes.

More refined statistical research to analyze the importance of zip codes and institution location on the Rural-Urban Continuum is suggested for future research. Exploring ways to more meaningfully integrate geospatial data in the analysis would be a worthwhile future effort. Does teaching in a major urban setting or a deep rural environment influence how factors function in the proposed model? Would a case study be beneficial to explore this research?

The demographic variables are minimally significant in this study. Put another way, the factors in the conceptual model had more explanatory power than did the demographic or psychographic variables that I measured. Further analysis should explore how education level or other aspects of teaching function as contributing factors in the model.

A choice was made not to define experiential learning for the survey questions. This decision possibly limited the number of participants who self-identified as having

engaged in experiential learning and, by extension, how they chose to answer the survey questions.

Implications for History Instructors

The history educator conceptual model developed in this study can help current and future high school and college history educators make curricular and epistemological decisions grounded in the criterialist approach to historical inquiry and integrating experiential learning and high-impact practices. For preservice educators, training at the undergraduate level is essential for obtaining content knowledge of the model proposed in this study. Training educators before their interaction with students may provide students with educators who are developing an epistemology based on the criterialist approach to historical inquiry and integrating experiential learning and high-impact practices at the onset of their career prepared to foster learning experiences for students based on their collegiate training.

The history educator conceptual model can be applied in master's degree programs and professional development. For the same rationale, edifying current high school and college history educators on the merits of the criterialist approach to historical inquiry and integrating experiential learning and high-impact practices provides a distinct perspective on history instruction that this study shows may enhance history learning in high school and college classrooms. The history educator conceptual model implication for future educators is to create relationships with students who want to emulate these current educators to become future educators.

As educators, we are responsible for empowering and informing our students about the past, present, and future possibilities. This model proves that past educators provided formative experiences that influenced the respondents through quantitative and qualitative analysis. Past educators shared and simplified content knowledge, made the content relevant and valuable, and made learning spaces comfortable. Past educators demonstrated a passion for teaching through experiential learning opportunities or limited exposure to HIPs, which made these current educators want to learn.

Respondents to the survey and the interview did not demonstrate a solid relationship between HIPs in the classroom as experiential learning. The survey did not ask about college or university commitment to HIPs, and none of the ten interviewees identified HIPs as a campuswide commitment. What the history educator conceptual model and quantitative and qualitative analysis do show is HIPs methods of writing-intensive courses, undergraduate research, and diversity/global learning (study abroad), and common intellectual experience and learning community, to a lesser extent, are practices these current history educators are committed to, to better support and engage student learning. Through HIPs, students can create a community of scholars grounded in repeated intensive writing and communication, inquiry and research, collaborative real-world problem solving, diverse community building and courses, reflection, and active student-centered experiential learning experiences built into the curriculum.

Those educators who actively apply experiential learning have unlocked a formula: when you experience history, it comes alive, and when you do history, it

becomes your own. I suggest future history educators develop the understanding that experiential learning can occur anywhere, inside and outside the classroom. Through the quantitative and qualitative analysis, the history educator conceptual model demonstrates that intentionally using primary sources, projects, collaboration, the library, questioning, discourse and debate, historical inquiry, and student-centric learning is essential to foster experiential learning in the classroom.

A critical feature of the research is the criterialist orientation to historical inquiry. Inquiry is essential to both experiential learning and high-impact practices. A significant implication for criterialism and future history educators is understanding the fundamental meaning and value of the epistemological beliefs in *objectivism, subjectivism*, and *criterialism.* Through the quantitative and qualitative analysis, the history educator conceptual model exhibits that the respondents, whether familiar with criterialism or not, favored instruction that subject and object can validate each other through inquiry. Criterialism challenges the notion that facts are facts and history speaks for itself or that history is only visible through voices from the past and that historians subjectively create the past based on their opinions and/or the opinions of others. Future educators introduced to this history educator conceptual model can construct their epistemology in historical inquiry.

Based on the research questions, experiential learning, and HIPs, the history educator conceptual model focuses on the criterialist orientation to historical inquiry. Criterialism is not about the memorization of facts. Historical learning is not just about

memorization but also about reasoning and the ability to argue, reflect, and think critically. The implication for future educators is to understand that history critical inquiry into the past. Educators create experiences for students to search for and interpret evidence. These future educators should be aware that history is an ongoing process of discovery that helps historians, educators, and students understand the human experience and requires constructing deep, impactful "us in them" narratives. Through historical inquiry, future educators can help students understand bias to acknowledge personal and historical understanding of time and place. Through this model, future educators understand the importance of reflection, discourse, debate, question, and dialogue in history. History is our story; whether controversial or not, teach and understand it.

The ability to connect with your students and for students to be aware of your passion is an element that future educators can develop the ability to consider. Being a passionate educator is a theme that materialized, but it was not a research question nor a part of the history educator conceptual model. Passion stemmed from the qualitative analysis and reflected the educators' values and love for history learning and teaching. For passionate educators, history is their life; imparting historical knowledge to students while creating environments that empower learning and compassion is vital for these educators. The implication for future history educators is not quantifiable. I was excited about this theme. These future educators have the possibility to inspire curiosity in students and open their minds to historical inquiry.

High-impact practices include first-year seminars and experiences, common

intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity and global learning, service and community-based learning, internships, capstone courses and projects, and e-portfolios. Experiential learning can include reflection, primary sources, active learning, inquiry, project-based, problem-based, place-based, outdoor, and adventure learning. Experiential learning can occur in the classroom, outside, anywhere, and everywhere. For future history educators, the implication is to understand this research and the layers of the history educator conceptual model incorporating experiential learning and its tenets in HIPs in the history curriculum with criterialism as much as possible. Not all HIPs can be incorporated; experiential learning does not have to be hands-on, outdoor, or adventure-based. The implication for future history educators is that you have many options for historical inquiry to be impactful.

The conceptual framework of this study presents a theory of change model culminating in the Conceptual Model Exploring History Instructor Experiences and Pedagogical and Epistemological Outcomes, which integrates experiential learning, high-impact practices, and the criterialist orientation to historical inquiry. With this theory of change, I asked these questions: *Did these formative experiences at the intersection of experiential and high-impact learning catalyze transformative understanding as history learners that influenced their beliefs as history educators? Through these experiences, have high school and college history educators developed an epistemological belief in developing students through historical reasoning and inquiry grounded in their*

experiences with experiential learning and high-impact practices? The history educator conceptual model answered my questions through quantitative and qualitative analysis. The implication for future history educators is that the respondents demonstrated a relationship that shows integrating the criterialist orientation to historical inquiry with experiential learning and high-impact practices is a transformative learning process. Future educators can use this model to develop their high school and college history curriculum to engage further and actively teach the historical inquiry process.

Conclusion

This explanatory sequential mixed-methods study explores the relationship between current high school and college history educators in Illinois and Missouri and *experiential learning, high-impact practices,* and *epistemological approaches to historical inquiry* found the conceptual framework/theory of change model presented in Chapter 2, which supported the research questions does confirm the relationship between *experiential learning, high-impact practices, and criterialist epistemological approaches to historical inquiry.*

Results suggest that criterialist historical inquiry is at the center of history learning. The educators constructed their beliefs through formative experiences, primarily with experiential learning, influential history educators, and select high-impact practices. Through these experiences, the participants developed their approaches and epistemological views of criterialism and their commitments to using experiential learning, HIPs, and the criterialist epistemological approaches to historical inquiry in

their classroom. This study is a necessary part of the lines of research that integrates Dewey, Kolb, Kuh, and Maggioni and associates. I believe continued work is crucial to further understand the relationship among all factors examined in the conceptual model.

A theme identified from quotes provided by many of the interviewees is: History Instructor Professional Commitment to Develop Learners' Through Positive Educator Relationships and Value of History. Passion to be a history educator who creates interest, curiosity, and excitement in students through an enticing "X-factor" is a motivating factor that these educators deeply value. The educators emphasize building relationships via compassion, empowering students, supporting student efficacy, motivation, collaboration, and engagement, and being passionate and feeling connected to their students. They promote learning environments that empower students to learn and wonder about history, which, in turn, causes these educators to feel awe and inspiration about teaching. Many educators love coming to work ready to try innovative ideas, teach new topics, innovate with new technologies and methods, and provide student experiences to learn and thrive. It is through these experiences that "passionate" educators love teaching history and having "fun!"

This study substantiated that through quantitative and qualitative analysis that experiential learning, high-impact practices, and a criterialist orientation to history were powerful factors that influenced educator professional commitments. Experiential learning as a pedagogy is a powerful tool; it was accepted and widely used by the study participants. Criterialism is an epistemology at the heart of this model for transforming

history teaching and unraveling historical inquiry. HIPs as a practice are not applied by the study participants at the same frequency as experiential learning. Participants viewed HIPs as having a “trendy” and “flavor of the month” tone, especially when considered outside of writing-intensive courses, undergraduate research, diversity/global learning (including study abroad), and collaborative assignments and projects.

The data and analysis have strengthened my belief in educators' willingness to try innovative ideas for the benefit of their students and to provide students with the tools to reason, think critically, interpret the past, present, and future, and understand history rationally with all available evidence. I close with this quote from Educator #4: “I could not imagine myself doing anything else [than teach history]. I love it so much. I have a profound, deep love for it. I'm not sure where that comes from. But I remember that when I started teaching, I said to myself, ‘Yes, this is what I'm meant to do.’ And I have found a profound sense of peace in the world, and in myself, so I just love it.”

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APPENDIX A: Informed Consent for Participation in Research Activities

University of Missouri–St. Louis
Informed Consent for Participation in Research Activities

Project Title: Experiential & High Impact Learning as Catalysts for Change: Exploring the Historical Inquiry Process and Experiences of High School and College History Instructors

Principal Investigator: Brian Thomas
Department Name: Education
Faculty Advisor: Dr. Theresa Coble
IRB Project Number: 2096047

1. You are invited to participate in a research study. The purpose of this mixed-methods study is to explore the relationship between current high school and college history teachers in Illinois and Missouri and *experiential learning* (as discussed by Kolb, 1984), *high-impact practices* (as identified by Kuh, 2008), and *epistemological approaches to historical inquiry* (i.e., an objective, subjective, or criterialist orientation as outlined by Maggioni et al., 2004, 2009).

2. Your participation will involve an electronic self-report survey. The survey will take approximately 40-50 minutes. Based on the survey results, approximately 15-20 participants will be asked to participate in a Zoom interview. The Zoom interview will take approximately 40-50 minutes. The Zoom interview will be recorded, and both the audio recording and transcript will be deleted upon the completion of the research.

3. There is a loss of confidentiality risk associated with this research. This will be minimized by using password protection on the researcher's computer. Qualtrics will be used to administer the survey. The data will be stored in the cloud and is password protected. The data will be deleted when the research is completed. Zoom will be used to administer the interview. The data will be stored in the cloud and is password protected. The data will be deleted when the research is completed.

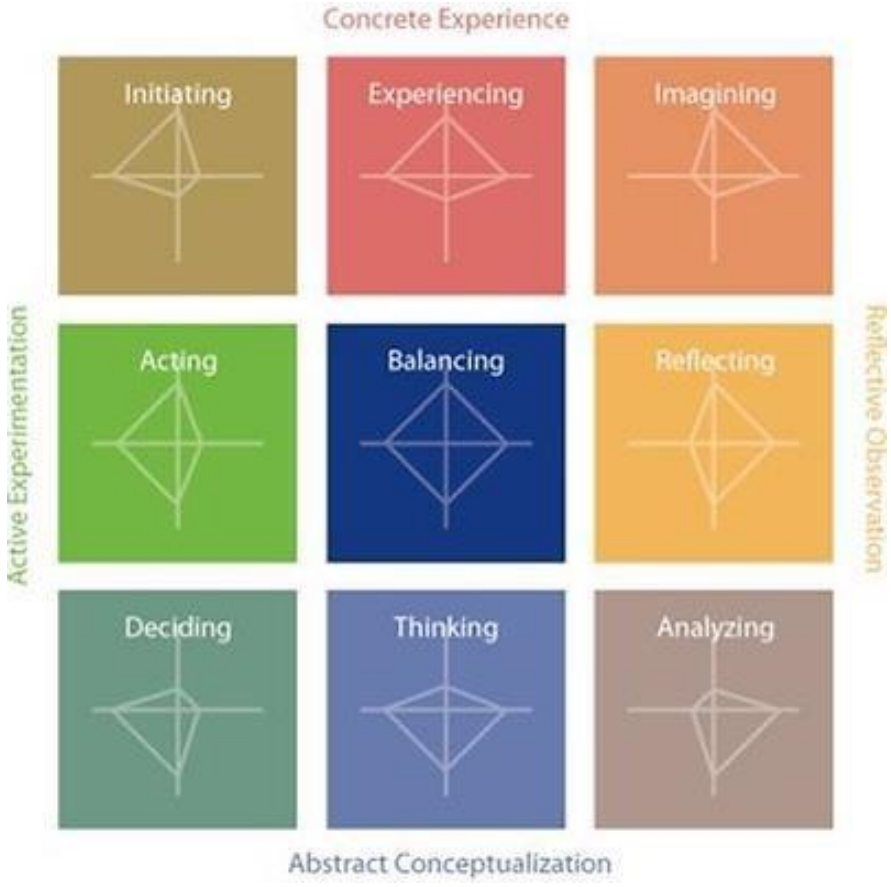
4. There are no direct benefits for you participating in this study.

5. Your participation is voluntary, and you may choose not to participate in this research study or withdraw your consent at any time. You will NOT be penalized in any way should you choose not to participate or withdraw.

7. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection) that would lead to the disclosure of your data and any other information collected by the researcher.

8. If you have any questions or concerns regarding this study or if any problems arise, you may call the Investigator, Brian Thomas (618) 972-2169, or the Faculty advisor, Dr. Theresa Coble (817) 235-7842. You may also ask questions or state concerns regarding your rights as a research participant at the University of Missouri–St. Louis Office of Research Compliance, at 314-516-5972 or irb@umsl.edu.

APPENDIX B: The Kolb Learning Style Inventory 4.0



The Initiating Style - initiating action to deal with experiences and situations. The Initiating style is characterized by the ability to initiate action to deal with experiences and situations. It involves active experimentation (AE) and concrete experience (CE).

The Experiencing Style - finding meaning from deep involvement in experience. The Experiencing style is characterized by the ability to find meaning from deep involvement in experience. It draws on concrete experience (CE) while balancing active

experimentation (AE) and reflective observation (RO).

The Imagining Style - imagining possibilities by observing and reflecting on experiences. The Imagining style is characterized by the ability to imagine possibilities by observing and reflecting on experiences. It combines the learning steps of concrete experience (CE) and reflective observation (RO).

The Reflecting Style - connecting experience and ideas through sustained reflection. The Reflecting style is characterized by the ability to connect experience and ideas through sustained reflection. It draws on reflective observation (RO) while balancing concrete experience (CE) and abstract conceptualization (AC).

The Analyzing Style - integrating ideas into concise models and systems through reflection. The Analyzing style is characterized by the ability to integrate and systematize ideas through reflection. It combines reflective observation (RO) and abstract conceptualization (AC).

The Thinking Style - disciplined involvement in abstract reasoning and logical reasoning. The Thinking style is characterized by the capacity for disciplined involvement in abstract and logical reasoning. It draws on abstract conceptualization (AC) while balancing active experimentation (AE) and reflective observation (RO).

The Deciding Style - using theories and models to decide on problem solutions and courses of action. The Deciding style is characterized by the ability to use theories and models to decide on problem solutions and courses of action. It combines abstract conceptualization (AC) and active experimentation (AE).

The Acting Style - a strong motivation for goal directed action that integrates people and tasks. The Acting style is characterized by a strong motivation for goal-directed action that integrates people and tasks. It draws on active experimentation (AE) while balancing concrete experience (CE) and abstract conceptualization (AC).

The Balancing Style - adapting by weighing the pros and cons of acting versus reflecting and experiencing versus thinking. The Balancing style is characterized by the ability to adapt, weighing the pros and cons of acting versus reflecting and experiencing versus thinking. It balances concrete experience, abstract conceptualization, active experimentation, and reflective observation.

APPENDIX C: NSSE Engagement Indicators & High-Impact Practices

Engagement Indicators & High-Impact Practices

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators calculated from 47 core NSSE items and grouped within four themes. Additionally, in a separate report, NSSE provides results on six High-Impact Practices, aptly named for their positive associations with student learning and retention.

Engagement Indicators

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions.

Theme	Engagement Indicators
Academic Challenge	
	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

The EIs and component items were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis. As a result, each EI provides valuable, concise, actionable information about a distinct aspect of student engagement.

Scoring EIs

In the *Engagement Indicators* report, each EI is expressed on a 0 to 60 scale. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional EI scores are the weighted averages of student-level scores for each class level. Student-level EI scores are provided to participating institutions in their NSSE data files.

High-Impact Practices

High-impact practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

High-Impact Practices	*First-year*	*Senior*
Service-learning	✓·	✓·
Learning community	✓·	✓·
Research with faculty	✓·	✓·
Internship or field experience		✓·
Study abroad		✓·
Culminating senior experience		✓·

Note: Survey wording is on the next page.

Scoring HIPs

For each HIP except service-learning, participation is reported as the percentage of students who responded, “Done or in progress.” For service-learning, it is the percentage of students for whom at least “Some” courses included a community-based project. Thus, a HIP score of 26 means that 26% of respondents participated in the activity.
NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major. The *High-Impact Practices* report summarizes student participation in “1” or “2 or more” HIPs for first-year and senior students and disaggregates results by student and enrollment characteristics.

Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty

- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)?

Sample EI and HIP reports are available on the NSSE website:
nsse.indiana.edu/nsse/reports-data/index.html

APPENDIX D: Electronic Survey

History Learning Survey

You are invited to participate in a survey that explores how high school and college history instructors learned history when they were students, how they tend to think about history learning, and how they teach history in their classrooms today.

As is typical in surveys like this, the questions approach these topics from various angles. We also include a few demographic questions at the end. Your response to each question will allow us to draw meaningful conclusions.

If you have any questions about the survey, please contact Mr. Brian Thomas at (618) 972-2169 or batfg5@umsystem.edu or Dr. Theresa Coble at (817) 235-7842 or coblet@umsl.edu.

Thank you in advance for your help!

Section 1 – Experiential Learning

For these questions, think about *how you characterize your own history learning experience*. Mark the circle that corresponds with your rating from "Strongly Disagree" to "Strongly Agree."

	Strongly Disagree						**Strongly Agree**
For me, history learning requires observing and reflecting on experiences.	O	O	O	O	O	O	O
For me, history learning requires concrete, real-life experiences.	O	O	O	O	O	O	O
For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action.	O	O	O	O	O	O	O
To learn history, I initiate hands-on experiences and/or group interactions.	O	O	O	O	O	O	O
I combine prior knowledge and experiences to test ideas, find solutions to historical questions, and then set actionable goals.	O	O	O	O	O	O	O
For me, history learning depends on abstract and analytic thinking.	O	O	O	O	O	O	O
I create a synthesis of historical information to envision alternative approaches.	O	O	O	O	O	O	O
For me, history learning requires putting information into a concise, logical form.	O	O	O	O	O	O	O

Section 2 – History Learning Experiences

Indicate the number that best reflects the frequency for each statement. Mark the circle that corresponds with your rating from "Never" to "Very Often."

	During your high school & college history classes, how often did you...				**In your classroom, how often do students…**			
	Never	**Some-times**	**Often**	**Very Often**	**Never**	**Some-times**	**Often**	**Very Often**
Apply facts, theories, or methods to practical problems or new situations.	O	O	O	O	O	O	O	O
Analyze an idea, experience, or line of reasoning in depth by examining its parts.	O	O	O	O	O	O	O	O
Form new ideas from various pieces of information.	O	O	O	O	O	O	O	O
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	O	O	O	O	O	O	O	O
Connect ideas from your courses to your prior experiences and knowledge.	O	O	O	O	O	O	O	O
Participate in a learning community or some other formal program where groups of students take two or more classes together.	O	O	O	O	O	O	O	O
Work with other students on course projects or assignments.	O	O	O	O	O	O	O	O
Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.).	O	O	O	O	O	O	O	O

Section 3 – Beliefs about History

Indicate the number that best reflects your level of disagreement/agreement for each statement. Mark the circle that corresponds with your rating from "Strongly Disagree" on the far left to "Strongly Agree" on the far right.

	When I LEARN history, I believe...							**When I TEACH history, I believe…**						
	Strongly Disagree						**Strongly Agree**	**Strongly Disagree**						**Strongly Agree**
It is fundamental that students are taught to support their reasoning with evidence.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
History is simply a matter of interpretation.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
A historical account is the product of a disciplined method of inquiry.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Students who read many history books learn that the past is what the historian makes it to be.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Disagreement about the same event in the past is always due to lack of evidence.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Good students know that history is basically a matter of opinion.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Students need to be taught to deal with conflicting evidence.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Historical claims cannot be justified since they are simply a matter of interpretation.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Good general reading and comprehension skills are enough to learn history well.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Since there is no way to know what really happened in the past, students can believe whatever story they choose.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
History is a critical inquiry about the past.	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Cont'd	**When I LEARN history, I believe...**							**When I TEACH history, I believe…**						
	Strongly Disagree						**Strongly Agree**	**Strongly Disagree**						**Strongly Agree**
The past is what the historian makes it to be.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Comparing sources and understanding author perspective are essential components of the process of learning history.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
It is impossible to know anything for sure about the past since no one of us was there.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Knowledge of the historical method is fundamental for historians and students alike.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
The facts speak for themselves.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Students need to be aware that history is essentially a matter of interpretation.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Reasonable accounts can be constructed even in the presence of conflicting evidence.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Even eyewitnesses do not always agree with each other, so there is no way to know what happened.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Teachers should not question students' historical opinions, only check that they know the facts.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
History is the reasonable reconstruction of past occurrences based on the available evidence.	O	O	O	O	O	O	O	O	O	O	O	O	O	O
There is no evidence in history.	O	O	O	O	O	O	O	O	O	O	O	O	O	O

Section 4 – In My History Classroom

For these questions, think about *what happens in your history learning classroom*. Mark the circle that corresponds with your rating from "Strongly Disagree" on the far left to "Strongly Agree" on the far right.

	Strongly Disagree						**Strongly Agree**
I encourage observing and reflecting on experiences.	O	O	O	O	O	O	O
I build in concrete, real-life experiences.	O	O	O	O	O	O	O
I make sure that students evaluate and apply theories to decide on problems, solutions, and courses of action.	O	O	O	O	O	O	O
I initiate hands-on experiences and/or group interactions.	O	O	O	O	O	O	O
I combine prior knowledge and experiences to test ideas, find solutions to historical questions, and then set actionable goals.	O	O	O	O	O	O	O
I provide opportunities for abstract and analytic thinking.	O	O	O	O	O	O	O
I create opportunities to synthesize historical information and envision alternative approaches.	O	O	O	O	O	O	O
I require students to put information into a concise, logical form.	O	O	O	O	O	O	O

Section 5 – More about You and Your Background

1. Do you provide experiential learning opportunities in your history curriculum?

☐	No
☐	Yes

2. Which category includes your age?

☐	Under 18 years old
☐	18 - 24 years old
☐	25 - 34 years old
☐	35 - 44 years old
☐	45 - 54 years old
☐	55 - 64 years old
☐	65 - 74 years old
☐	75 and over years old

3. Which of the following best describes you? Select one answer.

☐	Women (could include cisgender women, transgender women, and female-identified individuals)
☐	Man (could include cisgender men, transgender men, and male-identified individuals)
☐	Ansgender
☐	Gender-fluid/Genderqueer
☐	Prefer not to answer
☐	Prefer to self-describe. *Write your answer below.* _____

4. What is your race? (Select all that apply)

☐	American Indian or Alaska Native
☐	Asian Indian
☐	Other Asian
☐	Chinese
☐	Black or African American
☐	Guamanian or Chamorro
☐	Native Hawaiian
☐	Other Pacific Islander
☐	Filipino
☐	Japanese
☐	Korean
☐	Samoan
☐	Vietnamese
☐	White
☐	More than one race
☐	Prefer not to answer
☐	Prefer to self-describe. *Write your answer below.* _____

5. Are you Hispanic or Latino/a/e/x?

☐	No, not of Hispanic or Latino/a/e/x Origin
☐	Yes, Central American
☐	Yes, Mexican, Mexican American, Chicano/a
☐	Yes, South American
☐	Yes, Puerto Rican
☐	Yes, Another Hispanic or Latino/a/e/x
☐	Yes, Cuban
☐	Prefer not to answer

☐	Prefer to self-describe. *Write your answer below.* _____

6. Which categories describe you? (Select all that apply to you.)

☐	Some high school
☐	High school diploma or equivalent
☐	Vocational training
☐	Some college
☐	Associate degree
☐	Bachelor's degree
☐	Some graduate work
☐	Master's degree
☐	Specialist degree (e.g., Ed.S.)
☐	Doctorate
☐	Other, please specify: _____

7. Which zip code do you live in? *(Please indicate below.)*

8. Are you a permanent resident or citizen of the U.S.?

☐	No
☐	Yes

9. What is your country of origin? *(Please indicate below.)*

10. How long have you been teaching?

☐	0 - 5 years

☐	6 - 10 years
☐	11 - 15 years
☐	16 - 20 years
☐	25+ years

11. How long have you been at your current institution?

☐	0 - 5 years
☐	6 - 10 years
☐	11 - 15 years
☐	16 - 20 years
☐	25+ years

12. Please choose the type of institution in which you currently teach.

☐	High School
☐	College

13. In your opinion, where does your institution fall on a rural-urban continuum? [OBJ]

Rural						**Urban**
☐	☐	☐	☐	☐	☐	☐

14. Are you willing to participate in a follow-up interview via Skype or Zoom?

☐	No
☐	Yes

APPENDIX E: Digital Interview Protocol

1. Please describe the ideal history instructor.
   Probing questions:
   - Can you give an example?
   - Can you tell me more about it?
   - Why do you think so?
   - What kind of mindset should a teacher have? Please explain.
   - How did they make learning experiences relevant to you?

2. Did an ideal history teacher ever teach you? (If yes, please tell me about them.)
   Probing questions:
   - Tell me more.
   - What were their strengths?
   - Can you give me an example of a memorable learning experience with this teacher?
   - Why do you think so?
   - How did this teacher motivate you to attend college to become a history teacher?
   - Did an experience with a teacher change your goals?
   - How did the teacher engage you in learning?
   - Did this teacher include non-formal or informal methods considered non-traditional classroom practices?
   - Did they use experiential learning, high-impact practices, or any similar practices?

3. Tell me about a teacher who inspired you to pursue history teaching as a career.
   Probing questions:
   - What are their strengths?
   - Can you tell me more about it?
   - Can you give me an example?
   - Why do you think so?
   - How did they make history-learning experiences relevant to you?
   - What qualities about this teacher inspired you to teach as a career?
   - What is essential about these specific qualities?

4. When you are at your best, how do you teach history? Does the description of the ideal history instructor describe how you currently teach?
   Probing questions:

- What are their strengths?
- Can you tell me more about it?
- Can you give me an example?
- Why do you think so?
- What kind of mindset do you have as a teacher? Please explain.
- How do you make history relevant to your students?
- Do you incorporate non-formal, informal, non-traditional classroom practices?

5. From your own experience, which teaching practices have the most impact?
   Probing questions:
   - How would you define experiential learning, and to what extent do you bring experiential learning opportunities into your classroom?
   - Is experiential learning meaningful in K-12/college? Why?
   - How would you define high-impact practices, and do you bring high-impact practices into your work?

6. How important is it for you to foster learners who think historically?
   Probing questions:
   - What kind of teaching and learning are you doing in history?
   - In your opinion, is it important to foster local and global student awareness? Why?
   - How important is teaching citizenship in your course content?
   - How do you help students learn about their local community? Civic engagement?
   - How do you help students learn about the larger world? Diversity?
   - Do any of the techniques we discussed help you nurture this kind of learning?
   - What comes to mind when you think of history?
   - What value does History hold for you as an instructor? Personally?

7. As a history instructor, do any of these viewpoints resonate with you?
   - **Objectivist beliefs**: statements revolve around the tenet that history may be known objectively ("facts speak for themselves")
   - **Subjectivist beliefs**: statements reflect a tendency to see knowledge of the past as basically the subject's opinion ("history is basically a matter of opinion")
   - **Criterialist beliefs**: statements reflect an epistemic stance in which the subject and object (the evidence from the past) interacts with each other to develop and validate historical knowledge ("history is a critical inquiry into the past")

   Probing questions:
   - Why do you agree with this belief in teaching history?

- Can you give me an example of how you teach historical reasoning?
- Can you give me an example of how you teach historical inquiry?
- Is history the quest for interpretation or truth? Explain.
- Do you view students as passive learners? Why or why not?
- In your opinion, is it essential to teach controversial issues in history?
- How do you promote debate and discussion in your classroom?

8. Teachers use a lot of different techniques when they teach. Here are some techniques that you might have experienced as a student. Pick 2-3 (or 3-4) of these techniques that were most meaningful to you or instrumental *in your own learnin*g. (Make index cards with each HIP listed separately. Spread cards out in front of the interviewee. Alternatively, for an online interview, use a PPT slide or whiteboard (e.g., a Jamboard) similarly.) (Choose all that apply.)

    - First-Year Seminars & Experiences
    - Common Intellectual Experience
    - Learning Communities
    - Writing Intensive Course
    - Collaborative Learning
    - Undergraduate Research
    - Global Learning/Study Abroad
    - Portfolios/e-Portfolios
    - Community-Based/Service Learning
    - Internships
    - Capstone Courses/Projects
    - Active-Learning Strategies
    - Inquiry-Based Learning
    - Problem-Based Learning
    - Project-Based Learning
    - Place-Based Learning
    - Outdoor/Adventure-Based Learning

9. No doubt you use a lot of different techniques when you teach. Here are those same techniques that you saw onscreen in the last question. Which techniques have you found to be the most consequential *in your teaching?* (Pick 2-3 or 3-4.)
   As an instructor, do you bring any of these teaching methods into the classroom--or even outside the classroom? (Choose all that apply.)

    - First-Year Seminars & Experiences
    - Common Intellectual Experience

- Learning Communities
- Writing Intensive Course
- Collaborative Learning
- Undergraduate Research
- Global Learning/Study Abroad
- Portfolios/e-Portfolios
- Community-Based/Service Learning
- Internships
- Capstone Courses/Projects
- Active-Learning Strategies
- Inquiry-Based Learning
- Problem-Based Learning
- Project-Based Learning
- Place-Based Learning
- Outdoor/Adventure-Based Learning

10. During your time at _____, what has helped you stay motivated and engaged in history teaching?
    Probing questions:
    - Can you give an example?
    - Can you tell me more about it?
    - Why do you think so?

11. Do you want to tell me your thoughts or experiences as a history teacher/person who loves history?

This is the end of the interview. Thank you for taking time out of your busy schedule to accept our interview. We will send you the interview transcript for your confirmation and further suggestions. If there are any further questions, may we contact you for a follow-up? Thank you again for your support and cooperation in our research work.

APPENDIX F: SURVEY RESPONSES

Table 5

Experiential Learning-think about how you characterize your own history learning experience.

Survey Statements for Response	History Instructor Responses by Category (N = 182)								
	Strongly Disagree						Strongly Agree	Mean	SD
For me, history learning requires observing and reflecting on experiences.	1.10	3.85	2.75	9.89	24.18	32.97	25.27	5.521	1.344
For me, history learning requires concrete, real-life experiences.	1.66	6.63	8.29	13.81	27.62	25.97	16.02	5.011	1.498
For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action.	0.55	4.42	5.52	12.15	25.97	31.49	19.89	5.325	1.357
To learn history, I initiate hands-on experiences and/or group interactions.	2.21	4.97	10.50	11.05	25.97	25.41	19.89	5.093	1.544
I combine prior knowledge and experiences to test ideas, find solutions to historical questions, and then set actionable	2.20	3.30	4.95	8.79	19.23	34.07	27.47	5.516	1.455

goals.									
For me, history learning depends on abstract and analytic thinking.	1.10	1.10	4.97	5.52	19.89	33.15	34.25	5.784	1.274
I create a synthesis of historical information to envision alternative approaches.	2.21	2.21	5.52	16.57	23.76	28.73	20.99	5.276	1.414
For me, history learning requires putting information into a concise, logical form.	0.55	1.10	4.97	8.29	22.10	29.83	33.15	5.723	1.256

Table 6

History Learning Experiences-during your high school and college history classes, how often did you…

Survey Statements for Response	History Instructor Responses by Category (N = 180)					
	Never	Sometimes	Often	Very Often	Mean	SD
Apply facts, theories, or methods to practical problems or new situations.	18.78	54.14	18.78	8.29	2.165	0.826
Analyze an idea, experience, or line of reasoning in depth by examining its parts.	9.39	28.18	39.23	23.20	2.762	0.915
Form new ideas from various pieces of information.	10.00	32.22	32.22	25.56	2.733	0.954
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	15.00	41.67	24.44	18.89	2.472	0.965
Connect ideas from your courses to your prior experiences and	8.38	35.20	33.52	22.91	2.709	0.914

knowledge.						
Participate in a learning community or some other formal program where groups of students take two or more classes together.	61.45	17.32	15.08	6.15	1.659	0.948
Work with other students on course projects or assignments.	17.13	53.59	20.44	8.44	2.209	0.830
Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.).	50.28	17.68	22.65	9.39	1.911	1.050

Table 7

History Learning Experiences-In your classroom, how often do students…

Survey Statements for Response	History Instructor Responses by Category (N = 179)					
	Never	Sometimes	Often	Very Often	Mean	SD
Apply facts, theories, or methods to practical problems or new situations.	1.69	38.20	42.70	17.42	2.758	0.753
Analyze an idea, experience, or line of reasoning in depth by examining its parts.	0.56	16.85	43.82	38.76	3.207	0.733
Form new ideas from various pieces of information.	0.56	17.32	43.58	38.55	3.201	0.737
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	0.00	5.62	33.15	61.24	3.556	0.601
Connect ideas from your courses to your prior experiences and knowledge.	0.00	15.17	42.70	42.13	3.269	0.709
Participate in a learning community or some other formal	53.07	22.91	13.97	10.06	1.810	1.020

program where groups of students take two or more classes together.						
Work with other students on course projects or assignments.	6.70	32.40	32.96	27.93	2.821	0.918
Participate in an internship, field experience, study abroad program, or a culminating senior experience (e.g., capstone course, senior project, portfolio, etc.).	48.04	29.61	12.85	9.50	1.837	0.983

Table 8

Beliefs About History-When I Learn history, I believe…

Survey Statements for Response	History Instructor Responses by Category (N = 178)								
	Strongly Disagree						Strongly Agree	Mean	SD
Criterialist items - Questions 1-9									
Subjectivist items - Questions 10-17									
Objectivist items - Questions 18-22									
It is fundamental that students are taught to support their reasoning with evidence.	0.00	0.00	0.56	0.56	3.93	21.35	73.6	6.668	0.635
A historical account is the product of a disciplined method of inquiry.	1.13	5.08	3.39	17.51	20.34	29.94	22.60	5.310	1.437
Students need to be taught to deal with conflicting evidence.	1.12	2.23	0.00	3.91	12.29	25.14	55.31	6.206	1.197
History is a critical inquiry about the past.	1.12	0.56	0.56	5.03	12.29	32.96	47.49	6.156	1.095

Comparing sources and understanding author perspective are essential components of the process of learning history.	1.68	0.56	1.12	3.35	9.50	22.35	61.45	6.312	1.167
Knowledge of the historical method is fundamental for historians and students alike.	1.12	2.79	2.79	9.50	18.44	33.52	31.84	5.692	1.332
Students need to be aware that history is essentially a matter of interpretation.	14.69	12.99	15.82	18.08	27.12	7.19	3.39	3.673	1.673
Reasonable accounts can be constructed even in the presence of conflicting evidence.	1.13	0.00	1.69	8.47	24.29	41.81	22.60	5.706	1.078
History is the reasonable reconstruction of past occurrences based on the available evidence.	0.00	1.69	1.69	4.49	26.40	36.52	29.21	5.820	1.063
History is simply a matter of interpretation.	10.17	15.82	18.08	11.86	27.73	14.12	6.21	3.905	1.609
Students who read many history books learn that the past is what the historian makes it to be.	7.39	10.23	15.34	14.20	28.98	15.91	7.95	4.477	1.650
Good students know that history is basically a matter	38.98	28.81	13.56	10.17	3.95	2.82	1.69	2.374	1.521

of opinion.									
Historical claims cannot be justified since they are simply a matter of interpretation.	48.02	27.12	9.04	9.04	5.65	0.56	0.56	2.106	1.388
Since there is no way to know what really happened in the past, students can believe whatever story they choose.	77.40	12.99	3.95	2.26	2.26	0.56	0.56	1.536	1.152
The past is what the historian makes it to be.	20.45	21.59	18.18	15.34	18.18	5.11	1.14	3.213	1.653
It is impossible to know anything for sure about the past since no one of us was there.	52.57	24.00	12.57	5.14	0.00	4.00	1.71	2.061	1.442
There is no evidence in history.	91.43	5.14	1.14	1.14	0.57	0.00	0.57	1.280	0.956
Disagreement about the same event in the past is always due to lack of evidence.	27.53	28.65	22.47	10.67	7.30	2.25	1.12	2.528	1.398
Good general reading and comprehension skills are enough to learn history well.	7.26	17.88	23.46	11.17	23.46	11.17	5.59	3.815	1.664
The facts speak for themselves.	13.41	18.99	17.88	21.79	16.76	6.70	4.47	3.474	1.650
Even eyewitnesses do not always agree with each other, so	17.42	27.53	24.16	12.92	8.99	4.49	4.49	3.000	1.612

there is no way to know what happened.									
Teachers should not question students' historical opinions, only check that they know the facts.	29.38	32.20	19.21	6.78	6.21	3.95	2.26	2.491	1.511

Table 9

Beliefs About History-When I Teach history, I believe…

Survey Statements for Response	History Instructor Responses by Category (N = 177)								
	Strongly Disagree						Strongly Agree	Mean	SD
Criterialist items-Q 1-9									
Subjectivist items-Q 10-17									
Objectivist items-Q 18-22									
It is fundamental that students are taught to support their reasoning with evidence.	0.00	0.00	0.00	0.56	33.9	14.69	81.36	6.768	0.530
A historical account is the product of a disciplined method of inquiry.	1.14	4.45	3.41	14.20	22.73	30.68	23.30	5.380	1.405
Students need to be taught to deal with conflicting evidence.	0.00	0.57	0.57	0.00	9.66	29.55	59.66	6.460	0.791
History is a critical inquiry about the past.	0.56	0.56	0.00	2.26	10.17	34.46	51.98	6.322	0.919
Comparing sources and understanding author perspective are essential	0.57	0.57	0.00	1.14	9.66	23.86	64.20	6.471	0.893

components of the process of learning history.									
Knowledge of the historical method is fundamental for historians and students alike.	0.57	1.14	3.41	9.66	14.20	40.34	30.68	5.795	1.196
Students need to be aware that history is essentially a matter of interpretation.	13.14	13.71	14.86	16.00	27.43	12.57	2.29	3.777	1.682
Reasonable accounts can be constructed even in the presence of conflicting evidence.	0.00	0.00	2.89	7.51	23.70	42.20	23.70	5.763	0.992
History is the reasonable reconstruction of past occurrences based on the available evidence.	0.00	0.57	3.43	6.29	21.71	38.29	29.71	5.828	1.069
History is simply a matter of interpretation.	10.17	15.82	18.08	11.86	23.73	14.12	6.21	3.903	1.760
Students who read many history books learn that the past is what the historian makes it to be.	7.39	10.23	15.34	14.20	28.98	15.91	7.95	4.267	1.677
Good students know that history is basically a matter of opinion.	38.98	28.81	13.56	10.17	3.95	2.82	1.69	2.265	1.450
Historical claims cannot be justified since they are simply a matter of	48.02	27.12	9.04	9.04	5.65	0.56	0.56	2.011	1.296

interpretation.									
Since there is no way to know what really happened in the past, students can believe whatever story they choose.	77.40	12.99	3.95	2.26	2.26	0.56	0.56	1.429	1.009
The past is what the historian makes it to be.	20.45	21.59	18.18	15.34	18.18	5.11	1.14	3.090	1.600
It is impossible to know anything for sure about the past since no one of us was there.	52.52	24.00	12.57	5.14	4.00	0.00	1.71	1.908	1.283
There is no evidence in history.	91.43	5.14	1.14	1.14	0.57	0.00	0.57	1.165	0.687
Disagreement about the same event in the past is always due to lack of evidence.	30.11	26.14	23.86	9.66	7.39	1.70	1.14	2.477	1.389
Good general reading and comprehension skills are enough to learn history well.	8.47	18.08	24.29	12.99	20.34	9.04	6.78	3.728	1.687
The facts speak for themselves.	15.91	18.75	21.02	18.18	16.48	6.82	2.84	3.323	1.625
Even eyewitnesses do not always agree with each other, so there is no way to know what happened.	19.43	26.29	25.71	10.86	8.57	5.14	4.00	2.942	1.614
Teachers should not question students'	33.71	33.14	18.29	6.29	4.57	2.86	1.14	2.280	1.363

historical opinions, only check that they know the facts.									

Table 10

In My History Classroom-think about what happens in your history learning classroom.

Survey Statements for Response	History Instructor Responses by Category (N = 179)								
	Strongly Disagree						Strongly Agree	Mean	SD
For me, history learning requires observing and reflecting on experiences.	0.56	0.56	3.35	2.23	15.64	46.37	31.28	5.960	1.045
For me, history learning requires concrete, real-life experiences.	.056	1.12	5.03	7.82	26.26	36.31	22.91	5.586	1.188
For me, history learning requires evaluating and applying theories to decide on problems, solutions, and courses of action.	0.00	3.93	2.81	14.61	28.65	34.27	15.73	5.337	1.216
To learn history, I initiate hands-on experiences and/or group interactions.	2.23	5.59	1.68	3.35	25.70	35.75	25.70	5.547	1.434
I combine prior knowledge and experiences to test ideas, find solutions to historical	0.56	1.12	2.79	10.06	24.58	37.99	22.91	5.625	1.146

questions, and then set actionable goals.									
For me, history learning depends on abstract and analytic thinking.	0.00	0.56	1.12	2.25	15.17	35.96	44.94	6.196	0.920
I create a synthesis of historical information to envision alternative approaches.	0.56	1.68	1.12	5.03	18.99	40.22	32.40	5.905	1.105
For me, history learning requires putting information into a concise, logical form.	0.56	0.56	2.23	2.79	17.88	43.02	32.96	5.977	1.027

APPENDIX H: NSSE Survey

National Survey of Student Engagement

The College Student Report

This is a facsimile of the NSSE survey (available at nsse.indiana.edu/links/surveys). The survey itself is administered online.

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1. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

a. Asked questions or contributed to course discussions in other ways
b. Asked another student to help you understand course material
c. Explained course material to one or more students
d. Prepared for exams by discussing or working through course material with other students
e. Worked with other students on course projects or assignments
f. Given a course presentation

2. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

a. Combined ideas from different courses when completing assignments
b. Connected your learning to societal problems or issues
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
d. Examined the strengths and weaknesses of your own views on a topic or issue
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective
f. Learned something that changed the way you understand an issue or concept
g. Connected ideas from your courses to your prior experiences and knowledge

3. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

a. Talked about career plans with a faculty member
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
c. Discussed course topics, ideas, or concepts with a faculty member outside of class
d. Discussed your academic performance with a faculty member

4. During the current school year, how much has your coursework emphasized the following?

Response options: Very much, Quite a bit, Some, Very little

a. Memorizing course material
b. Applying facts, theories, or methods to practical problems or new situations
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
d. Evaluating a point of view, decision, or information source
e. Forming a new idea or understanding from various pieces of information

5. During the current school year, to what extent have your instructors done the following?

Response options: Very much, Quite a bit, Some, Very little

a. Clearly explained course goals and requirements
b. Taught course sessions in an organized way
c. Used examples or illustrations to explain difficult points
d. Provided feedback on a draft or work in progress
e. Provided prompt and detailed feedback on tests or completed assignments
f. Explained in advance the criteria for successfully completing your assignments
g. Reviewed and summarized vital ideas or concepts
h. Taught in a way that aligns with how you prefer to learn
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities

6. During the current school year, about how often have you done the following?

Response options: Very often, Often, Sometimes, Never

a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
c. Evaluated what others have concluded from numerical information

7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have
you been assigned? (Include those not yet completed.)

Response options: None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers

a. Up to 5 pages
b. Between 6 and 10 pages
c. 11 pages or more

8. During the current school year, about how often have you had discussions with people from the following groups?

Response options: Very often, Often, Sometimes, Never

a. People of a race or ethnicity other than your own

b. People from an economic background other than your own
c. People with religious beliefs other than your own
d. People with political views other than your own

9. During the current school year, about how often have you done the following?
Response options: Very often, Often, Sometimes, Never
a. Identified key information from reading assignments
b. Reviewed your notes after class
c. Summarized what you learned in class or from course materials

10. During the current school year, to what extent have your courses challenged you to do your best work?
Response options: 1=Not at all to 7=Very much

11. Which of the following have you done or do you plan to do before you graduate?
Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
b. Hold a formal leadership role in a student organization or group
c. Participate in a learning community or some other formal program where groups of students take two or more classes together
d. Participate in a study abroad program
e. Work with a faculty member on a research project
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

12. About how many of your courses at this institution have included a community-based project (service-learning)?
Response options: All, Most, Some, None

13. Indicate the quality of your interactions with the following people at your institution.
Response options: 1=Poor to 7=Excellent, Not Applicable
a. Students
b. Academic advisors
c. Faculty
d. Student services staff (career services, student activities, housing, etc.)
e. Other administrative staff and offices (registrar, financial aid, etc.)

14. How much does your institution emphasize the following?
Response options: Very much, Quite a bit, Some, Very little
a. Spending significant amounts of time studying and on academic work
b. Providing support to help students succeed academically

c. Using learning support services (tutoring services, writing center, etc.)
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
e. Providing opportunities to be involved socially
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
g. Helping you manage your non-academic responsibilities (work, family, etc.)
h. Attending campus activities and events (performing arts, athletic events, etc.)
i. Attending events that address important social, economic, or political issues

15. To what extent do you agree or disagree with the following statements?
Response options: Strongly agree, Agree, Disagree, Strongly Disagree
a. I feel comfortable being myself at this institution.
b. I feel valued by this institution.
c. I feel like part of the community at this institution.

16. About how many hours do you spend in a typical 7-day week doing the following?
Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity, or sorority, intercollegiate or intramural sports, etc.)
c. Working for pay **on campus**
d. Working for pay **off campus**
e. Doing community service or volunteer work
f. Relaxing and socializing (time with friends, video games, TV, or videos, keeping up with friends online, etc.)
g. Providing care for dependents (children, parents, etc.)
h. Commuting to campus (driving, walking, etc.)

17. Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?
Response options: Very little, Some, About half, Most, Almost all

18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
Response options: Very much, Quite a bit, Some, Very little
a. Writing clearly and effectively
b. Speaking clearly and effectively
c. Thinking critically and analytically
d. Analyzing numerical and statistical information
e. Acquiring job- or work-related knowledge and skills
f. Working effectively with others

g. Developing or clarifying a personal code of values and ethics
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
i. Solving complex real-world problems
j. Being an informed and active citizen

19. How would you evaluate your entire educational experience at this institution?
Response options: Excellent, Good, Fair, Poor

20. If you could start over again, would you go to the *same institution* you are now attending?
Response options: Definitely yes, Probably yes, Probably no, Definitely no

21. Do you intend to return to this institution next year? [Only non-seniors receive this question]
Response options: Yes, No, Not sure

22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?
Response options: Very much, Quite a bit, Some, Very little

23a. How many majors do you plan to complete? (Do not count minors.)
Response options: One, More than one

23b. [If answered "One"] **Please enter your major or expected major:** [Text box]

23c. [If answered "More than one"] **Please enter up to two majors or expected majors (do not enter minors):** [Text box]

24. What is your class level?
Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified

25. How many courses (not credit hours) have you taken at this institution this current school year?
Response Options: No courses, 1 course, 2 courses, 3 courses, 4 courses, 5 courses, 6 courses, 7 courses, 8 courses, 9 courses, 10 courses, 11 courses, 12 courses, 13 courses, 14 or more courses

26. What types of courses have you taken at this institution this current school year?
Response options: Mostly in-person courses, Mostly remote courses (online, web-based, Zoom, etc.), Mostly hybrid or blended courses that combine in-person and remote instruction, A balanced mix of the above course types

27. What have most of your grades been up to now at this institution?

Response options: A, A-, B+, B, B-, C+, C, C- or lower

28. Did you begin college at this institution or elsewhere?
Response options: Started here, Started elsewhere

29. Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)
Response options: Vocational or technical school, Community, or junior college, 4-year college or university other than this one, None, Other

30. What is the highest level of education you ever expect to complete?
Response options: Some college but less than a bachelor's degree, Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

31. What is the highest level of education completed by either of your parents (or those who raised you)?
Response options: Did not finish high school, High school diploma or G.E.D., Attended college but did not complete degree, Associate's degree (A.A., A.S., etc.), Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

32. What is your gender identity?
Response options: Man; Woman; Another gender identity, please specify: __; I prefer not to respond

33a. Are you an international student?
Response options: Yes, No

33b. [If answered "yes"] **What is your country of citizenship?**

34. How would you describe yourself? (Select all that apply.)
Response options: American Indian or Alaska Native, Asian, Black, or African American, Hispanic or Latina/o, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White, Another race or ethnicity, I prefer not to respond

35. Are you a member of a social fraternity or sorority?
Response options: Yes, No

36. Which of the following best describes where you are living while attending college?

Response options: Campus housing (other than a fraternity or sorority house), Fraternity or sorority house, House, apartment, or other residence **within walking distance** *to campus, House, apartment, or other residence* **farther than walking distance** *to campus, Not applicable: No campus, entirely online program, etc., Not applicable: Homeless or in transition*

37. Are you a student-athlete on a team sponsored by your institution's athletics department?
Response options: Yes, No

38. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?
Response options: Yes, No

39a. Do you have a disability or condition that impacts your learning, working, or living activities?
Response options: Yes, No, I prefer not to respond

39b. [If answered "yes"] **Which of the following impacts your learning, working, or living activities? (Select all that apply.)**
Response options: ***Sensory disability:*** *Blind or low vision; Deaf or hard of hearing* ***Physical disability:*** *Mobility condition that affects walking; Mobility condition that does not affect walking; Speech or communication disorder; Traumatic or acquired brain injury;* ***Mental health or developmental disability:*** *Anxiety; Attention deficit or hyperactivity disorder (ADD or ADHD); Autism spectrum; Depression; Another mental health or developmental disability (schizophrenia, eating disorder, etc.)* ***Another disability or condition:*** *Chronic medical condition (asthma, diabetes, Crohn's disease, etc.); Learning disability; Intellectual disability; Disability or condition not listed*

39c. Please describe your disability or condition.

40. Which of the following best describes your sexual orientation?
Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: __; I prefer not to respond

41. Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire or writes their own question.)
• If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.
• What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
• Please describe the most significant learning experience you have had so far at this institution.
• What one change would most improve the educational experience at this institution, and what one thing should not be changed?

CRITERIALISM, EXPERIENTIAL LEARNING & HIPs IN HISTORY COURSES

APPENDIX I: History Learning Survey Cronbach's alpha

History Instructors' Formative Experiences with EXPL	
Formative EXP - Reflecting	0.698075
Formative EXP - Experiencing	0.710808
Formative EXP - Deciding	0.679844
Formative EXP - Initiating	0.685717
Formative EXP - Acting	0.661777
Formative EXP - Thinking	0.735432
Formative EXP - Creating	0.694757
Formative EXP – Analyzing	0.768534

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.741093
Standardized	0.733566

History Instructors' Formative Experiences with HIPs	
Formative HIPs - Extrapolate	0.762029
Formative HIPs - Analyze	0.739247
Formative HIPs - Synthesis	0.679844
Formative HIPs - Diverse	0.750739
Formative HIPs - Connection	0.758170
Formative HIPs - Integrate	0.786967
Formative HIPs - Collaborate	0.783405
Formative HIPs - Direct Experience	0.797874

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.786436
Standardized	0.789735

History Instructors' View Themselves as Learners	
OBJECTIVIST	
OBJ History Learning - Lack of Evidence	0.540529
OBJ History Learning - Reading & Comprehension	0.645570
OBJ History Learning - Facts	0.571819
OBJ History Learning - Unknowable	0.587368
OBJ History Learning - Disregard Opinions	0.584484
SUBJECTIVIST	
SUBJ History Learning - Interpretation	0.839670
SUBJ History Learning - Historian-centric	0.840476
SUBJ History Learning - Opinion	0.822141
SUBJ History Learning - No Justification	0.820622
SUBJ History Learning - Free Choice	0.832897
SUBJ History Learning - Invent	0.835725
SUBJ History Learning - Impossibility	0.826730
SUBJ History Learning - No Evidence	0.838368
CRITERIALIST	
CRIT History Learning - Evidence	0.789361
CRIT History Learning - Inquiry	0.797269
CRIT History Learning - Inconsistency	0.767430
CRIT History Learning - Critique	0.757138
CRIT History Learning - Positionality	0.765648
CRIT History Learning - Historical Method	0.767873
CRIT History Learning - Interpretation	0.838543
CRIT History Learning - Reasonable Evidence	0.771474
CRIT History Learning - Reconstruction	0.808818

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.633725
Standardized	0.640382

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.843919
Standardized	0.850067

Cronbach Coefficient Alpha Criterialist	
Variables	**Alpha**
Raw	0.774382
Standardized	0.805786

History Instructors' Professional Commitments to Use EXPL in Their Classroom	
Professional Commitments EXP - Reflecting	0.716728
Professional Commitments EXP - Experiencing	0.731862
Professional Commitments EXP - Deciding	0.705187
Professional Commitments EXP - Initiating	0.732884
Professional Commitments EXP - Acting	0.692115
Professional Commitments EXP - Thinking	0.726509
Professional Commitments EXP - Creating	0.706136
Professional Commitments EXP - Analyzing	0.750448

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.743343
Standardized	0.746988

History Instructors' Professional Commitments to Use High-Impact Practices in Their Classroom	
Professional Commitments HIPs - Extrapolate	0.636597
Professional Commitments HIPs - Analyze	0.605078
Professional Commitments HIPs - Synthesis	0.615767
Professional Commitments HIPs - Diverse	0.642382
Professional Commitments HIPs - Connection	0.638693
Professional Commitments HIPs - Integrate	0.648129

Professional Commitments HIPs - Collaborate	0.667639
Professional Commitments HIPs - Direct Experience	0.644898

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.651591
Standardized	0.668250

History Instructors' Professional Commitment to Historical Inquiry	
OBJECTIVIST	
OBJ History Teaching - Lack of Evidence	0.442430
OBJ History Teaching - Reading & Comprehension	0.567427
OBJ History Teaching - Facts	0.418303
OBJ History Teaching - Unknowable	0.455369
OBJ History Teaching - Disregard Opinions	0.470365
SUBJECTIVIST	
SUBJ History Teaching - Interpretation	0.799387
SUBJ History Teaching - Historian-centric	0.799271
SUBJ History Teaching - Opinion	0.774009
SUBJ History Teaching - No Justification	0.787106
SUBJ History Teaching - Free Choice	0.794560
SUBJ History Teaching - Invent	0.795263
SUBJ History Teaching - Impossibility	0.790431
SUBJ History Teaching - No Evidence	0.802758
CRITERIALIST	
CRIT History Teaching - Evidence	0.686341
CRIT History Teaching - Inquiry	0.707463
CRIT History Teaching - Inconsistency	0.672704
CRIT History Teaching - Critique	0.659002
CRIT History Teaching - Positionality	0.671441
CRIT History Teaching - Historical Method	0.673746
CRIT History Teaching - Interpretation	0.774231
CRIT History Teaching - Reasonable Evidence	0.681768
CRIT History Teaching - Reconstruction	0.697331

Cronbach Coefficient Alpha Objectivist	
Variables	**Alpha**
Raw	0.518722
Standardized	0.529769

Cronbach Coefficient Alpha Subjectivist	
Variables	**Alpha**
Raw	0.802317
Standardized	0.814100

Cronbach Coefficient Alpha Criterialist	
Variables	**Alpha**
Raw	0.631123
Standardized	0.718621

History Instructors' Professional Commitments to Foster a Criterialist Orientation to History	
Professional Commitments CRIT - Evidence	0.686341
Professional Commitments CRIT - Inquiry	0.707463
Professional Commitments CRIT - Inconsistency	0.672704
Professional Commitments CRIT - Critique	0.659002
Professional Commitments CRIT - Positionality	0.671441
Professional Commitments CRIT - Historical Method	0.673746
Professional Commitments CRIT - Interpretation	0.774231
Professional Commitments CRIT - Reasonable Evidence	0.681768
Professional Commitments CRIT - Reconstruction	0.697331

Cronbach Coefficient Alpha Criterialist	
Variables	**Alpha**
Raw	0.631123
Standardized	0.718621

APPENDIX J: EXPERIENTIAL LEARNING LSI

Learning Styles Inventory (LSI)

		Yes	No
1.	I like to listen and discuss work with a partner.		
2.	I learn by hearing my own voice on tape.		
3.	I prefer to learn something new by reading about it.		
4.	I often write down the directions someone has given me so that I don't forget them.		
5.	I enjoy physical sports or exercise.		
6.	I learn best when I can see new information in picture form.		
7.	I am able to visualize easily.		
8.	I learn best when someone talks or explains something to me.		
9.	I usually write things down so that I can look back at the later.		
10.	If someone says a long word, I can count the syllables that I hear.		
11.	I have a good memory for old songs or music.		
12.	I like to discuss in small groups.		
13.	I often remember the size, shape, and color of objects.		
14.	I often repeat out loud the directions someone has given me.		
15.	I enjoy working with my hands.		
16.	I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.		
17.	I often use my hands and body movement when I'm explaining something.		
18.	I prefer to practice redrawing diagrams on a chalkboard rather than on paper.		
19.	I seem to learn better if I get up and move around while I study.		
20.	If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.		
21.	I remember objects better when I have touched them or worked with them.		
22.	I learn best by watching someone else first.		
23.	I tap my fingers or my hands a lot while I am seated.		
24.	I speak a foreign language.		
25.	I enjoy building things.		
26.	I can follow the plot of a story on the radio.		
27.	I enjoy repairing things at home.		
28.	I can understand a lecture when I hear it on tape.		
29.	I am good a using machines or tools.		
30.	I find sitting still for very long difficult.		

31. I enjoy acting or doing pantomimes.
32. I can easily see pattern in designs.
33. I need frequent breaks to move around.
34. I like to recite or write poetry.
35. I can usually understand people with different accents.
36. I can hear many different pitches or melodies in music.
37. I like to dance and create new movements or steps.
38. I enjoy activities that require physical coordination.
39. I follow written directions better than oral ones.
40. I can easily recognize differences between similar sounds.
41. I like to create or use jingles/rhymes to learn things.
42. I wish more classes had hands-on experiences.
43. I can quickly tell if two geometric shapes are identical.
44. The things I remember best are the things I have seen in print or pictures.
45. I follow oral directions better than written ones.
46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them.
47. I need to say things aloud to myself to remember them.
48. I can look at a shape and copy it correctly on paper.
49. I can usually read a map without difficulty.
50. I can "hear" a person's exact words and tone of voice days after he or she has spoken to me.
51. I remember directions best when someone gives me landmarks, such as specific buildings and trees.
52. I have a good eye for colors and color combinations.
53. I like to paint, draw, or make sculptures.
54. When I think back to something I once did, I can clearly picture the experience.