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Kelsey Helyer

University of Arkansas, Fayetteville

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HIST

Elementary Teachers' Perceptions of Teaching History

Kelsey Helyer

University of Arkansas at Fayetteville

Spring, 2016

ELEMENTARY TEACHERS' PERCEPTIONS OF TEACHING HIST

Abstract

The study explored elementary teachers' perceptions of how history is taught in today's classrooms. To gather the data, the researcher created a survey that asked about the demographics of the schools, how the teachers teach history, and questions to explore teacher's ideas about the role of history in education. The survey was shared on social media and through email to personal contacts asking contacts to share the link to complete the questionnaire. The participants consisted of fifty-one teachers most of whom are residents of Kansas, Arkansas, or Texas and teach kindergarten through sixth grade in general education classrooms. The participants' schools were in mostly suburban settings though some were in urban and rural communities and the socioeconomic status of the schools were mostly middle to low or of mixed income status. Their experience ranged from first year teachers to thirty-seven years of experience with the largest majority of teachers having between one and ten years of experience. Once the data were collected, each question was analyzed to find the frequency of each answer and to look at patterns across answers. The analysis showed most teachers agreed on the importance of teaching history in elementary classrooms, student interest, and the use of a variety of methods to teach history, but feel limited by time and standards. The findings suggest that teachers generally support the inclusion of history in standards and spending more on teaching history in elementary classrooms.

ELEMENTARY TEACHERS' PERCEPTIONS OF TEACHING HIST

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Chapter I

Introduction

Teaching history to young students plays a very important role in their education. History helps to develop students' understanding of diversity and cultures around the world. It also assists in developing the students' ideas about being a world citizen and their role within the world. History encourages logical and creative thinking allowing students to develop skills that are useful in other subject areas (Egan, 1989). While there can be a variety of approaches used to develop these skills in students, research suggests timelines and the use of narratives to contextualize history to help students understand and find common themes (VanSledright and Brophy, 1991; Downey, 1988; Egan, 1989; Levstik and Pappas, 1992).

Background of the Problem

Elementary teachers are responsible for teaching a variety of subjects to their students. In recent years, the focus of elementary classrooms has shifted. The increasing emphasis on standardized testing, mostly concentrating on math and literacy skills, limits the time teachers spend on other subjects. The emphasis on math and language arts has significantly decreased the time spent teaching history (McMurrer, 2008). The emphasis of teaching Science Technology Engineering and Math (STEM) to prepare younger students for the increasingly technological world has also caused the teaching of history in elementary classrooms to fall by the wayside (Wieman & Perkins, 2005). The importance of history and using effective methods to teach it requires time to be spent on the subject, which is happening less in current classrooms.

Purpose and Significance of the Study

The purpose of this research study was to examine elementary teachers' ideas about how history is taught in the classroom today. It was designed to explore how they teach history and their opinions of the place of history in their current curriculum to answer the question, "How do teachers feel about how history is taught in the classroom today?" The data was analyzed and conclusions drawn about teachers' ideas regarding the teaching of this subject. Examining the data can help to look at the current teaching mindset and methods and examine how it could be improved in the future.

Organization of the Research Report

This report is organized into five chapters. Chapter I offered an introduction to the study, which explores elementary teacher's perceptions of teaching history. Chapter II presents a review of literature about the history in the elementary classroom. Chapter III explains the methodology of the study including the participants, setting, and data collection. Chapter IV shows the results from the study. Chapter V discusses these results and provides analysis of the research as well as the limitations of the study.

Chapter II

Review of Literature

This chapter gives a description of the literature and research surrounding teaching history and its place in the classroom. The research discusses how students learn history, how history benefits students, and the place of history in current classrooms. Teachers have experience with history in elementary classrooms as well as can see the effects of the changes in teaching history, however there is not much research about how teachers' view history in the classroom. This chapter examines the current elementary classroom climate, why history should be taught, how students learn history, and the methods and materials of teaching the subject.

Current Classrooms

In recent years, elementary classrooms focus more on literacy and math standards. McMurrer (2008) supports that since the beginning of the No Child Left Behind Act, time spent teaching in the areas of math and language arts has significantly increased. With the time spent on these subjects increasing other subject's teaching time has decreased. The time spent teaching social studies has taken the greatest hit decreasing its instruction time by approximately thirty-six percent, which is equivalent to a decrease of seventy-five minutes per week (McMurrer, 2008). According to Wieman and Perkins (2005), an increase of time spent on math is not always helpful. Information presented for extended periods of time does not always increase students' abilities to learn, as the human brain needs time to absorb new information and sort through it.

There is also heavy initiative for more use of STEM techniques and knowledge in elementary classrooms today. Wieman and Perkins (2005) discuss how STEM education

has become more popular due to a desire to develop and train increasingly larger numbers of elementary students to be scientists and develop all of them into scientific thinkers. This emphasis and the time spent on these projects also limits the time available for other subjects, such as history. The emphasis on standards has also changed the classroom climate and instructional time (Wieman & Perkins, 2005).

Why Teach History

Teaching historical thinking is vital to developing creative minds in students. VanSledright and Brophy (1991) analyzed how narratives and looking for patterns increased a child's creativity. Egan (1982) also discusses how historical reading can help build a basic understanding of good and bad, the ability to identify major characters as well as increase pattern recognition, which are all useful skills in other subjects. Including history within the curriculum encourages elementary students to pursue new ideas, and relate historical stories to their own lives (Egan, 1989).

How Students Learn History

Students' ability to understand the past and think about time periods increases as they grow older. However it is important to start this development of historical thinking at a young age so this knowledge can be built upon over time (Egan, 1982). Young students explain their ideas about history by telling stories and looking for patterns among the stories. These patterns become their understanding of history and their stories attempt to convey the patterns they find (VanSledright & Brophy, 1991). To help students make sense of history and find the patterns, VanSledright and Brophy (1991) emphasize that history needs to be in context. Context allows students to relate their knowledge to other things and to other people. While the historical ideas and

expectations must be age level appropriate, elementary students are able to learn history mostly through the narrative approach.

Methods and Materials of Teaching History

Though children show great interest in historical thought, research shows that a lack of proper instruction can leave children with fuzzy ideas. These students are unsure of exact details about events. To combat this, VanSledright and Brophy (1991) encourage the use of time lines and the studying of history as a specific subject to help students develop a better understanding of how to think about history. Time lines assist students to develop a sense of spatiotemporal relations throughout history (Downey, 1988). Egan (1989) encourages a story-based approach because of the skills it improves as well as the increase in student interest. According to Levstik and Pappas (1992), the use of narratives helps students to contextualize historical knowledge properly. Downey (1988) contributes a part of the blame for the decline of historical teaching in the classroom on the use of textbooks and a resulting lack of interest in the subject by students.

Summary

This chapter provides an examination of the research surrounding the teaching of history and its place in the elementary classroom. The research was studied to look at the importance of teaching history, the current environment surrounding history, and how teachers teach it. The research question guiding this review was “How do teachers feel about how history is taught in the classroom today?”

After examining this research, it appears that a study about elementary teachers' perceptions of teaching history is appropriate. The next chapter explains the participants, their demographics, the confidentiality, and the data collection method for the study.

Chapter III

Methodology

The study investigated elementary teacher's perceptions of how history is taught in elementary classrooms. The research was done through the use of a researcher developed survey. This chapter describes the participants of the study as well as their school and classroom demographics. It also describes the method used for distributing the survey.

Participants

The survey had 51 participants with most participants residing in Arkansas, Texas, and Kansas. The participants were asked to provide demographic information including their number of years of experience and the grades they teach. Experience ranged from teachers in their first year to those in their thirty-seventh year of teaching with 67.3% having between one and ten years of experience. The grades the participants taught ranged from Kindergarten to 6th grade. The single grade with the most responses was Kindergarten and over a third of responses came from 3rd and 4th grade (see Figure 1).

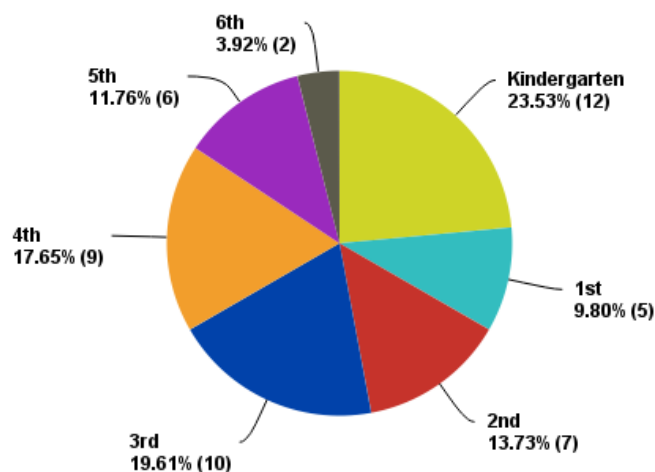


Figure 1. Participants by grade taught

School Demographics

As part of the survey, the teachers were asked to provide demographic information about their schools. Of the participants, 56.86% identified their schools as being in suburban communities, 23.53% in rural communities, and the other 19.61% in urban communities. The socioeconomic status (SES) of the schools are varied, with 41.18% being from a low SES, 31.37% having a middle SES, 23.53% having mixed levels of SES, and 3.92% having a high SES (see Figure 2).

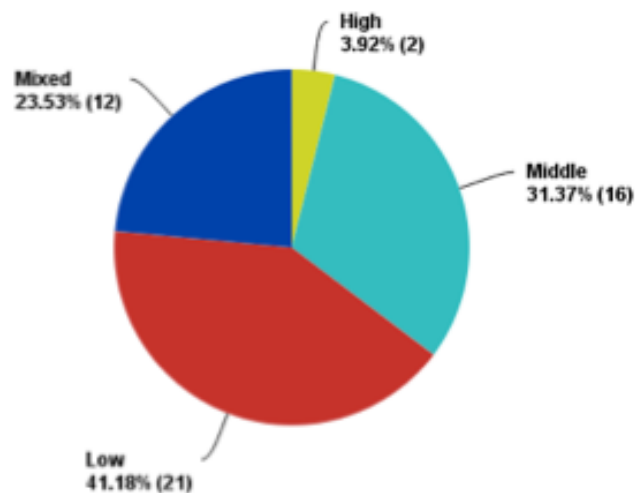


Figure 2. Socioeconomic levels of the participants' schools

Classroom Demographics

Participants were also asked to provide information about the demographics of students within their classrooms. The classrooms were general education classrooms and the students in them have diverse learning needs and profiles. In the participants' classrooms 64.71% had 0-25% English Language Learners (ELLs), 17.65% had 25-50%, 13.73% had 75-100% and 3.92% had 50-75% ELLs. Of the classrooms, 78.43% have 0-25% Special Education (SPED) students (see Figure 3), 11.76% have 25-50% SPED

students (see Figure 4) and 82.35% have 0-25% Gifted and Talented students (see Figure 5).

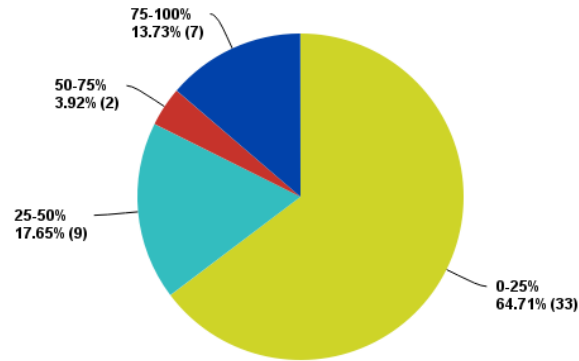


Figure 3. Percentage of English Language Learners in participants' classrooms

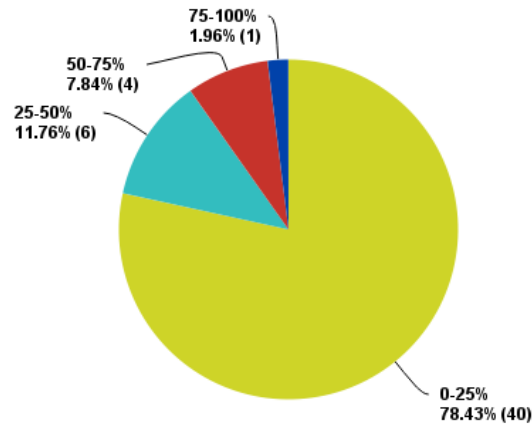


Figure 4. Percentage of Special Education students in participants' classrooms

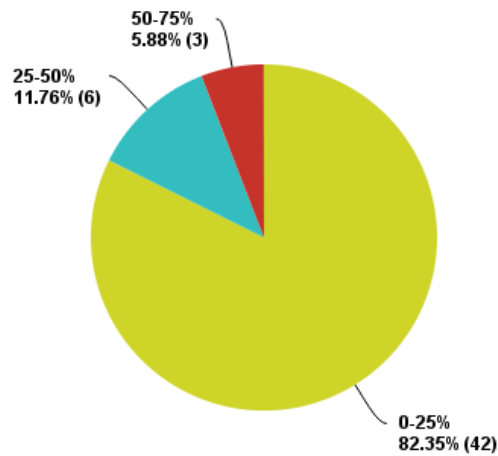


Figure 5. Percentage of Gifted and Talented students in participants' classrooms

Confidentiality

Permission to conduct this study was granted by the University of Arkansas Institutional Review Board (see Appendix A). The participants gave implied consent by choosing to participate in the survey. The beginning of the survey explained that participation was voluntary and would not have any positive or negative consequences should they choose not to complete it (see Appendix B). Confidentiality was maintained, as the surveys completed were anonymous.

Data Collection

This study was designed to explore teachers' ideas about the teaching history. Data were gathered to look for trends in teachers' ideas through the use of a survey. The survey was created on Survey Monkey and the corresponding link was sent to participants. The survey was distributed with the use of social media as well as through personal contacts. The link to the survey along with a description of the purpose was posted on Facebook and those who read it were asked to share it with elementary teachers they knew or as a new post to help reach other potential participants. Personal contacts were emailed with an explanation of the survey and its purpose requesting their participation and sharing with others who might be willing to participate. The survey was opened from February 23, 2016 through March 14, 2016 and received 51 responses during this time.

Evaluation instruments. Participants were given the link to a self-developed survey consisting of sixteen multiple-choice questions and an optional comment box (see Appendices C and D). The participants were asked to answer the questions and could

leave additional comments at the end if desired. Reliability and validity of the survey was not established.

Post data analysis. Each question's answers were collected and compiled to find the frequency of each answer option. The response data were then analyzed to examine and find trends within the participants' perceptions and then conclusions were drawn.

Summary

This chapter provided a description of the participant and the school and classroom environments in which they teach. It also described the method of distributing the survey. The next chapter describes the results of the data.

Chapter IV

Results

This chapter provides an analysis of data collected from the surveys distributed for this study to answer the research question, “How do teachers feel about how history is taught in the classroom today?” The purpose of the study was to investigate teachers’ perceptions about history in the elementary classroom.

Fifty-one kindergarten to sixth grade elementary teachers completed the survey. They completed simple demographic questions, nine other multiple choice questions, and were given the option to add comments. These questions gathered information about the teaching of history in the participants’ classroom such as time spent teaching history and history topics and methods used. Participants also answered questions about their ideas of how history is taught such as if enough time is spent on history, how much is the ideal time to spend on history, if history should be in standards, if students enjoy history, and the limitations of teaching of history in their classrooms.

To examine the data, the frequency of each question was examined along with additional analysis to look for differences between different groupings. The data are explained by frequency of answers and by comparing the participants’ classrooms to their ideal classrooms.

History in Participants’ Classrooms

To understand how the participants approach history, the survey asked questions about how teachers’ approach history in their classrooms. These questions asked how often they teach history, the types of history they teach, the methods they use, and which method is the easiest to bring into their classroom.

The participants were asked to indicate how often in a week they teach history given the options of everyday, 3-4 days a week, 1-2 days a week, whenever it is convenient, every other week, and never. The results showed 21.57% of teachers reported they taught history in their classrooms every day, while 7.84% of respondents stated they never taught history. Of the respondents, 15.69% taught history 3-4 days a week and 19.61% taught history 1-2 days a week. Another 19.61% taught history whenever it is convenient and 15.69% taught history every other week. Figure 6 shows the distribution of responses to the question.

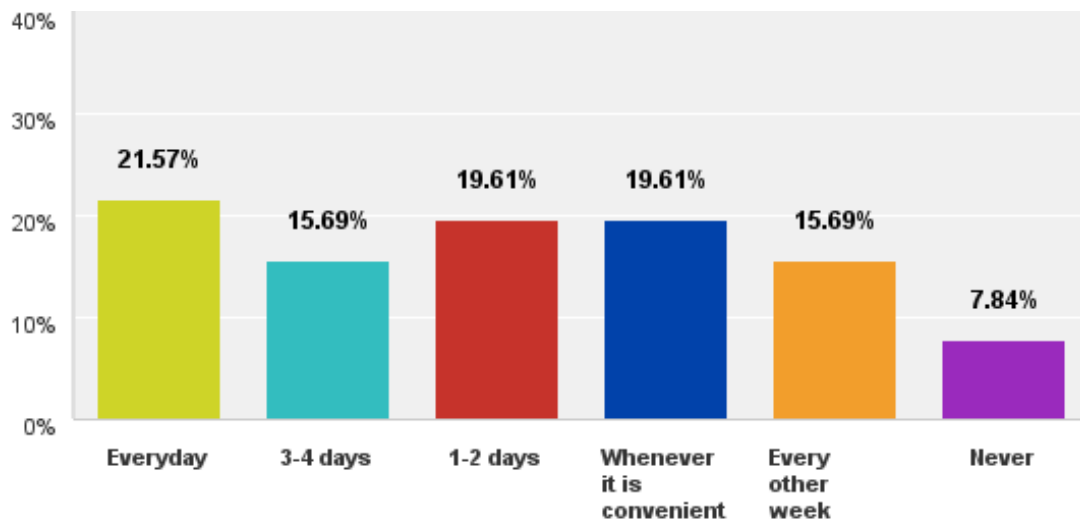


Figure 6. How often participants taught history

The participants were asked what types of history they teach in their classrooms. The answer choices were major historical figures, major historical events, world civilizations, government, and state history. Participants were able to choose as many options as were applicable. The most common responses were major historical figures and major historical events, which were chosen by 66.67% and 64.71% of the participants respectively. The least common response was world civilizations being

chosen by only 17.65%. Government was chosen by 37.25% participants and state history was chosen by 50.98%. Figure 7 illustrates the distribution of answers for the types of history taught in the participants' elementary classrooms.

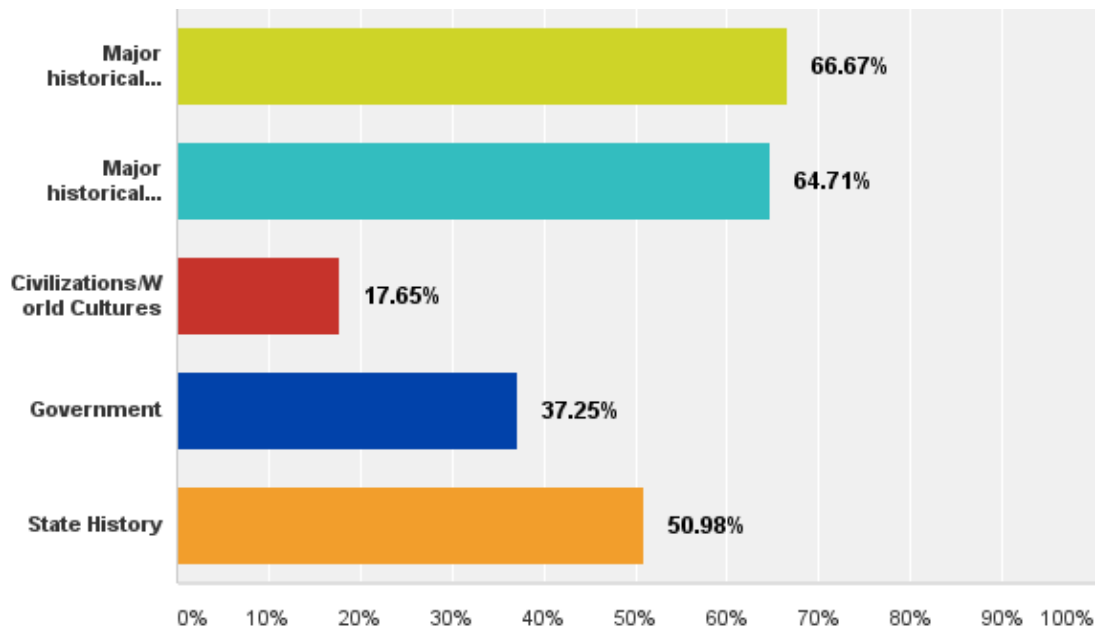


Figure 7. Participants' answers for types of history they teach

Participants were then asked about the methods used to teach history in their classrooms. They were again allowed to choose as many answers as they used out of the options textbook, literature, lecture, videos, research projects, and performance tasks. The most common answer was videos, which was chosen by 80.39% of the participants. The second highest answer was literature, chosen by 60.78% of the participants. Performance tasks were selected by 52.94%, 41.18% used research projects, 47.06% used lectures, and textbooks were used by 33.33% of the respondents to teach history. Figure 8 shows the number of times each answer was chosen by the 51 participants.

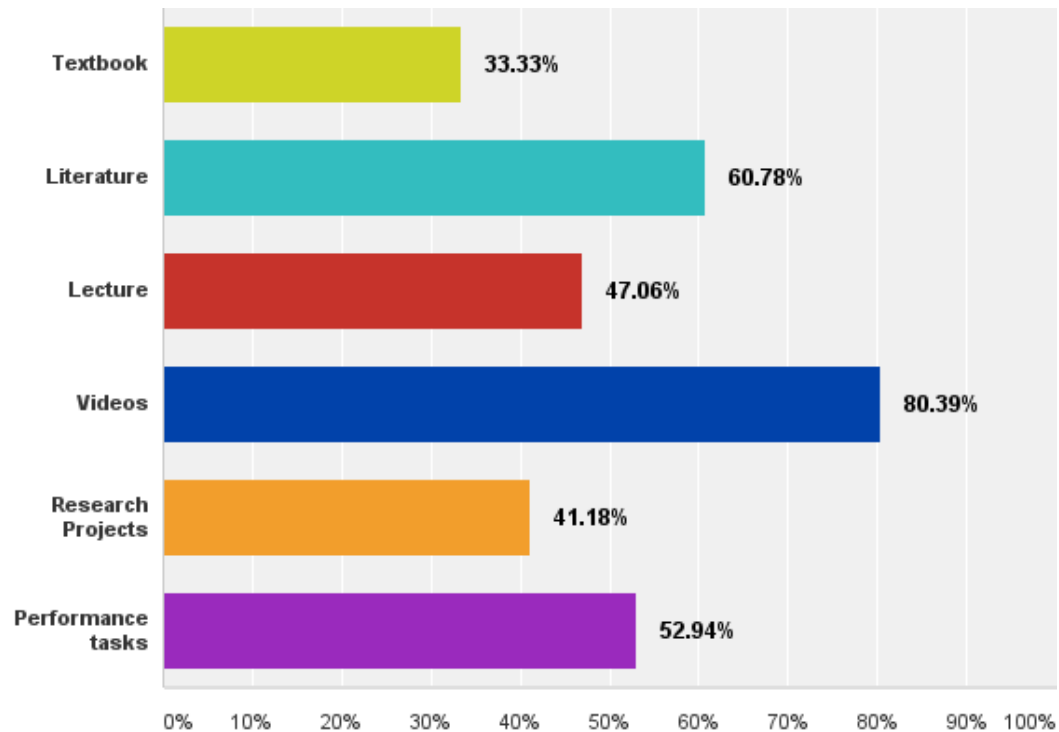


Figure 8. Participants' methods to teach history

Of the methods teachers were asked about using, they were also asked to select which was the easiest to integrate into their classroom. The two most common choices by participants were videos and literature with 33.33% and 27.45% respectively. For the remaining choices, 13.73% chose performance tasks, 11.76% selected research projects, 9.80% picked textbooks, and 3.92% chose lecture as the easiest way to integrate history in their classrooms. Figure 9 illustrates the methods the participants find the easiest to incorporate into the classroom.

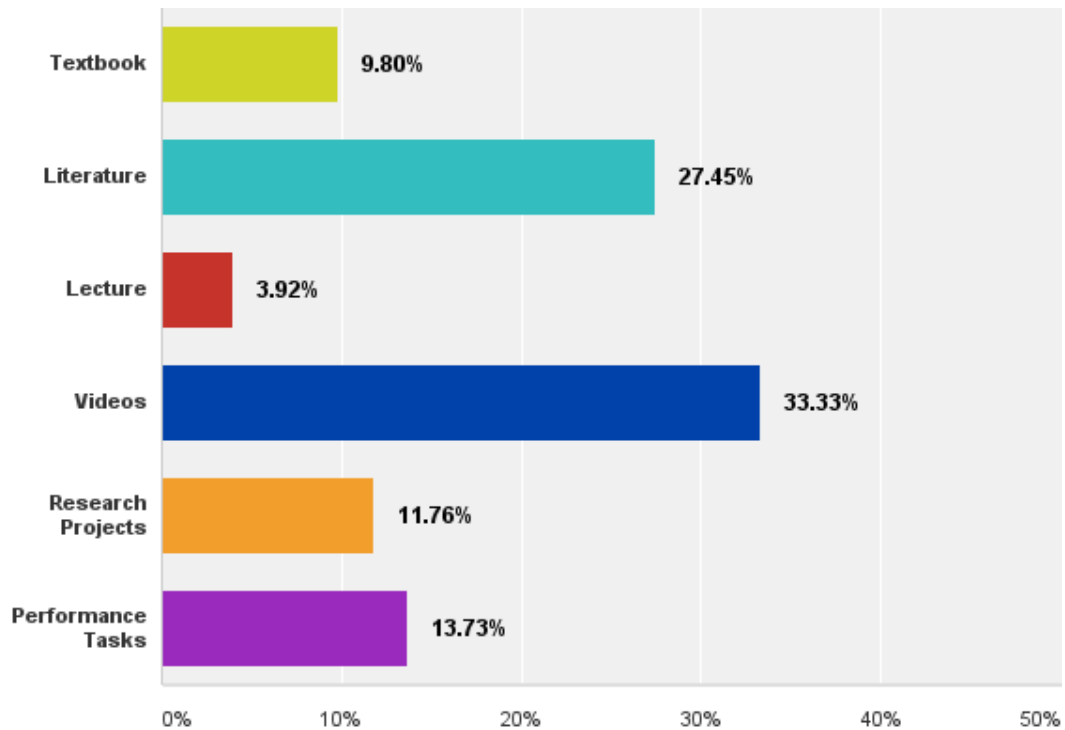


Figure 9. Easiest methods for integration into classrooms

Participants' Ideas About Teaching History

The other questions explored the participants' ideas about history and its place in the elementary classroom. These questions were about time spent on history, history's inclusion in standards, student enjoyment of history, and limits of teaching history.

The participants were asked if they believed their students enjoyed history. Of the teachers' responses, 72.55% agreed, 13.73% strongly agreed, 11.76% disagreed, and 1.96% strongly disagreed. Figure 10 illustrates the teachers' opinions on their students' levels of interest in history.

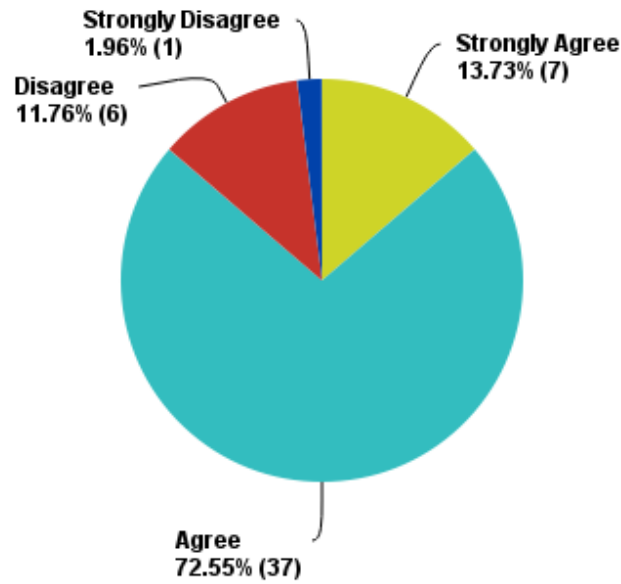


Figure 10. Student enjoyment of history

The survey asked participants to what extent they agree or disagree that history should be included in standards. Of the 51 teachers, 62.75% agreed and 31.37% strongly agreed for a total of 94.12% participants for the inclusion of history in standards. The other 5.88% teachers disagreed that history should be in standards, but none of them strongly disagreed. Figure 11 illustrates the participant’s views of the inclusion of history in standards.

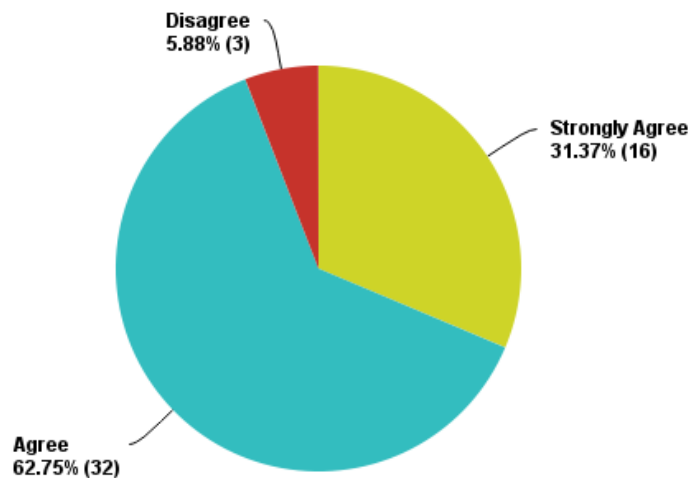


Figure 11. Participant’s opinion of the inclusion of history in standards

When the participants were asked if they felt as though they spend enough time teaching history in their classrooms, 43.14% teachers disagreed and 15.69% strongly disagreed. The participants that agreed that history was taught enough in their classrooms made up 29.41% of the total and 11.76% strongly agreed. Figure 12 illustrates the participants' opinions about if they teach enough history in their classroom.

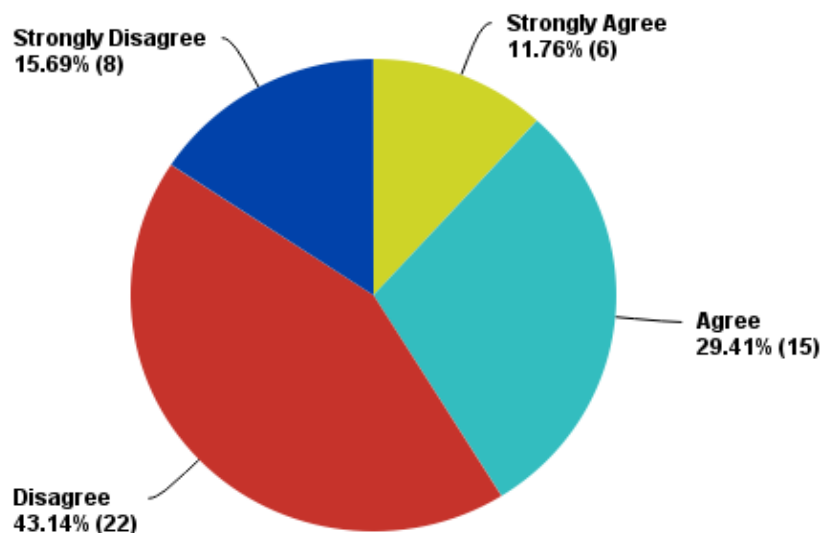


Figure 12: Participants belief that they spent enough time teaching history.

The participants were then asked how often they would teach history in an ideal world. The response choices were the same as when they were asked about how often they currently teach; everyday, 3-4 days, 1-2 days, whenever its convenient, every other week, and never. Of the respondents, 43.14% stated they would teach history every day, 29.41% said 3-4 days a week, 13.73% said 1-2 days a week, 47.84% said whenever it is convenient, 5.88% said every other week and none of the participants said they would never teach history. Figure 13 illustrates the responses for the participants' ideal time

spent on history compared to their stated time spent teaching history in their classrooms.

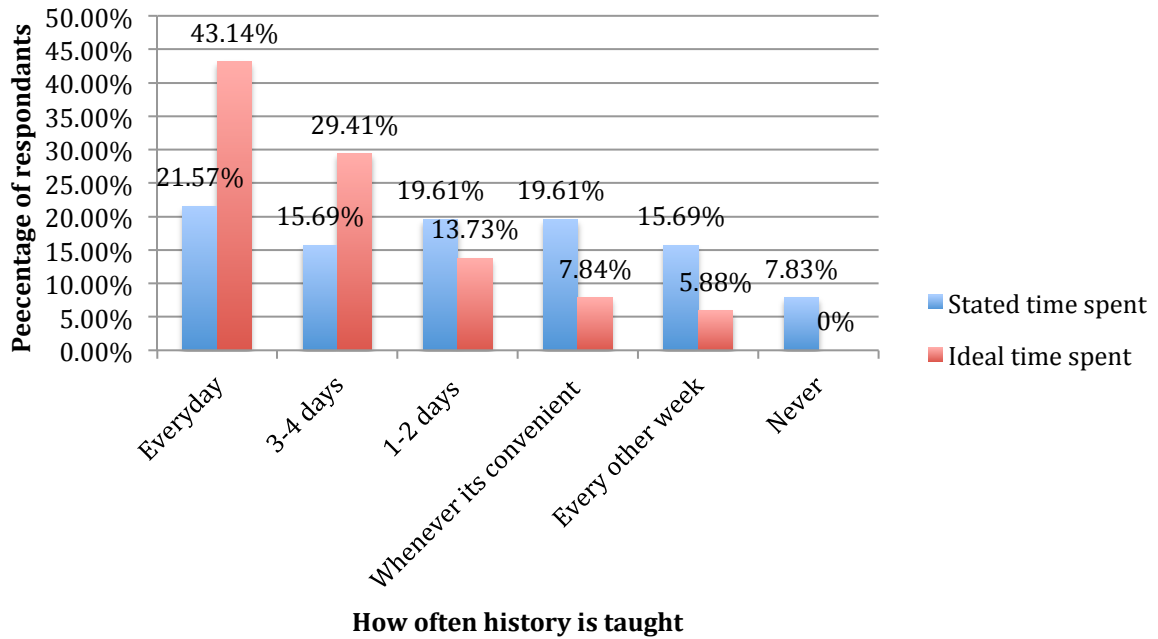


Figure 13. Stated time and ideal time spent on history in the participants' classrooms.

The difference between the ideal time and the actual time spent on history in the classroom can be examined by looking at what participants chose when asked about limitations on teaching history. When asked to choose their biggest limitation to teaching history, 43.14% respondents chose limited time, 27.45% picked an emphasis on state or common core standards, 7.84% chose a lack of testing on the subject, 7.84% chose district curriculum, 1.96% chose a lack of student interest, and 11.76% said it was not applicable because they felt they taught enough history in their classroom. Figure 14 illustrates the biggest limitation for participants' teaching of history.

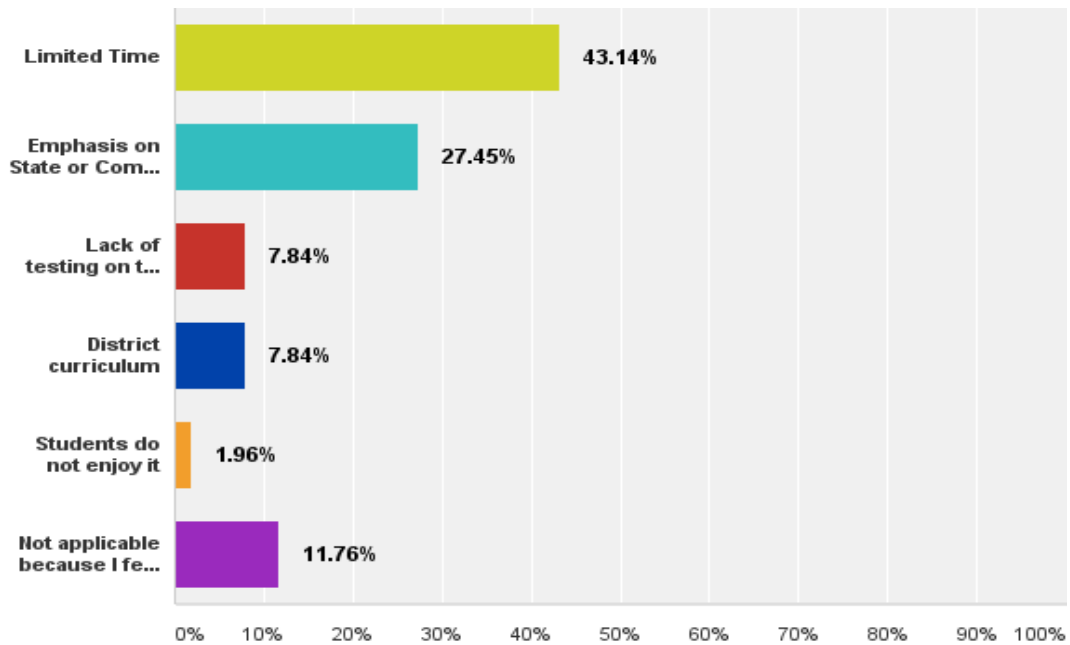


Figure 14. Limitations on participants' teaching of history

Sub Populations

The sub populations based on grade level, years of experience, socioeconomic levels, community types, and types of students were analyzed to determine if there was a significant difference in the frequency of answers. There were no significant differences found in the answers between the various groupings.

Summary

This chapter presented an analysis of the data collected from the survey and displayed the frequency of answers for each question. Chapter 5 discusses the results, conclusions, limitations, implications, and recommendations of the study.

Chapter V

Discussion

Since the implementation of the No Child Left Behind Act, the focus of elementary classrooms has shifted to spend more time on math and language arts (McMurrer, 2008). The focus on STEM has also increased as the world becomes more technologically dependent (Wieman & Perkins, 2005). With the time demanded to meet the expectations for these subjects, less time is left for other subjects such as history. The time spent on social studies has fallen the most, decreasing by seventy-five minutes per week since the beginning of No Child Left Behind (McMurrer, 2008). With less time, to teach history teachers must integrate it into other subjects in the classroom. The purpose of this study was to explore the teaching of history in elementary classrooms from the view of the teachers.

This study was designed to answer the question “How do teachers feel about how history is taught in the classroom today?” The results of the study showed agreement by many of the participants about issues facing history in the classroom. The results were obtained through an online survey and analyzed to find the frequency of each answer and to find patterns among answers.

To develop a feeling of the teachers' classrooms, teachers were asked about how they taught history in their classrooms. These questions asked how often in a week they taught history, what types of history they taught, what methods they use, and which method is the easiest to integrate into their classroom. The teachers were then asked about their ideas about the subject's place in elementary classrooms. These questions included if they believed students enjoyed history, if they believed they spent enough

time teaching history, how often they would teach history in an ideal situation, if history should be in the standards, and what limits their teaching of history.

The results showed that while 11 of the 51 stated they taught history everyday, that number doubled to 22 of the 51 who stated that in an ideal world they would teach history everyday. None of the 51 respondents would never teach history in an ideal world. When participants were asked about if they felt they spent enough time on history in their classrooms, 22 disagreed, 8 disagreed, 15 agreed, and 6 strongly agreed. Of the 6 participants that strongly agreed 3 taught history everyday, 1 taught history 3-4 days a week, and the other 2 taught history 1-2 days a week. Of these 6, 5 of them strongly agreed that history should be included in standards. These 5 were a part of the majority as 48 of 51 agreeing or strongly agreeing that history should be a part of standards. The remaining 3 disagreed and none of the participants strongly disagreed.

A majority (44) of the 51 participants agreed or strongly agreed that students enjoyed history. When analyzed closer the participants that agreed or strongly agreed also answered that they used a variety of methods to teach a variety of types of history. The most common method used by teachers was videos, used by 41 of the 51 participants. The second most common answer was literature, which was chosen by 31 of the 51 participants. Videos were also most commonly chosen as the easiest method to integrate into the classroom, being chosen by 17 of the 51 participants as such.

The teaching of history is limited by a number of factors. In agreement with the literature, the participants cited limited time and the emphasis on standards as the two highest limitations on teaching history with 22 and 14 respondents choosing these responses respectively for the limitation of time spent on history.

The results indicate that most participants agreed on the issues facing history today such as the inclusion in standards, student interest, time spent, and limitations on teaching history. The results also illustrated the limitations of teaching history due to standards and time.

Conclusions

Based on the results of the survey, it appears that teachers mostly agree on major issues and there were no significant differences between teachers of different demographics. Most teachers agree that history should be included in standards and that history should be taught often, but their time is limited due to the restrictions of time and emphasis on state or common core standards.

The results also show that teachers that use a variety of methods and topics within history have a higher opinion of student interest, which suggests that using these methods could increase student interest in the subject. However, the limitations on teaching time could reduce the variety and lead to an increased use of easy methods to integrate as the main approach to teaching history.

The results of this research are similar to those found by McMurrer (2008) and Wieman and Perkins (2005) regarding teachers spending less time on history as a result of the increased focus on other subjects and standards and address topics not in research about teachers' opinions of these changes. The results suggest that teachers want more time spent on history and inclusion of it in standards.

Limitations

As with any study, there were factors, which may have affected the study. The factors include limitations on the participants, distribution, time, a single data source,

self-reporting, and the survey itself. The survey itself is a limitation because it was made up for this study and has not been tested for reliability or validity. The survey was also a self-reporting by teachers, which could affect the reliability of the results. The data only came from one source and is limited to the questions from the survey and did not include interviews or observations that could provide further information or reasoning. The number of responses and concentration of the participants were restricted by limited resources for distribution outside of the area. A wider range and distribution of participants may have gathered different results. The survey was open for three weeks, and had it been open longer, more responses may have been gathered. The time of year also may have had an impact as teachers may feel the pressure of testing and their limited time left to teach their students.

Implications

The results of the survey imply that teachers teach less history because of time and standards, but still generally believe that teaching history is important and should be taught consistently in elementary grades and included in standards. Teachers believe students enjoy history and use many methods to integrate history into their classrooms.

Recommendations

Future research could use a survey that has been tested for reliability and validity. It could also further investigate teachers' perceptions through the use of interviews and observations as well as be distributed to a larger pool of participants. Other studies could also be done to examine student, public, administrator, or parent perceptions of history in elementary classrooms.

The survey looked at elementary teachers' perceptions of teaching history, and addressed the research question, "How do teachers feel about how history is taught in the classroom today?" The findings indicate that teachers' want to spend more time on history and for the subject to be included in required standards for the elementary classroom.

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Appendix A

IRB Approval Form



Office of Research Compliance
Institutional Review Board

February 22, 2016

MEMORANDUM

TO: Kelsey Helyer
Marcia Imbeau

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 16-02-498

Protocol Title: *Teachers' Perceptions of Teaching History*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 02/22/2016 Expiration Date: 02/21/2017

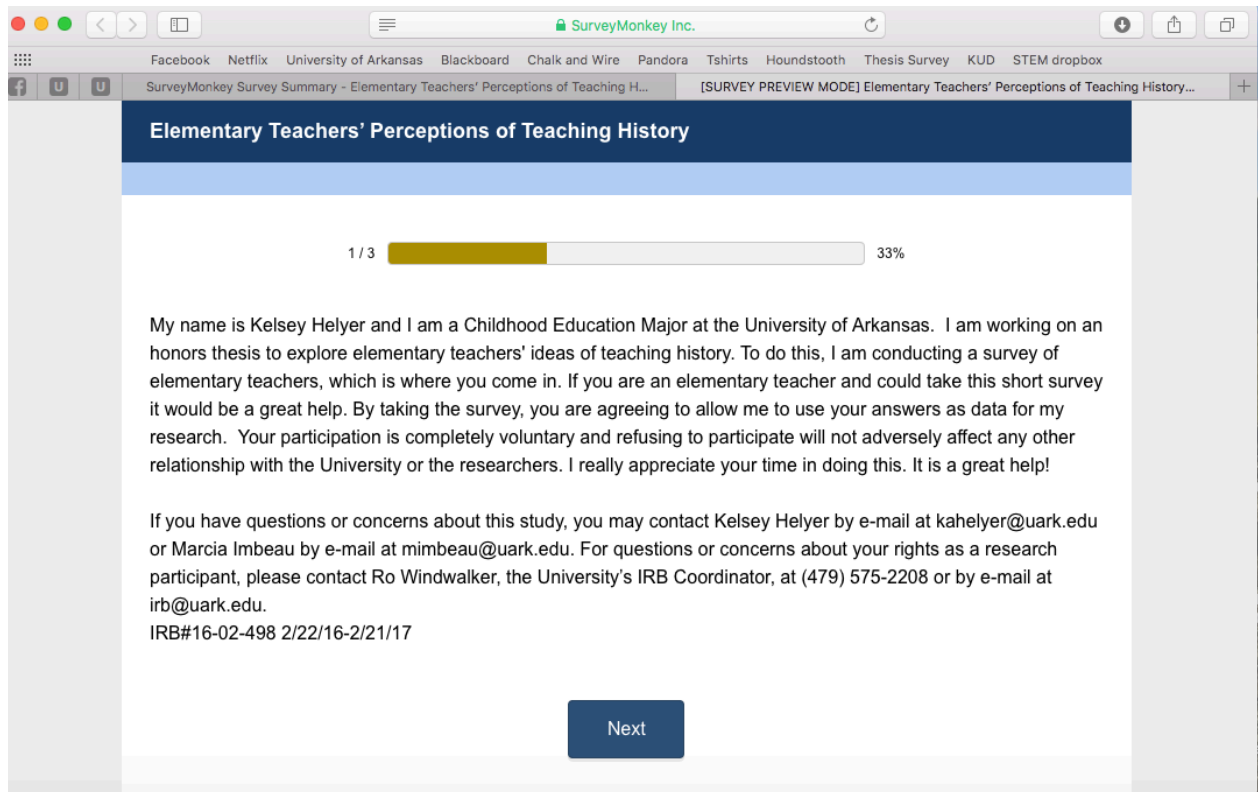
Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 50 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

Appendix B

Survey Implied Consent Introduction



The screenshot shows a web browser window displaying a survey introduction page. The browser's address bar shows 'SurveyMonkey Inc.' and the page title is 'Elementary Teachers' Perceptions of Teaching History...'. The page features a dark blue header with the title 'Elementary Teachers' Perceptions of Teaching History'. Below the header is a progress bar indicating '1 / 3' and '33%'. The main content area contains the following text:

My name is Kelsey Helyer and I am a Childhood Education Major at the University of Arkansas. I am working on an honors thesis to explore elementary teachers' ideas of teaching history. To do this, I am conducting a survey of elementary teachers, which is where you come in. If you are an elementary teacher and could take this short survey it would be a great help. By taking the survey, you are agreeing to allow me to use your answers as data for my research. Your participation is completely voluntary and refusing to participate will not adversely affect any other relationship with the University or the researchers. I really appreciate your time in doing this. It is a great help!

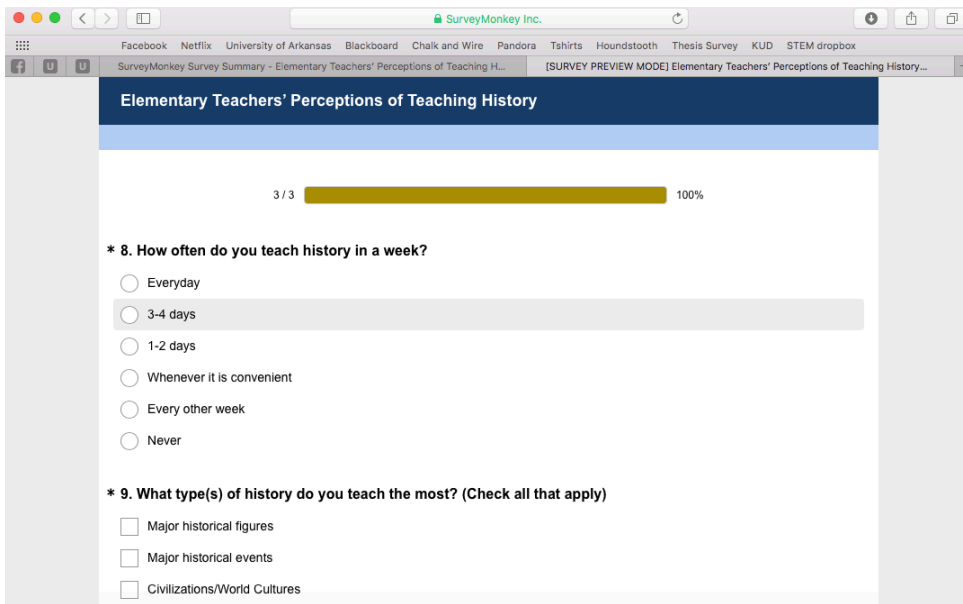
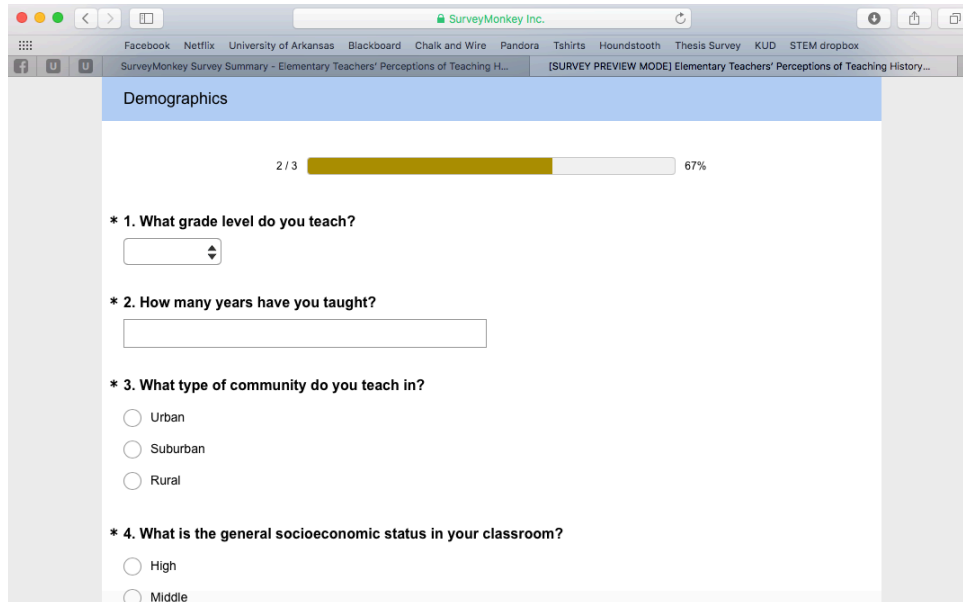
If you have questions or concerns about this study, you may contact Kelsey Helyer by e-mail at kahelyer@uark.edu or Marcia Imbeau by e-mail at mimbeau@uark.edu. For questions or concerns about your rights as a research participant, please contact Ro Windwalker, the University's IRB Coordinator, at (479) 575-2208 or by e-mail at irb@uark.edu.

IRB#16-02-498 2/22/16-2/21/17

At the bottom of the page, there is a blue button labeled 'Next'.

Appendix C

Survey View on SurveyMonkey



Appendix D

Survey Questions

Demographics

1. What grade level do you teach?
2. How many years have you taught?
3. What type of community do you teach in?
 - a. Urban
 - b. Suburban
 - c. Rural
4. What is the general socioeconomic status in your classroom?
 - a. High
 - b. Middle
 - c. Low
 - d. Mixed
5. What percentage of your students are English Language Learners?
 - a. 0-25%
 - b. 25-50%
 - c. 50-75%
 - d. 75-100%
6. What percentage of your students are Special Education students?
 - a. 0-25%
 - b. 25-50%
 - c. 50-75%
 - d. 75-100%
7. What percentage of your students are Gifted and Talented students?
 - a. 0-25%
 - b. 25-50%
 - c. 50-75%
 - d. 75-100%

Research Questions

1. How often do you teach history in a week?
 - a. Everyday
 - b. 3-4 days
 - c. 1-2 days
 - d. Whenever it is convenient
 - e. Every other week
 - f. Never
2. What type(s) of history do you teach the most? (Check all that apply)
 - a. Major Historical Figures
 - b. Major Historical Events
 - c. Civilizations/World Cultures
 - d. Government
 - e. State History
3. What method(s) do you use to teach history? (Check all that apply)
 - a. Textbook
 - b. Literature
 - c. Lecture

- d. Videos
 - e. Research projects
 - f. Performance task
4. Which method do you find is the easiest to integrate into your classroom?
- a. Textbook
 - b. Literature
 - c. Lecture
 - d. Videos
 - e. Research projects
 - f. Performance tasks
5. Most students enjoy history.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. In an ideal world how much time would you spend on history in a week?
- a. Everyday
 - b. 3-4 days
 - c. 1-2 days
 - d. Every other week
 - e. Whenever it is convenient
 - f. Never
7. Enough time is spent on history in my classroom
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. History should be included in standards
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
9. What is the biggest limitation of teaching of history in your classroom?
- a. Limited time
 - b. Emphasis State or Common Core Standards
 - c. Lack of testing on the subject
 - d. District curriculum
 - e. Students do not enjoy it
 - f. Not applicable because I feel as though enough time is spent on history
 - g. Other: (space to type)
10. Other comments: