

Abstract

Practising reflexivity: the learning and teaching of theory in history

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Responding to the proposal in the History Benchmark Statement that students should be enabled to reflect critically on the discipline, this project investigated the extent to which theory and historiography are taught in History programmes in England and Wales. We found such elements to be present in roughly a quarter to a fifth of undergraduate programmes and between a third to a half of Masters courses. The project also examined learning, teaching and assessment strategies used to deliver this material, including case-studies and exercises specifically designed to encourage students to reflect on their own knowledge and preconceptions.