

Paul presented aspects of his research into how history teachers perceive teaching. Thus far he has interviewed c.60 teachers on both sides of the Atlantic and Australia and New Zealand.

Delegates were broken down into groups of three. Questions discussed were:

1. What aspect of teaching do you most enjoy?
2. Are there any historical concepts or theories that students have to learn in order to progress to Honours degree level?
3. To what extent is undergraduate history education about developing or changing students' ethical views and understanding?
4. To what extent should history education be about students' personal development?
5. If there were something about the teaching and learning of history at university that you could change, what would it be and why?

Responses to these questions made for some very interesting discussion. Paul located various answers within traditional pedagogical conceptions and models of teaching. His argument is that historians do not slide easily into one teaching taxonomy. The question is: does a history-specific taxonomy need drawing up, or, do history teachers need to become more flexible and reflective?