

*Examining Multiperspective Competency in Hungarian and English
Secondary Level History Content-regulation and Textbooks
Published After 2016*

THESES OF THE DISSERTATION

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1. INTRODUCTION

1.1. The aim of the dissertation

My thesis is based on an investigation of multiperspective learner competency. The methodological units that emerge from this dissertation take several approaches to multiperspectivity. First, I present the history of competency, which looks back over the last 25 years and is mainly reflected in the discourse of European researchers and professional platforms. This sub-field is an important concept in the work of the educational policy organisations I have studied. The pragmatic aim of the literature review was to construct a model of competency that positions multiperspective competency within the framework of two disciplines and four pillars. In analysing the pillars of competency (historical thinking, civic and democratic competencies, information and media literacy, multicultural competency), I developed a set of descriptors to help define the components of this complex competency. The thesis argues that the knowledge (3), attitudes and values (4) and skills (5) summarized in the model are mediated and developed to make students' thinking more complex and to help them in everyday problem-solving.

The main research method is didactic textbook research, which was carried out on an international sample. The presentation of the analyses is preceded by two important holistic aspects. The review of textbook research in the current international academic literature enriches the methodological background of the research. The chapter on textbook theory and international textbook research in the dissertation evaluates the papers published in the *Journal of the International Society for the Didactics of History*. The diversity of the Hungarian and English research samples requires a comparative analysis of the content regulation environment of the compared textbooks. In addition to the differences in the education philosophical frameworks of the educational systems, the studies are nuanced by the different approaches to regulatory documents, curricula and examination requirements. The textbook chapter analyses are based on both quantitative and qualitative perspectives. I summarise the pictorial elements of 21 books and review the textbook representation of five topics through an in-depth study of 20 lessons. The visual analyses aim to illustrate general trends in the use of resources, while the in-depth analyses highlight multiperspective textbook strategies, methods, techniques and good practices for developing competency in textbook writing.

1.2. Relevance of the topic

My research is not only about an important topic in the international and national history didactics literature but also about an important goal of everyday history lessons. Multiperspective learning competency is a transformative system of knowledge, attitudes, values and skills that can be adapted to different contexts and can provide a solid basis for orientation, selection, critical reflection and use of information, i.e. for successful, active participation in society. The relevance of the competencies is based not only on our own teaching experience but also on reports and methodological documents of European and global supranational organisations (OECD, Council of Europe, OHTE, EuroClio, IEA), as well as on publications by renowned international experts (Arthur Chapman, Bjorn Wansink, Karl Benziger, Viliam Kratochvíl, Robert Strandling) and domestic researchers (Ágnes F. Dárdai, György Jakab, Csaba Jancsák, József Kaposi, László Kojanitz, Barnabás Vajda).

1.3. Topicality of the subject

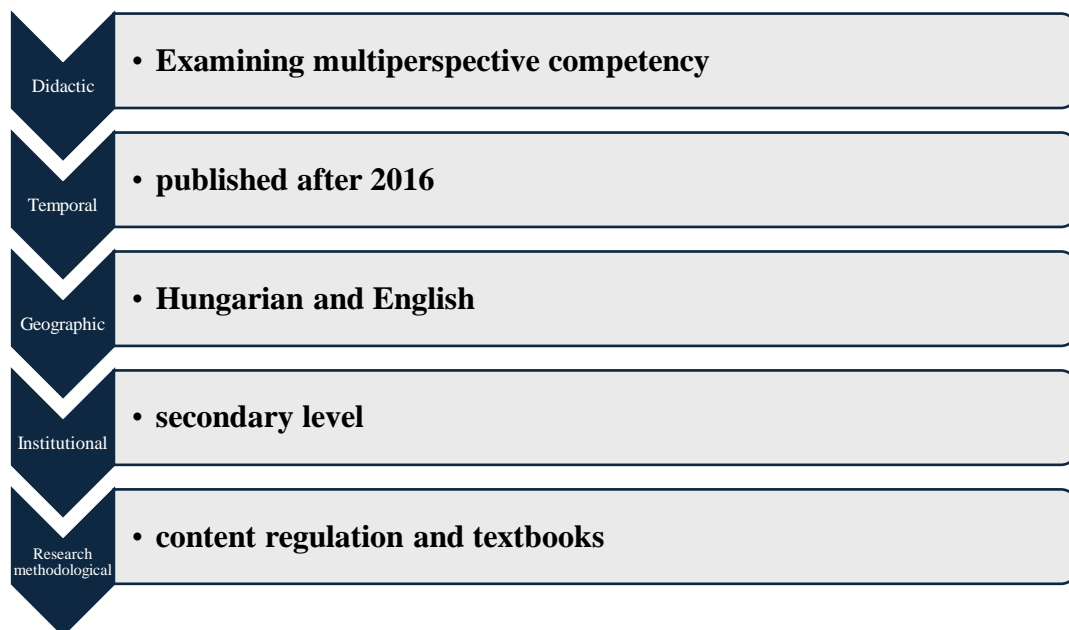
The third decade of the twenty-first century witnesses the global phenomenon that democratic norms are being challenged even more than before, and trust in the content and interpretations of classrooms and textbooks is declining (Gautschi et al, 2023; OHTE, 2023). In the often-voiced information tsunami, it is becoming increasingly difficult to filter, identify, compare and evaluate information from reliable, verified sources. In 2019, the Council of Europe chose history teaching as the subject of its comparative study of European public education systems. One of the first tasks of the Observatory on History Teaching in Europe Scientific Advisory Council was to publish an article on the importance of multiperspectivity in the classroom (Martin, 2022). Multiperspective learning competency can be interpreted as a natural didactic reaction to the practice of teaching 'one truth' in public education, which is incompatible with democratic and professional historical norms. The use of 'closed narratives' and the learning about the 'objective past' make students passive recipients of the learning process (Wansink et al, 2017). Therefore, the aspect of public education classrooms that encourages active participation in interpretations of the past should be given a role. In historical content selection Gyertyánfy (2020, 2023) considers raising awareness of the multiperspective and controverse aspects of the given topic to be the starting point of didactic analysis. He lists three forms of

multiperspectivity based on contrasting primary sources, conflicting historical-historiographic interpretations, and pluralistic opinions emerging in the classroom (Gyertyánfy, 2020, 2023).

The aim of my dissertation is to identify and explore didactic methods in textbooks that can contribute to the development of students as critical, active and responsible citizens. One might ask why a researcher in 2024, would be concerned with printed textbooks in the face of the emerging role of artificial intelligence and digital platforms at all educational levels. The answer is two folded: the reality of public education on the one hand, and the need for balance on the other. The authors' own experience in public education, as well as national (Kamp, 2024) and European (OHTE, 2023) subject-specific surveys show that history textbooks continue to play a prominent role in the organisation of lessons as a classical teaching tool.

1.4. The interpretative framework of the research

1. *Figure 3: Interpretative framework for the research, own ed.*



The title of the research can be interpreted in at least five dimensions: didactic, temporal, geographic, institutional and research methodological.

The primary focus of the dissertation is a didactic organizing principle, multiperspective learning competency. In my research I investigate this competency by comparing textbooks from two countries, Hungary and England. The Western European perspective provides an opportunity to compare the textbook writing practices of two different educational system

models, the results of which may provide important lessons for the objective evaluation of Hungarian textbooks.

The research marks 2016 as the beginning of the period of the research sample, the main organising principle behind this is the quest for topicality. This year saw the completion of the textbook development mechanism of the Hungarian Institute for Educational Research and Development (OFI) and then the Education Office (OH) and the publication of the first textbooks, as well as the publication of the recommendations of the endorsing British organisation AQA (Assessment and Qualification Alliance) for the British elements of the study sample. Based on the organising principle of topicality, I also supplemented the Hungarian sample with the Catholic textbook series named after Saint Imre, published in the year before the dissertation was completed.

Institutional aspects were a major challenge for the research, as no two public education systems are fully compatible. However, the fact that the two-tier examination system introduced in the 2006 Hungarian school-leaving examination reform has many similarities with the British GCSE (General Certificate of Secondary Education) examination helped in the selection of the textbook sample. Moreover, both systems of public education have a '*washback effect*', i.e. the impact of examinations on the learning-teaching process (Cheng, 2004).

Textbooks validated by public and professional bodies also prepare students for this test. The most complex level of the English exam (A level) is most comparable to the Hungarian advanced level exam, while the GCSE is comparable to the Hungarian intermediate level exam. Another difficulty in sample selection is the issue of validation. In the Hungarian context, the selection of textbook series is based on the centrally defined framework curriculum, which is aligned with the National Core Curriculum of 2020. In addition to the textbook series known as "series A" and "series B" of the Education Office, the Szent Imre textbook series of the Catholic Pedagogical Institute is included in the domestic sample. In England, there is no national textbook publishing as this is done by private publishers on a market basis. However, the system of textbook endorsement is a well-known concept in the island country and is the responsibility of independent professional bodies. Among these, I have chosen AQA for this research based on professional consultations. In its recommendation procedure valid from 2016, the experts of the AQA association recommended textbooks from three publishers: Oxford, Cambridge and Hodder. Following this recommendation, the research selects a sample from the three companies accordingly. Once the publishers have been selected, the textbooks are targeted

at the final year of the final exam before the end of the public education learning process. The Hungarian secondary school textbooks cover grades 9-12 and the British 'key stage 4'. Due to time and scope constraints, the research does not include the examination of non-validated publications and alternative textbooks related to reform pedagogical trends.

The genre and research methodological framework of the thesis includes a variety of forms of content regulation documents. In addition to the national core and framework curricula, it also includes the Hungarian Matura exam requirements and English GSCE requirements for secondary school studies, as well as textbooks. The focus of the dissertation is therefore on comparative analysis, designed within a didactic, geographic, temporal, institutional and research methodological framework.

2. METHODOLOGICAL APPARATUS OF THE RESEARCH

2.1. Research problem, questions and hypotheses

In the words of Ágnes F. Dárdai, "it is the social expectations, including the criticisms and demands formulated in schools with regard to teaching and textbooks, that define the framework, the subject and the methods of textbook analysis." (F. Dárdai, 2006, 62). As a first step in the research, I look at the problems and shortcomings in public education, the first of which

- **Research Problem₁** *In the practice of teaching history in public education, multiperspective competency, i.e. the presentation of parallel, complementary and conflicting historical narratives and interpretations, is not sufficiently emphasised.*

The most common reason for this phenomenon may be the often-voiced lack of time and the abundance of content in the history curriculum, but the planned multiperspective didactic preparation could lead to a serious development of competencies.

Among the difficulties, György Jakab mentions the difference between the way historians and history teachers view history, pointing out that while historiography has been working with parallel histories and narratives for a long time, this is not reflected in textbooks and the thinking of a significant part of history teachers (Jakab, 2007).₂ Gábor Gyáni makes a strong and rather provocative distinction between the role of historiography and the teaching of history. He

ascribes to historiography the task of critique and knowledge updating, while in his description of history teaching in schools the task of handing down the canon, a fixed narrative is mentioned (Gyáni, 2014).

- ***RP₂ Students do not synthesise alternative historical perspectives.***

Despite the source-oriented history teaching goals, the parallel narratives that may emerge are not given a sufficiently prominent textbook position, and history teachers do not possess the teaching competencies necessary for multiperspective, interpretative didactic preparation.

- ***RP₃ There are few international perspectives and comparisons in the didactic analysis of history textbooks.***

The research provides the basis for comparison of the pedagogical and didactic practices of a public education system with a different historical development process, the structure of England. The study of the current phenomena of the English system is timely and missing, as it was last reviewed in a high quality and systematic way by Péter Szebenyi three decades ago (Szebenyi, 1989).

The research questions of this paper (RQ₁₋₆) are based on the research problems (RP₁₋₃) and focus on the curricular and textbook representation and the exact location of the didactic organizing principle under investigation. The hypotheses of the research (H₁₋₆) reflect on the research questions and take a position on the representation and the exact forms of representation of multi-perspectival competency.

Research Question₁ *What descriptors define multiperspective competency, what knowledge, values, attitudes, skills and sub-competencies underpin it?*

- **H₁ *I suppose that an important area of multiperspective competency can be provided by the historian's working methods and the historical thinking that underpins their use.***

RQ₂ *Is the development of multiperspective competency reflected in the content regulation documents, curricula and examination requirements of history in Hungary and England, and if so, how?*

- **H₂ *I assume that, based on international history didactical objectives, the Hungarian and English core curricula and examination standards also consider multiperspective competency as an area for development, but the approaches differ.***

RQ₃ *What disciplinary approaches and emphases emerge in international comparative studies of history textbooks?*

- **H₃** *It is likely that international textbook research is mainly conducted with two main foci and disciplinary backgrounds, which are history didactics and historiographic approaches.*

RQ₄ *What are the differences in teaching history due to the different development models of the education systems in England and Hungary?*

- **H₄** *I assume that the fundamental differences between the Anglo-Saxon and continental models of development are the role of the state, the degree of centralisation and teacher autonomy. These result in a more detailed approach to history teaching in Hungary, and a more general focus on learning outcomes in England.*

RQ₅ *What international collaborations on history teaching and textbooks have been launched in Europe and globally over the last century and what commonalities can be identified?*

H₅ *I expect from research and international outreach that more transnational textbook projects similar to Franco-German and Slovak-Hungarian collaborations will emerge, aimed at harmonising the historical contrasts of two nations.*

RQ₆ *What textbook writing and editing techniques, methods and strategies are used in English and Hungarian textbooks to develop multi-perspectival competency?*

H₆ *I assume that most of the textbooks similar to the Hungarian "Historian's Eye" textbooks contain didactic resources and exercises that help to develop multiperspective competency.*

I seek answers to the above questions based on the English literature, a systematic review of research in Hungarian, a model creation and my multi-directional textbook studies.

2.2. Applied research methodology

My research is based on the comparative analysis of different approaches to history didactics, curriculum and textbook design, innovative procedures and solutions.

2. Figure 1: Methodological pillars and frameworks, own editing

Investigation stage	Method used	Type of method	Analytical framework, sample
Literature review	document analysis, journal research, network analysis	qualitative	<i>International</i>
System typology <i>educational models</i>	document analysis	qualitative	<i>International</i>
Content regulators I. <i>Curricula</i>	document analysis	qualitative	<i>International, National Curriculum of England, Hungarian National Curriculum, Framework Curricula</i>
Content regulators II. <i>Examination requirements</i>	document analysis	qualitative	<i>International, GCSE examination requirements, graduation examination requirements</i>
Tools of teaching <i>Textbooks</i>	document analysis, didactic-visual textbook research, in-depth analysis	qualitative and quantitative	<i>International, 21 English and Hungarian textbooks</i>

The methodological background of the research was based on the didactical background of the textbook research by Ágnes F. Dárdai, László Kojanitz (2007; 2011) and Barnabás Vajda (2018), and on the papers of László Kojanitz (2006) and Fruzsina Légrádi (2014) in terms of English textbooks.

3. THESES OF THE ANALYTICAL CHAPTERS OF THE DISSERTATION (T₁- T₁₀)

a. Multiperspective student competency model

T₁ *Multiperspective competency is a complex set of knowledge, attitudes, values and skills. It aims to develop students' thinking that is critical of sources, summarises narratives, reflects, and debates independently.*

T₂ *The conclusion of the research uses the concept of competency instead of the terms that appear in parallel in the discourse - predisposition, attitude, and interpretative strategy. The use of the term competency underlines its agency nature and its importance in educational science and history. It is the term that encompasses the cognitive factors of knowledge, attitude, value and skills in the hierarchical systems of competency models that have been used in global educational research for decades.*

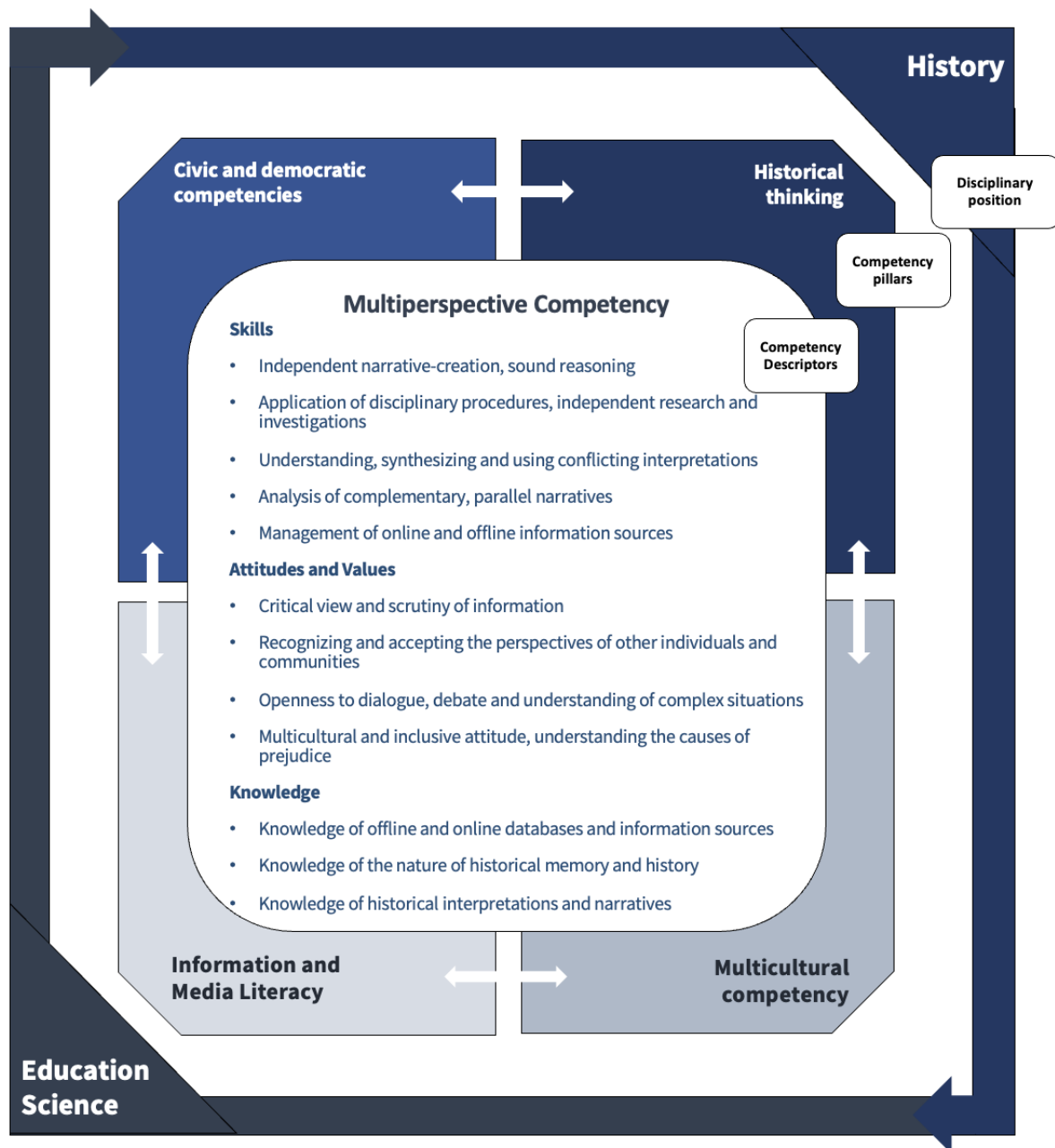
The common intersection of the international competency-models is the emphasis on the components of *knowledge, attitude, value* and *ability*. This research interprets the competency model in terms of learners' cognitive activities in these dimensions. The components do not appear independently but interact closely with each other.

In the Hungarian literature it is referred to as a multiperspective *approach [szemlélet]* (see, among others F. Dárdai, 2002; Kaposi, 2020). This can be paralleled with Robert Strandling's concept of '*predisposition*', which expresses inclination, receptivity, and disposition. Fritzsche uses the term '*strategy of understanding*' (Fritzsche, 2001) that presupposes more complex thinking. Another English term also appears in the issue, '*activate multiple perspectives*' (Martin, 2022), i.e. to *integrate or include multiple perspectives*. The papers and methodological recommendations presented in this dissertation play a prominent role in multiperspective competency, which they link to active participation.

In the view of the research, multiperspective competency must look beyond the historical discipline. The multiperspective nature of the competency is confirmed by the fact that it does not end with the reading and analysis of sources, as it creates the possibility for higher order thinking operations to emerge in the classroom. An important educational goal is to make it transversal, i.e. longitudinal and interconnective, transformative and interdisciplinary, not only in a single subject but also in the whole formal and informal learning process, in everyday life (Csapó, 2002).

According to the results of the research, the outlined set of knowledge, values, attitudes and skills can be interpreted as competency. The consistent term *competency* in this dissertation is conscious and intentional. It aims to shape academic discourse by focusing on an action learning process based on the reflection, synthesis and use of parallel, contrasting and complementary historical narratives and to explore the complex thinking background required to achieve this. The competency outlined can provide students with thinking principles and patterns that can be applied not only in history lessons, but also in many areas of public education and beyond formal learning.

3. Figure 1: The multi-perspective competency model and its pillars, own ed.



The competency network first details the foundations of historical theory, which include the process of cognition, epistemology and memory and its interpretative approach. Multiculturalism, equity and inclusive approach are prominent pillars of the sociological approach to education. From the perspective of citizenship education and information and media literacy, the focus is on the transferable practical and everyday role of competency. In keeping with the main discipline of the thesis, the didactic approach to history is most thoroughly applied through international and national attempts to describe competency.

3.1. International cooperations

T₃ One form of developing multiperspective competency is the apposition of parallel and opposing historical narratives. Comparison of historical interpretations of neighbouring communities, peoples, or enemy states involved in a past or current conflict are common examples in Europe and global cooperations.

T₄ Two models can be identified in the study of transnational cooperation and history textbook projects analysed in the field of history teaching. They can be described as conflict resolution and regional identity building types.

In the course of the research, I collected and analysed more than 20 collaborations from three continents according to their objectives and actors. Among the situations that can be considered conflictual, we can find long-standing historical conflicts that have already cooled down, such as the Franco-German, Polish-German or Sino-Japanese-Korean examples of the World War, as well as conflicts that are still ongoing, such as the Palestinian-Israeli hostilities or the Sino-Japanese island dispute. In addition, the identity-building activities of political and economic alliances in Europe and South-East Asia (e.g. the European Union, the Northern Associations and ASEAN) present an alternative picture.

A common feature of all the projects is that they have been preceded by thorough preparatory research. These consultation processes, regardless of the results and products or their use, are important milestones towards changing the historical thinking of students. Authors and learning material developers and researchers involved in transnational collaborations are in regular dialogue with each other. They get to know each other's positions, arguments and thinking, and enter a kind of multicultural discourse which, in addition to its identity-forming effect, can influence their future activities and the thinking of other actors in the organisation, school, university or publisher. The role and functions of textbooks go far beyond the classroom, since from the outset they have been shaped by a range of social and political objectives. My research has examined international collaborations in the field of history textbooks and history teaching, from the First World War to the present day, which have been developed with didactic considerations in mind.

3.2. The international position of textbook research on the basis of the ISHD journal

T₃ International journal research of the dissertation has examined the textbook as a tool of pedagogy and as a document or source depicting a historical era in equal proportions. The didactic approach is given the same emphasis in international discourse as historiography. These are followed by an examination of national content regulation and political-ideological roles.

The research on textbooks is linked to a long tradition of research methodology, whose international positions are also important in positioning the approach of this dissertation. I have synthesized the categorization systems of textbook research of four European authors, and based on these, I have considered 37 textbook research papers from the International Society for the Didactics of History (ISHD) journal. In a keyword (topical) content analysis focusing on textbook research methodology published in the ISHD International Journal of Research on History Didactics, History Education and History Culture (JHEC), I identified a total of four categories, namely didactic analysis (n=17), historical-historiographic narrative analysis (n=16), educational policy assessment (8), political-ideological-content and narrative analysis (7).

4. *Figure 1: Types, focus and frequency of textbook research in the ISHD yearbooks (2011-2021), own figure*

Research directions	Focus of research	Research directions Aim	Frequency (2011-2021)
<i>Didactic analysis</i>	<i>pedagogy</i>	Research on the textbook as a pedagogy and teaching methodology tool. The most important object of research is the textbook's textual and visual didactic apparatus.	17
<i>Historical-historiographic narrative analysis</i>	<i>contemporary history</i>	Research that analyses the textbook as a documentary record, a source of historiography, the historiographical narratives of a historical object.	16
<i>Education policy analytic report</i>	<i>social sciences</i>	Research on textbooks as a content carrier, which provides a comprehensive analysis of their position in the content regulation environment, the related curriculum and the textbook market.	8
<i>Political-ideological-content and narrative analysis</i>		It examines the textbook as a manifestation of political ideologies and the emergence of political-social science concepts. Most often, research analyses the colonial past	7

		and forms of decolonisation in Western European textbooks.	
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4.1. Teaching History in Two Education Systems: Cases of England and Hungary

T₄ Since its inception, England's education system has been built on the ideal of local government and professional autonomy, modified only by the recent centralising reform of the national curriculum.

T₅ In contrast, Hungary's continental model of educational development represents a higher level of state involvement in a traditionally centralised and descriptive regulatory environment. The position of history teaching in Hungary can be considered more dominant, guaranteed by the compulsory examination.

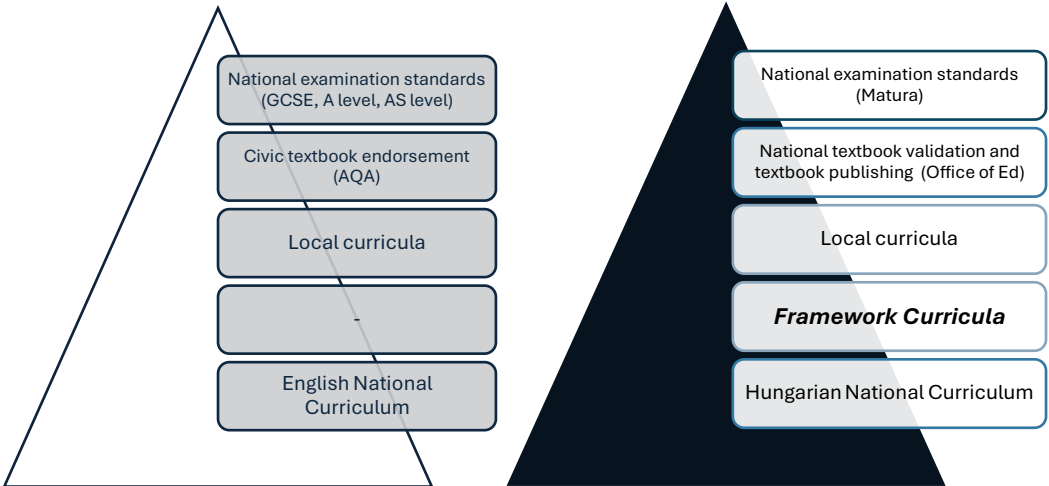
The comparison was guided by three main aspects: (1) the historical background of the two systems, (2) issues of educational governance, and (3) curricular content, objectives and competencies.

The dissertation starts from a historical perspective introducing the complex development of the British education systems which were called the 'home internationals' (Raffe et al. 1999). The process of professional negotiation around the development of the British national core curriculum and the current state of the art of Hungarian content regulation are also detailed.

Five further areas of education governance emerge in the dissertation. The institutional system and maintenance, which in Hungary is the responsibility of the Ministry of the Interior and the Ministry of National Economy, and in the UK of the Ministry of Education. I compared the stages of education based on the ISCED levels of compulsory history teaching. I have separated the levels of content regulation into national core curriculum, (Hungarian) framework curriculum and local curricula based on the work of curriculum theorists. The comparison shows an additional Hungarian level. The comparison of state school leaving examinations shows the regulation and organisation of the English GCSE examination and the Hungarian Matura examination. When textbook publishing is analysed, the Hungarian state validation and publishing is contrasted with the English system of professional civil society endorsement and private publishing.

In comparing curricular choices, target themes and competencies, I analysed the declared key competencies and development areas, the curricular position of history teaching, the historical periods covered, the geographical focus and the scope of the history curriculum.

5. Figure 1: Content regulation in England and Hungary, own ed.



5.1. Multiperspective Competency Development in Curricula and Examination Requirements

T₆ *The regulatory environment encourages the development of multiperspective competencies, which is a key objective in all the content regulation documents examined in the two countries.*

The Hungarian curriculum provides for the development of multiperspective thinking and competency in the areas of (1) knowledge acquisition, (2) spatial and temporal orientation, (3) use of resources, (4) historical thinking and (5) subject communication in two cycles, in grades 5-8 and grades 9-12. The English curriculum explicitly expects students to understand the processes behind interpretations and to apply the practical forms of historical work at Key Stages 1 and 3.

The key words in English regulation are *interpretation* and the acquisition of a comprehensive way of thinking, as well as an understanding of the circumstances in which different points of view arise. The analysis of this process is seen as an important historical research methodology tool for the final years of secondary school. At several points, it highlights and links multiperspective competency development to historical significance, perspectives and the diverse evidence on which they are based.

The multiperspective competency under study is present at both levels of the Hungarian school leaving examination regulations. At intermediate level, it is found in the general learning objectives, while at the advanced level it is found in the complex system of historical thinking. In total, five sub-competencies in two areas, the (1) use of sources and the framework of (2) historical thinking, (3) source analysis, source criticism, and historical authenticity, (4) the presentation of long-term processes and (5) reflective/critical thinking. It requires secondary school students to have a basic knowledge of the process of describing the historical past but delegates the mastery of more complex historical tools in a differentiated examination system to the upper level.

5.2. In-depth Analyses of Textbook Chapters

T₇ *The educational philosophy of the English system gives greater autonomy to the teaching-learning process. It allows greater scope for comprehensive discussion of a historical topic by textbook authors, curriculum developers, teachers and pupils.*

T₈ *The English textbooks have an overarching principle of planned representation of the multiperspective student competency. The structure and scope of the textbooks, which are adapted to the school leaving exam based on a pre-selection of topics, provide more opportunities for the presentation of parallel, contrasting and complementary historical narratives. The editors exploit and nuance the raised perspectives with exam preparation exercises.*

T₉ *In the Hungarian regulatory context, the work of curriculum developers and editors is more strongly influenced by the descriptive and syllabus-type framework curriculum regulations detailing the core curriculum and the compulsory school leaving examination requirements for students.*

T₁₀ *The Hungarian textbooks implicitly develop multiperspective competency primarily through the disciplinary tools of historiography, through the thoughtful use of sources, which is emphasised in the textbook chapters dedicated to the procedures of historiography (e.g. Historian's Perspective).*

The holistic approach of the research moves from the general context of history teaching towards the textbook used in practice. The in-depth analysis section presents the similarities and differences between English and Hungarian history teaching through five themes. The topics in the comparative analysis cover all grades and touch on Hungarian as well as global historical topics, which are also dealt with in detail in English textbooks. The series of in-depth analyses is thematic and thus selective. The criteria for selection and analysis were determined by an expert focus group discussion with history didactics experts and history teachers, which focused on the development of prehistory and the Turkish occupation from the perspective of Hungarian national history, and on the First World War, the transformation of Germany between the two world wars and the beginning of the Cold War from a global historical perspective. All

of these topics feature prominently in the Hungarian secondary school curriculum, while the universal topics are equally important in the English curriculum.

6. *Figure 1: Summary of the results of the textbook depth analysis, own ed.*

Series 'A' of the Hungarian Office of Education <ul style="list-style-type: none">•Developmental didactic blocks: summary tasks that conclude the lessons, based on the Big Six framework of Seixas and Morton (Seixas - Morton, 2012).•Didactic tasks that contain second order concepts
Series 'B' of the Hungarian Office of Education <p>complex, multifaceted diagrams (e.g. concept of nation, operation of propaganda) a large number of cartographic sources (e.g. Ottoman Empire with six maps) Highest source and task frequency metrics in analyzed lessons</p>
Hungarian Catholic textbook series <ul style="list-style-type: none">•Regular, full-page, multi-criteria source analysis blocks
Hodder textbook series <ul style="list-style-type: none">•Multiperspective exam module: tasks based on the same schema with two short source excerpts and three didactic questions that shade historical thinking (Seixas - Morton, 2012)
Oxford textbook series <ul style="list-style-type: none">•Broad scope: strong social history focus•large number of propaganda posters and cartoons•exam preparation question blocks with contraverted sources

Among the Hungarian textbook lessons, the presentation of prehistory stands out, with all three textbooks dealing in detail with the sources and tools of historiography. The importance of the role of sources, evidence and subdisciplines, the support of historians' claims and refutation of theories, argumentation and the dispelling of misconceptions are discussed.

In all textbooks, the lesson of the Kingdom of Hungary, which was divided into three parts, is based on historical causes and consequences. Of the lessons examined, the structure of the 10th grade book in the Catholic textbook series stands out. The textbook contains a full-page didactic exercise on the Battle of Mohács, with students analysing contemporary Ottoman and Hungarian primary and historiographical accounts, accompanied by exciting exercises such as a counterfactual thought experiment on the participation of the Voivode [Vajda] János Szapolyai. The three textbooks develop different narratives from Zsófia Molnár-Kovács's (2023) textual analysis category systems along military event/location/era boundary/loss constructions.

The First World War as a global conflict requires a multifaceted approach in textbooks. The two textbooks of the Hungarian Office of Education help students to develop multiperspective thinking by analysing the contradictory sources of events on different sides of the front lines

and by presenting the attempts at peace. A social science approach is also highlighted, with particular attention to the social changes brought about by the war, such as women's emancipation. The English textbooks, including Oxford and Hodder, provide a comprehensive overview of the Great War. The Oxford provides a detailed analysis of the blitzkrieg plan, while the Hodder textbook provides complex exam preparation exercises to help students critically analyse sources and understand the issue of war responsibility.

For a deeper understanding of Nazi Germany, a multi-faceted examination of propaganda is essential. 11th grade 'A' series textbook of the Hungarian Office of Education (OfEd /A11) analyses the propaganda of both Nazi and resistance forces, highlighting the manipulative methods of radical movements and the power of individuals in the masses. The 'B' series of the Office of Education (OfEd/B11) explores the background to the making of propaganda, detailing the mechanisms of power. 11th grade Catholic textbook (Cat/11) focuses on youth education and propaganda, while the Hodder Education textbook summarises the perspectives of different groups in society, including the role of churches and youth organisations.

On the theme of a bipolar world, textbooks present the confrontation between the superpowers from several perspectives. The OfEd/B11 and OfEd/A11 series analyse different ideas and primary sources on the division of Germany. The Cat/11 textbook compares the armistice agreements and the power blocs. The English textbooks, especially the textbook of Oxford Education, describe in detail the rivalry between the two political blocs, the economic and political structure of the Soviet bloc and the history of the division of Germany.

7. SUMMARISED RESULTS OF THE DISSERTATION IN RELATION TO THE RESEARCH QUESTIONS

Research questions	Results
<p><i>Q₁ What descriptors describe multiperspective competency, what knowledge, values, attitudes, skills and sub-competencies underpin it?</i></p>	<p>R₁ The research identified two bordering disciplines and four co-competencies. It lists three knowledge descriptors, four learner attitudes and five sub-competencies, of which openness to complex responses is of particular importance. In this dissertation, I have outlined my own model of the specificities of multiperspective competency, which novelty lies in that it draws heavily on related theories of history didactics, but also looks outside this discipline and takes an</p>

	interdisciplinary approach to assessing the relevance and network of competency in the 21st century.
<p><i>Q₂ Is the development of multiperspective competency reflected in the content regulation documents, curricula and examination requirements of Hungarian and English history subject, and if so, how?</i></p>	<p>R₂ Multiperspective competency is prominent in all four content regulation documents examined.</p> <p>The English Curriculum and GCSE standards explicitly adopt Seixas and Morton's (2012) concepts of (1) historical relevance, (2) evidence, (3) perspective, (4) cause and effect relationship, (5) continuity and change, and (6) empathy. The Hungarian documents partly adapt the terms of international history didactics (cause and effect, significance, perspective) and describe a higher form of critical thinking in terms of undefined <i>reflective thinking</i>. Both the English and Hungarian examination requirements mention multiperspective competency in the framework of the use of sources and historical thinking in five sub-competencies as tools of research methodology for historians. The Hungarian examination regulations include this primarily among advanced level examination requirements.</p>
<p><i>Q₃ What disciplinary approaches and emphases emerge in international comparative studies of history textbooks?</i></p>	<p>R₃ Four directions can be seen from the JHEC journal research:</p> <p>(1) didactical analysis, (2) historical-historical narrative analysis, (3) educational policy assessment, (4) political-ideological-content and narrative analysis.</p> <p>On the basis of the journal research, international comparative analyses were found rarely (n=5), while political-ideological (n=15), historical (n=16) and didactic (n=17) orientations were almost equally represented. In many cases methodological gaps can be identified, even a lack of definition of a methodological framework.</p>
<p><i>Q₄ What are the differences in the teaching of history in practice due to the different models of development of the education systems in England and Hungary?</i></p>	<p>R₄ The most important differences identified:</p> <p>Different levels of detailedness in content regulation. Different degrees of teacher autonomy in curriculum and textbook selection. Mandatory teaching of history at different stages of development: in England at ISCED 1+2 level, in Hungary at ISCED 2-3 level.</p> <p>The difference in the definition of <i>thematic</i> English and <i>chronological</i> Hungarian topics. Differences in the examination of the outcome, vertical/in-depth specialisation and holistic/horizontal historical literacy.</p> <p>The English GCSE is structured around a set of criteria and questions, with topics of the students' own choice and variable Hungarian essay topics.</p>

	<p>Emphasis on various declared key competencies. Three core English key competences: inclusion, numeracy and literacy; and seven English key competencies aligned to European key competencies.</p> <p>As a consequence of the English content regulation, the thematic structure and scope of the textbooks allow more room for multiperspective competency development than the chronological Hungarian books that convey holistic knowledge.</p>
<p><i>Q₅ What international collaborations on history teaching and textbooks have been launched in Europe and globally over the last century and what commonalities can be identified?</i></p>	<p>R₅ Two main approaches can be identified: <i>conflict resolution</i> (e.g. German-French, Balkan) and <i>identity building</i> (e.g. EU, Visegrad, and ASEAN). The types of actors involved in these cooperation projects are further nuanced to public and professional NGOs, universities.</p>
<p><i>Q₆ What textbook writing and editing techniques, methods and strategies are used in English and Hungarian textbooks to develop multi-perspectival competency?</i></p>	<p>R₆ Question modules based on Peter Seixas and Tom Morton's Big Six interpretative key concepts in Hodder, Oxford and OfEd/A. Viewpoints on conflicting sources and related higher order didactic issues.</p> <p>Complex diagrams and multi-point maps in the OfEd/B series to nuance the positions. Multi-view, full-page source analysis modules with didactic supplementation of higher-order tasks in Catholic books. Exam preparation task modules in Hodder and Oxford textbooks with 2-2 textual/pictorial historical sources and 3-3 questions. Large number of cartoons, propaganda posters and in-depth social history focus in the Oxford textbooks.</p> <p>In the context of both educational systems, curriculum development techniques, methods and strategies for the development of multiperspective competency can be identified. In the Hungarian context, these are explicit in the sections on 'historian tools and methods' columns, and implicit in the rest of the didactic apparatus. English textbooks, due to their structure and the amount of space devoted to a given topic, employ a number of direct strategies which are reflected in the books as principles of curriculum development.</p>

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