

A Systematic Review on History Teachers Practices towards Teaching Values Across the Curriculum

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ABSTRACT--Values across the curriculum is an effort to integrate elements of values in the teaching and learning process in school subjects. Values occur in social sciences, and humanities course includes History education. The idea that history teachers should promote values in the curriculum is very significant and always debated even in science and technology epoch. History teachers have pivotal roles in teaching values, albeit they faced challenges. Several systematic reviews have been conducted on the History teachers' practices of values. This study aims to explore the current research on History teachers' practices towards teaching values across the curriculum. Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) as lead to direct this systematic review and 18 related studies have recognized and selected from databases Web of Science, Scopus, and Dimensions. Two research questions applied in this review to obtain themes within the data, and two significant themes arose, namely, teachers' roles and teachers' challenges. From the analysis of two main themes further presented a result of 10 sub-themes. In order to support History teachers and values across the History education implementation, necessary provisions need to be provided in such areas, teachers' professional development and teacher education. Recommendations for future studies provided.

Keywords-- History education; **History** teachers; Systematic review, Values

I. INTRODUCTION

In the 21st century, countries of the world are facing economic, political, and social change and challenges. Many countries concentrate on their youth development to bring new opportunities for national success. However, most nations recognize that to sustain success and to advance development, knowledge, and skills are not enough, but excellent attitudes and values in their citizens are more crucial to the country's aspirations. The younger generation needs morals and civic values in every aspect of their behaviour (Halbert and Salter, 2019). Therefore, to create value among students, efforts to incorporate values across the curriculum have been implemented (Chowdhury, 2016). Values across the curriculum is an essential effort of reform in the curriculum and aim at social control (Staring, 2019). History is seen as a subject that has an essential influence on the integration of values within the curriculum (Halbert and Salter, 2019; Mansfield, 2019). In general, History is a subject

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emphasizing past events in a country and possible exemplary to future generations. The vital function of the History curriculum is to contribute practical guidance by highlighting how past behaviours based on universal moral rules, that good deeds accepted and that evil acts chastened. At all levels, History has always seen as being more than merely a discipline for investigating the past (Anbalakan, 2016; Kaya Yilmaz, 2008). Values in the History curriculum are made possible through the integration process, which is a combination of cognitive processes, affective processes, and values. That view of History's morals, values, and civics function have long persisted. For some countries, history is a platform for indoctrinating values that are compatible with national aspirations. For example, the History Curriculum in Sweden has the objective of developing historical knowledge among students and fostering the values of democratic citizenship (Alvén, 2017). In the education system of most countries, History is a compulsory subject for all students regardless of social or ethnic background. Besides, history subjects at school are a medium the unification of the various ethnic groups in the country (Ahmad, Rahim, Seman, and Salleh, 2010; Buckley-Zistel, 2009; Salleh, Mohamad, and Ambotang, 2013). The subject of History itself is a set of references that describe the events that occurred on time ago about the origins of an ethnic group until it formed a community in the country. History subject is essential for the younger generation to bring about the spirit of love for a country, cultivating awareness of the need for passion unite with one another so that mistakes made in the past do not arise again (Nair and Sinasamy, 2017). However, not every student will continue their study in History, and due to this, history teaching should not stress factual memories or historical thinking but concentrate more on promoting values among students and related to History consciousness (Barton, 2012; Cavoura, 2009).

Achievement in the reform of values across the History curriculum relies on the role of History teachers (Celikkaya and Filoglu, 2014; Cytrin, 2018; Kaya Yilmaz, 2008). The relationship of history teaching and values by History teachers can be seen through two associations. The first of orientation is to unite groups or communities through narrative teaching by comprehending the past and the second orientation is to produce a critical and scientific approach to past narratives by encouraging students to achieve the goal of being a vital civilian of tolerant democracy (Ledman, 2015). The qualification sought in teachers for teaching values in the History curriculum is no doubt. History teachers are essential factors and sources of values for students (Waterson, 2009). History teachers should play a part in emphasizing the value message to students. The world is dealing with the advances in science and technology; therefore, history teachers require to give students an awareness and insight that the subject of History is still relevant and values as pioneering for future development. As mentioned earlier, History teachers have demand from society in terms of values implementation, and it is seen teachers have a responsibility to develop the human being according to society specifications (Wong, Lee, Kennedy, and Chan, 2015). History teachers have much advice on in implementing values across the curriculum; stakeholders have suggested the History teachers used the immersion method, which proposes that the values integrated within the subject content matter. However, there is limited review research on History teachers practiced towards values across the curriculum. If the role of teachers has a crucial part in values across the curriculum, the way of History teachers' practices on values needs to be discovered in an effective and systematic way.

A systematic review is a practical and precise approach to explore, to examine data based on the specific criterion, and to present explicit information of studies articles. Despite a large amount of study on History subject and History teachers, attempts to review History, teachers practiced values across the curriculum in the systematic review still needing. Before this study, review articles on History very general and not manifest the details analysis

on how the review articles procedures performed (Paulson, 2015), so it is challenging for future researchers to follow on the study. In this study, a systematic review will enable us to identify the History teachers' practices towards values across the curriculum. At the same time, this review study will give an advance explanation of teachers' practices on values in the history curriculum based on themes and sub-themes determined. Special attention gives to History teachers due to their receive demands from the community and seen as a significant role in the implementation of values. Other than that, this systematic review study is vital for all stakeholders for the success of values implementation in the History curriculum. Additionally, as this systematic review concentrates on analyzing articles with empirical data and based on specific criteria, we will not present details and critical theoretical analysis of History teachers and values that can be discovered in the literature elsewhere.

II. METHODOLOGY/MATERIALS

This systematic review utilized the method called PRISMA to retrieve studies correlated to the History teachers' practices towards values across the curriculum from the databases support, namely Web of Science, Scopus, and Dimensions. PRISMA, as guidelines used to guide the systematic review process based on a four-phase flow diagram, through identify phase, screening, qualification, extract the data and analyze phase.

2.1 PRISMA

PRISMA led this systematic review and consisted of a four-phase flow chart (Moher, Liberati, Tetzlaff, and Altman, 2009). PRISMA consistently to manage the systematic review process in the setting of medical science and health disciplines. However, in terms of retrieve and analysis articles with quality assessment, the PRISMA quite common of other studies included Social Sciences. In this study, the advantages of using PRISMA let a precise search of terms and associated with teachers' practices of values in the History curriculum. PRISMA supports researchers and reviewers to improve their review study in producing, presenting, and publishing.

2.2 Resources

Journal databases used is electronic and focused areas of education, social sciences, and humanities. Three central databases searched are the Web of Science, Scopus, and Dimensions. Web of Science is the leading database used in this review and provided by Thomson Reuters (ISI). Web of Science consists of more than 33,000 credible journals with the inclusion of 256 fields of study. Every publication indexed within Web of Science has passed through a rigorous evaluation process. Most Web of Science journals is written in English and have a high impact. The following database practiced in this review is Scopus, and it offered by Elsevier Science in 2004. Scopus is the most comprehensive searchable citation and abstract with more than 22,000 titles of journals from more than 5000 global publishers. There is a type of field code function in the Scopus database. One of the significant field code functions is TITLE-ABS-KEY, and it is pointing to title, abstract, and keywords. This code functions beneficial to create more articles related to the author's study. Scopus comprises journals from high-level discipline includes life-science and social science. Scopus examined every year of journals in their lists to ensure the quality of publishing articles well sustained.

2.3 In order to select studies for this systematic review, few eligibility and exclusion criteria determined.

For the first criteria, only journal articles with empirical data and published in the scholarly journal are allowed. This review excluded all the literature types published as review articles, articles in conference proceedings, books, and chapters in a book. Following criteria, the searching efforts focus on articles published in English. The third principle, a timeline of 10 years of journal articles, taken between 2009 and 2019. Finally, parallel with the purpose and objective of this systematic review study, to examine History teachers' practices towards values across the curriculum in school, articles focus on teachers or educators in higher education are rejected (see Table 1).

Table 1: The eligibility and disqualified criteria

Criterion	Qualification	Exclusion
Literature category	Journal (research studies)	Journal (review), book series, book, chapter in a book
Language	English	Non-English
Timeline	Between 2009 and 2019	<2009

2.4 Systematic review method

A review action begins in September 2019, and four phases concerned in the systematic review process. The early-stage recognised the keywords practiced in the search process. Based on preceding studies and glossary, keywords linked and parallel to History teachers, values, and values in the History curriculum used (see Table 2). At this level, 274 articles retrieve using databases selected, Web of Science (24 articles), Scopus (129 articles), and Dimensions (121 articles). After the precise screening, 125 replicated articles excluded.

Table 2: The search string applied for the systematic review action

Databases	Keywords applied
Web of Science	TS= (("history teacher" OR "history curriculum") AND ("value*" OR "value* education" OR "civic" OR "moral" OR "citizenship"))
Scopus	TITLE-ABS-KEY (("history teacher" OR "history curriculum") AND ("values" OR "value* education" OR "civic" OR "moral" OR "citizenship"))
Dimensions	("history teacher" OR "history practice") AND ("values" OR "value* education" OR "civic" OR "moral" OR "citizenship")

The screening was the second phase applied in this review. At this level, a total of 149 qualified to review. A total of 92 studies excluded due not to fulfil the inclusion criteria. Fifty-seven full articles accessed for eligibility

at the third phase. These 57 full articles following attentive checking and assessment, a total of 39 articles eliminated due to some studies that did not concentrate on History teachers' practiced of values across the curriculum. The final phase of this review process ended in a result of 18 studies accepted for in-depth analysis (see Fig. 1).

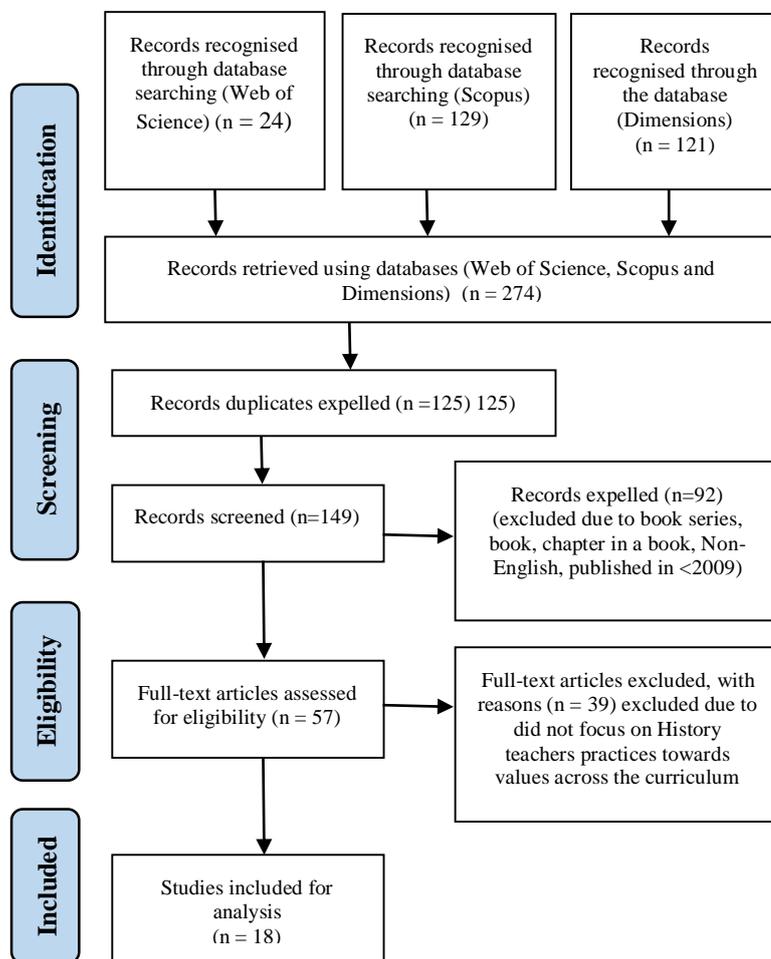


Figure 1: The flow diagram shows the action of the studies extract from the identification level to the final resulted studies.(Adapted from Moher et al., 2009)

2.5 Data extraction and determination efforts

The 18 studies evaluated and analysis based on the objective and the formed research question. The data derived by extensive reading the abstracts and full articles, the applied content analysis to full articles to recognize themes and sub-themes related to History teachers practices towards values across the curriculum.

III. RESULTS AND FINDINGS

The systematic review efforts produced two significant themes based on the research question that linked to History teachers' practices towards values across the curriculum. The two main themes are the teacher's roles and

teacher's challenges. Four sub-themes emerged from teachers' roles themes, namely, teachers' belief system, teachers' attitudes, teachers' knowledge, and teachers' skills. Six sub-themes developed from the teachers' challenges themes, namely, competency challenges, students' concerns, time constraints, lack of support, ideology and political influence, and curriculum challenges.

Based on the country, most of the selected studies focused on History teachers practised of values in Europe country which is two studies in Sweden (Ammert, 2015; Ledman, 2015), two studies in Estonia (Kello, 2016; Vijand, 2018), one studies in Netherlands (Klein, 2017; Wansink, Akkerman, Vermunt, Haenen, and Wubbels, 2017), two studies from United Kingdom (Woolley, 2017), one studies from Greece (Cavoura, 2009), and two studies focused on History teachers practiced of values across the curriculum all over Europe country (Ecker, 2018; Sakki and Pirttilä-Backman, 2019). Furthermore, there is four studies concentrated on History teachers practiced of values in Middle-East country, which is two studies from Turkey (Gündüz, Aktepe, Sulak, Bapinar, and Büyükkarci, 2019; Yazici, 2017), one studies from Ukraine (Korostelina, 2015), and one studies from Kazakhstan (Zhumadullaeva et al., 2016). Besides, there is one study from the United States of America (Brooks, 2014), two studies from South Africa (Moreeng and Tshelane, 20m14; Weldon, 2010) and one study from an Asian country which is Taiwan (Sung and Yang, 2009).

Regarding years published, the period of 10 years preferred between 2009 and 2019. Two articles issued in 2019, two studies issued in 2018, four articles issued in 2017, two studies issued in 2016, three studies issued in 2015, two studies issued in 2014, one study issued in 2010 and two studies issued in 2009.

Concerning the methodology applied in the selected studies, ten studies applied the qualitative method, six studies used the quantitative method, and two studies employed a mixed-method.

Table 3: The findings of 18 articles applied for further analysis.

Author(s) /Country	Study design	Teachers' Roles				Teachers' Challenges					
		TBS	TK	HTS	TA	TCC	SC	LS	TC	CC	IPI
Ammert (2015) - Sweden	QL			√		√	√		√		√
Brooks (2014) - USA	QL			√			√				
Cavoura (2009) - Greece	QN	√	√	√	√			√		√	
Ecker (2018) - Europe	QN		√	√		√					
Gunduz (2019) - Turkey	QL	√			√						
Kello (2016) - Estonia	QL					√	√	√		√	√
Klein (2017) - Netherlands	QL	√				√	√	√	√		
Korostelina (2015) - Ukraine	QL	√	√				√				
Ledman (2015) - Sweden	QL			√		√	√	√	√	√	
Mooreng (2014) - South Africa	QL		√					√		√	
Sakki (2019) - Europe	QN	√	√	√							
Sung (2009) - Taiwan	QN	√		√			√	√	√		√
Vijand (2018) - Estonia	QL		√	√		√		√	√	√	
Wansink (2017) - Netherlands	QN		√	√		√	√				
Weldon (2010) - South Africa	QL	√		√	√			√	√	√	
Woolley (2017) - United Kingdom	MM			√	√	√	√	√			√
Yazici (2017) - Turkey	QN	√			√						√
Zhumadullaeva (2016) - Kazakhstan	MM					√	√	√		√	
		8	7	11	6	9	10	10	6	7	5

QN=Quantitative; QL=Qualitative; MM=Mixed Method; TBS=Teachers' Belief System; TK=Teachers Knowledge;

HTS=History Teaching Skills; TA= Teachers' Attitudes; TCC=Teachers Competency Challenge, SC=Students Concerns;

TC=Time Constraints; LS=Lack of Support; CC=Curriculum Challenge; IPI=Ideology and Political Influence

3.1 What are the History teachers' roles of values across the curriculum?

The area's History teachers' roles in implementing values across the curriculum categorized into four sub-themes: teachers' belief system, teachers knowledge, history teaching skills and teachers' attitudes.

Teachers' beliefs system

A total of eight out of 18 studies concentrated on teachers' belief systems as History teachers' perceptions towards values across the curriculum. Teachers' beliefs system refer to personal teacher views based on their principles, identity, religion, ideology, education, and experience. Teachers' beliefs will reflect teachers' personality, action, practice, decision, level of their commitment to their teaching task. History teachers' beliefs very crucial and have significant to the History teacher practised values across the curriculum. History teachers must ensure their belief system will support History education. Cavoura (2009) study indicated that History teachers already set the objectives of teaching history is to develop students' personalities. Teachers beliefs that students' achievements as an indicator of History teachers' successfulness. Cavoura (2009) added that History teachers' professional identity is a negotiation within a teacher's faiths and the school system. A study by Gündüz, Aktepe, Sulak, Bapinar, and Büyükkarci (2019) pointed out that most History teachers beliefs the culture is an integral part of teaching values in History. History teachers indicated that culture is the sum of the society, and the essential values in culture need to sustain in history teaching are patriotism value. However, the History teachers define culture in different meanings based on their beliefs, religion, and experience, and it will reflect teachers' practice in teaching values to their students (Gündüz et al., 2019). History teachers' approach towards values in history curriculum has significant to teachers' personal experience, and they seem to practice their self-constructed historical identities while teaching values to students (Klein, 2017). Other studies found that teachers' beliefs system have a significant influence on students' perceptions and attitudes (Korostelina, 2015). Sung and Yang (2009) reveal that the identity of History teachers in Taiwan has the primary influence on teaching national identity through history curriculum rather than subject matter understanding by teachers. Weldon (2010) found that teachers' beliefs system make teachers have different perspectives on the concepts of democracy and democracy practices. Living in an influential culture have a relationship with teachers' beliefs system. Yazici (2017) found that teachers with strong religion have the highest score towards national identity survey, and female teachers have higher democratic attitudes towards identity due to some male teachers more conservative. Teachers' beliefs system remarkably correlate to teachers' perceptions of values.

Teachers' knowledge

Seven studies focus on teachers' knowledge as roles in History teachers' practiced of values. Professional knowledge critical for History teachers to relate with their professional identity, and teachers without knowledge will affect their identity in teaching values (Cavoura, 2009). Teachers need to equip themselves with the fundamental knowledge and pedagogical knowledge (skills to teach) in terms of teaching values in the History curriculum (Ecker, 2018). Korostelina (2015) reveals that History teachers recognized that teaching history is a medium for the development and creation of students' views towards their nation and understanding more about

values. Teachers need to know student level of development in terms of teaching values (Korostelina, 2015). Moreeng and Tshelane (2014) study found that History teachers' level of knowledge relies on school leadership support and characters, and it will impact on teachers' pedagogy towards values. Sakki and Pirttilä-Backman (2019) study showed that History teachers in 10 countries in Europe, interpreting the concept of national identity and patriotism in various meanings based on their national aspiration. Teachers need to equip themselves with professional knowledge that relates to country educational objectives. Wansink et al. (2017) stated that History teachers should focus on historical knowledge function in sharpening individuals' moral consciousness. Vijand (2018) found that History teachers lack knowledge while teaching archaeology in History subject, and it will harm hidden values in archaeological knowledge. Most of the teachers have a Bachelor in History, but teachers do not have specific archaeological pedagogical knowledge in their History teaching course, and it will affect the values behind the curriculum (Vijand, 2018). Vijand (2018) also added that teachers need extensive background knowledge and understand the history subject and the significance of that subject to others. Teachers also felt that language in History textbook are complicated for students to understand it. History teachers educators in teacher training institutions need to provides specific methodological skills knowledge to pre-service teachers based on curriculum aims (Vijand, 2018). Similarly with this, Ecker (2018) study affirmed that teacher education must concern the content and knowledge of history teacher in teacher education programs and curriculum.

History Teaching Skills

Eleven studies focus on History teaching skills is a crucial role for History teachers practised towards values. Similarly, Sakki and Pirttilä-Backman (2019) study mentioned that historical consciousness in historical consciousness very important for History teachers, and it will encourage teachers to develop moral virtues and patriotism (values). Wansink et al. (2017) stated that History teacher needs analytical thinking which means skills to examine causes and consequences of History events while teaching values and moral objectives. In line with Ledman (2015) study found that teachers need to encourage critical thinking among students and emphasize aspects of historical thinking skills. History teachers need to have the ability to nurture students' interest in History events as they will encourage students to understand history better and benefit from the past. Scientific and critical approach skills are also crucial in History because teachers can help students make logical and evidence-based connections Ledman (2015). Wansink et al. (2017) also added that all skills such as memorizing, critical, constructivist, perspectives-taking, moral purpose and collective-identity objectives are very interrelated to achieve a moral objective and other objectives in History education. Brooks' study revealed that there are teachers who encourage students to identify historical persuasions that involve moral and values. In teaching the value of History, teachers should respond to every student's ideas and questions by providing advice, sharing their opinions and presenting relevant data (Brooks, 2014). Discussion sessions should be conducted so that students are exposed to mental maturity. The focus of teacher skills on the application of values in History is given to the development of communicative skills, collaborative skills and the design of media literacy (Ecker, 2018). In the teaching of History and its relevance to the formation of national values, teachers should have a deeper understanding of one or more special topics or themes (Ecker, 2018). Teachers also need to gain a deeper understanding of methodological ways related to research skills (building research, research processes, using information, thinking deliberately, implementing, generating and communicating information). Additionally, history teachers are encouraged to

attend academic discussions, and workshops on written, oral and digital communication. Ammert (2015) a study found that teachers believe that students will more interest in values when teachers use filming strategies. Ammert (2015) study reveals that teachers need skills to develop understanding and empathy among their students. Teachers believed that students would have a greater understanding of the historical occurrence and the values behind, and it will help them to reflect in historical perspectives ways (Ammert, 2015). In line with this, Sakki and Pirttilä-Backman (2019) reveal that teachers felt critical thinking skills was very crucial in terms of teaching History and teaching values in History. Mastering critical thinking skills by teachers have a dominant influence on students learning skills, and students will have broader views in a historical framework. Sung and Yang (2009) study found that teachers did not use many teaching skills while delivering values identity to students; they tend to focus more on their beliefs and try to influence students with the same perspectives. Teachers need to equip themselves with methodological skills while teaching values to students. Cavoura (2009) found that history teachers need to comprehend the concepts and disciplines of history, professional knowledge of history and all relevant factors in the field of history, including values in the history curriculum. Cavoura (2009) added that History teacher needs to equip themselves with teaching skills such as controlling students' differing opinions, reinforcing discussions and asserting racism. Vijand (2018) study affirmed that teachers need specific skills in terms of teaching archaeological values in history subject. History education is vital for the development of identity and moral meaning (Wansink et al., 2017). The study mentioned that teachers need to a considered variety of historical perspectives and relate to moral objective into history teaching. Teachers must emphasis and build empathy skills while teaching History. Gündüz et al. (2019), recognizing that teachers need to engage in teaching activities that bring students closer to cultures such as museum visits, exhibitions and cultural exhibitions in teaching history. Weldon (2010) stated that teachers must have the skills to integrate moral and ethical into their teaching. Woolley (2017) study indicated that History teachers need to make a connection with students' experience while teaching values, then it will make students a better understanding of values.

Teachers' attitudes

Six studies focus on teachers' attitudes have an essential place in History teachers' practised of values. Teachers' attitudes will reflect teacher action toward values implementation. Brooks (2014) found that History teachers perceived that giving advice and sharing issues to students will increase students' interest in values in the curriculum. History teachers also affirmed that teachers must show their patriotism values first in order to inculcate patriotism values among their students (Gündüz et al., 2019). Teachers also have encouraged to show their interest in values activities to their students, and it will influence their students' behaviour. Teachers' attitudes also relate to teachers beliefs. Kello (2016) study reveals that History teachers prefer to avoid a conversation when coming into sensitives issues with their students and teachers leaving the truth open naturally. Furthermore, teachers felt very risky and not suitable for students due to their age factor to discuss controversial topics (Kello, 2016). Similarly, Woolley (2017) study found that teachers are also sidestepping controversial issues in the history classrooms, and teachers held it very challenging when it comes to front it. Teachers attitudes fundamental to reach the aims of history education includes values in History subject (Yazici, 2017). Yazici (2017) reveals that female History teachers have positive attitudes of identity differences rather than male teachers due to their religion and culture factors. Teachers from minority groups have positive attitudes towards the development of empathy rather

than the majority ethnics due to their living experience (Yazici, 2017). Teachers consider their responsibility and have a greater awareness of teaching values to students (Weldon, 2010). Teachers' attitudes fundamental to reach the aims of history education (Brooks, 2014; Gündüz et al., 2019; Kello, 2016; Weldon, 2010; Woolley, 2017; Yazici, 2017).

3.2 What do History teachers recognize as challenges towards values across the curriculum?

The area's History teachers' recognize as challenges in implementing values across the curriculum categorized into six sub-themes: competency challenge, students concern, lack of support, time constraints, curriculum challenge and ideology and political influence.

Competence challenge

A total of nine studies out of 18 studies reported that competence is one of the main challenges of History teachers practised of values across the curriculum. Competence is a combination of knowledge, skills, and attitudes abilities to perform tasks. All teachers need competence for successful education aims. Teachers felt a lack of domain knowledge, such as they do not understand the concepts of values (Zhumadullaeva et al., 2016). Klein (2017) study revealed that there is an unmatched knowledge competency among history teachers at the same school. There are teachers who have limited knowledge about the history, and that makes it difficult for teachers to teach the topic and cannot associate history with the hidden values behind historical events (Klein, 2017). Teachers reveal concerns about their abilities and skills in knowledge and understanding of history and use primary sources of history in teaching (Ledman, 2015). History teachers encountered challenges in skills competency, such as to promote values in History teaching to students in vocational secondary education. Students felt fewer interests in History subject due to students more focus on technical subjects even though the History subject is compulsory academic subjects for them. Zhumadullaeva et al. (2016) reveal that History teachers also have challenges in determining the humanistic, ethical, and professional values for teaching activities. Teachers seem to use standard methods of teaching to teach values such as the explanation of important values to students and presentations. Zhumadullaeva et al. (2016) found that teachers want to attend specific programs relate to values teaching and values education due they felt a lack of knowledge in those areas. Ammert (2015) showed that History teachers observed quite challenging in terms of teaching content with ideological or moral connotations in History subjects. Wansink et al. (2017) reveal that History teachers strive to balance the History teaching and moral objectives due to they faced obstacles, such as insufficient knowledge of historical circumstances and coverage of an extensive curriculum. However, Vijand (2018) study revealed that teachers have skills to teach, but they still possess difficulties with what to teach, such as what values that associate to archaeology even though teachers know that archaeology can teach human values. Teachers' identity also considered as attitudes competency for teachers. Kello (2016) reveals that teachers engaged in difficulties in pedagogical skills in terms of teaching History. For example, teachers tried to avoid to discuss controversial issues with their students even though the issues have hidden values and inserted in the History curriculum. Teachers leave the truth open by itself and expect students will discover it later without teachers attempt to explain it (Kello, 2016). Woolley (2017) studies have found that pre-service teachers are very confident in discussing sensitive issues in history subjects with their students, but once they start teaching, teachers feel complex realities. Teachers deal with the diversity of students and, consequently, parents

who come from different cultural backgrounds, and then it makes it tough for History teachers to discuss sensitive issues and the values of the issues. Ecker (2018) a study found that teachers are confronted with the skills of increasing student mastery of critical thinking in History learning orientation, including value learning.

Students concern

Ten studies reported that History teachers very doubt and concerns of students abilities in understanding and learning values in History and teachers believe students quite complicated to correlate with History (Ammert, 2015; Brooks, 2014; Kello, 2016; Klein, 2017; Korostelina, 2015; Ledman, 2015; Sung and Yang, 2009; Wansink et al., 2017; Woolley, 2017; Zhumadullaeva et al., 2016). Ledman (2015) revealed that teachers expressed concerned about vocational students' abilities in terms of to realize the interconnection of historical consciousness with History subject. Teachers felt very hard to proffer possibilities for students to increase their historical consciousness. Teachers also noticed that students had limited previous history knowledge, overrated their knowledge, not excited to learn History, do not have the inner motivation, critical thinking capacities, and these will affect history learning (Ledman, 2015). Teachers express concern for students' ability in teaching history because they lack reading and writing skills, making it difficult to achieve the goals in the History curriculum (Ledman, 2015). Zhumadullaeva et al. (2016) study also show that teachers have similar concerns with the previous study about students' abilities. Students concentrate only on shared values in History, such as patriotism and respect for the nation's symbols, but are unable to think more critically about the significant value of History and its relevance to life. Ammert (2015) noticed that History teachers felt it complicated for students to reflect and elicit empathy skills in History teaching. Wansink et al. (2017) study showed that students manage to view history subjects as a descriptive knowledge and image of prior events rather than as interpretation (hidden values). Teachers need to be capable of explaining to students a complex history topic so that students do not misunderstand and gain lessons from the historical facts (Brooks, 2014). Some teachers claim they judge students while teaching History. Teachers will respond positively to students who agree with the teacher's views, and this will impact the students' attitudes, thinking, and perceptions of the value of History (Korostelina, 2015). History teachers should encourage students to think critical because they are less exposed to high-level thinking (Klein, 2017). Additionally, historical sources need to be analyzed and will lead to future life. Some teachers avoid addressing sensitive moral issues in history teaching because there are students of different races in the classroom. Teachers think students are often opposed to teachers' opinions, and some students misinterpret teachers because they only see one point of view (Kello, 2016). Woolley (2017) suggests that new or future History teachers need to understand students well and that this is one way to address the challenges of teaching sensitive moral issues in the History classroom. Therefore, History teachers will be more careful in teaching and presenting issues.

Lack of supports

A total of ten studies out of 18 studies mentioned lack of supports as a challenge for History teachers' practised towards values across the curriculum. Zhumadullaeva et al. (2016) study found that teachers faced a lack of competence in teaching values due to insufficient development of the method of teaching values in teacher education. Zhumadullaeva et al. (2016) added that teachers expressed their feeling in attending the additional course in values pedagogy. Vijand (2018) study reveals that the Estonian teacher education system is a significant

factor for teachers' problematic teaching History subject includes archaeology and values. Klein (2017) study added that educational programs that have developed less influence of History teachers' skills in teaching History include instilling values. Kello (2016) study showed that History teachers felt less of support in teaching values because they have high demand from parents and nations to ensure the students have excellent academic achievements rather than historical understanding. Teacher professional development has a crucial role to play in prepare future teachers to become competent in showing values to students (Weldon, 2010). Lecturers or teacher educators must help pre-service teachers examine their aims of teaching history (Sung and Yang, 2009). Woolley (2017) study affirmed that teacher education must have a balance between the developments of History teachers. Curriculum leaders or school leaders also have significance in the implementation of values in the History curriculum. According to Moreeng and Tshelane (2014), History teachers need experience from curriculum leaders such as transformational leadership to promote democratic citizenship in their classrooms. History teachers felt the curriculum leaders are very rigid, undemocratic, not inclusive, and not supportive. The culture of collaboration in school did not exist (Moreeng and Tshelane, 2014). School context influences teachers' responses and students' performance for values implementation in the History curriculum (Cavoura, 2009). History teachers also face the challenge of lacking historical support when they have to relate past events to students' understanding more effectively (Klein, 2017).

Time constraints

From this review, six studies reported that time constraints as a challenge for History teachers practiced of values. Teachers mentioned a limited time allocation for History subjects made it very hard for instruction includes instil values in History teaching (Ledman, 2015). History teachers expressed concern about students' understanding of the concept of History, causing teachers to neglect the element of value due to the limited allocation of history lessons. History teachers require to teach value, but due to insufficient time causes teachers to focus more on mastery of the content (Ledman, 2015). Teachers expressed dissatisfied when they cannot go in-depth discussion about the content of the History course with limited time teaching. Klein (2017) found that teachers need more time in History subject for students able to analyze historical sources. Another study used the factor of time constraints as an opportunity for teachers to avoid the discussion on controversial issues with their students (Kello, 2016). History teachers feel that the discussion of sensitive issues needs long-term preparation because teachers need to allocate time to plan, determine appropriate teaching materials, and provide students with a thorough explanation (Kello, 2016). Limited time among history teachers gives them less opportunity to meet with colleagues from other institutions or schools to discuss historical teaching such as methods, problems and teaching of values (Weldon, 2010). Secondary History teachers said they lacked time to explain to students in detail, causing teachers to isolate history with genocide topics at other teaching times. The teacher emphasized that students would ask more about genocide and its relevance than crucial historical knowledge (Ammert, 2015). Sung and Yang (2009) study revealed that teachers spend more time giving lectures than doing activities in teaching national identity during teaching history and this is related to the pressure of teachers to provide students with a proper understanding of the social identity process. The challenges of time are also faced by history teachers for teaching archaeology because the time allotted is limited (Vijand, 2018).

Curriculum challenge

A total of seven studies out of 18 studies mentioned curriculum is one of the challenges for History teachers practiced of values across the curriculum. For example, the new History Curriculum for TVET aspires to provide relevant History knowledge by emphasizing the developmental elements of History thinking; however, teachers face challenges in the new curriculum, where teachers express difficulty in interpreting the history curriculum objectives into the needs of TVET students (Ledman, 2015). At the same time, teachers expressed difficulty in integrating the text in the History curriculum with their TVET student characteristics and capabilities. According to Ledman (2015) study, teachers found that TVET students are seen tending towards the technical subject rather than the complex thinking in History. To foster the development of values in the History curriculum, the courses 'Man and Society' and World History taught in schools. The challenge is that teachers need to ensure 29 values included in the curriculum must convey to students, and students' understanding of those values should be enhanced (Zhumadullaeva et al., 2016). Sakki and Pirttilä-Backman (2019) study of 10 European countries found that history teachers had to adapt to the ever-changing curriculum depending on country aspirations and the current state of affairs. A study by Cavoura (2009) also reveals that teaching of history teachers does not influence the social development of society. Teachers place less emphasis on values, and social aspects than the main focus are on the presentation of historical facts, although the objective of the history curriculum itself is to support the development of national and community identities. However, there are still teachers who are trying to focus their History on the development of citizenship. In the Estonia History curriculum, the teaching of History also included archaeological elements. Nevertheless, teachers are discovered to be having difficulty teaching archaeology because of the lack of exposure and scope of practice that requires scientific training and thinking. History teachers hope that the content of the history curriculum should be in line with students' abilities in school (Vijand, 2018). Teachers also expressed concern about the emphasis on teaching either in the contents of History textbooks or sensitive and controversial issues that need to be related to teaching history (Kello, 2016). Teachers have full responsibility to determine the teaching flow and pedagogical in History curriculum that relates to values implementation (Cavoura, 2009; Kello, 2016; Ledman, 2015; Moreeng and Tshelane, 2014; Sakki and Pirttilä-Backman, 2019; Vijand, 2018; Weldon, 2010; Yazici, 2017; Zhumadullaeva et al., 2016).

Ideology and political influence

Five studies reported that ideology and political influence is the challenge in terms of History teachers' practiced towards values. Identity orientation such as ideology and politic have a significant influence on History teacher pedagogy due to a change of regime in Taiwan (Sung and Yang, 2009). History teachers focus more on national identities in the History curriculum rather than History knowledge, but teachers tried to influence their students' perspectives to have the same beliefs as they did. Sung and Yang (2009) study in line with Ammert (2015) reveals that politic aspects often influence educational areas. Ammert (2015) study found that politic elites often interfere with education, especially the History curriculum as a tool to reach aspiration of politic agenda and influence people. History teachers have pressure and faced a challenge from parents, community, and politics in terms of teaching civics and values in sensitives and controversial issues (Kello, 2016). History teachers fear to reveal their criticisms to Russian students and discuss sensitive issues in details (narrative). Students are prone to misunderstandings because of their existing beliefs, and the risk of dishonest sentiment can also occur among

students (Kello, 2016). Yazici (2017) study noticed that the political identities of History teachers' is an essential variable in discovering teachers' attitudes toward identity differences (Yazici, 2017). Studies by Woolley (2017) also reveal that teachers try to avoid discussing sensitive issues in the classroom. In the early stages of lesson planning, teachers stated they were ready to discuss sensitive issues, but at the middle-level teachers were worried that they could not balance the discussion and tend to political issues (Woolley, 2017).

IV. DISCUSSION

This systematic study was conducted to identify available empirical studies of historical teacher practices on teaching across the curriculum. Values in the curriculum have been a very important element in the past and are increasingly emphasized in the modern world. The community realizes that while pursuing the advancement and focus of science and technology, value is crucial to sustaining existing progress and creating more success in the future. History is a subject that has been given priority in education because of the elements of value inherent in history. Many educational systems of the nations of the world have focused on the subject of history by introducing the terms civic, citizenship and moral values. This review has used three databases, namely Web of Science, Scopus and Dimensions. These three databases have resulted in 18 articles relating to the history teacher's practice of teaching values across the curriculum. Two themes were developed based on the research questions and in-depth readings of the research articles. There are ten sub-themes derived from detailed analysis, and all of these themes frequently repeated in selected articles.

For the teachers' roles theme, there are four sub-themes which is teachers' beliefs system, teachers' knowledge, history teaching skills and teachers' attitudes. The possible influence teachers' belief system on values is the teachers' personal and professional backgrounds. History teachers respond seen as essential attitudes towards teaching values in the History curriculum. According to Petersen (2010) teachers, the experience will affect teachers' belief systems such as teachers' experience living in a racial state like South Africa, have an impact on their activities in the history classroom. The teachers have a high awareness of human values in history curricula like respect and care due to their experience. This review stated History teachers' knowledge very crucial in terms of values implementation (Cavoura, 2009; Ecker, 2018; Korostelina, 2015; Moreeng and Tshelane, 2014; Sakki and Pirttilä-Backman, 2019; Vijand, 2018; Wansink et al., 2017). However, this review reveals that teachers talked explicitly about History objectives related to values in curriculum and the importance of values, but there were far references on History teachers' knowledge, skills, and strategies in the implementation of values (Klein, 2017; Wansink et al., 2017; Woolley, 2017). For History teachers, they had clear goals for the values in History lesson, but the values are quite general, and specific values for History subject seem very limited (Vijand, 2018). The teachers' approval for each conception of values in History was differentiated. Approval of values concepts reveals yet another critical teacher's perception that values in History depend on nations' aspirations, and some teachers mentioned that values in History have its nature (Wansink et al., 2017). Other than that, teachers are usually questioning how to achieve the set objectives (Wansink et al., 2017). Teachers must learn historical abilities includes implement specific values in History teaching (Alvén, 2017). Alvén (2017) affirmed that teachers must have historical thinking skills and historical consciousness before implementing the skill to their students. Petersen

(2010) affirmed that teacher educators need to focus on content knowledge and skill practices of future teachers regarding teachers as a source of value transformation.

For the teachers' challenge theme, there are six sub-themes related to the History teachers practised of values which are competence challenge, students concern, lack of support, time constraints, curriculum challenge and identity and political influence. This review reveals that teachers have difficulty in implementing specific values in History education to students. History teachers endured difficulty in develop values among students and relate to historical consciousness (Alvén, 2017). Teachers felt it a complicated task, and they also noticed that teachers could not easily use their power to force students in values (Ammert, 2015; Ecker, 2018; Kello, 2016; Klein, 2017; Ledman, 2015; Vijand, 2018; Wansink et al., 2017; Woolley, 2017; Yazici, 2017). Teachers felt they could not be a dictator to instil values, but at the same time, they have a pledge to inculcate History values to students (Sung and Yang, 2009). Similarly in Alvén (2017) study found that teachers tried to utilize historical consciousness to create awareness for students, but teachers believed it is tough if the values of school do not relate to the development values of subjects and students' values. Teachers met obstacles and pressure in terms of social transformation because they have living experience in the apartheid movement. They need to control and avoid personal judgment while teaching History values to their students (Petersen, 2010). Teachers' main concern must be for their students; it is a demanding and exhausting task. Educational systems that emphasize exam orientation, such as excellent grades to get into university, make History a focus on knowledge and facts. Although there are elements of high-level thinking skills in the exam questions, students are more focused on mastering the facts. Much time is spent studying and answering techniques for the exam questions. Alvén (2017) suggested that teachers need to be more positive and open to promoting historical awareness, such as allowing students to engage in open dialogue as they see students' ability to express themselves from different viewpoints. At the same time, teachers need to monitor the conversation. Other than that, teachers' felt a lack of support to implement values in the History curriculum (Weldon, 2010). Teachers reveal that they need an additional course in terms of teaching values (Zhumadullaeva et al., 2016). History teachers also felt they have lack of support to teach archaeology, and the related aspect includes the values (Vijand, 2018). Teachers pointed out they have the demand to prepare students to become responsible citizens, but they did not receive appropriate programs of teacher professional development to achieve that aims (Weldon, 2010). Curriculum leaders also have a major influence on History teacher practices toward values across the curriculum. Moreeng and Tshelane (2014) study found that curriculum leaders do not support teachers for promoting democratic citizenship in classrooms. For the History curriculum challenge, teachers are encouraged to perform a significant role in the critical elements. However, the demands of the education system bind teachers and at the same time, wish to fulfil the country's aspirations in the implementation of values and this is similar with Alvén (2017) study found that teachers face the challenge of the curriculum, where the values available are inclusive and are very culturally unexpected. Teachers have to integrate History values with Historical facts in order to raise awareness of the historical narrative to the students but at the same time, need to use the teacher's approach and decision (Alvén, 2017). Therefore, the element of value has been set aside even though values can be incorporated into the teaching and function of answers to the high-level skills questions of the History subject. A few studies reveal that History teachers have a concern that they did not have enough time to implement values across the curriculum due to the allocation for History subject in school timetable very limited (Klein, 2017; Ledman, 2015; Weldon, 2010). The time constraints challenges in line with Alvén

(2017) study found that teachers faced with a lack of time in teaching history as they need to allocate time for promoting historical thinking, creating historical consciousness, and cultivating values such as making democrats. Moreover, ideological and political influence is inevitable in the History curriculum. This influence also affects the application of value elements in History. According to Sant and Hanley (2018), History subject does not only have vital values roles but as being inevitably bound up with ideology and political influence. There are studies History teachers who try to avoid teaching values in history because they believe the values that inserted in the curriculum have influenced by political agenda (Ammert, 2015; Sung and Yang, 2009), but this belief should not occur because teachers need to act a role in controlling the situation. Teachers can explain to students without favouring a particular political party but provide examples that students can easily understand. It is true that politics greatly influence education, but teachers need to be smart in controlling their teaching situation so that students cannot make negative judgements for teachers (Carrington, Deppeler, and Moss, 2010). Nevertheless, the teacher appearance and role is not merely the product of external forces and expectations, an automatic result of social circumstances. The challenge of History teachers practiced values across the curriculum is to empower History teachers' competence. Teacher training institution needs to focus more on the process of teachers pedagogy of values and historical consciousness rather than the development of historical thinking for History teachers (Petersen, 2010). Professional development progress can be developed for History teachers to encourage their level of confident and increase competence in terms of teaching values in the History curriculum. All stakeholders need to create a culture of collaboration to support History teachers practiced towards values across the curriculum.

V. CONCLUSION

The millennium atmosphere of the twenty-first century and its growing social conscience and consciousness has influence History teachers to extend and spread the History, teaching much further includes values across the History curriculum. Values embedded in History are excellent and exemplary lessons for everyone. The fundamental point is that unlike any other subject teacher, the History teacher has to be a pioneer in terms of values across the curriculum. History teachers make precise meaning for improving society's understanding of the values behind the curriculum established. This review study generated interest in teaching and implementing values across the curriculum. The parallel development that needs to mention here has been that of History teachers' support in terms of values implementation in the History curriculum. The next point highlighted is the articles selected in this systematic review found across multiple studies can be a basic view and approach for stakeholders to enhance current initiatives for the quality of teaching and learning values in the History curriculum.

VI. ACKNOWLEDGEMENT

We are thankful to Universiti Teknologi Malaysia for providing the electronic databases and Ministry of Education Malaysia for sponsoring the scholarship that enables this study to be carried out.

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