

HISTORY/HERITAGE INTERVIEW (TEACHERS)

Explanation of purpose of interview, research parameters and confidentiality of views

Provide follow up to questionnaire by posing more indepth questions about engagement with heritage in teaching, use of sources, use of technology and ways of improving accessibility for schools and their understanding of history.

This is purely for the purposes of my AHRC projects and the research is governed by our ethical and good conduct in research policies. Your views are confidential and will not be identifiable.

Confirmation of GDPR compliance, anonymity & consent to interview

The results of this interview will be recorded and kept in compliance with GDPR regulations, the transcript will remain anonymous and if your views are quoted no reference will be made to you personally. Do I have your consent to continue? Are you happy to sign a consent form?

Engagement with heritage in teaching

- What do you understand heritage to mean/encompass?
- How would you explain it to your pupils?
- How important do you think the experiential impact of history is?
- Did you undertake *physical* trips to heritage sites/museums before COVID?
- Which type of institution did you visit?
- Was it local or did it involve more than an hour's travel?
- Have you planned any subsequently?
- What do you feel are the benefits of such trips?

- What do you feel are the challenges of such trips?
- Was it a specially organised/bespoke educational trip?
- What materials did you use while there?
- What follow-up work or projects did it inspire?
- Was there any tangible difference in pupil's understanding as a result of the trip?
- Did you experience any digital installations/virtual or augmented reality?
- Was it included in the entrance price or was it an optional extra?
- Have you either pre or post COVID used any online *virtual* tours or exhibitions via heritage websites?
- What do you feel are the benefits of such online facilities?
- What do you feel are the drawbacks of them being online?

Use of sources

- To what extent is the curriculum focussed on exploring sources?
- Is it mainly documents/archival sources?
- Does curriculum recognise importance of different types of historical sources?
- To what extent do you use visual sources and/or material objects?

- Are these accessed from books or websites of local/national collections?
- Do you use any dedicated historical websites?
- Do you visit any libraries?
- Do you use online texts for teaching?
- Do you use any documentaries in class?
- Do they make use of historical locations/heritage sites?
- Do you use any historical films/TV dramas?
- Do you feel that location is significant in establishing sense of historical reality?
- Do you feel attempts at 'authenticity' is recognised or is it the story that matters for pupils?

Use of technology

- What technology/internet access is available to pupils in the classroom?
- Are they expected to use the internet for prep/schoolwork done at home?

- What provision is there for those who do not have access to laptops or other equipment?
- What considerations are made for age/stage of the pupils?
- What are the drawbacks of expecting internet searches for historical work?
- To what extent do you direct their learning or searches?
- Do you explain limitations on certain sites?

Improving accessibility/knowledge

- How do you think heritage organisations could 'up their game'/be more accessible in what they offer?
- Are there any ways you would like them to be more pro-active with schools?
- How do you think people could connect more with their locality/historical places?

I shall make some suggestions:

- What do you think about a **history pin** (provides multiple sites locally to inform you what has happened/available nearby – could allow additions from people via crowdsourcing; people informing/creating their local history or even your own street)

- Drawbacks with this notion?
- What do you think about **trails/walking tours**? [have you come across St Thomas' Walk/Pilgrimage]
- Thinking about Henry VIII's progresses...designated routes around the country which could be regional, but also within smaller more manageable areas (as well as towns/villages) connected to particular places/stories...
- Would you like to have **enhanced visit** (i.e. able to connect to other sources of information/pictures etc) while at a heritage site (or to re-sort to afterwards)?
- Would it help or distract from enjoyment at the time?
- What do you think about digitally recovering **lost heritage** e.g. buildings/sites that have disappeared?
- How might it help children understand the past environment?

Free Discussion

- Are there any points you want to raise or feel strongly about?

CONSENT FORM

I confirm that I consent to this interview.

I understand that it is a follow up to the Mapping History questionnaire I have already completed posing more indepth questions about engagement with heritage in teaching, use of sources, use of technology and ways of improving accessibility for schools and their understanding of history.

I understand the answers will contribute to data that will be used purely for the purposes of a *bone fide* Arts and Humanities Research Council research project.

I have been assured that the research is governed by Historic Royal Palaces ethical and good conduct in research policies and that my views are confidential and will not be identifiable.

I have been assured that the results of this interview will be kept in compliance with GDPR regulations, that the transcript will remain anonymous and any views quoted will not make reference to me personally.

Signed:

Name:

Interview Ref: