HISTORY EDUCATORS INTERNATIONAL RESEARCH NETWORK [HEIRNET]

16th Annual Conference
Monday 2nd to Wednesday 4th September 2019

University of Vienna,
Vienna, Austria

PUBLIC HISTORY, HISTORICAL CULTURE, IDENTITY AND PEDAGOGY

The Strauss Monument

HEIRNET brings together colleagues from around the world interested in History Education and its civilising, cultural, educational, social, political and citizenship roles.

As such, Vienna is a perfect venue for considering HEIRNET 2019' focus on **Public History, Historical Culture, Identity and Pedagogy: international perspectives on opportunities for critical disciplinary thinking in history**

Vienna as an imperial capital has been at the crossroads of Europe and the wider world for well over a thousand years. History and historical culture are omni-present.

HEIRNET prides itself on being a friendly and supportive association. If you have any queries or concerns, please do not hesitate to contact us at: heirnet@gmail.com

The conference will be held at the:

Campus of the University of Vienna,
Spitalgasse 2 (near Alser Straße), Vienna

Further information about the conference is on the HEIRNET website
www.heirnetonline.com

KEY DATES

Mid Nov 2018 Website goes live for conference presentation submissions with abstracts and for registration.

For details see:
www.heirnetonline.com

1 July 2019 Closing date for submission of proposals with abstracts for presentation at the conference.

5 July 2019 Final date of notification of acceptance of proposals with automatic registration for presentation at the conference.

15 Aug 2019 Deadline for registration of all other delegates NOT making presentations at the conference.

2 Sep -
4 Sep 2019 Conference opens at 11.00 Monday, 2nd September Paper sessions close at 13.00 Wednesday, 4th September

30 Nov 2019 Submission of papers for publication in the History Educators International Research Journal [HEIRJ]

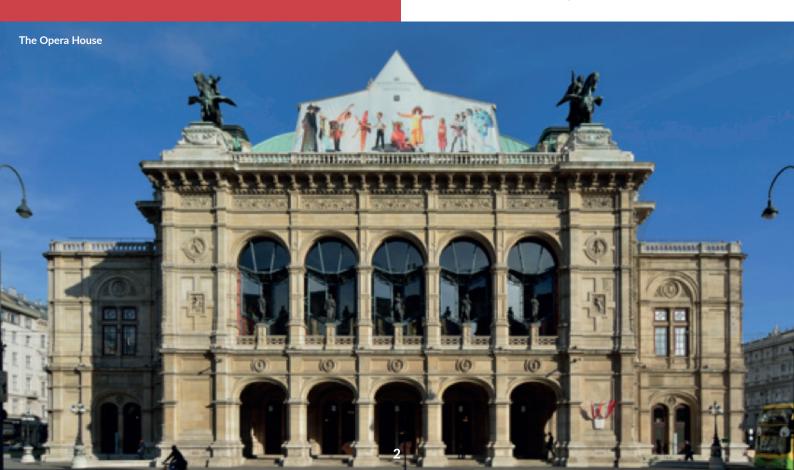# CONFERENCE STRUCTURE

Parallel Sessions
The conference has parallel strands in lecture theatres and seminar rooms.

Sessions last for 90 minutes. They take the form of:

o **Paper Sessions** allow 15 minutes for each paper's presentation with up to five speakers.

o **Book & Project, Debate, Discussion, Open Meeting, Round Table, Seminar and Symposia presenters** organise their own pattern and timing of presentations lasting 45 minutes for a half-session or 90 minutes for a full session.

o **Delegate Sessions** are fully under the control of their proposers.

o **Demonstration Sessions** demonstrate an aspect of History Education, including live or videoed demonstration lessons.

o **Workshops** last 45 or 90 minutes according to the wishes of the presenters. They also organise and manage them as they desire.

Presentations can be in the mother tongue + a handout of the main points in English.

Discussion: the programme will build in time for extended discussion of presentations.

The Opera House

CONFERENCE TITLE, THEMES AND TOPICS

TITLE: PUBLIC HISTORY, HISTORICAL CULTURE, IDENTITY AND PEDAGOGY

The conference covers seminal aspects of History Education, including those below. For full details of the conference's 5 areas, 21 themes and their c. 200 topics see pages 5-10 of the conference circular.

AREA A: PUBLIC HISTORY

1. Public History and History Education
2. History Education Outside and Beyond Formal Education
3. Mass Media & Public History – History and Entertainment

AREA B: HISTORICAL CULTURE & IDENTITY

4. Historical Culture and History Education
5. Historical Consciousness
6. Identity and History Around Us: Family, Community, Heritage and The Environment
7. Globalism: Identity, Society and The Wider World

AREA C: PEDAGOGY: CRITICAL DISCPLINARY THINKING AND THE TEACHING OF HISTORY

8. Critical Disciplinary Thinking in History – Thinking Historically [1]
9. Critical Disciplinary Thinking in History [2] – Cognition, Empathy, Imagination and Creativity
10. The History of History Education
11. Citizenship Education
12. Controversial, Contested and Sensitive Issues

AREA D. THE TEACHING OF HISTORY – Curricula, Pedagogy and Didactics, History Teaching, 3-11 and 11-21, Assessment

13. Curriculum Development, Implementation and Evaluation
14. Pedagogy and Didactics: The History Teachers' Craft Teaching
15. History Education in The Early Years and Primary Phases [Ages 3-11]
16. History Education in The Secondary and Tertiary Phases [Ages 11-21] TO ADD
17. Statutory Curriculum Documents, National Curricula and National Examinations/Testing
18. Assessment – Its Nature, Purpose and Role
19. Assessment and Awarding Bodies

AREA E. RESEARCHING HISTORY EDUCATION

20. Research and Evidence Based History Education
21. Practitioner Research: The Integration of Theory and Practice – Papers and Workshops

Delegates' Own Themes or Topics

If a delegate or group of delegates wish to present a 45 or 90-minute session on a theme or topic of its own choice, consult www.heirnetonline.com for what this involves.

Please note that delegates can also give a 15 minutes paper in a papers session on their 45 or 90 minutes session.

Discussion

The programme will build in time for extended discussion of presentations

CONFERENCE PROGRAMME: PROPOSALS AND ABSTRACTS

- To make a presentation at the conference, submit a proposal and abstract submission form at www.heirnetonline.com by 1st July
- The conference papers committee will either accept or reject proposals within a week of receipt.
- On acceptance of a proposal HEIRNET will automatically register the proposer for attendance at the conference by Thursday, 4th July.

FEES

Delegate fee £ 300
Student fee £ 150

- **The full fee** includes refreshments, the Tuesday lunch and the conference dinner. from **Monday, 2nd September to Wednesday 4th September** but not accommodation.
- The conference visits on the final afternoon are an optional extra and charged for as such – see **www.heirnetonline.com** for registration details.
- **The student fee** applies to students **not in full time employment** and includes the conference dinner.
- Non-conference attenders who **wish to attend the conference dinner** should apply by **Wednesday 28th August** to the conference organisers at heirnet@gmail.com - they will collect the payment of €50 per head at the conference.

REGISTRATION

The HEIRNET 2019 conference management will confirm by 5th July delegates registration for accepted proposals with details of payment of the conference fee.

HEIRNET INFORMATION & CONTACT

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ACCOMMODATION

Delegates arrange their own accommodation.

For information, including hotels, university accommodation and AirB&B consult the HEIRNET website's HEIRNET 2019 conference section at **www.heirnetonline.com**

TRAVEL

Delegates are also responsible for their own travel arrangements.

Vienna International Airport is some 15-25 minutes from the city centre by train, taxi and bus.

Vienna is an international hub for road and rail travel with an excellent public transport system, taxis and Uber cabs.

University of Vienna Students

The University of Vienna

TITLE

PUBLIC HISTORY, HISTORICAL CULTURE, IDENTITY AND HISTORICAL EDUCATION

AREA A: PUBLIC HISTORY

1. PUBLIC HISTORY AND HISTORY EDUCATION

a) Public history and the political use of the past
b) Public History and Identity: nationalism, populism and a sense of belonging
c) History in the Environment – exploring the environment, its heritage and memory sites, see AREA C: sub-section 6d.
d) Social media and historical learning: Facebook, twitter, emails etc.
e) Historic sites: e.g. monuments, statuary, displays, plaques, place names and museums for the exploration and illumination of local, national and global history
f) Political discourse and history education

2. HISTORY EDUCATION OUTSIDE AND BEYOND FORMAL EDUCATION

a) Public History and the public sphere
b) History from below: vernacular history: feminist: disfranchised: discriminated against: the invisible
c) Public History and Identity, see Section B:

3. MASS MEDIA & PUBLIC HISTORY – HISTORY AND ENTERTAINMENT

a) Developing historical understanding through engaging with mass media representations of history [e.g. print: film: TV: radio: audio: internet – podcasts, websites etc., virtual reality]
b) Art, Drama, Journalism, Literature and Music
c) Association, Institutions and Organisations
d) Formal, informal, social and cultural learning
e) Performance

AREA B: HISTORICAL CULTURE & IDENTITY

4. HISTORICAL CULTURE AND HISTORY EDUCATION

a) Cultural capital – its nature, role and impact [Bourdieu]
b) Street furniture: art, architecture, monuments, sculpture in the everyday environment
c) The Internet: The World Wide Web
d) Social Media, Interactivity [i.e. conferences, symposia, tutoring, virtual reality, Facebook, twitter, smart phones – texting / discourse]

5. HISTORICAL CONSCIOUSNESS

a) Historical consciousness – its nature, significance and cultural roots
b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors
c) The cultural and oral past: chronicles, fairy tales, legends, myths, narratives, poems, songs, stories and their History Educational significance
d) Historical Education & Consciousness: Diversity: Ethnicity, Gender, Orientation

6. IDENTITY AND HISTORY AROUND US: FAMILY, COMMUNITY, HERITAGE AND THE ENVIRONMENT

a) Aspects of Identity

- Family history, memory and identity
- Clan, tribe, nationality, ethnicity and identity
- Faith, religion and ideology
- Local and communal history

b) nationalism, populism and a sense of belonging
c) Students' prior historical knowledge: social conversation and the history classroom, individual and collective memory, consciousness and understanding and the taught curriculum – classroom history [see also Themes 7 and 9]

- Museums, monuments, plaques, displays, memorials, art galleries, churches
- Local, school and communal history
- Oral history, oral history education
- Regional history
- Heritage

d) exploring the environment, its heritage and memory sites

- archaeological sites
- art galleries,
- museums,
- palaces
- parks
- place names

- religious buildings
- state buildings,
- theme parks

e) commemorative, communal history transmitted through:

- advertising
- anniversaries
- broadcasts
- celebrations
- cenotaphs
- ceremonies
- commemorations
- displays exhibitions
- games and gaming
- memorials

- memorial services
- message boards
- monuments
- news programmes
- personal and family names
- plaques
- radio
- religious services
- the Internet
- TV

7. GLOBALISM: IDENTITY, SOCIETY AND THE WIDER WORLD

a) Multi-faith, multi-ethnic and culturally diverse societies
b) Values, beliefs, human rights and social justice
c) History, culture and social class
d) History and gender
e) Diversity
f) Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education
g) History Education in post-colonial societies
h) History Education and supra-nationalism: multi-national corporations and agencies e.g. FANG Facebook: Amazon: Netflix: Google
i) International networking and cooperation: national and international agencies and organisations, e.g.UK government, the EU, the UN, Oxfam and Global Witness and organisations
j) TIMMS, PISA and their impact upon History Education
k) Populism in the age of Putin, Trump and its threat to Liberalism and Liberal Democracy

AREA C: PEDAGOGY: CRITICAL DISCPLINARY THINKING AND THE TEACHING OF HISTORY

8. CRITICAL DISCIPLINARY THINKING IN HISTORY – THINKING HISTORICALLY [1]

a) **Ethos and Orientation** The mentality of the history teaches – individually and socially
b) **Thinking Historically** – grounded in history's academic disciplinary structure, substantive [propositional] and syntactic [procedural] conceptual networks, forms of knowledge and protocols for investigating historical topics, resolving historical enquiries and constructing interpretations and accounts of the past
c) **Academic historians and disciplinary thinking:** the historian's craft, e.g.
Peter Geyl, Sir Lewis Namier, E.P. Thompson, the Annales School, Jack Hexter, Eric Hobsbawm, David Cannadine, Ruth Schurr, drawing on academic historians' discourse for understanding disciplinary thinking – [inside out knowledge]
d) **History educationalists, psychologists and disciplinary thinking:** John Fines, David Sylvester, Alan Blyth, Hilary Cooper, Stephan Lévesque, Jorn Rusen, Sam Wineburg, Peter Lee, Denis Shemilt [outside in knowledge]
e. International perspectives on critical disciplinary thinking in history
f. **'Doing History' pupils and students** as proto-historians investigating the past and constructing syntactically based historical understanding

9. CRITICAL DISCIPLINARY THINKING IN HISTORY [2] – COGNITION, EMPATHY, IMAGINATION AND CREATIVITY

a) **History Education's role in creating mind-sets** that focus upon, value, support participatory citizenship, liberal democracy, multi-culturalism and associated human rights education
b) **Counter factuals, simulation and drama** and the development of historical knowledge and understanding
c) **Empathetic understanding** – affective, effective, sympathetic, emotive
d) **The informed imagination** – inference, association, insight
e) **Creativity** connectivity, recreation
f) **Developmental psychology:** From Piaget and Vygotsky to Neural Science, i.e. what does thinking historically mean from the development psychological perspective
g) **Social learning:** peer interaction, cognitive apprenticeship and the social learning paradigm – Vygotsky et. al
h) **Situated cognition**
i) **Competence Orientation** (historical thinking) in History Didactics
j) **Conceptual understanding** Pupil and student understanding of substantive [propositional – substantive – first order] and syntactic [procedural – syntactic - second order] disciplinary concepts and their role in thinking historically

10. THE HISTORY OF HISTORY EDUCATION

a) Past and present schools of history: discussion, debates and controversies: historiographical perspectives
b) The political dimension - The Right Kind of History with cultural, ethnic, faith and ethical connotations
c) Philosophical origins and roots seminal movements and initiatives developments and key ideas
d) National curricula – their nature and political role/function
e) Educational reform and history education
f) History textbooks, their nature, role and function;
g) Innovative resources for teaching history
h) Pedagogical innovation, initiatives and approaches to teaching history
i) Research and development projects
j) Testing, assessment and public examinations
k) Key figures and their contribution
l) Cross-curricularity, Humanities and Social Studies
m) A sense of identity and History Education's civic, communal, nationalistic and patriotic roles

11. CITIZENSHIP EDUCATION

a) History Education: the temporal and cognitive 'Doing History' dimension of citizenship education?
b) History and Citizenship Education – Its relevance, importance and significance in an era of:

- Migration, immigration and refugee and migrant education
- Terrorism and resistance movements in Europe, Africa and the wider world
- Inequality, poverty and social exclusion
- The global imperatives: economic, environmental, health and well-being, population growth, climate change, global warming,
- Racism and diversity
- Communism, Fascism, Nationalism, Absolutism and Liberal Democracy

c) Populism – the new digital age phenomenon and driver

12. CONTROVERSIAL, CONTESTED AND SENSITIVE ISSUES

a) History and the teaching of contested and controversial issues
b) History Education in polities with violent, traumatic and socially fractured pasts
c) The role of history education in conflict or post conflict communities: peace and reconciliation
d) Teaching history in divided societies with separate government policies, school and Higher Education curricula, resources, assessment and professional development
e) Institutionally divided educational provision: ethnic, trivial, cultural, religious, ideological schools and schooling
f) Holocaust, diaspora and genocide education: from earliest times to the modern day.

13. CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

a) Curriculum development in the creation of an Intervention Strategy, i.e. a new curriculum: its purpose, nature, creation, implementation, impact, assessment and revision.

b) History education and creativity

c) History education and archaeology

d) Issues and factors in curriculum development: the political, philosophical, ethnic, faith/religion, ideological, historical, cultural, nationalistic, patriotic and emotional dimensions

e) History Wars and history curricula: the political, patriotic, nationalistic and xenophobic dimension of battles over national curricula

f) International history curricula and the international dimension: fantasy, failure or the future?

g) Assessment driven history curricula – assessment as the task force of government based education and implementation

h) Social sciences, humanities and integrated curricula

i) The impact of educational thinkers, psychologists and historians, e.g. Dewey, Bruner, Bloom, Piaget, Vygotsky, Henrietta Marshall, Winston Churchill

j) Thematic and conceptual curricula, e.g. MACOS, Man, Place and Society, the spiral curriculum

k) Pedagogic curriculum developments: turning theory and philosophy into children's learning

l) History curricula and:

- the history teacher's craft knowledge;
- the impact of ICT in the digital age;
- the Creative Curriculum
- the negotiated; curriculum: empowering pupils;
- Literacy and the Language of History
- measuring and developing progression; in historical learning
- the challenge of Differentiation;
- Special Educational Needs, including Gifted & Talented Education.

14. PEDAGOGY AND DIDACTICS: THE HISTORY TEACHERS' CRAFT [TEACHING STYLES AND PUPIL PROGRESS]

HISTORY TEACHING PROTOCOLS: COMPLEX, SOPHISTICATED AND EFFECTIVE PSYCHOLOGICAL TOOLS

a) Doing History – History as enquiry, investigation and detection

b) History as Imaginative Reconstruction

c) History, Induction and Deduction, i.e. logical and creative, imaginative evidentially informed thinking

d) Questions and Questioning

e) Musing, Theories, Ideas, Hypotheses and Conclusions

f) Interpretation

g) Evidence & Understanding

h) Pedagogic & Didactic Network of Teaching Protocols including:

- Enquiry and Investigation
- Questions and Questioning
- Sources and Evidence
- Chronological Understanding
- Significance and Perspective
- Narratives and Accounts
- Theories, Hypotheses and Interpretations
- Inductive and Deductive Thinking: Logical, Speculative and Imaginative
- Sources and Evidence
- The Internet as a Research Tool
- The Visual Image – Iconic
- The Moving Image: film, video, web cams
- Oracy – Dialogics – Speaking, Listening, Hearing, Responding
- Discussion, Debate and Argument
- Reading
- Writing
- Maps and Plans
- Local History
- Family History
- Drama
- Simulation
- Story Telling
- Expressive Movement
- Historical Sites and The Environment
- Presentation and Communication
- The Internet: as a history education medium

15. HISTORY EDUCATION IN THE EARLY YEARS AND PRIMARY PHASES [AGES 3-11]

a) 3-11 year olds epistemic beliefs about history
b) Fairy stories, fables, legends, myths, tales, sagas, stories;
   accounts, chronicles, histories and narratives;
c) Anniversaries, celebrations, festivals and ceremonies.
   Their role in and impact upon:
d) The identity agenda: personal, familial, social, ethnic, religious, local, regional,
e) National and global - a sense of belonging
f) Constructing the past
g) Attitudes, beliefs, behaviours, ethics, identity – belonging and values
h) The curriculum: what is taught, i.e. Which topics are introduced, why chosen?
i) Sequence & content: chronology, temporal understanding and perspective
j) Children's textbooks and their influence
k) Resources for the primary phase: oral, printed, written, graphic, artefactual, tactile, archaeological
l) Primary history in the digital age: on-line and digital media, resourcing and their influence on pedagogy and pupils
m) Children's understanding of historical concepts both substantive [propositional – substantive, positivistic/factual – first order] and syntactic [procedural, disciplinary – second order]
n) Children's understanding of the nature of history
o) History across and in the primary curriculum: disciplinary, social science and humanities perspectives
p) Linking local, national and global history
q) Promoting and developing historical thinking in young children: i.e. 'Doing History' knowledge and understanding of disciplinary concepts, procedures, substantive concepts, narratives, accounts and interpretations, protocols and cognition
r) Creativity and the informed imagination
s) Classroom Strategies: re-enactment, drama, role-play, simulation and the informed imagination
t) Classroom Strategies: historical investigation, hypotheses, interpretations, discussion, debate and history as construction
u) Story-telling, narrative and reconstruction: bringing the past to life

16. HISTORY EDUCATION IN THE SECONDARY AND TERTIARY PHASES [AGES 11-21]

17. STATUTORY CURRICULUM DOCUMENTS, NATIONAL CURRICULA AND NATIONAL EXAMINATIONS/TESTING

a) National curricula in countries with regional and communal histories that are in conflict with the national master narrative or canon
b) The implementation and interpretation of statutory curriculum documents in classroom contexts
c) The correlation between national curricula, their implementation and pupil's classroom experiences
d) National and other curricula's impact upon teaching materials and classroom practice/pedagogy
e) The PISA [Programme of International Student Assessment], the OECD and PISA's impact upon History Education through governments' overt politicisation of national curricula.

18. ASSESSMENT – ITS NATURE, PURPOSE AND ROLE

a) The recording, monitoring and reporting of historical teaching and learning
b) Peer assessment, formative, summative and diagnostic assessment
c) Criterion based and norm-referenced assessment
d) Assessment based learning [teaching to the test] and its impact upon the curriculum and its implementation, i.e. teaching and learning [assessment based learning or learning based assessment?]
e) The impact of government inspection and examinations, testing and assessment

19. ASSESSMENT AND AWARDING BODIES

Assessment universally for History at the Secondary level is in the hands of Assessment and Awarding Bodies. These bodies gather extensive data, evidence, about examination performance that influences and shapes their curricula, in the context of government overview and guidance. Yet, this major, if not the major area of History Education research is something that the Education Research community has largely, if not totally, ignored.

With assessment driven / controlled history teaching – this is a vital area for the History Education community to consider.

AREA E. RESEARCHING HISTORY EDUCATION

a) The role, nature, activity, influence and findings of Assessment and Awarding bodies in History Education

20. RESEARCH AND EVIDENCE BASED HISTORY EDUCATION

a) Research design and approaches for both new and experienced researchers
b) Collaboration and partnerships between schools and universities and other agencies
c) Case Study Research - academic
d) Curriculum Development – school based
e) Curriculum Development – assessment bodies and government agencies
f) Curriculum Development – academically based in Higher Education
g) Evidence led policy and practice: institutionally grounded
h) Multi Methods Research [MMR], Mono Method Research
i) New frontiers in History Educational Research: theory, scholarship and practice
j) Qualitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis
k) Quantitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis
l) University research in collaboration with teachers
m) Researching Impact: control and pilot groups: Research, government / jurisdiction educational policy, curricula and professional development
n) Medical model of research involving practitioners at all levels, and their implementation

21. PRACTITIONER RESEARCH: THE INTEGRATION OF THEORY AND PRACTICE – PAPERS AND WORKSHOPS

a) Action research
b) Case Study Research – practitioner based
c) Curriculum Development – school based
d) Collaboration and partnerships between schools and universities and other agencies with a focus upon the impact of collaboration and partnership on all involved [n.b. a model widely adopted by the medical profession]
e) Evidence led policy and practice: institutionally grounded
f) Qualitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis
g) Quantitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis
h) University research in collaboration with teachers
i) Researching Impact: control and pilot groups
j) Research, government / jurisdiction educational policy, curricula and professional development
k) Medical model of research involving practitioners at all levels, and their professional development

COMPLEMENTARY WORKSHOPS

o   *The research workshops will take place* if possible within one of another conference session's two parallel strands.
o   *A single 90 minutes or two consecutive 45 minutes* workshops can be held in a strand.
o   *Workshops should be* theoretical, empirically grounded and fully conversant with the related literature, scholarship and research.
o   *Where there is an* **introductory paper for a workshop** *in a papers session, the* **workshop will be** *in the subsequent conference session if possible*

Workshop proposers need to submit an abstract for their **workshop in addition to** the abstract for the related, introductory conference paper.