

#1

**COMPLETE**

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**Started:** Saturday, December 01, 2018 7:33:04 PM  
**Last Modified:** Saturday, December 01, 2018 7:48:41 PM  
**Time Spent:** 00:15:37  
**IP Address:** 62.1.99.53

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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**Q2** Will you be presenting with anyone else? If so, please provide their details below

Theodora Papadimitriou, Euripidis Dimoulas, Elli Velliou, Dimitrios Liovas, Nikolaos Zarkadoulas

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

9f

**Q4** Type of Session: **Paper**

**Q5 Title of your proposed paper/session**

NEUROMINDPSYCHOLOGICAL MUSICOLOGICAL ASSESSMENT  
OF MUTABILITY OF FEELINGS  
IN THE CHILD

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**Q6 Keywords (up to ten key words)**

Feeling, emotion, sadness, joy, happiness, disgust, face, expression, expressive maturation

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**Q7 Abstract: of between 200 and 300 words**

Changeableness of feelings is the reason of difficulty of final correct explanation of messages (what thinks) of a person. The (endo-subjective: all subjects under the same conditions, to avoid influence of relevant factors on other subjects yes and no other) was carried out in Larissa, center of country, to provide almost equal opportunities for participation in each of its children of Greece. 24 boys and 24 girls (+6, +9, +11 years old) took part in study. A table of musical influences and creation of feelings (sadness, joy) was used. Wilcoxon and Whitney Mann tests (significance levels: 0,05, 0,005, 0,0005) were used for statistic analysis of the data. However, the useful elements were only in disgust, sadness and happiness. The most results were statistically important. Of course, several comparisons between factors and conditions were very useful. The results are the following. Feeling in children is expressed much less than it is experienced. 9 years old children have the best record in contrast to the 6 years old children, while 11 years old children have the best record in contrast to 6 years old children. However, there is no difference between 9 years old and 11 years old children. Psychological reasons in older children, particularly in boys, seem to in habit the neuropsychological expressive maturation in the experiencing of the feeling there are not substantial differences. These are also apparent in the mutability of the feeling, of experiencing and expression, which is better in 9 years old children, but also in 11 years old children, without difference between them, particularly in girls, more in positive feelings in contrast to 9 years old children. Expressive (mind) outcome is a combination of neuropsychological maturation (age) and psychosocial reasons (sex) in the general expressive ability, though which feelings are differentiated during the maturation of children.

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#2

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Sunday, December 16, 2018 9:40:16 AM  
**Time Spent:** 00:13:02  
**IP Address:** 86.181.130.115

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

14. Pedagogy & Didactics  
 h) the visual image

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**Q4** Type of Session:**Workshop****Q5** Title of your proposed paper/session

How do students, teachers and education professionals experience visual sources in the teaching and learning of History?

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**Q6** Keywords (up to ten key words)

visual  
pedagogy  
constructivist  
sources  
hybridity  
intertextuality  
truth-claims

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**Q7** Abstract: of between 200 and 300 words

The idea that the emerging global society is also the age of the “pictorial turn” (Jenks, 1998; Mitchell, 2005; Mirzoeff, 2015) is one in which the use of visual historical sources (VHS) in the teaching and learning of History in English secondary schools is situated. Yet there has been little research conducted into the ways such sources are experienced by teachers and students in the classroom, and the ways these are mediated by political, cultural and social forces. This workshop identifies, analyses and compares different experiences of visual historical sources for teachers, students and gallery educators, and considers the implications these have for teacher pedagogy. It is based on a qualitative study that draws upon a form of constructivist grounded theory (Charmaz, 2008, 2014), and uses thematic analysis, as well as a variety of theoretical positions to then help conceptualise the perceptions described and observed in the research; from notions of “thinking conjuncturally,” (Massey, 2005) to the hybridity of visual sources (Hall, 1990) and the idea of visual sources as “regimes of truth,” (Foucault, 1972). The findings illustrate how descriptions that emerge around the use of visual sources coalesce around seven main themes; access and engagement, acts of seeing, how images work, truth-claims, historical interpretation, intertextuality and pedagogical praxis. Within these, a number of axes are used to describe positions that may at times seem paradoxical. Ultimately, it is claimed that VHS have the capacity to be rich, powerful interpretive tools for the construction of History in classrooms, and benefit from being seen as distinct spatial puzzles and representations that need to be understood as working in the specific context of their medium.

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#3

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Thursday, January 03, 2019 1:20:44 PM  
**Time Spent:** Over a week  
**IP Address:** 83.165.111.59

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

In situ, I will be presenting alone, but other important researchers related to this work are:

Noelia Outeiral Pérez  
 Andrés Domínguez Almansa  
 Ramón López Facal

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA D. THE TEACHING OF HISTORY  
 15. History Education in The Early Years and Primary Phases [Ages 3-11]

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Historical memory in feminine: didactic innovation and educational research in Social Sciences

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**Q6 Keywords (up to ten key words)**

historical memory; conflictive memory; historical consciousness; gender; Spanish civil war; elementary education; social competences; learning of history; critical thinking

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**Q7 Abstract: of between 200 and 300 words**

This paper shows the results of a longitudinal case study that implemented a program in a Galician public elementary school (NW Spain). The initiative addressed the social significance of women, using as a reference the conflictive memory of the Spanish Civil War, which still today is forgotten in the primary education. The objectives were to check (1) to what extent students considered the historical memory from a gender perspective; (2) if they understood the past as an element that conditions the present and the future, and (3) if they were able to propose solutions to conflictive situations. The program had two phases, both during the internship of a pre-service teacher. They were carried out within the same group in two different years, when the students had 10-11 years old. A thematic analysis was conducted based on the teacher's notes and student's products. First, common ideas that were repeatedly used were identified and, subsequently, these ideas were grouped into broader themes. From the analysis, it can be advanced that: (1) students resignified the role of women in the Civil War; (2) they were more competent to learn and transmit history and (3) the combination of emotional and rational elements stimulated their critical thinking and empathy with the past. The emotion becomes important in a didactic practice that understands historical knowledge as a way to resolve pending issues with the past. Victims are considered an indispensable part of history and as a reference for a present that aspires to a fair future.

Domínguez Almansa, A., & López Facal, R. (2017). Conflictive heritages, civic competence and professional training in primary education. *Revista de Educación*, 375

Fine-Meyer, R., & K. Llewellyn. 2018. "Women Rarely Worthy of Study: A History of Curriculum Reform in Ontario Education". *Historical Studies in Education*, 30(1)

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#4

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**Collector:** Web Link 2 (Web Link)  
**Started:** Wednesday, January 16, 2019 11:33:09 PM  
**Last Modified:** Wednesday, January 16, 2019 11:36:53 PM  
**Time Spent:** 00:03:44  
**IP Address:** 121.217.57.92

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Heather Sharp</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

I am submitting a proposal for a Symposium to be co-presented with Niklas Ammert, Linnaeus University; Silvia Edling, Gavle University; and Jan Löffström, University of Helsinki (all details within the attached abstracts)

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Theme 5: Historical Consciousness

b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors

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**Q4** Type of Session: **Round Table/Seminar**

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**Q5** Title of your proposed paper/session

History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective.

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**Q6** Keywords (up to ten key words)

will email conference organisers with each of the four abstracts

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**Q7** Abstract: of between 200 and 300 words

will email conference organisers with each of the four abstracts

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#5

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Sunday, January 20, 2019 3:02:26 PM  
**Last Modified:** Sunday, January 20, 2019 3:10:04 PM  
**Time Spent:** 00:07:38  
**IP Address:** 86.166.216.17

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Email Address*	<b>heather.sharp@newcastle.edu.au</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Niklas Ammert, Linnaeus University;  
 Silvia Edling, Gavle University  
 Jan Löffström, University of Helsinki  
 full details in their individual abstracts

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Theme 5: Historical Consciousness

b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors

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**Q4** Type of Session: **Round Table/Seminar**

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**Q5** Title of your proposed paper/session

History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective.

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**Q6 Keywords (up to ten key words)**

Australia, citizenships, consciousness see historical: critical discourse analysis, curriculum, didactics, historical consciousness, history didactics (didaktik) – see didactics, History education, Sweden, moral consciousness, thinking – critical, thinking historically,

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**Q7 Abstract: of between 200 and 300 words**

Historical and moral consciousness is a relatively new term in the field of History education and, at least in the Australian context, is one that is still under-utilized in research. Framed within a German history didactics (didaktik) tradition understanding of historical and moral consciousness, this presentation reports on the development of this concept from 1980, when arguably it entered the History education domain (Marcus, 1980).

Research higher degree theses (Australian and Swedish) from 1980 to 2018 that contain the term historical and moral consciousness, historical consciousness, and/or moral consciousness were identified for analysis to determine the way in which they were applied to the research in question. The aim of the broader four-year project that this presentation draws from, and funded by the Swedish Research Council, is to increase knowledge about intersections of historical consciousness and moral consciousness in order to develop new theoretical tools for history teaching that can support education for democratic citizenship. Modern history teaching is expected to contribute to developing students' critical thinking and commitment to democratic values and human rights; yet there is little research on how historical interconnections are interpreted by students and linked to their moral consciousness.

Research higher degree theses are appropriate for analysis selection due to, as described by Holbrook et al and reported by Parkes (2018, p. 78) in a study that also analysed theses, investigating curriculum inquiry as a discipline within History education, as "postgraduate

researchers are the largest group involved in educational research within Australia (Holbrook et al, 2000), the research they produce is significant in its formation of the research field."

Since the 1980s a moral turn has taken place in historical scholarship in the sense that questions about moral right and wrong have been recognized as highly pertinent to the work of historians. Questions of historical responsibility have become prominent; indeed, the turn of the millennium is referred to as the age of apology, with reference to the numerous demands for reparation of past injustices (Gibney et al. 2008, Torpey 2006, Rudd 2008). Unsettled historical traumas have potential to fuel enmities and conflicts between countries as well as within societies, hence the increased concern for how to handle such trauma (e.g. Govier 2006; Long & Brecke 2003).

According to Jörn Rüsen (2004), historical consciousness can be considered a kind of narrative competence, ability to generate interpretations of the world with meaningful interrelations between the past, the present, and the future. Rüsen's theory of types of narratives implies differentiation between more and less developed narratives but it does not give an explicit hierarchy of the types. Rüsen has also an explicit interest in the moral element of historical consciousness: he has argued that in the narratives of historical change and continuity that people generate there is a moral dimension in that the narratives are stories about right and wrong. In consideration of Rüsen's theory and applying a critical discourse analysis approach (CDA), the theses are analysed according to their mapping of the field, noting key changes across the 38 year period. Conducting a study on the shifts of the application of the term, historical and moral consciousness, will provide a historical perspective to be gained on the use of this term, including which research tradition it has been linked to in the various research outputs.

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#6

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**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Thursday, January 24, 2019 1:52:36 PM  
**Time Spent:** 01:41:08  
**IP Address:** 84.227.222.253

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

A.3 - Mass Media & Public History – History and Entertainment  
 or  
 B.4 - Historical Culture and History Education

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

«With these exhibits many interesting things can be learned about past times»[1] – Representations of history lessons at playmobil®

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**Q6 Keywords (up to ten key words)**

Historical Culture; Playmobil; Material Culture; Play; Toys; History Education; Public History; Grounded Theory; Conception of History; History Class

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**Q7 Abstract: of between 200 and 300 words**

In 2018, Playmobil included a "History Class" as an addition to the "Furnished School Building" (Playmobil® Article No. 9455). The materiality of this toy, the selection of teaching media represented in coloured plastic (wall panel with timeline, loupe, parchment roll, stone axe, posters and other sources), conveys an idea of history education which seems to be based on hands-on learning, variety of methods, original encounter and work with historical sources. This image is additionally shaped by the manual of the toy, the pictures on the packaging and the various advertising texts.

At the conference, we would like to present an international research project in which children are interviewed with the help of toys as a stimulus to talk. On the one hand, the study is intended to capture interpretations of children about the toy "History Class". In addition, their ideas about "history lessons" should be surveyed in general. This is intended to collect the overall picture of how ideas of ideal history teaching manifest as social reality.

For the data collection, four group discussions (N = 32) are conducted with children aged 10 years in Germany and Switzerland. This international perspective should also show if there are cultural or regional influences on the children's concepts. The data is evaluated using grounded theory methodology.

[1] <https://www.playmobil.ch/de/klassenzimmer-geschichtsunterricht/9455.html> (3.12.2018).

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#7

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**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Wednesday, January 30, 2019 8:26:22 PM  
**Time Spent:** 00:05:06  
**IP Address:** 188.141.100.10

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Fionnuala Waldron, Peter Whelan, Maria Barry

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Public History and History Education (I think!)

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Narratives of the nation among Irish student primary teachers in the centenary of commemorations

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**Q6** Keywords (up to ten key words)

commemoration, narratives, historical consciousness, political history, public history, contested history

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**Q7 Abstract:** of between 200 and 300 words

Narratives of the nation among Irish student primary teachers in the centenary of commemorations

The island of Ireland is currently mid-way through the 'Decade of Centenaries' which marks significant events leading up to the independence of the Irish Free State and the establishment of Northern Ireland in the decade 1912 - 1922. This provides a rich context in which to interrogate ideas of nation, national identity and national histories. This paper reports on the findings of a study which examines how pre-service teachers in the Republic of Ireland construct their narratives of Irish history. Similar to a range of studies conducted elsewhere, (e.g. Olofsson et al. 2017; Angier, 2017; Havere et al. 2017), student teachers in the Republic of Ireland were asked to write their account of the history of Ireland.

A hybrid approach to thematic analysis, modelled after the inductive-deductive method described by Fereday and Muir-Cochrane (2006) was selected for the analysis of the student narratives. This approach combines both a data-driven inductive approach (Boyatzis, 1998) and a deductive a priori approach (Crabtree and Miller, 1999).

The narratives which emerged were multi-faceted and demonstrated the continuity of old narratives but also the emergence of new ones. Echoing the findings of McCully and Waldron (2014), these included some counter-narratives challenging the legitimacy of the dominant narrative of independent Ireland. The narratives also reveal something of how student teachers construct national identity and a continuation of binarised ideas on what it means to be Irish. This paper draws on a number of key ideas from this research and their implications for classroom practice.

References:

McCully, A. & Waldron, F. (2013). A question of identity? purpose, policy and practice in the teaching of history in Northern Ireland and the Republic of Ireland. *International Journal of Historical Learning, Teaching and Research*, 11(2), 145-158.

Létourneau, J. (2006). Remembering our past: an examination of the historical memory of young Québécois. In R. W. Sandwell (Ed.), *To the Past: History Education, Public Memory, and Citizenship in Canada* (pp. 70-86). Toronto: University of Toronto Press.

Rüsen, J. (2005). *History: Narration, Interpretation, Orientation*. New York: Berghahn.

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#8

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, March 04, 2019 12:18:25 PM  
**Last Modified:** Monday, March 04, 2019 12:22:50 PM  
**Time Spent:** 00:04:25  
**IP Address:** 86.179.156.78

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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No.

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Theme 11: School history and citizenship education

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Values in the history curriculum – British and other

**Q6** Keywords (up to ten key words)

history education; citizenship; civic virtue; values and dispositions; national exceptionalism and education; discourse; diversion

**Q7 Abstract:** of between 200 and 300 words

The research is located in England and focuses on the question of what values and dispositions (if any) should form part of a historical education in schools, and what contribution history in schools might contribute to civic virtue, that is to say, the cultivation of 'good citizens', in the context of living 'a good life' in the twenty first century.

In England, as in many other countries, arguments about the form and purpose of school history have tended to focus primarily on the question of what substantive historical content should be taught to young people, and the role which disciplinary understanding of history should play in school history. This has led to a great deal of debate on the extent to which second-order or 'disciplinary' concepts, such as interpretation, significance, causation, chronology (amongst others) should be part of school history.

The question of what values and dispositions might form part of a historical education has been less frequently discussed, in spite of quite radical changes in the National Curriculum specifications relating to the aims, values and purposes of the school curriculum. One exception to this is the stipulation that all schools and teachers should promote the teaching of 'fundamental British values' (DfE, 2014). These were defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths.

The research examines the discourse of policy makers and history educators and suggests that there is a tension between these groups over the role of values and dispositions in history education which presents difficult dilemmas for history teachers in schools in England.

Although the research is based primarily on the English context, comparisons are made with other education systems, and the issues involved with the research are relevant to history education in many other countries.

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#9

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Tuesday, March 12, 2019 6:36:57 PM  
**Time Spent:** 00:10:30  
**IP Address:** 79.130.77.129

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Panayotis Kimourtzis (Associate Professor, Educational Policy and History of Education, University of Aegean, Rhodes, p.c. 85100, Greece, kimourtzis@rhodes.aegean.gr).

Giorgos Kokkinos (Professor, History and its Didactics, University of Aegean, Rhodes, p.c. 85100, Greece, kokkinos@rhodes.aegean.gr).

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

"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".

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

"The street children"

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**Q6** Keywords (up to ten key words)

History curriculum, thematic study, representations, art, child labor, multi-modal historical sources

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**Q7 Abstract:** of between 200 and 300 words

In 2018 the Greek Institute of Educational Policy announced the new History Curriculum for Compulsory Education, which has already been adopted officially, partly at least, by the Greek Ministry of Education & Religious Affairs. The aims of the new History Curriculum include: the shaping of a genetic historical consciousness; the development of historical thinking, democratic consciousness, and humanitarian values; the development of a pluralistic and tolerant national identity, appropriate for nowadays democratic and intercultural societies.

Taking into account the current affairs in the Greek school history education, regarding, especially, the field of everyday practices, the introduction and implementation of the new History Curriculum might work as an intervention strategy in the same field, aiming at: a far more intimate relationship with what is considered as “history of the historians”, i.e. the history which the community of the professional historians develops; the introduction of methodological tools of the New History; linking the history teaching practices, respectively, with those of the social and political sciences; the promotion of issues of social and cultural history.

In this context, “the street children” represent a teaching proposal, one possible implementation of a thematic file (“Children at work and at school, 19th-21st centuries”), which, in its turn, consists an integral part of the new History Curriculum.

The “street children”, as a didactic approach, has been constructed in such a way as to express and promote, at the same time, the aforementioned features of the new History Curriculum. Moreover, it leans on the use of multi-modal historical sources, on turning the classroom into a “history-lab”, on group-cooperative learning. It aims at raising awareness, rendering the pupils sensitive regarding the social problem of “street-children”, and helping them to use their historical knowledge in order to reflect on current versions of the same problem.

Athens, 12/3/2019

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#10

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, March 28, 2019 2:41:31 AM  
**Last Modified:** Thursday, March 28, 2019 2:48:52 AM  
**Time Spent:** 00:07:21  
**IP Address:** 130.195.253.42

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

NO

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Research and Evidence Based History Education

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

But what do they really think? Methodological challenges of investigating young people's perspectives of war remembrance.

**Q6** Keywords (up to ten key words)

methodology; remembrance; War; commemoration; perspectives; memory; symbolism

**Q7 Abstract:** of between 200 and 300 words

This paper problematizes the methodological challenges of investigating how young people in New Zealand and the United Kingdom negotiate the process of war remembrance and commemoration of the First World War. While young people have played a prominent role in commemorative activities and are encouraged to participate in practices of remembrance that keep particular cultural memories of the First World War experience alive, they have limited agency in how they participate in rituals of remembrance. They are publicly discouraged from considering the purpose of war, military involvement in contemporary society or which narratives of war are being commemorated at the expense of others (such as soldiers who were executed for reasons such as “desertion” or “cowardice” or conscientious objectors). In this context conceptualizing how young people participate in remembrance activities is methodologically challenging given their closely circumscribed role in remembrance activities and the expectation that they demonstrate an emphatic, reverential demeanor that respectfully acknowledges the experience of war and those who died in it. This is further complicated as the nature of remembrance changes from generation to generation and in the case of the First World War (where there are no longer living veterans) it has become a mediated or second-hand reality that is part of powerful national myths about identity. Young people are at a distinct disadvantage in thinking critically about contemporary portrayals of the First World War as they are far removed from the actual events remembered. Furthermore questioning and critique is, in large part, neither encouraged nor welcomed. To paper explores this question in relation to recent research projects with the aim of developing youth-centered, inclusive and participatory methodologies that unpack the cultural memories of war and where young people’s voices are prominent in the research process.

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#11

**COMPLETE**

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**Last Modified:** Monday, April 01, 2019 3:18:37 AM  
**Time Spent:** 00:03:54  
**IP Address:** 211.27.182.127

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No. I will be presenting as an individual.

---

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Research and Evidence Based History Education : New frontiers in History Educational Research: theory, scholarship and practice

---

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

'Making intercultural ground in history educational research: a conceptual and theoretical approach to secondary history education'.

---

**Q6** Keywords (up to ten key words)

Intercultural, interculturality, history education, historical thinking, secondary history teaching and learning, perspectives.

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**Q7 Abstract:** of between 200 and 300 words

This paper takes a historical understanding of history education to explore the concept of interculturality for history teaching and learning; a new frontier in history educational research. Part of a larger study conducted in Australia from 2016 to 2018, this paper presents a conceptual and theoretical approach to history educational research and practice for teachers at the secondary school level. The research, set in Victoria, Australia, is contextualised by recent reforms to history curriculum, brought about by the introduction of the Australian Curriculum, which began with version 1.0 late in 2010 and progressed to a national implementation model Foundation to Year 10, version 8.3, from 2018. The Australian Curriculum is intended to be used flexibly by schools and values teachers' professional knowledge in reflecting local contexts and accounting for individual students' family, cultural and community backgrounds. The Australian Curriculum includes intercultural understanding (ICU) as one of seven mandated general capabilities. This specific curriculum policy raised questions for history teaching and learning as the enacted curriculum and was the impetus for the research proposal.

The larger study employed a methodology of crystallisation and discourse analysis to interrogate data generated through six focus groups comprising of twenty-four history teachers. The research question asked, 'How do teachers conceptualise interculturality for history teaching and learning'. The findings of the study demonstrate a gap between curriculum policy and the enacted history curriculum based on a serious lack of theoretical underpinning for interpreting interculturality for history teaching and learning. In response to this gap, this paper presents the conceptual framework developed for the study and a new theoretical approach which evolved from the data analysis.

This paper draws on the scholarship of key theorist and educationalist Jörn Rüsen to explore the shaping of historical consciousness and historical thinking at the school level (Lee, 2004; Rüsen, 2004). It melds the fields of intercultural education and history education to disrupt Western dominance in historical thinking by differentiating between perspectives, or at least to identify what is specifically Western (Rüsen, 2002) in the delivery of historical content knowledge. The new theory presented in this paper is intended for history teachers and looks toward teaching intercultural history as an educational strategy on a global level.

Lee, P. (2004). Walking backwards into tomorrow: Historical consciousness and understanding history. *International Journal of Historical Learning, Teaching and Research*, 4(1), 226-234.

Rüsen, J. (2002). *Western historical thinking: an intercultural debate* (Vol. 1): Berghahn Books.

Rüsen, J. (2004). *History : narration, interpretation, orientation* / Jörn Rüsen: New York : Berghahn Books, 2004.

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#12

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Wednesday, April 03, 2019 11:30:03 PM  
**Last Modified:** Wednesday, April 03, 2019 11:48:22 PM  
**Time Spent:** 00:18:19  
**IP Address:** 68.149.3.127

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No, I will be presenting a paper alone.

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

My proposal relates to the following themes and topics. It can be included in any of these categories; however, I would suggest it best fits into "1. Public History and History Education."

## 1. Public History and History Education:

e) Historic sites: e.g. monuments, statuary, displays, plaques, place names and museums for the exploration and illumination of local, national and global history

## 6. Identity and History Around Us: Family, Community, Heritage and The Environment

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

d) exploring the environment, its heritage and memory sites

- museums

---

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Forget-Me-Not: The Legacies of Beaumont-Hamel at "The Rooms" (St John's, Newfoundland and Labrador, Canada)

---

**Q6** Keywords (up to ten key words)

- History Education
  - Public History Education
  - Museum Education
  - Historical Thinking
  - Public Programming
  - First World War History Education
  - Newfoundland Regiment
  - Beaumont-Hamel
  - Memory
  - Commemoration
- 

**Q7** Abstract: of between 200 and 300 words

"The Rooms" is Newfoundland and Labrador, Canada's provincial museum, archives, and art gallery. On July 1, 2016 the museum launched a new permanent exhibition to mark the centenary of the Newfoundland Regiment's advance at Beaumont-Hamel, entitled "Beaumont-Hamel and the Trail of the Caribou." They also introduced a new educational program for secondary students, "Soldiers' Stories: Newfoundlanders and Labradorians at War." This program uses primary sources and interactive exhibition spaces to teach about Newfoundland and Labrador soldiers' experiences during the First World War. Grounded in social constructivism, my study will evaluate the extent to which "Soldiers' Stories" facilitates students' historical thinking in history education.

Peter Seixas' historical thinking framework consists of six historical thinking concepts (HTCs): historical significance, evidence, continuity and change, cause and consequence, historical perspectives, and the ethical dimension. Seixas' framework is frequently cited in scholarship, and Canadian educators increasingly employ it to facilitate learners' understanding of historical events and processes. Drawing from research conducted by Seixas and other scholars such as Catriona Pennell and Alison Kitson, my paper will begin with a discussion of historical thinking in Canada and current trends in First World War public history education. Then, using data collected via program evaluations, staff interviews, and observations, I will determine which of the HTCs are incorporated into "Soldiers' Stories." I will also examine what legacies of Beaumont-Hamel students learn during "Soldiers' Stories."

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#13

**COMPLETE**

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**Last Modified:** Tuesday, April 16, 2019 8:53:45 PM  
**Time Spent:** 00:02:38  
**IP Address:** 138.87.170.59

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Theme: (#20) Research and Evidence Based History Education  
 (c.) Case Study Research- academic

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Images, Collective Memory, and Forging Historical Narratives: A Study of Teaching and Learning the African-American Civil Rights Movement

---

**Q6** Keywords (up to ten key words)

pedagogy, curriculum, teacher education, enquiry, historical thinking, race, visual literacy

---

**Q7** Abstract: of between 200 and 300 words

This paper explores a recent study of how American teacher candidates shape and reshape historical narratives of the African American civil rights movement. The qualitative study, part of an undergraduate course entitled, “The United States in the Twentieth Century: Thinking and Learning about the American Past,” aimed to bridge the existing gap between historical content and pedagogy in higher education and provide opportunities for future history teachers to explore provocative issues within the explicit context of the scholarship in history education. The specific case study examines the role of primary sources and different types of historiography in influencing the perceptions of history education students as they broaden their understanding of what historian Jacqueline Dowd Hall described as the “long civil rights movement.” Using journal articles, survey textbooks, a graphic novel, and an array of provocative primary sources, the investigation compared emerging teachers’ historical thinking and their creation of teaching narratives as they encountered varied historical evidence. Such research offers an opportunity to explore how history departments can best prepare future teachers to understand and utilize the complexity of recent historiography in the classroom. Employing recent scholarship on the history of photography associated with the movement, the study’s conclusions about the persistence of conventional narratives also underscore the problematic role of iconic images in both enriching and limiting both collective memory and history curricula. In terms of the civil rights movement, this research and similar efforts hold great potential for helping historians - as faculty, secondary teachers, students, and citizens - craft what Hall referred to as “novel forms of storytelling” capable of reflecting the broad yet unfinished social revolution that speak to a new generation of students.

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#14

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:09:16  
**IP Address:** 95.101.13.156

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Mikko Puustinen  
 mikko.puustinen@helsinki.fi

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Area C, 8. Critical Disciplinary Thinking in History – Thinking Historically,  
 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

---

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Evidence or ornament? - Comparing disciplinary literacy practices in history classrooms in primary and upper secondary schools

---

**Q6** Keywords (up to ten key words)

History education, historical thinking, historical literacy, upper secondary school, primary school

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**Q7 Abstract:** of between 200 and 300 words

Based on their education, class teachers in primary schools and history subject-teachers in upper secondary schools do not often have similar competencies regarding disciplinary knowledge in history. While history subject-teachers in Finland are required to have a Master's degree in history, primary school teachers usually earn only 3-5 ECTS credits in history. This gap in competencies is expected to translate into more sophisticated and demanding literacy practices in upper secondary history classrooms than in primary schools. In the present study nine primary school teachers and nine subject teachers were observed during the academic year 2018-2019 in Finland. The observation tool, originally created by Nokes (2010), was modified for the present study and pre-tested several times. Both quantitative and qualitative data was gathered concerning the type of texts and classroom activities in the classrooms. Each teacher was interviewed following the observation period.

The results show that several types of texts were presented in history lessons but were mostly used as a means for illustrating and supporting an already established fact, not for historical inquiry. The interviews revealed that history subject-teachers acknowledged the interpretative nature of history. However, in the lessons they failed to teach disciplinary literacy practices (sourcing, corroboration, contextualisation). By contrast, primary school teachers were less aware of the disciplinary nature of history but were nevertheless able to incorporate literacy practices in their instruction. Lessons in upper secondary schools were dominated by lectures and the occasions where students were asked to work with documents, strategic advice on source work was absent. Primary school teachers relied heavily on the textbook. If the textbook provided materials for working with sources, they were usually utilized.

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#15

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:14:55  
**IP Address:** 2.23.172.84

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Public History and History Education  
 Controversial, Contested and Sensitive Issues  
 Identity and History Around Us: Family, Community, Heritage and The Environment

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Fraud and political spin in Casino 20th of March 1848: The Danish constitution as mythological 'place' of memory and forgetting in history textbooks and political discourse in the 2000s

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**Q6** Keywords (up to ten key words)

Places of memory and forgetting  
 Reproduction of ethno-cultural myths in textbooks  
 Ideological criticism

---

**Q7** Abstract: of between 200 and 300 words

The 20th March 1848, the Danish national liberal politician Orla Lehmann made a speech, which steamed up the audience of 3000 men in the Casino theatre in central Copenhagen. As he spoke, Lehmann claimed, a revolt was taken place in Schleswig–Holstein, the two German duchies, which were an integrated part of the Danish absolutistic state. Schleswig-Holstein wanted secession from Denmark, and successive incorporation into the German confederation (Deutsche Bund). The severe situation demanded a regime change, Lehmann and his associates claimed, the king had to descend from power, and introduce a liberal constitution and democratic rights for all – in accordance to the will and assertions of the popular movements at the time. The next day, 20.000 people headed for the kings palace, in a state of national euphoria. While meeting the crowd, the wise and popular king Frederik the Seventh, declared that he had already decided to meet the claims of the people. In this way, Denmark had a smooth and peaceful transition from absolutism to democracy, in contrast to the bloody and chaotic revolutions elsewhere. And so the story goes... The problem is that this narrative relies on a fraud. Lehmann deceived the public. He knew very well that there was no revolt in Schleswig-Holstein. He invented it in order to pave the way for a national liberal power takeover. Lehmann's speech was what we today would name a political spin. However, Lehmann and his associates knew that the stakes were high. One was a potential civil war, which actually followed from 1848-1850.

History textbooks, designed for primary and secondary school, published in the 2000s, sometimes mention the Casino meeting and Orla Lehman's speech. However, they do not mention the fraud at all. Consequently, its catalyzing role in provoking the civil war is silenced. In this paper, I investigate, what can explain this absence? I propose a part of the answer is Roland Barthes' semiotic understanding of national myths. Finally, I invite to discuss how to handle a dilemma: To what extent should history classes (re)produce etno-cultural traditions and myths? Alternatively, is ideological criticism to be strengthen?

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#16

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Tuesday, May 28, 2019 5:27:44 AM  
**Time Spent:** 01:08:44  
**IP Address:** 65.158.114.231

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

The teaching of History

Pedagogy and Didactics: The history teachers' craft, teaching styles and pupil progress

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

Exploring secondary History teachers' disciplinary and pedagogical reasoning and practices in Ghana

**Q6** Keywords (up to ten key words)

history; disciplinary reasoning; pedagogical reasoning; pedagogical practice, historical understanding; constructivism

**Q7 Abstract:** of between 200 and 300 words

History Education in Ghana aims to equip students with the skills of sourcing, corroboration, and context-based analyses and interpretation of evidence (Ministry of Education, 2010). This suggests that Ghanaian History students are to be actively engaged in constructing their understandings of history. However, while the benefits of the constructivist approach to History is acknowledged (e.g. Favero, Boscolo, Vidotto, & Vicentini, 2007; Maloy & LaRoche, 2010), evidence from the classroom as to the enactment of this mandate is limited. This research project used data from in-depth interviews, classroom observations, follow-up interviews, and teacher portfolio documents collected from fifteen public senior high schools in the Central Region of Ghana to explore this issue. Findings showed that participants conceived of history as a dialogue connecting the past, present and future, recognised the constructive and verificative role of evidence, and viewed history as an objective discipline. In terms of pedagogy, consideration of students' knowledge and abilities featured prominently in participants' planning decisions and actions but classroom practices showed a wide adoption of narrative approaches to History teaching. The study concluded that there was a dissonance between participants' reasoning and practices and that factors such as lack of institutional support, lack of resources, nature and scope of the History curriculum, and examination pressures were constraints to constructivist practice.

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#17

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Thursday, May 30, 2019 10:43:45 AM  
**Time Spent:** 00:06:16  
**IP Address:** 65.158.115.14

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

History Education in The Early Years and Primary Phases [Ages 3-11]

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Children Textbooks – Promotion of Historical Thinking in The Early Years and Primary Phases

---

**Q6 Keywords (up to ten key words)**

Children's textbooks and their influence; Resources for the primary phase; Constructing the past; National curricula and Textbooks – their nature, role and function;

---

**Q7 Abstract: of between 200 and 300 words**

**HisDeKo – Historical Thinking and Competence Development**

The research project "HisDeKo" based on current competence structure models of historical thought (Schreiber et al. 2006) and deals with various aspects of competence-oriented historical learning in primary education. One research focus is the analysis of learning tasks for historical learning in textbooks with regard to their competence orientation and the support of a differentiation of competences in historical thinking.

**Teacher Professionalism and Written Learning Tasks**

Being able to plan, organise and reflect lessons according to scientific findings is an essential element of teacher professionalism. For this reason, learning tasks in textbooks represent central planning, control and evaluation instruments for subject teaching, which should be concretised in line with the respective competence models. For the analysis of written tasks of historical learning, a specific, competence-oriented task analysis and development instrument was developed within the framework of HisDeKo, which has already been used in classifying, process-oriented and educational-course-focusing analysis steps. Our research results from 2010 and 2015 revealed deficits with regard to the competence orientation of written tasks for historical learning as well as with regard to curricular knowledge development (Becher & Gläser 2017). Due to the further (re)orientation of subject-specific curricula and their impact on the (re)design of textbooks, the results of the analysis of very current textbook series will be presented and discussed for this lecture. Whether and how competence-oriented historical learning in primary education can be supported by these textbooks and how the task analysis and development instrument can be used to generate a domain-specific, competence-oriented task culture in teacher training will also be explained and discussed.

**Literature:**

Becher, A. & Gläser E. (2017): Lehrerprofessionalität und Lehrwerke zum historischen Lernen. Eine Analyse schriftlicher Lernaufgaben aus sachunterrichtsdidaktischer Sicht. In: Waldis, M. & Ziegler, B. (Hrsg.): Forschungswerkstatt Geschichtsdidaktik 15. Beiträge zur Tagung „geschichtsdidaktik empirisch 15“. Bern, 151-162  
Schreiber, W. et al. (2006): Historisches Denken. Ein Kompetenz-Strukturmodell. Neuried

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#18

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Friday, May 31, 2019 12:40:52 AM  
**Time Spent:** 00:03:46  
**IP Address:** 104.71.131.11

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

16. History Education in Tertiary Phase

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

Teaching History in Australian Universities: encounters in historical scholarship, evidence and practice

**Q6** Keywords (up to ten key words)

History education, universities, historians, evidence

**Q7 Abstract:** of between 200 and 300 words

Mapping the work of historians teaching and researching in contemporary universities reveals the breadth and multiplicity of a diverse and highly reflective discipline (Booth, 2014, Griffiths, 2016). This presentation draws from a series of qualitative interviews with fifty historians working in thirteen Australian universities where they discussed their approaches to evidence, philosophy and theory in the classroom. The historians' discussions were marked by philosophical and ontological shifts that highlighted the multiple ways for expanding the boundaries and territories of the history classroom. At a practical level, historians are encouraging students to reconsider spatial and material perspectives of all things; from the micro stories of local community to the global dimensions of meta-data. Students are asked to rethink the body, re-imagine emotions, consider human rights in a global world, and to stretch the parameters of time and place. These ideas and themes are bound up with the contemporary global debates of transnationalism and the posthuman world. Students of history are exploring these ideas through multiple forms of evidence often from newly accessible (and ever-expanding) digital databases and tools (Kelly, 2013). History academics in Australian universities are navigating the often difficult demands and pressures of the contemporary higher education sector yet the interviews revealed a commitment to the further development of a dynamic disciplinary scholarship and to the students who are the teachers and leaders of the future.

References

- Booth, A. (2014). *History Teaching at its Best*, Ripplround Publishing: Borrowash, UK.  
Griffiths, T. (2016). *The Art of Time Travel: Historians and their craft*, Black Inc: Carlton, VIC.  
Kelly, M. (2013). *Teaching History in the Digital Age*, University of Michigan Press: Michigan.
-

#19

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Saturday, June 01, 2019 2:07:14 PM  
**Last Modified:** Saturday, June 01, 2019 2:11:43 PM  
**Time Spent:** 00:04:29  
**IP Address:** 2.18.255.70

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

N/A

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

[20] Research and evidence based history education: Case study research

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

What are the issues associated with using historical film's moving images in the history classroom regarding historical understanding?

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**Q6** Keywords (up to ten key words)

History education, moving images, understanding, historical understanding, Malta, students, secondary, history classroom

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**Q7 Abstract:** of between 200 and 300 words

This paper explores issues associated with using historical film's moving images in the history classroom regarding historical understanding. Considered as non-fictional representations of the past, moving images in this study comprised broadcast images of historical events on newsreels, news broadcasts and documentaries. The development of historical understanding is an important objective in history education and is dependent on the use of substantive (content) and procedural (second-order concepts) historical knowledge and placed within a wider historical framework. Knowing about issues concerning understanding in a classroom in which moving images are used is important in order to help students develop a sophisticated understanding of the past and derive the best educational value from moving images.

The case study involved two cohorts of Year 11 students (aged 15/16 years) following the history option programme in a Maltese state secondary school. Each cohort was taught for a scholastic year and moving images were used as sources in history lessons. Data consisted of teacher-students whole-class dialogues, semi-structured group interviews and samples of students' written work. Findings indicated various issues: making connections with the visual and auditory content; using knowledge of one form to shape another; discussing forms of historical knowledge in relation to each other; connecting with the wider historical picture; and using various language strategies to construct meaning. It is argued that these issues offer a characterisation of historical understanding when analysing broadcast footage of historical events in a constructivist classroom. It is suggested that underlying these issues was the activation and deployment of prior historical knowledge. Based on this, I highlight the importance of maximising on opportunities provided by moving-image sources to support students' understanding, particularly the co-construction of knowledge in whole-class discussions.

Word count: 280

References:

Cutajar, A. (2018). Students' expressive engagement with historical film's moving images in a Maltese secondary school history classroom. *History Education Research Journal*, 15(2): 355-68. DOI <https://doi.org/10.18546/HERJ.15.2.14>

Cutajar, A. (2017). Motivation, engagement and understanding: A study of using moving-image sources in a Maltese secondary history classroom. Unpublished PhD thesis, University of York.

Donnelly, D. (2013). Teaching history using feature films: practitioner acuity and cognitive neuroscientific validation. *International Journal of Historical Learning, Teaching and Research*, 12(2): 16-27.

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#20

**COMPLETE**

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**Time Spent:** 00:28:18  
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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA D. THE TEACHING OF HISTORY  
13. Curriculum Development, Implementation and Evaluation

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**Q4** Type of Session: Paper

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**Q5** Title of your proposed paper/session

History education: implementation in the Curriculum and School Practices

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**Q6** Keywords (up to ten key words)

History Education; Curriculum; "Historical Class".

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**Q7 Abstract:** of between 200 and 300 words

The following research is based on another research carried out in the context of History Education and is being developed along with the Research Laboratory in History Education (LAPEDUH), linked to the Post-Graduation Program in Federal University of Paraná (UFPR), Brazil, under the coordination of Profa. Dr. Maria Auxiliadora Schmidt. A syllabus is considered as a "process by which tradition is invented," as "something to be defended" and which, over time, is subject to change, construction and reconstruction (Goodson, 2001). According to this perspective, it can be said that the conception of History Education was inserted within the school curriculum of the municipality of Curitiba, in 2006, through the document entitled Curriculum Guidelines for Municipal Education of Curitiba (CURITIBA, 2006). In 2014, these guidelines went through changes and reformulations, with the participation of teachers from municipal schools, receiving the title: Elementary School Curriculum (CURITIBA, 2016). In this curriculum, the concept of "Historical Class" was adopted as a methodology for learning. This concept was constructed by Schmidt (2017) from the disciplinary matrix of science of history in the perspective of Rüsen (2001). The current phase of this research consists in analyzing how the implementation of this curriculum is taking place in municipal schools (grades 6-9). For that, a qualitative research methodology was adopted from the Grounded Theory perspective (BOGDAN & BIKLEN, 1994). The empirical data were obtained from teacher practice expressed in the works presented in the Seminars of History Education (CURITIBA, 2016; 2017). As a conclusion, although partial, it was found that, in the two seminars, twenty-three papers were presented, and thirteen papers were developed from the "Historical Class", that is, some teachers perceive that it taking methodological procedures used by historians to the classroom is mandatory, as well as the use of historical sources.

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#21

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Single presenter

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA D. THE TEACHING OF HISTORY – Curricula, Pedagogy and  
 Didactics, History Teaching, 3-11 and 11-21, Assessment  
 14. Pedagogy and Didactics: The History Teachers' Craft Teaching  
 Styles and Pupil Progress Pedagogic & Didactic Network of Teaching  
 Protocols including: The Moving Image: film, video, web cams

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Using feature films for the development of historical consciousness: Research and practice.

**Q6** Keywords (up to ten key words)

feature film, pedagogy, historical consciousness, historical imagination, qualitative research, teaching strategies.

**Q7 Abstract:** of between 200 and 300 words

In the digitally reliant 21st century, the exclusivity of printed sources for investigating and interpreting the past has been eroded, and other modes of historical interpretations, such as film, virtual reality simulations and online museums, have found a growing audience and influence. History education has followed suit in Australia with a range of multi-modal sources commonly featured in History teaching programs (Donnelly, 2018). Film has become an increasing popular choice as teachers strive to engage a student population accustomed to multi-modality and with technological upgrades facilitating viewings in learning spaces. This paper presents the findings of an Australian History teacher practice project, which explored the use of feature film in a three-phase (survey, interview, case study) qualitative research design.

This research project found that feature film as historical re-creations appeal to the cognitive and emotional and that this endows them with an enduring impact that can be exploited by teachers in epistemological and ethical investigations and lead to the development of metacognitive frameworks of historical understanding and consciousness. Many of the history teachers interviewed and observed found that engagement with these visual and multi-modal constructs enriched their pedagogy and made the classroom encounters more significant and relevant to students' world life, outside and beyond school. This paper discusses the findings in relation to the potential of feature films to impact historical consciousness and proposes a model of the pedagogical mechanisms evidenced in the data. Implementation strategies and practices are further illustrated by reference to two teaching protocol exemplars.

Reference:

Donnelly D.J. (2018). Contemporary multi-modal historical representations and the teaching of disciplinary understandings in History, *Journal of International Social Studies*, 8, 113-132.

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#22

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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---

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Identity and History Around Us.

Oral History, Oral History Education or

Controversial, Contested and Sensitive Issues

Holocaust Education

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Oral history in teaching Holocaust:

Critical thinking, valuing otherness, creativity

**Q6** Keywords (up to ten key words)

oral history, school history, Holocaust, Nazi's propaganda, critical thinking, racism, creativity

**Q7 Abstract:** of between 200 and 300 words

Oral history constitutes a critical reflective research and learning process. It brings to light hidden aspects of the past and at the same time it supports different perspectives and interpretations due to its participatory and democratic character. Oral history can transform attitudes and values.

A class of eleven years old pupils at a primary school in northern Greece discovered during an action research that the first pupils of their school were Jewish, who lost their lives due to Nazi during Second World War. Pupils had an active role in the historical research. They collected and analysed oral testimonies of people who lived in that period and compared them to the written sources kept in the school archive. In addition, they used oral histories to provoke and change stereotypes about Jewish people even today. They discussed the issue of constructing the image of the enemy other and discern the impact of Nazi's propaganda. Furthermore, pupils valued the importance of the deeper understanding of the other people and of the self, as oral history promotes. Thinking reflectively about the past, pupils also realized their stereotypes about their schoolmates, who derived from different backgrounds. The phases of action research and the applied educational activities aimed at enabling pupils to use oral histories critically, to reconstruct their school history and interpret the historical context of World War II in creative ways, such as making reminiscence boxes, plans, semantic maps and writing newspaper features, letters and poetry.

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#23

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Thursday, June 06, 2019 2:15:15 PM  
**Time Spent:** 00:06:22  
**IP Address:** 23.219.38.174

---

## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

We have a session/symposium, titled: Finnish Teacher education challenging traditional school history

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Session: Teacher Education

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Finnish Teacher education challenging traditional school history

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**Q6** Keywords (up to ten key words)

Finland, history teaching, teacher education

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**Q7 Abstract:** of between 200 and 300 words

Finnish Teacher education challenging traditional school history

This symposium consisting of four presentations will focus on the History didactics in Finnish Teacher education. The session will begin with a short general introduction to teacher education in Finland.

Mikko Puustinen

Interpretative intentions lost in transformation? Teacher education challenging traditional school history

During recent decades, Finnish teacher education has developed from a prescriptive and practice-oriented model towards having a research-based orientation wherein students are encouraged to construct personal practical theories. This development resembles the shift from curriculum Future 1 to Future 2 described by Young and Muller (2010). Unlike a Future 1-like prescriptive orientation, ready-made models are not given. Therefore pedagogical practices that promote disciplinary knowledge have to be part of teachers' epistemological beliefs and PCK. TE has to challenge the beliefs of many student-teachers and the pressure of surrounding society. For teacher educators, the situation is even more complex since student-teachers share their time between department of education, history department courses and teacher training schools.

Matti Rautiainen

Novice history teachers – implementing thinking or remembering?

In Finnish system, teachers are highly autonomous professionals, and teacher education is focused on initial teacher education. All teacher are fully qualified as well as equal members of the teachers' community. In the presentation, focus is on history teacher education. The data (n=39) consists of students' writings and interviews concerning their pedagogical thinking at the end of their pedagogical studies. Students' pedagogical thinking reveal, what kind of approach towards history teaching they have after studies, just before they will start their career as teachers. In addition, it reveals how well students have assimilated objectives of TE.

Anna Veijola

How to train skilled history teachers?

According to Finnish Curriculum, history teaching should stress historical thinking. However, studies have shown that history teaching is still mostly lecturing with teachers emphasizing content knowledge. In history teacher education, we have attempted to break away from this tradition through enquiry-based learning projects. In this presentation, we discuss how our students understand historical knowledge and skill-based history teaching, based on interviews. We also ponder how we can (based on students' attitudes towards history and its teaching) guide our students to become more open-minded history teachers, ready to accept broader conception of the discipline.

Riitta Tallavaara

What is important in history teaching? Class teacher students' perceptions

In the class teacher education programme history courses are part of the multi-disciplinary studies in subjects and cross-curricular thematic modules taught in basic education. The amount of history studies is very limited and therefore the main focus in the studies is to emphasize historical thinking instead of content knowledge. For this purpose a model, where meaningful learning experiences are in great part, has been developed in the JYU TE. In this presentation, this model is described and class teacher students' perceptions of teaching history before they start to study according to this model are examined. Data (n=93) consist of students' writings, which they wrote in the beginning of their history studies.

#24

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

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

**Q4** Type of Session: **Round Table/Seminar****Q5** Title of your proposed paper/session

DIDACTICS MANUALS AND MEDIATIONS BETWEEN HISTORICAL CULTURE AND SCHOOL CULTURE: THE CASE OF NARRATIVES ABOUT ISLAM IN BRAZILIAN AND PORTUGUESE TEXT BOOKS

**Q6** Keywords (up to ten key words)

Historical narrative; Textbooks; History education; Historical learning; Historical culture and school culture; Didactics of history.

**Q7 Abstract:** of between 200 and 300 words

The aim of this work is to analyze narratives about Islam present in Brazilian and Portuguese textbooks, focusing about the mediation function of didactics manuals, in the relations between school culture (FORQUIN, 1993) and historical culture (RÜSEN , 2012) made by me in the year 2018 for the conclusion of the Doctoral Thesis. It was based on the assumption that historical learning, and therefore the teaching of history, take as reference the formation of historical consciousness, constituting the articulations between substantive concepts — in this case, the content about Islam; and epistemological concepts, exemplified in and by the construction of historical narrative. From this articulation, the textbooks can be perceived as one of the main references for the development of the competences of attribution of meanings in and by historical narrative. The analysis of Portuguese and Brazilian textbooks allowed results and conclusions, mainly, the absence of Islam as a relevant subject to be taken as an evaluation criterion. In addition, we observed the depersonalization of the narrative about Islam, characterized by the way it appears in the textbooks, which opposes the perspectives of a didactics of history more focused on didactic transposition (CHEVALARD, 2000) and that focused on didactics of history theory which has as its specificity the reference to the Matrix of Didactics of History and the Jörn Rüsen's narrative paradigm. These results suggest that, like the theme of Islam, considered as a controversial theme of history, due to its repercussions in the contemporary world, other controversial themes of national an/or universal history are presented as complex to be worked on. Indded, They can be excluded from the teaching and learning of history if they are not considered in their contribution to the development of the narrative competence of attribution of meanings.

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#25

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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No others.

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

9. Critical Disciplinary Thinking in History [2] – Cognition, Empathy, Imagination and Creativity c. Empathetic understanding– affective, effective, sympathetic, emotive

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Private history as a means towards historical understanding

**Q6** Keywords (up to ten key words)

historical understanding, historical judgment, empathy, motivation

**Q7 Abstract:** of between 200 and 300 words

Private lives of historical personalities usually play only a minor role in history education. This may cause students to see historical agents less as human beings of flesh and blood just like themselves. Historical actors often run the risk of being reduced to one-dimensional androids rather than the complex characters that they actually were. A group of eight master level advanced student teachers (teachers) decided to research the affordances and constraints of a treatment of historical agents from the point of view of their private lives in addition to their public appearances. Thus, persons like Leonardo da Vinci, Peter the Great, Robespierre, and Harry Truman, were introduced to students in the usual ways, followed by detailed descriptions of their private lives. A group of 135 secondary students in eight schools throughout the Netherlands took part in the experiment. Results were evaluated using a quantitative and qualitative questionnaire. Some important conclusions were that students evaluated this kind of history teaching positively, mainly because they believed to be able to gain a better understanding of why people in the past acted as they did. They also reported to be better able to imagine the conditions in which people in the past lived and that this promoted a less quick and easy judgment of peoples' thoughts and actions in the past. Their motivation for history was generally increased, though a minority of the students also reported that this kind of teaching could include 'boring' and 'insignificant' details which take up a lot of time without resulting into something substantial. Female students reacted significantly more positively to the experiment than male students. The results led the participating teachers / student teachers to reconsider their usual approach in dealing with personalities in history.

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#26

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**IP Address:** 81.52.134.47

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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

17. Statutory Curriculum Documents, National Curricula and National Examinations/Testing

b) The implementation and interpretation of statutory curriculum documents in classroom contexts

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

The power of a cultural model: A teacher's interpretations of the history curriculum

**Q6** Keywords (up to ten key words)

historical knowledge, curricular reform, teacher beliefs, ethnography, cultural model

**Q7 Abstract:** of between 200 and 300 words

As preconceptions do, the ideas a history teacher has on history (the nature, form and purposes of it) inform not only classroom practices but also the interpretations a teacher makes of a curricular reform. In this presentation, I examine how a Finnish 8th grade history teacher translates a student-centered and discipline-based history curriculum into practice. These interpretations reflect a highly internalized model of school history as the transmission of certain historical content knowledge. The analysis shows the boundaries the cultural model on school history created for interpreting and realizing other ideals the teacher had, such as student participation and knowledge construction. Based on an ethnographic study on the history lessons of a group of eighth graders, the data examined here is a combination of classroom observations and interviews collected throughout the school year 2017-2018. Eighth grade is the second last year of basic education, the students being 14-15 years old. The data collection period was in the midst of an implementation phase of the new Finnish National Core Curriculum for Basic Education. The reform did not include any major changes to the objectives of history education. However, the explication of these objectives and their assessment was more specific compared to the previous curriculum, inspiring the teacher to make notably different interpretations of the two curricula. The analysis of the data draws from a theory of cultural models, which lies on the notion that people use socially shared models of knowledge to make sense of and act on the world (Shore, 1996; Quinn, 2005).

References

- Shore, B. (1996). *Culture in Mind. Cognition, Culture, and the Problem of Meaning*. New York: Oxford University Press.
- Quinn, N. (ed.) (2005). *Finding Culture in Talk. A Collection of Methods*. New York: Palgrave Macmillan.
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#27

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**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:02:19  
**IP Address:** 2.16.108.14

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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**Q2** Will you be presenting with anyone else? If so, please provide their details below

Alejandro Egea-Vivancos

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

[6] Identity and History around us: Family, Community, Heritage and the Environment  
 [c] Students' historical knowledge and the link to collective memory and Public History

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

The European and Spanish History through our students' eyes. What do they remember? How do they understand history and historical events?

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**Q6** Keywords (up to ten key words)

history learning, historical narratives, primary-school teacher education, historical agency, historical significance, collective memory

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**Q7 Abstract:** of between 200 and 300 words

This study aims to analyse the historical knowledge of pre-service teachers regarding European and Spanish historical characters and events and in what ways they do it. For that, standards of historical thinking held by those future teachers are analysed. Focus is on the so called historical significance and historical agency, which brings interesting signs about how students understand history and the underlying assumptions to narrate it. For that purpose, we processed 107 short narratives written by 520 individuals working in groups, all of them college students of Primary Education Degree at the University of Murcia (Spain). The texts were collected during three academic courses and were analysed with qualitative methodology based on the categorization of their contents. The results show that these future teachers have minimum historical knowledge, most of it limited to events that are the landmarks of changes in a historical period. These events of transition between historical periods are, for them, the most significant in the history of humankind to the detriment of other, but they are not able to give them a specific meaning in the historical narrative or to establish the minimum context to understand the causes and consequences of such actions/events. These students memorized, but they did not reflect about what are they learning, they did not think historically (and/or are not lead to do such exercise). They also show an emphasis on individual agents and the persistence of a superficial narrative that perpetuates a distorted image of history, that can be linked with the collective memories, the political use of the past and the mass media representation of it. We should point out here the role played by movies and TV shows (Wineburg, Mosborg, & Porat, 2001) in this perception together with what Wills (2005) calls 'politics of memory', related to what slip into the collective memory by way of public memorials, holidays or commemorative activities.

Some of the implications for their future work as teachers include a great limitation of the contents to be taught or an excessive dependence on the textbook. Manuals replete with pre-selected, prepared data, evaluation processes that draw heavily on the conceptual, clearly improvable working conditions for teachers (ratio, diversity, classrooms, timetables) are some of the obstacles to a new way of teaching and learning History in the classrooms in Spain. All of this is, in our opinion, caused by an unmanageable curriculum that makes it impossible for teachers to adopt a suitable approach, a situation which in Spain has been made even worse by the latest education reform. This leads to the continuity and persistence of a teaching based on memorization and the lack of reflection of the historical narration itself to the detriment of the analysis of the importance of some historical events.

## References [up to three references]

- Egea, A. & Arias, L. (2018). What is historically significant? Historical thinking through the narratives of college students. *Educação e Pesquisa*, 44. DOI: <http://dx.doi.org/10.1590/S1678-4634201709168641>
- Wills, J. S. (2005). "Some people even died": Martin Luther King, Jr, the civil rights movement and the politics of remembrance in elementary classrooms'. *International Journal of Qualitative Studies in Education*, 18 (1), 109–131.
- Wineburg, S., Mosborg, S., & Porat, D. (2001). 'What Can Forrest Gump Tell Us about Students' Historical Understanding'. *Social Education*, 65 (1). Retrieved from [www.socialstudies.org/system/files/publications/se/6501/650109.html](http://www.socialstudies.org/system/files/publications/se/6501/650109.html) (accessed 28 August 2017).

#28

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Wednesday, June 12, 2019 4:50:36 PM  
**Time Spent:** 00:05:26  
**IP Address:** 2.16.65.20

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**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Subject Area:

Area C  
 9. Critical Disciplinary Thinking in History (2)  
 c) Conceptual understanding

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Spanish and Portuguese students' ideas about the historical process of Iberic Union: An exploratory study focusing on the use of textbooks

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**Q6 Keywords (up to ten key words)**

Textbooks; Iberian Union; history education; historical significance; historical competences

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**Q7 Abstract: of between 200 and 300 words**

The main objectives of this study is to understand how the historical process of the Iberian Union, which is addressed as a thematic content in Secondary Education both in Portugal and Spain, is dealt with/represented in Portuguese and Spanish textbooks, and how these influence the historical ideas of Portuguese and Spanish students. The study was developed in two parts. Firstly, it inquired the discourse differences used in textbooks to refer to the Iberian Union, the historical significance attributed to it and the importance given to this historical process. An exploratory study was carried out focusing on the thematic Iberian Union present in six textbooks of the 8th year in Portugal and of the 2nd year of ESO in Spain. In this text, we compare both the substantive as well as the strategic content in the textbooks by trying to answer to the following questions: what historical knowledge about the theme is proposed?; what differences there are in this discourse?; how these contents are presented?; what sources are included?; and what competences are required of students?

In a second part of the study, we analysed the ideas Portuguese and Spanish students build on the Iberian Union using the sources of the textbooks. A counterfactual task was carried out with the students based on the following question: "If the Restoration of Independence (1640) had not happened in Portugal, what do you think would be different in the History of Portugal and Spain?". The data was analysed qualitatively through the interpretation of informants' narratives and their systematization according, by developing emergent categories. The data show disparate results. There is a greater focus on this theme in Portuguese textbooks, presented as a period of Spanish domination in Portugal, which ended with the Restoration of Independence, with a discourse of nationalist leanings. Differently, the Spanish textbooks give little relevance and integrate this historical process in the theme of the Spanish empire. There is also a difference in the historical competences proposed to Portuguese students (with a deeper analysis of the historical sources required) whereas in Spain a more memoristic learning is proposed. Our study revealed that the Portuguese students express nationalist ideas and resistance patterns (fixed past, without discussion of alternative scenarios), while the Spanish students recognize the Iberian Union as a historical process, integrated in the Spanish empire.

**References:**

Rodriguez, R. & Solé, G. (2018). Los manuales escolares de Historia en España y Portugal. Reflexiones sobre su uso en educación primaria y secundaria. *Arbor*, 194 (788): a444. <https://doi.org/10.3989/arbor.2018.788n2004> (Indexada em Scopus).

Solé, G. (2017). A história nos manuais escolares do ensino primário em Portugal: representações sociais e a construção de identidade(s). *Historia y Memoria de la Educación*, 6: 89-127. DOI: <http://dx.doi.org/10.5944/hme.6.2017.17128>

Gómez, C. J. & Miralles, C. J. (2016 e. p.). Développement et évaluation des compétences historiques dans les manuels scolaires. Une étude comparative France-Espagne, *Spirale. Revue de Recherches de en education*, 58 (Indexed in SCOPUS).

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#29

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Wednesday, June 12, 2019 4:52:39 PM  
**Last Modified:** Wednesday, June 12, 2019 4:56:07 PM  
**Time Spent:** 00:03:28  
**IP Address:** 2.16.65.20

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## Page 1: Contact Details

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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Subject Area:

Area C

- 8. Critical Disciplinary Thinking in History (1)
- b) Thinking Historically

or

Area C

- 9. Critical Disciplinary Thinking in History (2)
  - c) Empatic understanding
-

**Q4** Type of Session:

**Paper**

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**Q5** Title of your proposed paper/session

Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)

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**Q6** Keywords (up to ten key words)

Historical empathy; Child labor; Contrariety activity; Parallel study

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**Q7** Abstract: of between 200 and 300 words

This article presents the results of a pilot study on the involvement of the emotional factor in the ability to adopt historical perspective by future high school teachers. For this, a sample of two comparable groups was used, consisting of 28 students of the Master of Secondary school teaching, specialty of Geography and History, at the University of Valladolid (Spain), and 11 students of the Master of Teaching History in Secondary school teaching at the University of Minho in Braga (Portugal). The study was developed in parallel in the two groups and used a contrariety activity on child labor in the nineteenth century in the mines of Chile. Methodologically, this research was framed by the qualitative paradigm through the interpretation of informants' narratives and their systematization according to four emergent categories, ranging from perspective adoption conditioned by the present to the understanding and even recreation of a different social world. The results of the research show that most of the students are grouped in the intermediate levels of historical empathy and only a small group of students perform contextualized explanations. Therefore, it can be considered that, when the emotional factor violates the value framework of today's society, students are moved away from the patterns of their time, which does not favor the understanding of the historical context.

References:

- Carril Merino, M.T., Sánchez-Agustí, M., & Miguel-Revilla, D. (2018). Perspectiva histórica y empatía: su interrelación en futuros profesores de educación primaria. *Aula Abierta*, 47 (2), 221-228.
- De Leur, T., van Boxtel, C., & Wilschut, A. (2017). 'I Saw Angry People and Broken Statues': Historical Empathy in Secondary History Education. *British Journal of Educational Studies*, 65(3), 331-352.
- Endacott, J. (2014). Negotiating the Process of Historical Empathy. *Theory & Research in Social Education*, 42, 4-34.
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#30

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Monday, June 17, 2019 6:29:19 PM  
**Time Spent:** 00:10:21  
**IP Address:** 2.16.65.20

---

## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA C: PEDAGOGY: CRITICAL DISCIPLINARY THINKING AND THE TEACHING OF HISTORY  
 8. Critical Disciplinary Thinking in History – Thinking Historically [1]

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Why thinking historically? Teachers' ideas about historical narrative and historical consciousness

**Q6** Keywords (up to ten key words)

Historical consciousness; Historical narrative (accounts); History education.

**Q7** Abstract: of between 200 and 300 words

Historical narrative is understood as a material face of human past actions' interpretation and according to Rüsen (2000), historical consciousness is expressed in narrative. History education research is concerned on how the teaching-learning process develop a second-order conceptual apparatus aligned with transformative History (Lee, 2011), what kind of challenges that learning to think historically can pose for students (Chapman, 2011) and how it can be usable for them.

Our research problem was "what profiles of ideas emerge among Portuguese history teachers about historical narrative as one of the faces of historical consciousness?". A qualitative study based on the Grounded Theory was developed. Portuguese and British history teachers participated in the preliminary study, in order to refine the interview questions and the construction of the conceptual model. In the final study sixty-seven Portuguese history teachers of elementary, middle and high school with diverse academic background, professional experience and geographical area were interviewed. Through semi-structured interviews emerged four profiles: substantive past, lessons of the past, lessons of a past in evolution and continuities and differences between time(s). Data suggested that this historical consciousness profiles are related with how history teachers think about what historical thinking is, how to develop historical thinking and how useful history is to the lives of its students.

Chapman, A. (2011). Understanding historical knowing evidence and accounts. In L. Perikleous and D. Shemilt (Eds), *The future of the past: why history education matters*. (pp. 169-214). Cyprus: UNDO-ACT.

Lee, P. (2011). Historical literacy and transformative History. In L. Perikleous and D. Shemilt (Eds). *The future of the past: why history education matters*. (pp. 129-167). Cyprus: UNDO-ACT.

Rüsen, J. (2000). La escritura de la historia como problema teórico de las ciencias históricas. In S. Pappé (Coord). *Debates recientes en la teoría de la historiografía alemana*. (pp. 235-263). Mexico: UAM.

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#31

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:00:55  
**IP Address:** 63.141.193.48

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No.

## Page 2: Your Submission

<b>Q3</b> Indicate the conference theme and topic for the proposal to be included in:	<b>Respondent skipped this question</b>
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<b>Q4</b> Type of Session:	<b>Respondent skipped this question</b>
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<b>Q5</b> Title of your proposed paper/session	<b>Respondent skipped this question</b>
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<b>Q6</b> Keywords (up to ten key words)	<b>Respondent skipped this question</b>
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<b>Q7</b> Abstract: of between 200 and 300 words	<b>Respondent skipped this question</b>
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#32

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**Time Spent:** 00:07:52  
**IP Address:** 65.153.101.63

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Public History and History Education  
 Public History and the Political Use of the Past

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**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

How to train students to teach Public History at school

**Q6** Keywords (up to ten key words)

Public History, education, historical memory, curriculum, trauma, monuments, films

**Q7 Abstract:** of between 200 and 300 words

How to Train Students to Teach Public History at School

MA program “Educational aspects of Public History” dates back at the faculty of history in Yaroslavl State Pedagogical University to 2014. The explanation of this initiative lies in several factors. Firstly, it is a great expansion of PH in research and education in the last years. Secondly, it’s special attention which is given now (at least in Russia) to out-of-class activities. Thirdly, it is challenge that comes from memory boom what includes not only interest in different forms of history, but also manipulating it for political and ideological reasons. The main point is to help our graduators to adapt to this new situation in their profession. My presentation is based on two foundations. The first is methodology of curriculum study, and short review of the curriculum of the program is to be given. The second is even more important, I regard the theory of historical memory as methodology of the course and PH in general. I agree with specialists who stress difference between historiography and public history. There are two interpretations of ideological status of historical memory, “positive” and “negative”. In the first view it is unofficial, chaotic, truth orientated. In the “negative” view it is propagandistic, easy to manipulate, orientated to official discourse. Basing on my experience I want to show how to use liberating potential of the conception of historical memory in teaching different topics related to Public History, especially WWII (the topic which is mostly politicized now in Russia). The first example is tragic event of village of Khatyan’ not far from Minsk, the second is linked with Soviet documentary “Obyiknoveniy fascism” (Ordinary fascism) (1964). Both examples are connected with conception of trauma, and show how monuments and films help to construct historical memory in some certain time.

References.

1. Barber S., Peniston-Bird C. (eds.) History Beyond the Text. A Student’s Guide to Approaching Alternative Source (2009). L. & N.Y.: Routledge.
  2. Edkins J. Trauma and the Memory of Politics (2003). Cambridge: University Press.
  3. Groot J.de Consuming History. Historians and Heritage in Contemporary Popular Culture (2009). L. & N.Y.: Routledge.
  4. Olick J., Vinitzkiy-Seroussy V., Levy D. (eds.) The Collective Memory Reader (2011). Oxford: University Press.
  5. Radstone S. (ed.) Memory and Methodology (2000). Oxford & N.Y.: Berg.
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#33

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:08:29  
**IP Address:** 65.158.115.14

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

- Area D/ 13/ L) History curricula and Literacy and the Language of History
  - Area E/ 20/21 h) University research in collaboration with teachers
- 

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

Learning the Language of History in the Bilingual Classroom: How a Language-Based Approach can Support the Acquisition of Historical Competences

**Q6** Keywords (up to ten key words)

Historical Literacy; the Language of History; Bilingual History Education; Content and Language Integrated Learning; Competency-Based History Education; Design-Based Research; Pedagogical Design; Material Design; Interdisciplinary Research, Intervention Study;



**Q7 Abstract:** of between 200 and 300 words

This paper explores how a language based-approach can support learners in their performance of historical competences in the context of English-medium upper-secondary history education in Austria. By combing the perspectives of applied linguistics and history education, a genuinely content-and-language-integrative approach has been developed, based on the concept of Cognitive Discourse Functions (CDFs). CDFs are assumed to be the generic linguistic expression of cognitive processes fundamental to the teaching and learning of curricular content in formal education and have also been shown to be closely linked to historical competences (Dalton-Puffer & Bauer-Marschallinger, 2019).

While research has recently acknowledged the significance of conceptual integration, little has been done concerning its operationalization and pedagogical implementation. It has been repeatedly reported that bilingual teachers pressingly lack integrative material as well as conceptual understanding in this respect (Meyer et al., 2015). To address this gap, a design-based research (DBR) framework has been adopted. DBR is a dual-focused methodological approach, intending to bridge theory and practice via the collaboration of researchers and practitioners. In our case, the researcher and collaborating teachers systematically developed CDF-based history materials. These materials were repeatedly applied in the classroom and continuously evaluated, using interviews, observations, and written tasks for data collection.

First results suggest that working with and on CDFs in competency-based history education seems to be an approach accepted by teachers and students to focus on language in content subjects provided that the relation between content and language is made clear and appears to be subject-specific. Furthermore, findings indicate that the learners' performance of historical competences benefits from such an approach, both in terms of subject-specific competences as well as academic language skills.

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Dalton-Puffer, C., & Bauer-Marschallinger, S. (2019). Cognitive Discourse Functions meet Historical Competences: Towards an integrated pedagogy in CLIL history education. *Journal of Immersion and Content-Based Language Education*, 7(1), 30-60.  
Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1), 41–57. <https://doi.org/10.1080/07908318.2014.1000924>

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#34

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Friday, June 21, 2019 12:02:40 AM  
**Time Spent:** 00:21:31  
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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

History Education Outside and Beyond Formal Education

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Public history goes to the history classroom: Opportunities and realities of Greek Primary education.

**Q6** Keywords (up to ten key words)

history education, public history, popular history, historical culture, Greek education

**Q7 Abstract:** of between 200 and 300 words

The aim of the paper is to discuss the impact of popular history on Greek history education, examining the influence of extracurricular knowledge derived from public history in the school context. For this purpose J. Rüsen's conceptualization of historical consciousness is adopted. According to his theory, historical consciousness represents the inner side of history education that coexists and interacts with an outer side of history learning, which is associated with the institutions and organizations that form the infrastructure of consumption of the past and define the historical culture of a society. When resources derived from popular history are involved in history education, they function both as alternative teaching tools and as media of differentiated or conventional accounts of the past that contribute to a pupil's historical understanding and to the development of their historical consciousness.

This paper firstly focuses on the potential of public history in the process of developing historical understanding in relation to the Greek context, with an emphasis on museum education, popular literature and historical movies. In addition, the preliminary outcomes of a research, participated in by 394 Primary education students, are presented, which concern their conceptions, attitudes and practices towards popular genres of historical culture as media for consuming history in formal and informal education. The data analysis indicates that while Greek teachers in general avoid incorporating extracurricular sources of historical knowledge into their classrooms and adopt rather conventional teaching methods, Greek primary students, while not totally rejecting them, appear to also appreciate a number of different popular history representations and to find them more attractive both inside and outside of the history classroom.

Carretero, M., Berger, St., Grever M. eds. (2017), *Palgrave Handbook of Research in Historical Culture and Education*. Basingstoke: Palgrave MacMillan.

De Groot, J. (2009). *Consuming History: Historians and Heritage in Contemporary Popular Culture*. London and New York: Routledge.

Rüsen, J. (2004). Historical consciousness: Narrative structure, moral function, and ontogenetic development. In P. Seixas (Ed.), *Theorizing historical consciousness* (pp. 63-85). Toronto: University of Toronto Press.

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#35

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Friday, June 21, 2019 12:03:08 AM  
**Last Modified:** Friday, June 21, 2019 12:11:29 AM  
**Time Spent:** 00:08:21  
**IP Address:** 65.153.101.63

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## Page 1: Contact Details

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**Q2** Will you be presenting with anyone else? If so, please provide their details below

Asimina Andrikou  
 Phd Candidate  
 Department of Primary Education, Florina  
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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

MASS MEDIA & PUBLIC HISTORY – HISTORY AND ENTERTAINMENT

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**Q4** Type of Session: **Paper**

---

**Q5** Title of your proposed paper/session

Historical Educomic: Investigation of the possibilities of using comics in History Education

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**Q6** Keywords (up to ten key words)

Historical Educomic, comics, History Education, Primary teacher training

---

**Q7 Abstract:** of between 200 and 300 words

The aim of the paper is to briefly present the rationale behind the educational use of comics and their exploitation in teaching history. For many years comics constituted a strongly debated literary genre, provoking many objections by psychologists and educators, despite the fact that their integration into the educational process had begun as early as the 1940s. Nowadays they are considered important for educational purposes and many teachers and academics utilize comics in secondary and tertiary education.

Recently, in the Department of Primary Education of the University of Western Macedonia we have been exploring the possibilities of introducing comics into the teaching of history, considering them to be an interesting alternative source of knowledge, both at the levels of Primary Education and in the training of prospective teachers. For this purpose, the term "Historical Educomic" is introduced, a synthesis created to denote the education of History by using comics both as a teaching tool and as an alternative narrative about the past.

The application of Historical Educomics in the context of university students' training yielded promising results, as it was revealed that the educational use of pre-existing, custom-made or digital comics contributed to pupils' historical understanding and critical historical thinking, involving the development of declarative, procedural and conceptual knowledge. Implementing a number of teaching applications with Historical Educomics it was evident that Primary students were motivated to participate more and enjoy history in the classroom. Additionally, future teachers appeared quite positive towards comics as a teaching medium and attempted to incorporate Historical Educomics into their training practice. Nevertheless, they stressed issues around the preparation time required for custom-made and/or digital comics, as well as the degree of suitability of any pre-existing comics, assuming that they also function as agents of ideology that affect pupils' historical understanding.

References

Gorman, M. (2008). *Getting graphic! Comics for kids*. Columbus, OH: Linworth.

Vassilikopoulou, M., Boloudakis, M., Retalis, S. (2007). From digitised comic books to digital hypermedia comic books: Their use in education. Retrieved from <http://www.comicstripcreator.org/files/papers/DigitalHypermediaComics.pdf>.

Andrikou, A. and Kasvikis, K. (2017), "Teaching the history of the classical Athens through comics: A project in Primary Education", *Proceedings of the 3rd International Conference: Education across Borders: Education and Research*

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#36

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Friday, June 21, 2019 4:41:20 PM  
**Time Spent:** 02:42:51  
**IP Address:** 65.153.101.63

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Email Address*	<b>david.wagner@uis.no</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

## 3. MASS MEDIA &amp; 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

## 9. Critical Disciplinary Thinking in History [2] – Cognition, Empathy, Imagination and Creativity

c) Empathetic understanding– affective, effective, sympathetic, emotive

## 12. Controversial, Contested and Sensitive Issues

## 16. History Education in The Secondary and Tertiary Phases [Ages 11-21]

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Historical Empathy Through Film as a Gateway to In-depth Learning and Historical Thinking about Slavery: A Case-study using 12 Years A Slave (McQueen, 2013) with 12th graders in Norway.

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**Q6 Keywords (up to ten key words)**

Film, Historical Empathy, Difficult Knowledge, Slavery, Historical Thinking, High School, Norway, Case-study, Critical Thinking.

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**Q7 Abstract: of between 200 and 300 words**

Although the definition of historical empathy has been largely disputed (Brooks, 2009), its importance for developing students' historical and critical thinking and potential for educating them to democratic citizenship have been widely recognized, both by scholars (Perikleous 2014) and politicians. For example, Norway's new Educational Reform has established historical empathy as one of the core elements of the history curriculum, aiming at achieving in-depth learning and democratic citizenship. Yet, there is a need for exploring how students' practical use of historical empathy influence historical learning (Endacott & Brooks, 2013). This paper presents the results of a five-week lesson plan on the history of slavery in western countries and especially in the U.S. in the 19th century. The students were a class of 26 Norwegian 12th graders. This lesson plan followed Endacott & Brooks' (2013) four-steps model and used Steve McQueen's movie *12 Years A Slave* (2013) to foster students' historical thinking by making them explicitly reflect on their empathetic feelings and understanding related to the film and their prior knowledge. Following a qualitative approach, we used class observations and collected three types of students' productions: individual oral assignments, group discussions and individual final written assignments. Through the lens of Barton and Levstik's (2004) and Endacott and Brooks' (2013) categorizations, we analyse what kinds of empathy the students show and how it relates to their own historical understanding of slavery in the 19th century. Although the rich empirical data of this study can be used in numerous ways, the main results show that 1) the lesson plan succeeded to engage students in performing difficult tasks, enhancing historical thinking and in-depth learning, and 2) that students using cognitive empathy in addition to affective empathy were better at contextualizing their understanding of slavery.

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*: Routledge.

Endacott, J., & Brooks, S. (2013). An updated theoretical and practical model for promoting historical empathy. *Social Studies Research & Practice*, 8(1), 41-58.

Perikleous, L. N. (2014). Deanna Troi and the Tardis: Does Historical Empathy have a Place in Education? *History Education Research Journal*, 12(2), 22-30.

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#37

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**Last Modified:** Friday, June 21, 2019 9:46:37 PM  
**Time Spent:** 00:33:57  
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---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

- 8. Pedagogy: critical disciplinary thinking and teaching of history
  - b. Thinking historically
- 

**Q4** Type of Session: Paper

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**Q5** Title of your proposed paper/session

Constructivist Approaches to Chronology using the Horrible Histories series of Terry Deary.

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**Q6** Keywords (up to ten key words)

chronology, constructivist learning, Terry Deary Horrible Histories

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**Q7 Abstract:** of between 200 and 300 words

This small case study explores to what extent, and how a group of ten year-old children could sequentially order selected pages from The Horrible Histories Series: The Cut-Throat Celts, The Stormin' Normans, The Gorgeous Georgians and the Vile Victorians. (Terry Deary). (Children had not been taught about these periods.) There were two themes, 'Children' and 'Law and Order'. For each theme a page of text and pictures from each period was selected. For each theme in turn, the children were asked to place each page on a time line, estimate the length of time between each excerpt and explain their reasons, drawing on what they knew, and what they could deduce or infer. The aim was to explore the kinds of thinking the children applied to these popular but seemingly frivolous books, the reasoning they brought to bear on the task, the discussion which arose, the accuracy of their temporal thinking and whether they could understand behaviour and values very different to their own. The findings reflected the advantages of a constructivist approach in learning history.

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#38

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**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Sunday, June 23, 2019 1:31:55 PM  
**Time Spent:** 00:05:14  
**IP Address:** 2.19.51.72

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

1(e) Public History and History Education  
 4(a) Historical Culture and History Education  
 6.Identity and History Around Us  
 6(b) Nationalism, Populism, a sense of BELONGING

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**Q4** Type of Session: Paper

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**Q5** Title of your proposed paper/session

Civic Public Space as Conflictual Space

**Q6** Keywords (up to ten key words)

Public sculpture, public history, historical culture

**Q7 Abstract:** of between 200 and 300 words

This paper discusses different periods in Athens's public space while its main argument is that the uniformity which characterized Athens in the 19th century has now given way to multiplicity that allows various subjectivities to express themselves (Tsiara, 2004). In the 19th century public space in Greece traditionally expressed the dominant collectivity, which was the "ethnos". Markatou (1998) mentions that especially public sculptures in Athens reveal the "historical adventures, values, priorities, preferences of the society that created them". Accordingly, most of the public and middle-class private buildings adopted the "neoclassicist" style, also common in Europe for the same period. In the 20th and 21st centuries Greek public space mainly witnessed wars: refugees' neighborhoods were created in Athens and in other Greek cities after the Greek-Turkish War of 1918-1922, while the II WW and the Greek Civil War that followed have left signs on several buildings till now. New monuments were created in different time periods to celebrate relevant victories and commemorate people that sacrificed their lives for collective causes. A new conflictual era for Greek cities was initiated with the economic crisis in 2010. Vandalization of public statues and monuments and graffities express new concerns and conflicts in the Greek society relating to the economic crisis and the public protests against harsh economic measures, verifying for once more Seixas & Clark's saying that public space and the controversies around it, is the best way for one to perceive transitions in historical consciousness. In conclusion, in the 21st century, public space in Athens displays multiple identities collective and personal while the uniformity of neoclassicism attached to the exclusive nation's memory seems to be giving in. Public space seems to be an excellent opportunity for the teaching of local history and history with possible focus on controversial issues. Historical culture, as the environment in which one comes to contact with the past functions as an affordance for history education.

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#39

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Isabel Barca  
 Nilza Costa

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

7. GLOBALISM: IDENTITY, SOCIETY AND THE WIDER WORLD  
 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.

---

**Q4** Type of Session: **Paper**

---

**Q5** Title of your proposed paper/session

History education and curriculum in primary school in Angola: a glocal perspective

---

**Q6 Keywords (up to ten key words)**

History Education; Primary school; International curriculum perspectives; Agenda 2030 and 2063; History curriculum of grade 5 in Angola.

---

**Q7 Abstract: of between 200 and 300 words**

Title: History education and curriculum in primary school in Angola: a glocal perspective

Vita Emanuel ; Isabel Barca ; Nilza Costa

This presentation focuses on History education and its curriculum in primary school in Angola. Notice that Angola is, at present, going through a curriculum change which aims to integrate international approaches with national ones, therefore the national relevance of our study. Within the background referred, the aims of this study are: (a) to systematize knowledge from international literature about History education and curriculum, namely for primary grades 1 to 6; (b) to contextualize that knowledge in the Agenda 2030 and 2063 ("Africa for all"); and (c) to pursue with an exploratory analysis that looks at the official curriculum of History in Angola in order to problematize in which ways the perspectives which arise from a) e b) are present. For this, the empirical methodology includes a documental analysis on relations between the Agendas referred above and the existing History curriculum of grade 5 in Angola. In addition to the need to deepen the documented analysis of the relations between the Angolan History curriculum with international approaches, we will also seek to gather empirical data to support the incorporation of national perspectives into the changing curriculum. To provide some of these clues, an exploratory study is underway with observation of some classes taught by 7 History teachers who also will be interviewed. This empirical phase of the study will be applied in a primary school in the province of Luanda.

Key-words: History Education; Primary school; International curriculum perspectives; Agenda 2030 and 2063; History curriculum of grade 5 in Angola.

Thematic topic: 7. GLOBALISM: IDENTITY, SOCIETY AND THE WIDER WORLD

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.

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#40

**COMPLETE**

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**IP Address:** 2.16.162.151

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Country*	<b>UK</b>
Email Address*	<b>hilary.cooper@sky.com</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Constructive Chronology and Horrible Histories

This small case study explores to what extent, and how a group of ten year-old children could sequentially order selected pages from The Horrible Histories Series: The Cut-Throat Celts, The Stormin' Normans, The Gorgeous Georgians and the Vile Victorians. (Terry Deary). (Children had not been taught about these periods.) There were two themes, 'Children' and 'Law and Order'. For each theme a page of text and pictures from each period was selected. For each theme in turn, the children were asked to place each page on a time line, estimate the length of time between each excerpt and explain their reasons, drawing on what they knew, and what they could deduce or infer. The aim was to explore the kinds of thinking the children applied to these popular but seemingly frivolous books, the reasoning they brought to bear on the task, the discussion which arose, the accuracy of their temporal thinking and whether they could understand behaviour and values very different to their own. The findings reflected the advantages of a constructionist approach in learning history.

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

8. Pedagogy: critical disciplinary thinking and the teaching of history

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Constructive Chronology and Terry Deary's Horrible Histories

---

**Q6 Keywords (up to ten key words)**

Constructivist, chronology, time line, deductions and inferences, historical reasoning, time measurement, values and attitudes, discussion, Horrible Histories

---

**Q7 Abstract: of between 200 and 300 words**

This small case study explores to what extent, and how a group of ten year-old children could sequentially order selected pages from The Horrible Histories Series: The Cut-Throat Celts, The Stormin' Normans, The Gorgeous Georgians and the Vile Victorians. (Terry Deary). (Children had not been taught about these periods.) There were two themes, 'Children' and 'Law and Order'. For each theme a page of text and pictures from each period was selected. For each theme in turn, the children were asked to place each page on a time line, estimate the length of time between each excerpt and explain their reasons, drawing on what they knew, and what they could deduce or infer. The aim was to explore the kinds of thinking the children applied to these popular but seemingly frivolous books, the reasoning they brought to bear on the task, the discussion which arose, the accuracy of their temporal thinking and whether they could understand behaviour and values very different to their own. The findings reflected the advantages of a constructionist approach in learning history.

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#41

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**Last Modified:** Monday, June 24, 2019 4:54:41 PM  
**Time Spent:** 00:29:51  
**IP Address:** 2.19.51.72

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

8. CRITICAL DISCIPLINARY THINKING IN HISTORY (DOING HISTORY: PUPILS AND STUDENTS AS PROTO-HISTORIANS..)  
 OR  
 14. PEDAGOGY AND DIDACTICS: THE HISTORY TEACHERS' CRAFT [TEACHING STYLES AND PUPIL PROGRESS}

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**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

What "remains" of the past? Historical thinking through historical enquiry

**Q6** Keywords (up to ten key words)

material remains, historical thinking, school, museum, disciplinary approach



**Q7 Abstract:** of between 200 and 300 words

The paper presents a case study of historical enquiry into the past based on the exploitation of material remains. This case study emerged as a continuation of reflections and new questions regarding the results of the research conducted in support of my doctoral thesis titled "Historical Education, School and Museum" in 2015. The research was designed to investigate whether and to what extent students can express historical thinking using material remains as testimonies of the past.

The case study presented here focuses on the research tools we could employ to help pupils interpret the past using material remains. It was applied to 25 pupils aged 16-17 in a History class. The research was conducted in two distinct learning spaces: the museum and the school. More specifically, during the visit to the National Archaeological Museum of Athens, pupils were arranged into groups and tasked with probing material remains preselected by the teacher. The research tools comprised a questionnaire used and the participatory observation. The questionnaire included the study and exploitation of the material remains with exploratory questions which referred back to concepts of historical thinking (significance, causes and consequences, continuity and change in time, historical perspective, the ethical dimension of interpretations of the past). Subsequently, pupils work was presented using the wiki environment on a pbwork platform. A content analysis paradigm was implemented to analyze the data (written assignments of the questionnaire).

The findings showed that pupils, in most of their responses, seemed to have grasped the historical significance of the material remains under study. They elaborated more on some exploratory questions (concerning the concepts of evidence, cause and consequence, continuity and change, historical significance) than others (the concepts of the ethical dimension and historical perspectives). Findings highlight the role of history education in the school and museum environments, a history education aware of the possibilities and limitations of each venture that also sets a step by step method for the "disciplinary approach" of the past.

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#42

**COMPLETE**

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**Time Spent:** 00:15:33  
**IP Address:** 2.19.51.58

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Country*	<b>GREECE</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

CONTROVERSIAL, CONTESTED AND SENSITIVE ISSUES (HOLOCAUST, DIASPORA AND GENOCIDE EDUCATION)

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**Q4** Type of Session:

Paper

**Q5** Title of your proposed paper/session

'Shadows of the past into the present': a video that reveals what pupils consider as significant about the Holocaust

---

**Q6** Keywords (up to ten key words)

Holocaust, genocide education, oral history, significance

---

**Q7 Abstract:** of between 200 and 300 words

This report will focus on a video that was produced by pupils aged 16-17 about one of the darkest chapters in the history of mankind, the Holocaust. The video-creating initiative aimed at presenting the displacement and extermination of Greek Jews as part of the "Final Solution". The video was intended as an entry in a competition organized in recent years by the Greek Ministry of Education and the Jewish Museum of Athens in order to organize a student visit to the Auschwitz concentration camp.

The whole venture was based on a didactic approach about the Holocaust during the history class. The oral testimony of Isaac Mizan, a Greek survivor of the concentration camp in Auschwitz, was exploited in an enquiry based on the question 'What are the points of oral testimony that attracted your interest and why? Why can the Holocaust be important for you today?' Under the same question, which referred to the importance of that event in their lives at present, pupils explored a wide variety of sources (such as oral narratives, written sources, photographs) at the local, national and global level and understood many aspects of the WWII Jewish genocide.

The video makers (two girls and a boy), under the title 'Shadows of the past into the present', used part of the oral testimony as a trigger for their own audiovisual narrative. They also exploited photographic material as well as other testimonies to create their audiovisual narrative with an emphasis on the trauma itself and what they considered important in relation to it. In particular, they focused their interest on the torture suffered in concentration camps and the difficulties that survivors faced after the end of the war, especially whether other people welcomed them or not in their country. Also included is an exposition of how the video was exploited as an alternative narrative for the Holocaust during history lessons.

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#43

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Tuesday, June 25, 2019 1:24:29 AM  
**Time Spent:** 02:54:38  
**IP Address:** 63.141.193.48

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA C: PEDAGOGY: CRITICAL DISCIPLINARY THINKING AND THE TEACHING OF HISTORY  
 8. Critical Disciplinary Thinking in History – Thinking Historically - b)  
 11. Citizenship Education b)

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Thinking historically about transnational questions (grade 12)

**Q6** Keywords (up to ten key words)

History education; Assessment in history; Temporal orientation; Migrations, Terrorism, Climate changes

**Q7 Abstract:** of between 200 and 300 words

This paper reports on some results of a learning task carried out with students of grade 12 about the concerns they revealed in class about the way the media reports current migrations, terrorism (international security) or climate changes. As these issues are part of the topic “transnational questions” of the Portuguese History curriculum of grade 12 a learning task, grounded on history education, was proposed to the students. It was developed along the year and they were challenged to: a) explore previous ideas about the concepts of migrations, terrorism and climate changes; b) gather (and compare) news with different perspectives of each transnational question; c) analyse these news in the light of historical concepts and ideas; d) look for possible relationships between past and present; e) promote a debate with their peers; f) write their reflections about these questions.

These results were gathered in the Great Lisbon area in two different scholar years (2015-16 and 2018-19) and a total of 98 students of 4 classes were involved in this experience.

Although the results revealed different levels of historical thinking competencies, they also showed that, even students with weaker performances, think historically about present-day world when they have the opportunity to do so. Results also stressed the relevance of a feedback consistent with students needs to clarify their values in a more humanistic perspective – this might seem a way to help them to take well-informed decisions and to foster a kind of temporal orientation.

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#44

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Tuesday, June 25, 2019 1:52:07 AM  
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**Time Spent:** 00:13:24  
**IP Address:** 67.131.44.136

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

**Respondent skipped this question**

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Theme: Area B. Historical Culture & Identity; Topic: 6. Identity and History Around Us: Family, Community, Heritage and The Environment (connects with Topic 1. Public History and History Education, c) History in the Environment - exploring the environment, its heritage and memory sites, in Area A. Public History; and also with Area C. Critical disciplinary thinking and the teaching of history)

---

**Q4** Type of Session:

**Paper**

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**Q5** Title of your proposed paper/session

Between theory and practice: the role of heritage in history education

---

**Q6** Keywords (up to ten key words)

history education, heritage education, history teaching and learning, critical thinking, evidence, historical understanding, heritage awareness, historical consciousness.

---

**Q7** Abstract: of between 200 and 300 words

The 16th HEIRNET conference, focusing in Public History and Historical Culture, stresses, mainly within this last issue, the need to discuss elements that have been shaping collective and individual consciousness and identity, since they affect the way students learn history and their views about heritage and about the past in general (Lowenthal, 1999). History teaching, if conveying a factual and finished historical knowledge, based on a single narrative and on an exclusive national identity, may produce countless obstacles to the construction of students' historical understanding and consciousness.

History and heritage education research, carried out in the last decade with secondary education students (Pinto, 2016), has been trying to promote the learning of both substantive content and disciplinary concepts, the questioning and discussion about different sources, and the development of analytical and critical thinking. These aims supported the action research study, of a qualitative nature, regarding the conception of heritage and its use in history lessons, and how it assists or restricts the development of students' heritage awareness and understanding of historical interpretations (Chapman, 2017). The study findings report the advantage of the exploration of local environment, starting from problems close students' interests, analysing diverse sources, questioning, hypothesising, and constructing evidence-based interpretations.

References:

- Chapman, A. (2017). Developing Students' Understanding of Historical Interpretations [Digital scholarly resource]. Retrieved from [https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/A\\_level\\_History\\_interpretations\\_guidance\\_abridged.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/A_level_History_interpretations_guidance_abridged.pdf)
- Lowenthal, D. (1999). *The past is a foreign country*. Cambridge: Cambridge University Press.
- Pinto, H. (2016). Local Heritage Approaches in History Education: Understanding How Decisions of People in the Past Led to the Present. *International Journal of Historical Teaching, Learning and Research*, 13(2), 70-81.
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#45

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
**Started:** Tuesday, June 25, 2019 7:49:50 PM  
**Last Modified:** Tuesday, June 25, 2019 7:54:06 PM  
**Time Spent:** 00:04:16  
**IP Address:** 173.205.76.220

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Respondent skipped this question

**Q4** Type of Session:

Respondent skipped this question

**Q5** Title of your proposed paper/session

Respondent skipped this question

**Q6** Keywords (up to ten key words)

Respondent skipped this question

**Q7** Abstract: of between 200 and 300 words

Respondent skipped this question



#46

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, June 27, 2019 11:27:18 AM  
**Last Modified:** Thursday, June 27, 2019 11:35:48 AM  
**Time Spent:** 00:08:30  
**IP Address:** 81.52.134.100

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Email Address*	<b>spela.bezjak@ff.uni-lj.si</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA D. THE TEACHING OF HISTORY – CURRICULA, PEDAGOGY AND DIDACTICS, HISTORY TEACHING, 3-11 AND 11-21, ASSESSMENT

13. CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

History curricula and Special Educational Needs, including Gifted & Talented Education.

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**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Identification of Pupils with Dyslexia in Slovenian Museums and Material Sources

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**Q6** Keywords (up to ten key words)

dyslexia, identification, inclusion, museum, elementary school, history, material sources, teaching approaches, Slovenia

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**Q7 Abstract:** of between 200 and 300 words

The research examines how pupils with dyslexia are taken into account in various museums in Slovenia, and how the didactic-methodical approaches to material sources have been adapted to them. In the Slovenian school system, pupils with dyslexia are categorised as pupils with specific learning disabilities; according to the data from 2018, they account for 42.2% of the population of children with special educational needs, aged 6 to 14. In Slovenia, the legal guidelines that define the concept of working with dyslexics are laid down in the Placement of Children with Special Needs Act (2011). According to the objectives of the History Curriculum for Elementary School (2008), pupils with dyslexia most often have difficulties with gathering the essential information, understanding the causes, processes and consequences, and reaching independent conclusions in history (Bezjak 2017). Although dyslexia is the most widespread reading and writing disorder of all the specific learning disabilities (Peklaj 2016), it is even more important for dyslexics that they learn history using material sources. An analysis of museum programmes has determined that museums often include the observation of material sources, experiential learning, cooperative learning, modelling, problem solving and pupils' creative expression. Interviews with the museum pedagogues have shown that no museum in Slovenia has adapted its activities to dyslexics nor its programmes so far. Museum pedagogues think that the reasons for that lie mainly in the teachers' failure to identify dyslexics and in the inadequate training of the museum's pedagogical staff. Therefore, we believe that cooperation between museums and schools, and the inclusion of all groups of pupils with special educational needs, is absolutely necessary. Museum pedagogues are trying to plan their activities and make cultural heritage accessible to the widest possible group of pupils; however, that is often difficult because the pupils with specific learning disabilities have not been identified. We suggest that museums pay more attention to material sources and prepare their activities for dyslexics as well, since material sources are the wealth of cultural heritage and tangible evidence that enables pupils to understand and conceptualise the past in an authentic and experiential way.

## References:

Bezjak, Š. (2017). "Učenci z disleksijo pri pouku zgodovine v osnovni šoli" [Pupils with Dyslexia in History Lessons in Elementary School]. Master's thesis. Ljubljana: Filozofska fakulteta.

Peklaj, C. (2016). Učenci z učnimi težavami v šoli in kaj lahko stori učitelj [Pupils with Learning Disabilities in School and What a Teacher Can Do]. Ljubljana: Znanstvena založba Filozofske fakultete.

Učni načrt (2011). Program osnovna šola. Zgodovina [Curriculum (2011). Elementary School Programme. History]. Ljubljana: Ministrstvo za šolstvo in šport. Accessible at:

[http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni\\_UN/UN\\_zgodovina.pdf](http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_zgodovina.pdf) (retrieved on 5 May 2019).

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## Page 1: Contact Details

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Pedagogy and Didactics: The History Teachers' Craft Teaching Styles and Pupil Progress

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**Q4** Type of Session: **Workshop**

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**Q5** Title of your proposed paper/session

Leveraging Twitter to Promote Active Learning & Citizenship in the Social Studies Classroom

---

**Q6** Keywords (up to ten key words)

Twitter; Social Media; Social Studies; Engagement; Active Learning

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**Q7 Abstract:** of between 200 and 300 words

Analysis and research in formal schooling illuminate the utility of social media as an active learning strategy and virtual social network, permitting youth to engage and participate in politics and practice a plurality of the skills that Dewey (1927) referenced, while also enriching educational experience in the classroom (Galston, 2003; Hoffman, 2017; Kahne et al., 2016; Martens & Gainous, 2013). Social media is a contemporary and popular tool that serves as a relatively new form of political participation and civic engagement for younger aged citizens and offers limited restrictions, unlike voting, which isolates youth due to age requirements (Nelson, Lewis, & Lei, 2017). When implemented strategically, social media can do more than just promoting political and civic engagement; it also enriches content knowledge in the social studies by affording opportunities for meaningful and constructive expression and providing a clear view that participation is worthwhile and relevant to students' lives. Therefore, the goal of this presentation is to help secondary social studies teachers use social media in an attempt to increase the civic and political engagement among youth, while simultaneously promoting an enriching and active learning environment. To achieve that goal, the presenters begin by defining civic engagement, especially within the context of a digital age. Then, the presenters describe three prominent classroom techniques found in the literature: micro-blogging, bachkchanneling, and virtual social networks. Finally, the presenters provide classroom-tested examples of how teachers can use the three techniques to promote the kind of civic and political engagement first defined in their social studies classroom.

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#48

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AERA D: The Teaching of History- Pedagogy and Didactics: The History Teachers' Craft Teaching Styles and Pupil Progress

---

**Q4** Type of Session: **Workshop**

---

**Q5** Title of your proposed paper/session

Monuments in Hand: 3D Printers as a Tool for Teaching History

---

**Q6** Keywords (up to ten key words)

Monuments, Memorials, 3D Printers, Technology, Experiential Learning

---

**Q7 Abstract:** of between 200 and 300 words

While monuments and memorials are intended to commemorate certain ideals, achievements, and heroes they also serve as a visual representation of a society during a particular time in history (Waters & Russell, 2013). Moreover, monuments and memorials are “intended to last in time and to signify the importance of whatever memory they wish to pass on to the future” (Fehl, 1972, p. 3). By studying their appearance, history, narratives, and other features students are given opportunities to deepen their understanding of specific content, develop their historical thinking skills, and participate in authentic dialogue (Marcus & Levine, 2010). There are two primary goals for this proposed workshop. The first goal is to provide a rationale and inspiration for the use of monuments and memorials in the teaching and learning of history. The second goal is to utilize an innovative technology in 3D printing to further enhance the instruction and experience for students. To that end, I intend to provide two example activities one utilizing a monument in close proximity to my location in the southeastern portion of the United States and one in close proximity to the location of the conference in Vienna, Austria.

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#49

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

# 12 – Controversial, Contested, and Sensitive Issues

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Remembering and Reconciliation in Canada: Teaching and Learning Indigenous History

**Q6** Keywords (up to ten key words)

Reconciliation, Difficult knowledge, Historical thinking, Public pedagogy, Nationalism

**Q7** Abstract: of between 200 and 300 words

In 2017, Canada's National Museum of History opened a new Canadian History Hall, in celebration of Canada's sesquicentennial. This elaborate exhibition space was unveiled at a time when educators across Canada were called to action by the Truth and Reconciliation Commission (2015)—to address such difficult topics in Canadian history as Residential Schools, racism, and cultural genocide. In the words of the action document, reconciliation is achieved by "building student capacity for intercultural

understanding, empathy, and mutual respect” (p. 7). Since 2017, a considerable amount of new teaching resources have been developed to address this call to action.

Operating somewhat in parallel to Reconciliation trends, social studies curricula across Canada have undergone substantial revisions. As a result, Historical Thinking (a history domain-based approach to history education) is now firmly embedded within the curricula of most provinces and territories.

Coupled with these developments are various academic debates regarding public pedagogy, difficult knowledge, and nationalism (Ahonen, 2001; Allender et al., 2019; Anderson, S. 2017; Bateman & Pilkington, 2011; Battiste, 2012; Berger et al. 2008; Carretero et al., 2012; Carretero, 2011; Chapman & Wilschut, 2015; Cutrara, 2018; Gibson & Case, 2019; Harris & Reynolds, 2014; Henderson & Wakeham, 2013; Keynes, 2018; Lehrer et al., 2011; Levesque, 2016; Levy, 2017; Llewellyn & Parker, 2018; Mackey, E. 1999, 2012; MacMillan, 2009; Marker, 2011; McGregor, 2017; Miles, 2018; Ng-A-Fook et al., 2018; Nordgren, 2016; Raibmon, 2018; Regan, 2018; Sandwell, 2012; Scott, 2016; Seixis, 2012, 2017 a & b, 2018; Simon, 2005, 2011; Stanley, 2006; Tupper, 2012, 2014; Wertsch, 2017). Such debates require that researchers develop a better understanding of how difficult knowledge related to Truth and Reconciliation is currently presented within Canadian curricula, and how this may (or may not) relate to current trends in Historical Thinking.

In this presentation I will expand upon research presented at Hiernet 2018 by analyzing current methods of teaching about Indigenous Reconciliation in Canada. In so doing I will make comparisons as to how these trends relate to Seixas' (2017a) six concepts of Historical Thinking and broader discussion about public pedagogy, difficult knowledge, and nationalism.

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#50

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**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Critical Disciplinary Thinking in History – Thinking Historically

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

How the paradigm shift to historical thinking in the Austrian curriculum of 2008 affected the beliefs of history teachers. Results from the CAOHT/EBAHT project.

---

**Q6** Keywords (up to ten key words)

Historical Thinking, Curriculum, History Teachers

**Q7 Abstract:** of between 200 and 300 words

In 2008, official reforms were made to the history curriculum in Austria, informed by a significant paradigm shift from a content orientation to a focus on competencies of historical thinking. In this presentation, results from the two funded projects CAOHT (Competence and Academic Orientation in History Textbooks) and EBAHT (The Epistemic Beliefs and Practice of Austrian History Teachers after the Paradigm Shift towards Historical Thinking) conducted at the Universities of Salzburg and Oxford from 2015-2019 will be presented. The question to be raised is in which ways the curriculum paradigm shift to historical thinking has reached the practice of teaching and the beliefs of teachers in Austria. A sequential mixed-methods research design has been employed. The qualitative strand consisted of participant observations in history lessons (n=50) and expert interviews with history teachers (n=50). In the quantitative strand, we administered questionnaires to teachers (n=277) and students (n=1,085). The data indicates that 10 years after its introduction, even though teachers generally support approaches associated with historical thinking, the current historical thinking curriculum isn't understood by many history teachers. Whereas the curriculum of 2008 promulgated a domain-specific competence model, teacher's understanding of the term "competence" seems to be generic and not domain-specific to a large degree. Drawing on other results from the CAOHT/EBAHT project, it will be argued that the implementation of domain-specific historical thinking into the teaching practice would be considerably supported by textbooks with a strong historical thinking approach.

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#51

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA D. THE TEACHING OF HISTORY – CURRICULA, PEDAGOGY AND DIDACTICS, HISTORY TEACHING, 3-11 AND 11-21, ASSESSMENT

13. CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION  
 History curricula and Special Educational Needs, including Gifted & Talented Education.

---

**Q4** Type of Session:

Paper

**Q5** Title of your proposed paper/session

Identification of Pupils with Dyslexia in Slovenian Museums and Material Sources

**Q6** Keywords (up to ten key words)

dyslexia, identification, inclusion, museum, elementary school, history, material sources, teaching approaches, Slovenia

**Q7 Abstract:** of between 200 and 300 words

Abstract: The research examines how pupils with dyslexia are taken into account in various museums in Slovenia, and how the didactic-methodical approaches to material sources have been adapted to them. In the Slovenian school system, pupils with dyslexia are categorised as pupils with specific learning disabilities; according to the data from 2018, they account for 42.2% of the population of children with special educational needs, aged 6 to 14. In Slovenia, the legal guidelines that define the concept of working with dyslexics are laid down in the Placement of Children with Special Needs Act (2011). According to the objectives of the History Curriculum for Elementary School (2008), pupils with dyslexia most often have difficulties with gathering the essential information, understanding the causes, processes and consequences, and reaching independent conclusions in history (Bezjak 2017). Although dyslexia is the most widespread reading and writing disorder of all the specific learning disabilities (Pekljaj 2016), it is even more important for dyslexics that they learn history using material sources. An analysis of museum programmes has determined that museums often include the observation of material sources, experiential learning, cooperative learning, modelling, problem solving and pupils' creative expression. Interviews with the museum pedagogues have shown that no museum in Slovenia has adapted its activities to dyslexics nor its programmes so far. Museum pedagogues think that the reasons for that lie mainly in the teachers' failure to identify dyslexics and in the inadequate training of the museum's pedagogical staff. Therefore, we believe that cooperation between museums and schools, and the inclusion of all groups of pupils with special educational needs, is absolutely necessary. Museum pedagogues are trying to plan their activities and make cultural heritage accessible to the widest possible group of pupils; however, that is often difficult because the pupils with specific learning disabilities have not been identified. We suggest that museums pay more attention to material sources and prepare their activities for dyslexics as well, since material sources are the wealth of cultural heritage and tangible evidence that enables pupils to understand and conceptualise the past in an authentic and experiential way.

References:

Bezjak, Š. (2017). "Učenci z disleksijo pri pouku zgodovine v osnovni šoli" [Pupils with Dyslexia in History Lessons in Elementary School]. Master's thesis. Ljubljana: Filozofska fakulteta.

Pekljaj, C. (2016). Učenci z učnimi težavami v šoli in kaj lahko stori učitelj [Pupils with Learning Disabilities in School and What a Teacher Can Do]. Ljubljana: Znanstvena založba Filozofske fakultete.

Učni načrt (2011). Program osnovna šola. Zgodovina [Curriculum (2011). Elementary School Programme. History]. Ljubljana: Ministrstvo za šolstvo in šport. Accessible at:

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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

12. Controversial, Contested and Sensitive Issues  
 a) History and the teaching of contested and controversial issues

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Does history bite...or bore? Dealing with controversial issues in the European history classroom

---

**Q6** Keywords (up to ten key words)

Controversial issues, populism, nationalism, extremism, discussion, debate & dialogue, teaching challenges, teaching approaches

---

**Q7 Abstract:** of between 200 and 300 words

Against the backdrop of rising populism and extremism discussing controversial issues becomes both more necessary and difficult for history educators in Europe. In order to identify challenges and approaches designed to overcome them, we conducted focus group interviews with 33 teachers and a survey with 117 participants from more than 25 European countries. With an eye to differences in societal conditions as well as in traditions of history education, we initially assumed to come across clear-cut differences between the established democracies of the West with their tradition of critical thinking and the younger democracies of the East with a stronger focus on learning dates and names.

Our research led to two major findings: First, in all European history classrooms discussions about controversial issues were seen as being challenged not only by prejudiced, but also by bored students. Second, while we found some clusters that fitted the initial West-East hypothesis, the overall picture was more mixed. As expected, teachers from Western European countries more often reported national history to be the most boring topic for their students. Accordingly, they were less confronted with students expressing strong nationalist feelings. At the same time, teachers from South Eastern Europe referred to nationalism as a serious problem which compelled them to develop specific strategies meant to 'battle' stereotypes. However, we also have evidence that history is able to "bite" in Western European classrooms as well: teachers described e.g. situations where students expressed anti-Semitic views when talking about the Holocaust. Taken together, both insights speak to the need to take into account the situational context of each and every classroom when designing approaches on how to teach controversial issues. Accordingly, teachers should be supported to expand their repertoire of strategies and to learn from each other.

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#53

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Saturday, June 29, 2019 10:09:57 PM  
**Last Modified:** Saturday, June 29, 2019 10:18:02 PM  
**Time Spent:** 00:08:05  
**IP Address:** 104.103.73.102

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Mag. Dr. Bettina Paireder (bettina.paireder@uni-graz.at)  
 Mag. Barbara Derler (barbara.derler@uni-graz.at)

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Area B: Historical Culture and Identity  
 Theme 5: Historical Consciousness  
 Topic a): Historical consciousness – its nature, significance and cultural roots

---

**Q4** Type of Session: **Workshop**

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**Q5** Title of your proposed paper/session

Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses

---

**Q6** Keywords (up to ten key words)

historical consciousness; historical thinking; didactics of history, historical learning; theory of history; history education

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**Q7 Abstract:** of between 200 and 300 words

'Historical consciousness' is one of the key-terms in didactics of history/ history education. Having a look on the concept of 'historical consciousness' in a comparative, transnational perspective, various approaches and definitions have emerged over the past decades. For the time being, the concept of 'historical consciousness' seems to be very much grounded in the national a/o regional networks and schools of history didactics, e.g. the German speaking community, the British community, the Canadian community, or the community(-ies) in the United States. New networks arise and develop in a lively discourse on history education, such as the communities in Australia, Brazil, Chile, China, Indonesia, Japan, or in the South and North of Africa. The convergences and differences in the theoretical bases and the understanding of the concept among these various groups have been discussed to a certain extent within the various communities - which remain strongly oriented towards the respective regional a/o national 'historical consciousness' - but they have not been discussed extensively or compared systematically in a transnational or global discourse.

However, over the past few years there is a growing interest to discuss the convergences and differences in the understanding of this concept. Recent publications (Seixas 2017; Clark&Peck 2019) raise the discussion in a more comparative perspective, asking e.g. how Jörn Rüsen's understanding of historical consciousness as a fundamental way of thinking about ourselves and "making sense of the past" by "interpreting the past for the sake of understanding the present and anticipating the future" (Rüsen 2001) has been adopted in the various communities and discourses, or how it relates to the idea, first discussed by Hans-Georg Gadamer and Paul Ricoeur, that we as human beings are immersed in history a/o encounter the historicity of humanity.

The conference workshop invites to exchange ideas about the actual understanding of historical consciousness. Based on theoretical inputs in the form of short keynote-presentations (5-10') the participants will be invited to deepen the theoretical discussion by putting more emphasis on a transnational, intercultural approach to the concept of 'historical consciousness'. Some of the more recent papers related to 'historical consciousness' will be introduced, convergences and differences will be highlighted, and important issues will be identified to be discussed during the workshop. Possible questions for the workshop discussion might be:

- Who are the actors/agents of historical consciousness?
- How to conceptualize the relationship between the various agents/producers of historical consciousness [historians, teachers, public historians, filmmakers, etc.], the various institutions and media [schools, corporate culture, universities, museums, etc.] through which their elements/narratives are circulated, and the "consumers" [students, "the public," citizens, etc.] in and for multicultural, democratic societies?
- What is the impact of digital and social media on 'historical consciousness'?
- What is the relationship between 'historical competencies', 'historical thinking' and 'historical consciousness'?

Clark, A. & Peck, C. (Eds.) (2019) *Contemplating Historical Consciousness. Notes from the field*; New York, Oxford: Berghahn.

Rüsen, J. (Hg.) (2001) *Geschichtsbewußtsein. Psychologische Grundlagen, Entwicklungskonzepte, empirische Befunde*, Köln, Weimar, Wien: Böhlau.

Seixas, P. (2017) *Historical Consciousness and Historical Thinking*, in: Carretero, M., Berger, St. and Grever, M. (Eds.) *Palgrave Handbook of Research in Historical Culture and Education*, London: Palgrave Macmillan, 59-72.

#54

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Saturday, June 29, 2019 11:18:41 PM  
**Last Modified:** Saturday, June 29, 2019 11:23:13 PM  
**Time Spent:** 00:04:32  
**IP Address:** 2.23.97.108

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA A: PUBLIC HISTORY

1. Public History and History Education

e) Historic sites: e.g. monuments, statuary, displays, plaques, place names and museums for the exploration and illumination of local, national and global history

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Visiting a Museum in History Lessons. A Research Project on the Austrian Federal State Museums

**Q6 Keywords (up to ten key words)**

museum  
Austria  
historical learning  
competences  
expert interviews  
observations  
embedding of museum visits

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**Q7 Abstract: of between 200 and 300 words**

In recent years, source orientation has become more and more important in history lessons. The work with sources (and historical narratives) is demanded not only by history didactics at the university, but also by the Austrian curricula. In textbooks and also in teaching practice, the focus is on image and text sources, while encounters with material sources take place mainly outside the classroom, especially in museums.

When visiting museums with school classes, however, it should be noted that these are not oriented towards the requirements of history didactics or the teaching of history in schools (alone). History didactics sees itself as a discipline that deals with the historical consciousness in society, but many projects only analyze learning in museums or in classrooms. However, the visit to extracurricular places of learning should be a meaningful component of a teaching unit. For this reason, in the project „Historisches Lernen zwischen Schule und Museum“ (Historical Learning between School and Museum), which focuses on the Austrian Federal State Museums, the embedding of museum visits in the process of learning in the classroom is investigated. In this study, expert interviews were conducted with museum educators (n=9) and teachers (n=80) and school classes (n=10) were observed during museum visits and in class. In addition, the pupils (n=187) were asked what they had learned during their visit to the museum. The lecture will explore the question of how teachers in class and/or guides in museums offer pupils learning opportunities so that they can analyze the construction of history in the form of a museum narrative.

**References:**

- Kohler, Christian: Schülervorstellungen über die Präsentation von Geschichte im Museum. Eine empirische Studie zum historischen Lernen im Museum (Geschichtskultur und historisches Lernen 16), Berlin 2016.
- Marcus, Alan S./Levine, Thomas H./Grenier, Robin S.: How Secondary History Teachers Use and Think About Museums: Current Practices and Untapped Promise for Promoting Historical Understanding, in: Theory & Research in Social Education 1/40 (2012), S. 66–97.
- Pleitner, Berit: Außerschulische historische Lernorte, in: Barricelli, Michele/Lücke, Martin (Hrsg.): Handbuch Praxis des Geschichtsunterrichts. Band 2, Schwalbach/Ts. 2012, S. 290–307.
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#55

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Sunday, June 30, 2019 12:16:08 AM  
**Last Modified:** Sunday, June 30, 2019 12:23:15 AM  
**Time Spent:** 00:07:07  
**IP Address:** 23.46.209.14

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Steve Watters</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Public History and education

**Q4** Type of Session: **Workshop****Q5** Title of your proposed paper/session

'He died for us': The challenge of applying critical thinking to the commemoration of war in New Zealand

**Q6 Keywords (up to ten key words)**

Commemoration  
Remembrance  
Education  
Memorials  
Monuments  
Cenotaphs  
Sacrifice  
Traditions  
Nationalism  
Identity

---

**Q7 Abstract: of between 200 and 300 words**

Pukeahu National War Memorial Park is the national place for New Zealanders to remember and reflect on this country's experience of war, military conflict and peacekeeping, and how that experience shapes our ideals and sense of national identity.

To support Pukeahu's potential as a transformative space, an education programme was established in 2015. Young New Zealanders are encouraged to consider the role of memorials and monuments as important cultural markers, and to think critically about what as a society we choose to commemorate, or not, and why.

A pedagogical framework was developed to support the education programme. It has had to contend with the well-entrenched traditions, practices and attitudes associated with the commemoration of war. These have at times acted as a barrier to genuine critical thinking and learning. Questioning can be misinterpreted as being disrespectful or inappropriate, and many will, as a result, quietly 'fall into line'.

This 90 minute workshop will:

- consider the experiences of education at Pukeahu and of the commemoration of war in general to highlight some of the particular challenges faced in applying critical thinking in such spaces.
- Examine the effectiveness of the pedagogical framework developed for the education programme at Pukeahu as a teaching and learning tool for critical thinking.
- Provide an opportunity for practitioners working in similar areas to share their experiences and ideas in establishing programmes with an emphasis on deeper, critical thinking.

References

1. Pedagogical framework for the Education Programme at Pukeahu National Memorial Park, October 2016, Manatū Taonga, New Zealand Ministry for Culture and Heritage
  2. Baron, C. (2012). Understanding Historical Thinking at Historic Sites. *Journal of Educational Psychology*, vol. 104, no. 3, pp. 833-847.
  3. Winter, Jay. (1998). *Sites Of Memory, Sites Of Mourning: The Great War In European Cultural History (Canto)*. 1st ed. Cambridge: Cambridge University Press
-

#56

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Sunday, June 30, 2019 5:24:44 AM  
**Time Spent:** 00:05:12  
**IP Address:** 23.46.209.14

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA B: HISTORICAL CULTURE & IDENTITY  
Aspects of Identity

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

An uncomfortable truth: the case for teaching the New Zealand Wars

---

**Q6** Keywords (up to ten key words)

Identity  
Māori  
Nationhood  
Compulsory  
Curriculum  
Perspectives  
Colonialism  
War  
Memorials

---

**Q7** Abstract: of between 200 and 300 words

New Zealand's national narrative mythologises our experiences of war. It is a central element in our expression of national identity. Our national memorial day, Anzac Day, has come to represent a kind of retrospective nationhood.

Largely missing from these conversations has been the significance and relevance of our own internal wars of the nineteenth century which saw the British Crown wage war against Māori. These conflicts don't fit with our perception of who and what we are as a people and a nation. They have been either ignored or placed in the 'too hard basket' essentially because their devastating impact, both short and long term, fell largely on Māori.

As history is not a compulsory subject in the New Zealand Curriculum there have been calls to make it so as a way of addressing these gaps in our understanding of our past. Prime Minister, Jacinda Ardern, believes teaching New Zealand history is "common sense" but has stopped short of making the New Zealand Wars compulsory content, a view shared by her Education Minister, Chris Hipkins.

Following a brief overview on the New Zealand Wars of the nineteenth century, this paper will:

- Examine the particular challenges of commemorating what was not a single conflict but multiple conflicts spread over time and place and from the perspective of Māori (iwi).
- Discuss the place of existing New Zealand Wars memorials which typically reflect the characteristics of a colonial society and whether or not a national monument to these wars is needed
- Provide an opportunity to consider the merits or otherwise of a compulsory national history curriculum

References

O'Malley, Vincent. 2019. The New Zealand Wars | Ngā Pakanga o Aotearoa: Bridget Williams Books  
Ministry for Culture and Heritage. Classroom Conversations: The New Zealand Wars.  
<https://nzhistory.govt.nz/classroom/conversations/new-zealand-wars/introduction>

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#57

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
**Started:** Sunday, June 30, 2019 10:05:34 AM  
**Last Modified:** Sunday, June 30, 2019 10:06:59 AM  
**Time Spent:** 00:01:25  
**IP Address:** 173.205.76.61

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Respondent skipped this question

**Q4** Type of Session:

Respondent skipped this question

**Q5** Title of your proposed paper/session

Respondent skipped this question

**Q6** Keywords (up to ten key words)

Respondent skipped this question

**Q7** Abstract: of between 200 and 300 words

Respondent skipped this question



#58

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Sunday, June 30, 2019 2:32:36 PM  
**Last Modified:** Sunday, June 30, 2019 2:52:16 PM  
**Time Spent:** 00:19:40  
**IP Address:** 81.52.134.92

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Unknown at moment but might be Jon Bradley, 70 Maple Crescent, Beaconsfield, QC H9W 4T4.

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

10-D or 10-F or 7-F

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Fake and Foul: Canada's Orwellian History Textbooks

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**Q6** Keywords (up to ten key words)

Fake/fabricated history, Orwellian language and thought, false pedagogy.

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**Q7 Abstract:** of between 200 and 300 words

Using Quebec's new high school compulsory textbooks as exemplars, we argue that this official "History" reflects a specific "us" at the exclusion of all "others". Over a forty-year span, nationalistic French-Canadian pedagogues/historians have constantly redefined their past to imagine a "nation". These Orwellian textbooks are grounded on a past, on geographical places, and even on people that never existed.

Objective features (page allocations, language used, etc.), current research (Maria Grever, etc.) and educational thinkers (Oakshott, Gellner, etc.) ground/anchor our analysis. The intentional misuse of language in the textbooks illustrates an attack on historical truth, events, people, geography, and even historical time itself. We focus on the textbook coverage of World Wars One and Two - the two most catastrophic events of the 20th century - to illustrate numerous shortcomings and distortions that highlight the book's biases and propaganda-like orientations.

As education is an exclusive provincial domain, Canadians have never had a national Ministry of Education, common textbooks or curricula; hence, the absence of the "history wars" that have engaged and enveloped other countries. This lack of outside academic scrutiny has helped create a false historical narrative that brings inquisitive adolescents to porn sites!

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#59

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Sunday, June 30, 2019 8:01:33 PM  
**Time Spent:** 00:10:12  
**IP Address:** 81.52.134.100

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Country*	<b>Schweiz</b>
Email Address*	<b>christian.mathis@phzh.ch</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Sebastian Barsch, University of Kiel, Germany

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

A.3 or B.4

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

«With these exhibits many interesting things can be learned about past times» – Representations of history lessons at playmobil®

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**Q6** Keywords (up to ten key words)

History Culture, Historical Culture, Popular Culture, Learning History, Students' conceptions, Toys, Material Culture, Historical Learning

---

**Q7 Abstract:** of between 200 and 300 words

In 2018, Playmobil included a "History Class" as an addition to the "Furnished School Building" (Playmobil® Article No. 9455). The materiality of this toy, the selection of teaching media represented in coloured plastic (wall panel with timeline, loupe, parchment roll, stone axe, posters and other sources), conveys an idea of history education which seems to be based on hands-on learning, variety of methods, original encounter and work with historical sources. This image is additionally shaped by the manual of the toy, the pictures on the packaging and the various advertising texts.

At the conference, we would like to present an international research project in which children are interviewed with the help of toys as a stimulus to talk. On the one hand, the exploratory study is intended to capture interpretations of children about the toy "History Class". In addition, their ideas about "history lessons" should be surveyed in general. This is intended to collect the overall picture of how ideas of ideal history teaching manifest as social reality.

For the data collection, four group discussions (N = 32) are conducted with children aged 10 years in Germany and Switzerland. This international perspective should also show if there are cultural or regional influences on the children's concepts. The data is evaluated using grounded theory methodology.

For the quote in the title see: <https://www.playmobil.ch/de/klassenzimmer-geschichtsunterricht/9455.html> (3.12.2018).

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#60

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 6:27:18 AM  
**Last Modified:** Monday, July 01, 2019 6:48:55 AM  
**Time Spent:** 00:21:37  
**IP Address:** 23.54.124.55

---

## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

**Respondent skipped this question**

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

20 . Research and Evidence Based History Education

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**Q4** Type of Session:

**Paper**

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**Q5** Title of your proposed paper/session

How do Japanese students give meaning to their history teachers' lessons?

---

**Q6** Keywords (up to ten key words)

case study, qualitative research, meaning for learning history, mastery and appropriation

---

**Q7 Abstract:** of between 200 and 300 words

This case study examines how high school students in two metropolitan-area Japanese schools give meaning to their teachers' history classes through a long-term observation of mastery and interviews with students. It clarifies how students master and appropriate history learning during history classes based on the concepts indicated by Wertsch (2000). The survey results appropriation that, in classrooms run by a teacher who places "lessons through discussion" at the center of the curriculum, the students master the memorization of historical knowledge. Some students referred to interpreting the events of history, but they did not seem to master the task. They mainly appropriate historical knowledge by memorizing facts, such as identifying "lessons through discussion" as the meaning of learning knowledge, which is different from their teachers' intentions. By contrast, in a class led by a teacher who emphasizing considering the present through the lens of historical events, students mastered the understanding the history and were able to think about history in relation to the present. The students compared what they had learned with contemporary events and associated them with the knowledge they learned in other subjects. It was clear that students appropriated this knowledge, as they could consider history in relation to the present. The primary significance of this study is to show two cases: one where students give meaning to their teacher's history lessons that is different from the teacher's intention, and another where the teacher's intention is well understood, but sometimes overly interpreted, by some students from the perspectives of mastery and appropriation.

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#61

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 6:06:51 AM  
**Last Modified:** Monday, July 01, 2019 6:55:45 AM  
**Time Spent:** 00:48:54  
**IP Address:** 81.52.134.100

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

**Respondent skipped this question**

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA B: HISTORICAL CULTURE &amp; IDENTITY

b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Dynamic Historical Literacies

**Q6** Keywords (up to ten key words)

Historical Literacy; historical consciousness, citizenship, dynamic literacies

**Q7 Abstract:** of between 200 and 300 words

A stated goal of Australian schooling is that all students will become active and informed citizens (MCEETYA, 2008), with national education policy and curriculum reforms increasingly concerned with the attributes or qualities that may be required for an individual to be a successful citizen in the twenty-first century. While traditionally, History education has been debated in the public sphere through bi-partisan concerns about the role of school History in the formation of national identity, this paper considers the need for History education to incorporate the diversity of narratives and historical interpretations present in many Western democratic nations, to allow students the opportunity to reflect on, not only their own orientation as individuals, but to understand and analyse the position of others in a pluralist democratic society. A theoretical framework for Historical Literacy is proposed that situates this idea within the broader notion of historical consciousness, while also incorporating aspects of Wertsch's (2000; 2004; 2012) sociocultural approach. Specifically, the notion of mediated action, and the different ways an individual may approach historical evaluation depending on their perceived personal connection to a historical event and the context of representation. This paper focuses on the potential significance of such an approach in confronting the challenges of collective memory and national identity narratives in the twenty-first century, such as the 'Anzac Legend' in Australia, in the development of historical consciousness.

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#62

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 6:59:33 AM  
**Last Modified:** Monday, July 01, 2019 7:04:29 AM  
**Time Spent:** 00:04:56  
**IP Address:** 81.52.134.92

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Albert Logtenberg (Affiliation: Amsterdam University of Applied Sciences and Leiden University) is co-author but will not be able to join the conference.

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

18. Assessment – Its Nature, Purpose and Role.

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

The assessment of historical perspective taking. Opportunities and challenges for history teachers.

---

**Q6** Keywords (up to ten key words)

historical reasoning and thinking, historical perspective taking, contextualization, assessment, teachers' beliefs

---

**Q7 Abstract:** of between 200 and 300 words

Previous research indicated that assessing historical reasoning competencies is a difficult and challenging task for history teachers and researchers (e.g., Breakstone, 2014). This also applies to the measurement of students' ability to perform historical perspective taking (HPT) (Huijgen, 2018). Since HPT is considered a key component of historical reasoning (Seixas & Morton, 2013), it is important to design and test instruments that are able to measure this ability. Furthermore, it is important to explore how (student) history teachers might use the instruments' results in their practice.

This Dutch study has therefore two aims: 1) to explore the concurrent validity of a developed HPT task and 2) to explore what (student) history teachers might learn from implementing such tasks in their classrooms. Six experienced history teachers who followed a course on research skills used a closed and open HPT task with 186 secondary school students from different levels and age groups. Supported by a researcher the teachers in groups analyzed the data, wrote a research report, and reflected on their experiences with collecting and analyzing data. Preliminary results showed that it is possible to measure HPT with different tasks. Moreover, the teachers reported that they learned to collect data and reflect on research methods, remedial lessons, and future research questions.

References

Breakstone, J. (2014). Try, Try, Try Again: The Process of Designing New History Assessments, *Theory & Research in Social Education*, 42, 453-485. doi:10.1080/00933104.2014.965860

Hartmann, U., & Hasselhorn, M. (2008). Historical perspective taking: A standardized measure for an aspect of students' historical thinking. *Learning and Individual Differences*, 18, 264-270. doi:10.1016/j.lindif.2007.10.002

Huijgen, T. (2018). *Balancing between the present and the past: Promoting students' ability to perform historical contextualization*. Groningen: University of Groningen.

Seixas, P., & Morton, T. (2013). *The big six: Historical thinking concepts*. Toronto: Nelson Education.

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#63

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Sunday, June 30, 2019 6:02:59 PM  
**Last Modified:** Monday, July 01, 2019 9:04:14 AM  
**Time Spent:** 15:01:15  
**IP Address:** 104.103.73.85

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA E. RESEARCHING HISTORY EDUCATION  
21. Practitioner Research: The Integration of Theory And Practice – Papers and Workshops  
h) University research in collaboration with teachers

---

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

HistoryLab: An online learning environment developing students' historical literacy

**Q6** Keywords (up to ten key words)

historical literacy; digital learning; scaffolding; enquiry-based learning; Czech history education; analytical instruction

**Q7 Abstract:** of between 200 and 300 words

HistoryLab is an online learning environment for history education developed by a consortium of Czech academic institutions. It is designed to engage students of secondary education in the building of historical literacy (Lee 2011; Seixas and Morton 2012). The environment is under continuous development and it currently offers analytical and interpretational tools for primary visual sources, texts, and audio clips embodied in over 30 online exercises. The learning environment uses digital technologies to offer history teachers scaffolded interaction with primary sources on the 20th century, combining explicit and implicit instruction strategies with an emphasis on the latter (Nokes 2013: 42-47).

The the application's development has been iteratively tested in four waves beginning in 2016 in over 50 Czech schools. The mixed methods used included employing teacher and student surveys, observations in the classroom, data gathering on the student behavior during the exercises and a series of focus groups with teachers. The testing series relying on the "proof of concept" mode allowed us to uncover some of the effects of systematically using the environment.

We present examples of work with the application demonstrating its main principles along with the challenges and opportunities we have uncovered during the project's development. We discuss different modes of employing HistoryLab: as an analytical supplement to current, predominantly synthetic Czech textbooks; as a method of teaching history; as an analytical tool offering insight into the historical thinking of students; and as a teacher training tool.

Lee, Peter. 2011. "History Education and Historical Literacy." In *Debates in History Teaching*, edited by Ian Davies, 63–72. London: Routledge.

Nokes, Jeffery D. 2013. *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*. Routledge.

Seixas, Dr Peter, and Tom Morton. 2012. *The Big Six Historical Thinking Concepts*. Toronto: Nelson College Indigenous.

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#64

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 9:04:31 AM  
**Last Modified:** Monday, July 01, 2019 9:06:37 AM  
**Time Spent:** 00:02:06  
**IP Address:** 104.103.73.85

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA E. RESEARCHING HISTORY EDUCATION  
21. Practitioner Research: The Integration of Theory And Practice – Papers and Workshops  
h) University research in collaboration with teachers

---

**Q4** Type of Session: **Workshop****Q5** Title of your proposed paper/session

HistoryLab: Evidence from developing an online learning environment

**Q6** Keywords (up to ten key words)

historical literacy; digital learning; scaffolding; enquiry-based learning; Czech history education; analytical instruction;

**Q7 Abstract:** of between 200 and 300 words

HistoryLab is an online learning environment for history education developed by a consortium of Czech academic institutions. It is designed to engage students of secondary education in the building of historical literacy (Lee 2011; Seixas and Morton 2012). HistoryLab is an answer to the calls for a non-synthetic, analytical source of systematic instruction tool to support the constructivist approach not currently represented in Czech textbooks. At present, HistoryLab offers analytical and interpretational tools for primary visual sources, texts, and audio clips embodied in over 30 online exercises. The learning environment uses digital technologies to offer history teachers scaffolded interaction with primary sources on the 20th century using mostly implicit instruction strategy (Nokes 2013: 42-47).

Continuous feedback on the set of exercises and on the structure of the environment (in the proof of concept mode) and controlling for the type of participants using the standardized survey on the teaching profile allows for conclusions on a number of levels. The workshop shall make use of the wealth of data ranging from observations in the classroom (n=40), to data gathering of the students' behavior during the exercises (n=3700), to a series of focus groups with teachers (7 focus groups).

Using numerous examples and conclusions based on the feedback data, the workshop shall discuss the application's key principles and their evolution throughout, including the application as a "safe environment", "emerging contextualization", "mystery solving", continuous and interactive student feedback, and the way teacher manuals are structured.

Lee, Peter. 2011. "History Education and Historical Literacy." In *Debates in History Teaching*, edited by Ian Davies, 63–72. London: Routledge.

Nokes, Jeffery D. 2013. *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*. Routledge.

Seixas, Dr Peter, and Tom Morton. 2012. *The Big Six Historical Thinking Concepts*. Toronto: Nelson College Indigenous.

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#65

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Monday, July 01, 2019 11:13:20 AM  
**Time Spent:** 00:05:48  
**IP Address:** 81.52.134.100

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

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---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Identity and History around us: Family, Community, Heritage and the Environment

a) aspects of identity

---

**Q4** Type of Session:

**Paper**

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**Q5** Title of your proposed paper/session

Geschichtsunterricht, Raumkonzepte, Identitäten.

---

**Q6** Keywords (up to ten key words)

Identity. Space. Country. National History. Regional History. History Class. Theory. Empirical Research.

---

**Q7** Abstract: of between 200 and 300 words

Geschichtsunterricht und „Identitätsbildung“ stehen in enger Beziehung, Identitätsbewusstsein wird als eine Dimension des Geschichtsbewusstseins begriffen (Pandel). Viele Curricula schreiben dem Fach Geschichte resp. dem historischen Lernen einen Beitrag zur Identitätsentwicklung oder -bildung zu. Dabei bleibt das Wesen dieses Konstrukts diffus, ist Gegenstand von Kontroversen und Aushandlungsprozessen. Oft wird in diesem Zusammenhang den Raum- und Ortsbezügen der behandelten historischen Gegenstände bzw. den „areas of history“ (Angvik/von Borries 1997) zwischen lokaler, regionaler, nationaler, europäischer und globaler Geschichte Bedeutung zugeschrieben.

Die Sektion zielt auf eine Annäherung an die Wechselwirkungen zwischen Geschichtsunterricht, Raumbezügen und dem hybriden Phänomen der Identitäten. Dabei untersucht sie Strukturen und Mechanismen, die verschiedene Raumkonzepte in unterschiedlichen kulturellen Kontexten konstruieren, und beleuchtet, welche Relevanz ihnen jeweils in der schulischen und außerschulischen Geschichtsvermittlung zugeschrieben wird. Zudem fokussiert sie in einem metareflexiven Zugang Aspekte, die die Identifikation möglicher identitätsstiftender Raumkonzepte, ihrer Be- und Verarbeitung bzw. ihr Hinterfragen in der Realität des Geschichtsunterrichts evidenzbasiert in komparatistischer Anlage möglich machen. Welche Merkmale erlauben es konkret, Geschichtslektionen zur Vermittlung der Geschichte des eigenen Landes („history of One's Own Country“) zu beschreiben und in einem zweiten Schritt in transnationaler und interkultureller Perspektiven zu analysieren? Wie kann eine zielorientierte, nicht zu stark von normativen Vorannahmen geleitete Erforschung der Vermittlung der Geschichte des eigenen Landes gelingen?

Die Vorträge verbinden einen theoretisch-konzeptionellen Zugang zum Spannungsfeld zwischen Geschichtsunterricht, Raumkonzepten und Identitäten mit methodischen Diskussionen und der Vorstellung eines Designs zur kategoriegeleiteten, sprach- und kulturraumübergreifenden empirischen Untersuchung schulischen Geschichtsunterrichts in der Deutschschweiz, Suisse romande, Deutschland und Österreich sowie der Präsentation erster Ergebnisse entsprechend differenzierter Analysen auf Basis von Unterrichtsbeobachtungen.

Angvik, Magne/Borries, Bodo von (Hrsg.) 1997. Youth and History. A comparative European Survey on Historical Consciousness and Political Attitude among Adolescents. Hamburg.

Gautschi, Peter (2016). Fachdidaktik als Design-Science: Videobasierte Unterrichts- und Lehrmittelforschung zum Lehren und Lernen von Geschichte. In: Visible Didactics - Fachdidaktische Forschung trifft Praxis, (2), 53-66.

Pandel, Hans-Jürgen (2013): Geschichtsdidaktik. Eine Theorie für die Praxis. Schwalbach/Ts.

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#66

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Monday, July 01, 2019 7:30:51 PM  
**Time Spent:** 09:18:28  
**IP Address:** 95.101.181.46

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Country*	Cyprus

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Dr. Eleftherios Klerides

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA C: PEDAGOGY: CRITICAL DISCIPLINARY THINKING AND THE TEACHING OF HISTORY  
12. Controversial, Contested and Sensitive Issues  
a) History and the teaching of contested and controversial issues

---

**Q4** Type of Session: **Paper**

---

**Q5** Title of your proposed paper/session

Reconciling traditional and new history in their minds and actions; an ethnographic study of secondary school teachers

---

**Q6** Keywords (up to ten key words)

new history, traditional history, ethnography, transnational governance, teacher beliefs

---

**Q7 Abstract:** of between 200 and 300 words

The history wars between traditional and new history is a much debated subject. Under the theory of constructivism the two approaches to history and politics coexist and interact with each other. As new history hasn't fully replaced the traditional approach to history teaching, the two continue to co-exist as ideals, disciplinary and pedagogical approaches. The area where they are most likely to interact is regarding controversial and sensitive issues.

The coexistence of these two histories has led to the development of research questions which will be examined in the present paper. Firstly, it is essential to understand what history teachers believe about these two approaches and to identify if and how they interact in their minds and practices. The second question that will be addressed is how can the interaction of these two conflicting approaches be researched in the classroom?

This paper proposes a twofold approach to this examination; the first is a top down approach that focuses on policy making and the second a bottom up approach that will focus on the practices and discourse of teachers. This paper particularly focuses on Cyprus with the curriculum used in public schools which mainly has a traditional approach that has been infused with elements of new history. Furthermore, special emphasis has been given to sensitive issues in Cypriot history. The study used a qualitative approach with an ethnographic study of Cypriot teachers who were interviewed and observed throughout an academic year. The ethnographic study has utilized a biographical approach in order to best comprehend teachers beliefs and practices regarding traditional and new history and found that teachers often merge practices but also beliefs about new and traditional history depending on certain variables such as whether the subject taught is seen as sensitive or controversial and perceived social and curricular constraints.

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#67

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 7:41:49 PM  
**Last Modified:** Monday, July 01, 2019 7:43:49 PM  
**Time Spent:** 00:02:00  
**IP Address:** 173.205.76.61

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Respondent skipped this question

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**Q4** Type of Session:

Respondent skipped this question

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**Q5** Title of your proposed paper/session

Respondent skipped this question

---

**Q6** Keywords (up to ten key words)

Respondent skipped this question

---

**Q7** Abstract: of between 200 and 300 words

Respondent skipped this question

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#68

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 01:48:15  
**IP Address:** 81.52.131.53

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Myria A. Constantinidou</b>
Affiliation*	<b>teachers, Phd Candidate UOWM</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

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

e. 'Doing History' pupils and students as proto-historians: investigating the past and constructing syntactically based historical understandin OR AREA D. THE TEACHING OF HISTORY – Curricula, Pedagogy and Didactics, History Teaching, 3-11 and 11-21, Assessment

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

Picture History: Promote Historical Thinking Skills through visual resources.

**Q6** Keywords (up to ten key words)

visual resoures,visual representations, historial Literacy, historical thinking

**Q7 Abstract:** of between 200 and 300 words

Modern epistemological approaches to historical education, which have been incorporated into modern Cypriot curricula, state that the general aim of the history lesson today is to cultivate historical thought and to shape historical consciousness (MoE,2011). Emphasis is placed on the fact that historical literacy in the twenty-first century is being built not only as a knowledge of content but also as cultivation of historical thinking.

The development of historical literacy with the participation of children in the discovery of historical knowledge, resource processing is considered as a flexible tool which sets the first bases for the view of history as a field of reflection and research, stimulating and rewarding framework for developing self-awareness and the values and beliefs required for the active the citizenship of a pluralist democracy in 21st Century.

The presence of visual elements in today's teaching and learning is increasing as the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens (Benson, 1997; Branton, 1999; Dwyer as cited in Kleinman & Dwyer, 1999). Concerning Visual Literacy three theories of current relevance ( Jerome Bruner's theory of iconic, enactive and symbolic knowledge representation, Gombrich's analysis of Form and Function in art and genre theory (Bruner, 1966; Gombrich, 1999; Halliday and Martin, 1993) bears eloquent testimony to the power of pictures and images in developing pupils' visual literacy (Historical Association,2008 ed).

The purpose of this presentation is how the modern Cypriot curriculum chooses to import, manage, identify, select or use sources relevant to historical events to advance historical literacy, without ignoring and circumscribing the fact that visual representations are often indirect, as απε filtered out by multiple ideologies and contexts, as well as conceptual differences.

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#69

**INCOMPLETE**

**Collector:** Web Link 2 (Web Link)  
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**Last Modified:** Monday, July 01, 2019 10:11:14 PM  
**Time Spent:** 00:00:10  
**IP Address:** 65.158.115.14

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Respondent skipped this question

**Q4** Type of Session:

Respondent skipped this question

**Q5** Title of your proposed paper/session

Respondent skipped this question

**Q6** Keywords (up to ten key words)

Respondent skipped this question

**Q7** Abstract: of between 200 and 300 words

Respondent skipped this question

#70

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 11:45:19 AM  
**Last Modified:** Monday, July 01, 2019 10:12:04 PM  
**Time Spent:** 10:26:45  
**IP Address:** 23.54.147.46

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

20. Research and Evidence Based History Education

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**Q4** Type of Session: Paper

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**Q5** Title of your proposed paper/session

Japanese schools and the students' understanding of historical significance.

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**Q6** Keywords (up to ten key words)

historical significance, qualitative research, intercultural education, Japanese schools, case study

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**Q7 Abstract:** of between 200 and 300 words

Japanese schools have their roots in educating “Japanese” students outside of Japan and promoting their identities as “Japanese”. However, students at Japanese schools became more diverse after 1990’s (Sato, 2010). In such a setting, do the students of Japanese schools show various way to judge historical significance of Japanese history? To address this research question, this study investigated students’ ideas about historical significance at a Japanese school in China and compared their ideas with those of students in Japan. This study used qualitative, task-based interviews, adapting the methodology established by US researchers (Barton & Levstik, 1998; Epstein, 1998). The students in Japan explained the significance of historical events or people according the following themes: (1) “what makes the present situation” such as progression of culture or technologies in Japan, (2) “good relationships with foreign countries”, such as international exchange between Japan and other countries, and (3) “national autonomy” such as formation of national systems in Japan. The students in China gave similar responses when explaining the significance of historical events or people. This study indicates the possibility that homogeneity of the historical narratives is strengthened at the Japanese schools, where there is the need to deal with diverse students’ identities.

Barton, K. C. & Levstik, L. S. (1998). “It wasn’t a good part of history”: National identity and students’ explanations of historical significance. *Teachers College Record*, 99, 478-513.

Epstein, T. (1998). Deconstructing differences in African- American and European-American adolescents’ perspectives on U.S. history. *Curriculum Inquiry*, 28, 397-423.

Sato, G. (2010). *Ibunkakan kyouiku [Intercultural education]*, Tokyo, Japan: Akashi Shoten.

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#71

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Monday, July 01, 2019 9:58:48 PM  
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**Time Spent:** 00:20:13  
**IP Address:** 173.205.76.61

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Email Address*	<b>montse.dopico@gmail.com</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No.

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

MASS MEDIA &amp; PUBLIC HISTORY

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

The use of media materials and social networks in the development of intercultural competences of Secondary School students

**Q6** Keywords (up to ten key words)

intercultural education, cultural diversity, critical citizenship, active methodologies, education and social networks, education and mass media

**Q7 Abstract:** of between 200 and 300 words

The training of a democratic citizenship, critical, open and plural constitutes one of the main challenges of the school institution. The Didactic of Social Sciences has realised an essential contribution to the development of strategies that promote the improvement of the intercultural relations in the classroom. The research in the field of the Intercultural Education has detected, however, assimilationist attitudes under discourses of acceptance of the cultural diversity. The use of suitable materials can be one of the bases of the effectiveness of the implementation of active teaching methodologies with the aim of fighting against this type of attitudes.

Our research, carried out in Galicia, in the northwest of Spain, tries to develop the intercultural competences of 16 and 17 year old students through the subject of History. For this, in the framework of an evaluative investigation, an intervention program has been implemented in which the use of materials from the media and social networks (above all, press articles and YouTube videos shared on Facebook) has been one of the fundamental pillars.

The analysis of press news has formed, in particular, part of the (qualitative) pretest and posttest tests. In addition, press releases and youtube videos have been used to encourage, at the beginning of each session of the intervention program, the motivation of the students and the improvement, through the debate in a large group and in small groups, of their reasoning on the current social impact of immigration, beyond stereotypes about it. The results (extracted from the analysis of an intercultural competences post questionnaire and of a composition about immigration and press articles) suggest the great potential of materials from the media and social networks to improve both cognitive and emotional aspects related to the development of intercultural competences.

Banks, J.A. (2015). "Emigración global, diversidad y educación para la ciudadanía". En Escarbajal Frutos, A.(Editor), *Comunidades interculturales y democráticas. Un trabajo colaborativo para una sociedad inclusiva* (92-112). Madrid: Narcea.

Gorski, P.C. (2008). Good intentions are not enough: a decolonizing intercultural education. *Intercultural Education*, 19 (6), 515-525. DOI: 10.1080/14675980802568319

Suárez-Orozco, C. y Suárez-Orozco, M.M. (2003). *La infancia de la inmigración*. Madrid: Morata

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#72

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**Collector:** Web Link 2 (Web Link)  
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---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Jerónimo Miguel Rueda Dicenta</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

2. History Education Outside and Beyond Formal Education  
 a) Public History and the public sphere

---

**Q4** Type of Session:**Paper****Q5** Title of your proposed paper/session

History Festivals in Europe as Public History initiatives:

**Q6** Keywords (up to ten key words)

Models of History Festivals, Centrifugal Cultural Festival, Public History, Local History, Local Geography, High School Workshops, Students' Local Research, Procedure-skill-based exams

---

**Q7 Abstract:** of between 200 and 300 words

This paper aims to offer a theory and a classification for History Festivals in Europe, as one of the main manifestations of Public History in our continent. Besides, it intends to expose the development of our own project of a History Festival for the University of Murcia (Spain), based on the Italian experience of the 'Festa della Storia' (Bologna) (1), and its connection with local History and Geography teaching at the high school.

In the first part of this paper, History Festivals are contextualised within the wider theoretical and practical framework of Public History (2). We explain its origins and its principles, and we mention the wide range of work modalities that practising Public History involves. Some relevant examples of its worldwide spreading are outlined.

The second part of the essay consists of a brief study on the main European projects which may be considered as 'History Festivals'. We provide some criteria that can allow us to identify a cultural program as a History Festival. After a methodological definition, a general description of the main features of some History Festivals is offered. The chosen ones are amongst the most important projects in four European countries (United Kingdom, France, Italy and Spain). A three-model (academic, cultural, recreation) and two-type (centrifugal or centripetal) classification of all these Festivals is proposed to simplify this varied panorama. In the last part of the essay, we report the planning and realisation of our History Festival project. Its 1st Edition took place in the Academic Year 2016-2017 in Mula (Murcia, Spain) (3), and the second one in the Academic Year 2017-2018 in another town of our region, Cieza. We explain why we think this is a wealthening and dynamic long-term project for the civil society of our region. We specify the principles that inspired it and the goals we aimed to achieve. We summarise the programmes (4) of the two editions, focusing especially on the events planned for Secondary Education students, who approach History and Geography with local research on their town. Finally, we evaluate the results of its implementation judging the general problems it involved and some quantitative data we obtained with a survey.

REFERENCES:

(1) BORGHI, B. (2015): "La Festa della Storia: un progetto di Public History" en BORGHI, B. y DONDARINI, R. (Dir.): *Le radici per volare. Ricerche ed esperienze del Centro Internazionale di Didattica della Storia e del Patrimonio*. Bologna: Minerva Edizioni, pp. 37-50.

(2) KELLEY, R. (1978): "Public History: its origins, nature and prospects", *The Public Historian*, vol. 1, nº 4, pp. 111-120.

(3) "La Universidad de Murcia celebra en Mula la Fiesta de la Historia", *Revista Campus Digital*. 11 de noviembre de 2016. (Recuperado el 01/07/2019).

(4) PIÑERO, J.L.: "La Universidad de Murcia celebrará durante 7 meses su 'Fiesta de la historia'", *La Verdad*. 21 de noviembre de 2016. (Recuperado el 01/07/2019).

#73

**COMPLETE**

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**IP Address:** 95.101.13.156

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Affiliation*	<b>Karlstad university</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Maria Johansson, Karlstad university; Ulrik Holmberg, Karlstad university; Martin Stolare, Karlstad university; David Ludvigsson; Linkoping university; Cecilia Trenter, Linkoping university

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

6. Identity and History Around Us: Family, Community, Heritage and The Environment  
 We apply as organisers, for a 90 minutes full session.  
 Topic: Pupils working with archaeological artifacts and historical sites.

---

**Q4** Type of Session: **Delegate Theme**

---

**Q5** Title of your proposed paper/session

Project presentation: To explore history as objects and sites

---

**Q6** Keywords (up to ten key words)

Historical objects & artefacts, Historical heritage & sites, intercultural learning, children's perspective, inquiries & field trips

---

**Q7** Abstract: of between 200 and 300 words

Project presentation: To explore history as objects and sites  
 This session presents two research projects funded by the Swedish National Heritage Board. The first project: The common space

## HEIRNET 2019 Abstract Submission

This session presents two research projects funded by the Swedish National Heritage Board. The first project, *The common space*, is mainly concerned with how historical objects and artefacts can be used for opening the historical narration for intercultural perspectives on migration and cultural encounters. The other project "School children relate to historical sites" takes its focus on how historical sites can be meaningful for pupils and seeks to foster cooperation between schools and the heritage sector. The session presents theoretical and empirical findings and discusses historical artefacts and sites as keys to further develop young people's historical consciousness.

*The common space* (Kenneth Nordgren, Maria Johansson, Ulrik Holmberg abstract 1-2)

The purpose of the project "The common space" is to explore ways that heritage can be incorporated into history education and used to address processes of migration and cultural encounters. The cultural heritage is understood as part of "a common space" that affords rich opportunities to highlight the ways multiculturalism has always been inherent to history (cf. Schumann & Popp, 2014). The project will result in an educational resource to guide intercultural education (school years 4-6 and newcomers) to be used by history and heritage educators.

Abstract 1. Objects as keys to intercultural historical enquiry: Design principles and models

The aim of this paper is mainly conceptual and discusses how historical enquiry, as a teaching method, can be applied to intercultural learning. By analysing characteristic aspects of an intercultural historical enquiry (IHE), the paper unfolds some design principles to guide teachers in constructing and teaching IHEs. The empirical base is long-standing experiences of co-operating with teachers. From this we argue that intercultural relevance affects the purpose of the enquiry, as well as the object of study and the contextualisation of the questions. The project was set as a design study (Van der Akker 2006), which comprised the construction and enactment of IHEs in a number of teaching-learning sequences in Swedish secondary schools. As a result, inspired by Burton (2012) we developed three basic design principles on how historical objects can be employed as keys to unlock aspects of migration and cultural encounters for students. Furthermore, we developed the idea of a "contact zone" (Pratt, Lutz) into a model for teachers on how to relate an object to a wider field of time, space, events and discourses.

Abstract 2

The aim of this paper is to present findings from classroom interventions to explore how historical enquiries in history education using material culture can enable intercultural historical learning. The focus is the initial lessons from three intercultural historical enquiries (IHE) enacted in three different primary school classrooms. Three organizing principles; connectivity, drill down and regroup, inspired by Burton (2012), were used to enable intercultural insights on the basis of material culture as sources. The paper demonstrates that the initial exercises did help students to discover and connect to aspects of migrations and cultural encounters, e.g., unlocking perspectives of trade and cultural influences in connection to the Age of Vikings and problematising the interlinking between the central state of 17th century Sweden and the Sami minority. Even so, it was evident that the construction of the following enquiry as a whole as well as the overarching enquiry questions were crucial in order to qualifying understanding beyond discovery.

School children relate to historical sites (David Ludvigsson, Cecilia Trenter, Martin Stolare, abstract 3-4)

The project "School children relate to historical sites" investigates how historical sites are used in school education. While the Swedish curriculum mentions that children should learn from meeting sites, there is a lack of knowledge about how this is realized. An important aspect of the study is to apply a children's perspective on the uses of heritage, and to find out which aspects of historical sites appear meaningful to the children. Further, the study seeks to foster cooperation between schools and the heritage sector.

Abstract 3: Pupils in primary school relate to historical sites

The paper investigates the ways that visits to historical sites affect the historical consciousness of school children. Visits to historical sites are important to study as they represent an occasion when formal education meets informal education. Empirical data have been gathered at a number of locations in eastern Sweden. Eleven primary school classes (ages 9-12 years) were observed when visiting historical sites. In connection with the visits, pupils, teachers and site educators were interviewed. In some cases, the pupils made drawings or wrote texts afterwards. These texts and drawings were collected. The authors argue that visits to historical sites

add to the pupils' sense-making of the present. Reflecting on the visits, many pupils refer to other experiences in their own life-world. Observations indicate the pupils used heritage through highly physical activities. Drawing from their written and oral reflections, experiences of touching and feeling artefacts from the past seem to have strongly affected the pupils. Confirming the results of Curtis (2015) and Levstik et al. (2005), haptics or sensory experiences stand out as essential aspects of the visits, and they add to the pupils' knowledge about and feelings for the past which make up historical consciousness. While material remains and especially objects make an impression on the pupils, there are also examples of pupils reacting to the engaging oral stories presented to them by site educators.

### Abstract 4: Primary school teachers' views on the use of historical sites in history teaching

The paper investigates how historical sites are used in history teaching in primary school. Among questions dealt with are: What kinds of historical sites are used in primary school teaching; which factors influence pupils' access to historical sites; and to what extent and in what ways do pupils learn through meeting historical sites? Teachers use and experiences of historical sites in terms of memoryscapes, is additionally treated (Phillips and Reyes 2011). Empirical data have been gathered in Sweden. An online survey was done with c 250 primary school teachers. In addition, two focus group interviews with teachers and eleven interviews with individual teachers in primary school were carried out. The preliminary findings suggest that teachers are very positive to the use of field trips to historical sites, suggesting that such visits help pupils develop their historical frame of reference and thereby deepening the pupils' historical consciousness. The teachers connect visits to historical sites to the idea of knowledge by acquaintance (Winch 2013). At the same time, due to practical and economic considerations and to the existence of an overcrowded curriculum, teachers say there are difficulties to be handled, and in practice, they rarely leave the regular classroom. To go on a field trip, teachers need both leadership experience and knowledge of the historical resources in their school area, although the latter factor may be overcome if teachers cooperate and there is a local school tradition to make certain visits. The study suggests that while teachers often refer to the help of guides or on-site educators as a valuable aspect of successful field trips, evidence suggests that teachers and on-site educators sometimes have differing ideas about the visits.

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#74

**INCOMPLETE**

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**IP Address:** 2.21.241.69

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Kenneth Nordgren</b>
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State/Province/County*	<b>Varmland</b>
ZIP/Postal Code*	<b>651 88</b>
Country*	<b>Sweden</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Maria Johansson, Karlstad university; Ulrik Holmberg, Karlstad university; Martin Stolare, Karlstad university; David Ludvigsson; Linkoping university; Cecilia Trenter, Linkoping university

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in: **Respondent skipped this question**

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**Q4** Type of Session: **Respondent skipped this question**

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**Q5** Title of your proposed paper/session **Respondent skipped this question**

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**Q6** Keywords (up to ten key words) **Respondent skipped this question**

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**Q7** Abstract: of between 200 and 300 words **Respondent skipped this question**

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#75

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**IP Address:** 2.21.241.69

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Kenneth Nordgren</b>
Affiliation*	<b>Karlstad university</b>
Address*	<b>Karlstads Universitet</b>
City/Town*	<b>Karlstad</b>
State/Province/County*	<b>Varmland</b>
ZIP/Postal Code*	<b>651 88</b>
Country*	<b>Sweden</b>
Email Address*	<b>kenneth.nordgren@kau.se</b>

---

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Maria Johansson, Karlstad university; Ulrik Holmberg, Karlstad university; Martin Stolare, Karlstad university; David Ludvigsson; Linkoping university; Cecilia Trenter, Linkoping university

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in: **Respondent skipped this question**

---

**Q4** Type of Session: **Respondent skipped this question**

---

**Q5** Title of your proposed paper/session **Respondent skipped this question**

---

**Q6** Keywords (up to ten key words) **Respondent skipped this question**

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**Q7** Abstract: of between 200 and 300 words **Respondent skipped this question**

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#76

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Kenneth Nordgren</b>
Affiliation*	<b>Karlstad university</b>
Address*	<b>Karlstads Universitet</b>
City/Town*	<b>Karlstad</b>
State/Province/County*	<b>Varmland</b>
ZIP/Postal Code*	<b>651 88</b>
Country*	<b>Sweden</b>
Email Address*	<b>kenneth.nordgren@kau.se</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Maria Johansson, Karlstad university; Ulrik Holmberg, Karlstad university; Martin Stolare, Karlstad university; David Ludvigsson; Linkoping university; Cecilia Trenter, Linkoping university

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

6. Identity and History Around Us: Family, Community, Heritage and The Environment  
 Topic:exploring the environment, its heritage and memory sites, Working with historical artefacts and sites in education

---

**Q4** Type of Session: **Delegate Theme**

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**Q5** Title of your proposed paper/session

Project presentation 90 min  
 To explore history as objects and sites

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**Q6** Keywords (up to ten key words)

Archaeological and historical objects and artefacts, Historical sites and cultural heritage, Inquiry and field trips

---

**Q7** Abstract: of between 200 and 300 words

Project presentation 90 min

To explore history as objects and sites

This session presents two research projects funded by the Swedish National Heritage Board. The first project, The common space, is mainly concerned with how historical objects and artefacts can be used for opening the historical narration for intercultural perspectives on migration and cultural encounters. The other project "School children relate to historical sites" takes its focus on how historical sites can be meaningful for pupils and seeks to foster cooperation between schools and the heritage sector. The session presents theoretical and empirical findings and discusses historical artefacts and sites as keys to further develop young people's historical consciousness.

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been gathered at a number of locations in eastern Sweden. Eleven primary school classes (ages 9-12 years) were observed when visiting historical sites. In connection with the visits, pupils, teachers and site educators were interviewed. In some cases, the pupils made drawings or wrote texts afterwards. These texts and drawings were collected. The authors argue that visits to historical sites add to the pupils' sense-making of the present. Reflecting on the visits, many pupils refer to other experiences in their own life-world. Observations indicate the pupils used heritage through highly physical activities. Drawing from their written and oral reflections, experiences of touching and feeling artefacts from the past seem to have strongly affected the pupils. Confirming the results of Curtis (2015) and Levstik et al. (2005), haptics or sensory experiences stand out as essential aspects of the visits, and they add to the pupils' knowledge about and feelings for the past which make up historical consciousness. While material remains and especially objects make an impression on the pupils, there are also examples of pupils reacting to the engaging oral stories presented to them by site educators.

### Abstract 4: Primary school teachers' views on the use of historical sites in history teaching

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#77

**COMPLETE**

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**Time Spent:** 00:16:47  
**IP Address:** 181.49.255.39

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Historical conscioussnes

**Q4** Type of Session: Paper**Q5** Title of your proposed paper/session

Times of crisis, historical consciousness and young Colombians

**Q6** Keywords (up to ten key words)

Historical Concioussnes, Historical culture, Uses of history, Young Colombians

**Q7 Abstract:** of between 200 and 300 words

The historical consciousness affects young Colombian possibilities to orient themselves in practical life of the present and have a strong effect in their vision of the future.

We made an empirical study collecting 281 narratives written by young Colombians from different regions of the country (Bogotá, Antioquia, Guaviare and Putumayo). We used grounded theory to analyze the narratives. Following the four mental process involved in make sense of the past, proposed by Jörn Rüsen, the study show what elements and relations are present.

We found that the narratives appeals to the memory of individuals, events, as well as processes associated with different time frameworks. Large part of young tried to elaborate a globalized account, but only 17% of young people got it. 22% were focused only on present or giving recommendations related with what places visit to know Colombia. 30% wrote stories using two time frameworks. 31% referred narratives related with three moments of time. Majority of participants wrote stories that deal mostly with Spaniard colonization, the independent period and make a jump to contemporary times.

We found that time structures are fragmented and do not involve the whole process of political configuration of the Colombian state, so young people can be manipulated easily. The national history is not the history of the emergence of the modern state or the birth of the rights of the citizens. The internal conflict follow the logic of a built enemy, blinding important aspects of the problem. The explanation of drug traffic follows the structure of tv and on-line series, in special Pablo Escobar's biography. The complexity of the problem is reduced and hide external and internal relationships. Adopting of manufactured versions eliminate the possibilities of self-determination at the root and facilitate a passive or victim position in front of the present and future.

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#78

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
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**Time Spent:** 00:02:00  
**IP Address:** 95.101.2.183

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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ZIP/Postal Code*	<b>7511 AD</b>
Country*	<b>Netherlands</b>
Email Address*	<b>a.visser@slo.nl</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

<b>Q3</b> Indicate the conference theme and topic for the proposal to be included in:	<b>Respondent skipped this question</b>
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<b>Q4</b> Type of Session:	<b>Respondent skipped this question</b>
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<b>Q5</b> Title of your proposed paper/session	<b>Respondent skipped this question</b>
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<b>Q6</b> Keywords (up to ten key words)	<b>Respondent skipped this question</b>
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<b>Q7</b> Abstract: of between 200 and 300 words	<b>Respondent skipped this question</b>
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#79

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## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Country*	<b>Netherlands</b>
Email Address*	<b>a.visser@slo.nl</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

<b>Q3</b> Indicate the conference theme and topic for the proposal to be included in:	<b>Respondent skipped this question</b>
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<b>Q4</b> Type of Session:	<b>Respondent skipped this question</b>
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<b>Q5</b> Title of your proposed paper/session	<b>Respondent skipped this question</b>
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<b>Q6</b> Keywords (up to ten key words)	<b>Respondent skipped this question</b>
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<b>Q7</b> Abstract: of between 200 and 300 words	<b>Respondent skipped this question</b>
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#80

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, July 04, 2019 12:21:10 PM  
**Last Modified:** Thursday, July 04, 2019 12:21:35 PM  
**Time Spent:** 00:00:25  
**IP Address:** 173.205.76.61

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>alderik Visser</b>
Affiliation*	<b>SLO</b>
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City/Town*	<b>Enschede</b>
State/Province/County*	<b>Netherlands</b>
ZIP/Postal Code*	<b>7511 AD</b>
Country*	<b>Netherlands</b>
Email Address*	<b>a.visser@slo.nl</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no

## Page 2: Your Submission

<b>Q3</b> Indicate the conference theme and topic for the proposal to be included in:	<b>Respondent skipped this question</b>
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<b>Q4</b> Type of Session:	<b>Respondent skipped this question</b>
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<b>Q5</b> Title of your proposed paper/session	<b>Respondent skipped this question</b>
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<b>Q6</b> Keywords (up to ten key words)	<b>Respondent skipped this question</b>
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<b>Q7</b> Abstract: of between 200 and 300 words	<b>Respondent skipped this question</b>
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#81

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**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, July 04, 2019 2:45:00 PM  
**Last Modified:** Thursday, July 04, 2019 2:48:14 PM  
**Time Spent:** 00:03:14  
**IP Address:** 63.141.193.44

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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Affiliation*	<b>SLO</b>
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City/Town*	<b>Enschede</b>
State/Province/County*	<b>Netherlands</b>
ZIP/Postal Code*	<b>7511 AD</b>
Country*	<b>Netherlands</b>
Email Address*	<b>a.visser@slo.nl</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

no.  
SLO is the Acronym for the Netherlands Insitute for Currivulum Development (did't fit in the box)

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

curriculum

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**Q4** Type of Session: **Workshop**

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**Q5** Title of your proposed paper/session

Teacher-led Curriculum Development in The Netherlands. Possibilities and Pitfalls for curriculum-development in history-, civics and social studies education

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**Q6** Keywords (up to ten key words)

History, Civics, Social Studies, curriculum development, teacher-leadership,

---

**Q7 Abstract:** of between 200 and 300 words

October 2019, nine teams of teachers and school-leaders will hand over their proposals for the renewal of the curricula in the whole of mandatory education in The Netherlands to the Minister. If Parliament agrees upon the set, new teams of teachers, school-leaders, curriculum specialists and educationalists of sorts will take another two years to finalize and validate this, so as to build a new, integrated curriculum-framework for K4 – 18- education.

In this workshop, we will deliver a first-hand report on the process of teacher-led curriculum development (TLCD) in the fields of History, Civics and Social Studies. Analysing the preliminary outcomes, we will discuss the possibilities and pitfalls of 'bottom-up' curriculum-development. The workshop will be of interest for teacher educators, curriculum developers and (curriculum) researchers alike.

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#82

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Friday, July 05, 2019 7:46:28 AM  
**Last Modified:** Friday, July 05, 2019 7:55:01 AM  
**Time Spent:** 00:08:33  
**IP Address:** 2.19.51.72

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Maria Mavrommati</b>
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Country*	<b>Ελλάδα</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

No

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

14. Pedagogy and Didactics: The History Teachers' Craft Teaching Styles and Pupil Progress

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

Technology in the history classroom: training preservice teachers

**Q6** Keywords (up to ten key words)

educational technology, teacher training, history teaching, undergraduate

**Q7 Abstract:** of between 200 and 300 words

In order to teach an undergraduate history didactics with the use of ICTs course to preservice teachers at Aristotle University, Greece, we developed a syllabus which includes connections to the six historical thinking concepts as developed by Seixas (2017), historiographical debates and traditions (Repoussi, 2004), but also connects more broadly to general pedagogical theory, in the form of a three-level approach to history didactics. According to this design, the first stage of the weekly meetings with students introduced each technological tool in connection to specific historical thinking skills and concepts it can advance and pedagogical theory and learning strategies it realizes, and the second stage consisted of an attempt to create collaboratively a short lesson plan that would include the taught technological tool and would address the related historical thinking concepts and pedagogical principles. Data was collected in the form of student reflective accounts. The findings of the research suggest that students were able to make connections between pedagogical theory and history didactics with the critical use of ICTs, and also developed a more informed attitude towards the use of technology for history education, considering practical and theoretical implications. Moreover, our research findings suggest a shift in students' stance towards the use of technology in the history classroom compared to their attitude towards technology use before the course, and also featured preservice teachers' interests regarding the use of student-centered methods and technological tools they are willing to use for history education. These findings can direct us towards the development of new syllabi for preservice history teacher training that will enhance knowledge of these areas.

- Repoussi, M. (2004). Μαθήματα Ιστορίας. Από την ιστορία στην ιστορική εκπαίδευση. (History lessons. From history to history education, in Greek), Athens, Kastaniotis.
  - Seixas, P. (2017). 'A Model of Historical Thinking', *Educational Philosophy and Theory*, 49:6, 593-605, DOI: 10.1080/00131857.2015.1101363
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#83

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Friday, July 05, 2019 1:33:46 PM  
**Last Modified:** Friday, July 05, 2019 8:03:21 PM  
**Time Spent:** 06:29:35  
**IP Address:** 2.19.51.58

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Aggelakos K. Kourgiantakis Ch., Roussou N.</b>
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State/Province/County*	<b>Greece</b>
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Email Address*	<b>roussou@ionio.gr</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Roussou Nicole will be the only presenter

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

History Education in The Secondary and Tertiary Phases [Ages 11-21]

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.

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**Q6** Keywords (up to ten key words)

History education, Research, Qualitative research, quantitative research, educational evaluation, University teaching, Curriculum evaluation

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**Q7 Abstract:** of between 200 and 300 words

Our recent research project is mapping the struggles, concerns, of IU's UG students from their History major, the problems they faced while adapting in the academic student life and their perspectives on their future.

Since the 2002 -the Greek Stock Exchange meltdown- the generations who entered tertiary education are growing and evolving on the verge of historical times for Greece, with a direct impact on their future goals. All the above contributed to growing uncertainty on pupils' academic choices, regardless of their achievements and accomplishments, aspirations and dreams.

The main dilemma of our research was: is it worth studying History, since there are limited serious possibilities for employment? And consequently, has History as a discipline the same meaning and value as before? Why a pupil of secondary education should orientate to History studies?

The target group of the research are freshmen and seniors (ages 18+) of the History Department, Ionian University, Corfu, Greece, and the researchers' team used disciplinary and sociocultural approaches, formulated by qualitative, quantitative, and mixed-methods research, on a historical consciousness framework. A critical analysis of the evidence, will help us form a meaningful conversation on the ways our students think on their education, from compulsory to academia, to an overall future-oriented vision for themselves and the discipline.

**REFERENCES**

Baker, E., Gordon, E. (2014), "From the Assessment of Education to the Assessment for Education: Policy and Futures", Teachers College Record, 116 (11).

Yin, R. K. (2009), Case study research design and methods. Thousand Oaks, CA: Sage Publications.

G. Knowles & A. L. Cole (eds.) (2008), Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues, Thousand Oakes, CA, Sage Publications.

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#84

INCOMPLETE

**Collector:** Web Link 2 (Web Link)  
**Started:** Saturday, July 06, 2019 10:30:36 AM  
**Last Modified:** Saturday, July 06, 2019 10:35:27 AM  
**Time Spent:** 00:04:51  
**IP Address:** 81.52.134.92

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Kenneth Nordgren</b>
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State/Province/County*	<b>Varmland</b>
ZIP/Postal Code*	<b>651 88</b>
Country*	<b>Sweden</b>
Email Address*	<b>kenneth.nordgren@kau.se</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Maria Johansson; Ulrik Homberg; Martin Stolare, all from Karlstad university  
David Ludvigsson and Cecila Trenter from Linkoping University

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in: **Respondent skipped this question**

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**Q4** Type of Session: **Respondent skipped this question**

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**Q5** Title of your proposed paper/session **Respondent skipped this question**

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**Q6** Keywords (up to ten key words) **Respondent skipped this question**

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**Q7** Abstract: of between 200 and 300 words **Respondent skipped this question**

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#85

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Saturday, July 06, 2019 3:24:13 PM  
**Last Modified:** Saturday, July 06, 2019 3:27:31 PM  
**Time Spent:** 00:03:18  
**IP Address:** 95.101.21.118

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Annemiek Houwen</b>
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ZIP/Postal Code*	<b>9722WL</b>
Country*	<b>Netherlands</b>
Email Address*	<b>m.a.houwen@uva.nl</b>

---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

yes

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

6. 5. Historical consciousness: d) Historical Education &amp; Consciousness: Diversity Ethnicity, Gender, Orientation.

**Q4** Type of Session: **Paper****Q5** Title of your proposed paper/session

'Inclusion of women in Dutch history textbooks'

**Q6** Keywords (up to ten key words)

History education – Textbooks – multiperspectivity – gender – inclusion.

**Q7 Abstract:** of between 200 and 300 words

Abstract.

Historical narratives enable students to construct an image of the past and to attribute meaning by using interpretations of the past to understand the present and reflect on the future. This raises the questions which historical narratives are taught in the history classroom and how students use these narratives and construct their own representation. Textbooks are generally the most used source of historical information in history education and the narratives they hold have a profound influence on both scholars and students (Carretero & Van Alphen, 2014; Lee, 2013).

In many countries, including the Netherlands, scholars in the field of history education have argued that students engage in historical inquiry and develop historical thinking and reasoning abilities. Using history textbooks however, to support students' inquiry presents a challenge to history teachers and curriculum developers, in part, because students read and use texts differently than historians do in conducting historical investigations (Lee, 2013).

Therefore, it is important for textbooks to present a narrative in which attention is paid to agency of both men and women and that both boys and girls can identify with. (Van Nieuwenhuisen, 2019)

In this study we analyzed the representation of women and man in four Dutch textbooks. The research question was: How are women represented in four textbooks within the theme: The development of the Dutch democracy? Building upon the work of Brunet (2018) we focused on instances of the total absence of women, the compensatory narrative, the use of stereotypes, the traditional history, fragmentation or isolation, the use of language and the sequence of facts in the text (the position within the narrative). (Fine-Meyer, K. Llewellyn, 2018; Scheiner-Fisher, 2013).

Results show that textbooks pay little consideration to the agency of women, especially in political history. When women are presented as agents, in most cases it is isolated, in a separate framework text.

References:

Brunet, M.H., Combien ou comment? Les femmes canadiennes dans les récits scolaires et dans la mémoire collective, rétrospective des recherches depuis 1980, *Historical studies in Education/Revue d'histoire de l'éducation* Volume 30, number/numéro 1 Spring/printemps (2018).

Carretero, M., F. Van Alphen, "Do master narratives change among high school students? A characterization of how national history is represented". *Cognition and instruction* 32(3), 290-312, 2014.

Fine-Meyer, K. Llewellyn, 'Women Rarely Worthy of Study: A History of Curriculum Reform in Ontario Education'. in: *Historical Studies in Education* 30, 1 2018. 54-68.

Lee, M., 'Promoting historical thinking using the explicit reasoning tekst' *the journal of social studies research* 37 (2013) 33-45.

Scheiner-Fisher, C., *The Inclusion Of Women 's History In The Secondary Social Studies Classroom*. University of Central Florida. (2013)

Van Nieuwenhuysen, K., 'Between Non-human and Individual Agents: The Attribution of Agency in Flemish History Textbook Chapters on the Cold War', in Barbara Christophe, Peter Gautschi & Robert Thorp (eds) *Teaching the Cold War. International Perspectives on Memory Practices in Educational Media and in the Classroom*, Palgrave Macmillan, to be published. (2019)

#86

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Tuesday, July 09, 2019 1:32:33 PM  
**Last Modified:** Tuesday, July 09, 2019 1:37:36 PM  
**Time Spent:** 00:05:03  
**IP Address:** 63.141.193.44

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Respondent skipped this question

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Early Years and Primary or Critical Thking

**Q4** Type of Session:

Paper

**Q5** Title of your proposed paper/session

Children's epistemic beliefs about history and how they may be addressed

**Q6** Keywords (up to ten key words)

Key words: primary history, developing historical understanding, design-based research, teaching experiments, hypothetical learning trajectories, local instruction theories, epistemic beliefs.

---

**Q7** Abstract: of between 200 and 300 words

Children's epistemic beliefs about history and how they may be addressed

This paper reports on a teaching experiment (a specific form of design-based research) which looked at the application of trajectory-based learning principles to the teaching and learning of history at primary level in three Irish classrooms. In particular, it looked at the development of a learning trajectory to challenge common epistemic preconceptions about the nature of history and historical evidence. A series of 'hypothetical learning trajectories' (HLT) were designed and implemented and this allowed for the identification of a number of pedagogical principles that have the capacity to transform children's thinking in regard to the nature of history and historical evidence. These principles were then operationalised to create a local instruction theory for using historical evidence in the primary classroom

A local instruction theory offers teachers a framework of reference for creating activities designed to develop conceptual understanding in a particular area. Local instruction theories are developed from the design and testing of a series of hypothetical learning trajectories. A hypothetical learning trajectory can be defined as the set of focused activities that contribute to the development of a local instruction theory. Supported by a framework based on conceptual change, the effects of the teaching interventions were explored on students' (a) ability to use historical evidence and (b) their epistemic beliefs relating to historical knowledge, information, and truth. Conceptual change is generally defined as a type of learning that is focused on transforming an existing conception (i.e., a belief, idea, or a way of thinking).

Findings indicate that the efforts of the teaching experiment to integrate current research into a HLT that begins with children's initial understandings, assisted students in moving towards more nuanced forms of reasoning about historical evidence.

References

Maggioni, L., Alexander, P.A., & VanSledright, B. (2004). At a crossroads? The development of epistemological beliefs and historical thinking. *European Journal of School Psychology*, (2)1-2, 169-197.

Lee, P. & Shemilt, D. (2003). A scaffold not a cage: progression and progression models in history. *Teaching History*, (113), 13-23.

Steffe, L. P., & Thompson, P. W. (2000). Teaching Experiment Methodology: Underlying Principles and Essential Elements. In R. Lesh & A. E. Kelly (Eds.), *Research design in mathematics and science education*. Hillsdale, NJ: Erlbaum.

Stepans, J. (2003). *Targeting Students' Science Misconceptions: Physical Science Concepts Using the Conceptual Change Model*. Riverview, FL: Idea Factor

#87

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, June 20, 2019 8:16:55 AM  
**Last Modified:** Thursday, July 11, 2019 5:02:21 PM  
**Time Spent:** Over a week  
**IP Address:** 88.221.213.45

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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State/Province/County*	<b>Barcelona, Catalunya</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Antoni Santisteban (Universitat Autònoma de Barcelona)  
 Antoni.Santisteban@uab.cat

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

7)GLOBALISM: IDENTITY, SOCIETY AND THE WIDER WORLD  
 f) Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education

---

**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

Hate Speeches in Recent History Education

---

**Q6** Keywords (up to ten key words)

Hate Speeches; Social Networks; History Education; Recent History Education; Citizenship Education; Global Citizenship Education; Populism; Fascism; Racism; Secondary Education

---

**Q7 Abstract:** of between 200 and 300 words

This research is part of the research project Teaching and Learning how to Analyze Contemporary Issues (EDU2016-80145-P), led by the group GREDICS (2017SGR1600) of the Universitat Autònoma de Barcelona and in which several Spanish universities have participated. We wonder about the capacity of young people to identify hate speech in digital contexts and to create critical counter-narratives based on the study of episodes in recent history.

In a context of increasing populist movements and narratives, hate speech plays a fundamental role in the creation of the image of the enemy (Spillmann & Spillmann, 1991) and the confrontation between "them" and "us", a fascist ideologies key element (Stanley, 2018). Different forms of hate speech are prevalent online and are widely shared on social networks (Hobbs, 2016), where young people are exposed to discriminatory content as intense users of Internet (Ranieri, 2016).

We analyze and compare the responses of young teachers in training (n = 299) to 5 written activities about an episode of recent history, the terrorist attacks in Barcelona (Santisteban et al., 2018). We use a mixed methodology with quantitative and qualitative instruments through content analysis. The data show us that the majority of students identify discriminatory discourses, but few generate argued counter-arguments in social networks.

The main objective of teaching History is the formation of critical and committed citizens capable of understanding the world and participating in it (Pagès & Santisteban, 2011). It is essential to train our students for critical thinking and social action against populist and discriminatory speeches that come from different media.

Hobbs, R. (2016). Forewords. In Ranieri, M. Populism, Media and Education. Challenging discrimination in contemporary digital societies. Ney York: Routledge

Pagès, J. & Santisteban, A. (2011) (eds.). Les qüestions socialment vives i l'ensenyament de les Ciències Socials. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona

Santisteban, A. et al. (2018). El discurso del odio: una investigación en la formación inicial. López-Torres, E.; García-Ruíz, C.R.; Sánchez-Agustí, M. (eds.). Buscando formas de enseñar: Investigar para innovar en didáctica de las ciencias sociales(pp. 423-434). Valladolid: Ediciones de la Universidad de Valladolid.

Spillman, K.R. & Spillmann, K. (1991). La imagen del enemigo y la escalada de conflictos. RICS (Revista Internacional de Ciencias Sociales), 127, 59-79.

Stanley, J. (2018). How Fascism Works. The politics of Us and Them. London: Penguin Button

#88

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Friday, July 12, 2019 12:27:39 PM  
**Last Modified:** Friday, July 12, 2019 12:30:10 PM  
**Time Spent:** 00:02:31  
**IP Address:** 81.52.134.47

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

Full Name*	<b>Alison Kitson</b>
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Country*	<b>UK</b>
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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

**Respondent skipped this question**

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Identity and History Around Us: Family, Community, Heritage and The Environment (but will fit in with Mark Sheehan's category!)

---

**Q4** Type of Session: **Paper**

---

**Q5** Title of your proposed paper/session

'No history is pretty': an exploration of the role of ethnic identity in students' construction of 'British stories'

---

**Q6** Keywords (up to ten key words)

Curriculum, ethnicity, identity, narrative, British history

---

**Q7 Abstract:** of between 200 and 300 words

The research was carried out in six secondary schools in London. Groups of 13-14 year olds drawn from different ethnic groups chose ten images that told the story of Britain and gave reasons for their choices in a group interview. The choices and the reasons given were analysed, as were the way the students described their ethnicity. Our findings were that the choices made did not differ significantly across different ethnic groups but that there were differences the reasons given. We also concluded from the data that students were bringing a critical perspective to bear on their discussions and that this led them to question the 'version' of the past they had been taught. We draw on a wide body of research within and beyond Britain, notably Hawkey and Prior (2011), Harris and Reynolds (2014) and Peck (2010).

Harris, R. & Reynolds, R. (2014) 'The history curriculum and its personal connection to students from minority ethnic backgrounds', *Journal of Curriculum Studies*, 46:4, 464-486

Hawkey, K. & Prior, J. (2011) 'History, memory cultures and meaning in the classroom', *Journal of Curriculum Studies*, 43:2, 231-247

Peck, C. L. (2010) 'It's not like [I'm] Chinese and Canadian. I am in between: Ethnicity and students' conceptions of historical significance', *Theory and Research in Social Education*, 38 (4) p. 574-617

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#89

**COMPLETE**

**Collector:** Web Link 2 (Web Link)  
**Started:** Thursday, July 18, 2019 3:20:24 PM  
**Last Modified:** Thursday, July 18, 2019 3:22:02 PM  
**Time Spent:** 00:01:38  
**IP Address:** 2.16.167.135

---

## Page 1: Contact Details

**Q1** Contact Information - Make sure you complete all \* sections!

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

Abigail Branford (doctoral candidate history education, Oxford University)  
Abigail.branford@education.ox.ac.uk

---

## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

It fits best with either Area C theme 12 or Area D.

---

**Q4** Type of Session: **Paper**

---

**Q5** Title of your proposed paper/session

Evaluating a Professional development Model for the Teaching of Empire, Migration and Belonging

---

**Q6** Keywords (up to ten key words)

Identity, migration, empire, belonging, sensitive issues, professional development, teachers' craft.

---

**Q7 Abstract:** of between 200 and 300 words

This paper is based on an evaluation project of the Runnymede Trust/TIDE [Travel, Transculturality and Identity in England] Beacon Fellowship. The fellowship was a professional development programme for a small group of History and English teachers looking at supporting their teaching of British Empire, Migration and Belonging. Grounded in Clarke and Hollingsworth's (1994) empirical model of teacher professional growth, this paper seeks to assess how a sustained form of professional development supports the teaching of a sensitive and controversial issue such as the British empire. The teaching of Empire in British schools is variable and inconsistent (Hayden 2012) with many teachers concerned about how to approach teaching of the topic. These concerns relate to their own biographies (Harris and Clarke 2011) as well as a lack of confidence regarding subject knowledge. The Fellowship aimed to support teachers with their subject knowledge by putting them in contact with academic specialists in the field and experienced practitioners with an established track record in teaching empire and migration. The Fellowship took place across three months with three full-day workshops. In between workshops fellows were given reading and took part in online forums. The evaluation is based on data collected from pre- surveys questionnaires, post fellowship interviews and workshop observation notes, all interrogating the effectiveness of the model for teachers' professional growth.

This paper begins with a literature review about the teaching and place of migration, belonging and empire in the English school curriculum before outlining the challenges historical topics like this present for teachers. It concludes, drawing on the empirical evidence of the TIDE fellowship, that teachers are best supported with professional development that draws on both academic scholarship and empirical evidence but within supportive forums that facilitate dialogue and development. The findings formed part of a report to the UK government calling for a comprehensive CPD programme to support the teaching of migration, belonging and empire.

The full report is now available here- [http://www.tideproject.uk/wp-content/uploads/2019/07/TIDE-Runnymede-Teaching-Migration\\_Report\\_July-2019.pdf](http://www.tideproject.uk/wp-content/uploads/2019/07/TIDE-Runnymede-Teaching-Migration_Report_July-2019.pdf)

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#90

**COMPLETE**

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**Time Spent:** 00:06:10  
**IP Address:** 208.46.163.7

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## Page 1: Contact Details

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---

**Q2** Will you be presenting with anyone else? If so, please provide their details below

**Respondent skipped this question**

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

AREA B: HISTORICAL CULTURE & IDENTITY

5. Historical Consciousness

b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors

OR

d) Historical Education & Consciousness: Diversity: Ethnicity, Gender, Orientation

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**Q4** Type of Session:

**Paper**

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**Q5** Title of your proposed paper/session

Developing historical consciousness in the South African Grade 9 history classroom: How students learn to construct the relationship between past and present

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**Q6** Keywords (up to ten key words)

Historical consciousness, South Africa, classroom ethnography, post-conflict, social cohesion, history education, apartheid

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**Q7 Abstract:** of between 200 and 300 words

Since its first democratic elections in 1994, the South African government has tasked history education with the development of social cohesion and national belonging. But twenty-four years into democracy, with the country still sorely divided, is history education fulfilling its mandate?

This research explores how students develop historical consciousness; how they learn to use history to make sense of contemporary society and their position within in. It builds on literature which shows that South African students, having completed the national school history curriculum, hold fundamentally different understandings of South African history, its emphasis and agency (Angier, 2018). What's more, these different understandings are racialised, highlighting the importance of socio-cultural factors in the development of young people's historical consciousness.

While much has been published on the construction, content, and delivery of South African history education, very little is known about how students develop these diverging historical consciousnesses over time, through experiences they have in the classroom. Yet historical consciousness, how students make sense of the past and construct expectations for the future (Duquette, 2018), is essential for creating a shared national agenda, particularly in a country where past conflict has a contemporary legacy of structural injustice which needs to be addressed.

This study draws on nine months of observations in four racially diverse Grade 9 history classrooms in Cape Town as well as extensive interviews with the teachers. It furthermore follows a group of five students from each class, engaging them in longitudinal interviews and focus groups throughout the nine months, to investigate how their understanding of the relationship between past and present changes over the course of an academic year.

The findings suggest that the legacy of the colonial and apartheid past are subtly constructed and understood very differently across schools and communities. It details the precise ways in which historical legacies are presented by teachers and the school environment, and furthermore looks at how the family backgrounds of the students interact with their classroom experiences to shape their historical consciousness. The study raises questions about the potential of the current history curriculum, which makes no explicit reference to historical legacy, to fulfill South Africa's aspirations for social cohesion.

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#91

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Sidiropoulos Dimitrios Dr. Aristotle University of Thessaloniki,  
 Kagiadaki Athina, Dr. University of Rouen

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## Page 2: Your Submission

**Q3** Indicate the conference theme and topic for the proposal to be included in:

Pedagogy and Didactics: The History Teachers' Craft Teaching Styles and Pupil Progress  
 Peer interaction and assessment  
 Social learning

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**Q4** Type of Session: **Paper**

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**Q5** Title of your proposed paper/session

An Oral History Educational Network for teachers' professional development in teaching history

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**Q6** Keywords (up to ten key words)

oral history, historical enquiry, collaborative action research, teaching history skills and methods, educational network, peer interaction, self and peer evaluation

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**Q7 Abstract:** of between 200 and 300 words

The Oral History Educational Network titled “Making alive Thessaloniki’s History” is consisted of teachers who work in preschool and primary education at state schools in Thessaloniki, a town in northern Greece. It functions as a community of practice and professional learning for developing innovative approaches to teaching history such as oral history. Collaborative action research is being implemented as a kind of professional development model. Teachers interact each other and reflect on their roles as teachers and researchers while they conduct their oral history projects. This paper presents teachers’ doubts and difficulties about carrying out a historical enquiry and engage their pupils in the learning process effectively. Secondly, it describes the teaching practices and methods which the teachers applied in their class and the professional skills they developed. The teachers who participated in the educational network were acquainted of using more and different sources in their history class, evaluating and comparing multiple perspectives on historical events, applying new technologies, encouraging their pupils to suggest and test their hypotheses and analyzing historical sources and evidence. The communication, cooperation, peer evaluation among the participating teachers is being facilitating through the Networks’s website too ( website: <https://istoriaproforiki.com/> ).

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