

# HEIRNET 2019

2nd to 4th September  
The University of Vienna, Austria

16th ANNUAL INTERNATIONAL CONFERENCE

Public History, Historical Culture,  
Identity and Pedagogy



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## PREFACE

The Times, 13th July 2019

Matthew Syed\* meets Lewis Hamilton\*\*

Lewis Hamilton:

“It is still a real issue,” he says of racism in British society.

“But I do think people are becoming more aware of it.” “I think it’s really to do with how kids are educated. When I was at school, I didn’t learn about my heritage. I only learnt about white culture and white history.

Luckily for me, my parents told me about those things — but it wasn’t until I was older that I started educating myself about my roots, and that is such an important thing. And there are so many cultures, England is such a multinational, beautiful country. Education is where it needs to start.”

\* Times journalist – international tennis player who represented Great Britain at the Olympics.

\*\* World Champion racing car driver

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HEIRNET 2020 will be held  
in late August at the  
Amsterdam University of Applied Sciences (AUAS)

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HEIRNET = HISTORY EDUCATORS INTERNATIONAL RESEARCH NETWORK  
[www.heirnetonline.com](http://www.heirnetonline.com)  
for conference postings

[heirnet@gmail.com](mailto:heirnet@gmail.com)  
for email contact

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VIENNA MAP – conference location  
Campus of the University of Vienna,  
Spitalgasse 2 (adjacent to Alser Strasse)  
1090 Vienna, Austria

use google maps  
for printing accurate street map of conference location



## WELCOME: HEIRNET 2019

Welcome to our 16th annual HEIRNET conference being held this year in Vienna, thanks to the kindness and generous support of our Viennese hosts. Vienna has been the epicentre of European culture and civilisation since the 16th century. In the modern world its historical heritage transmutes into a set of liberal democratic beliefs, morality and values, grounded in the rule of law, that rebut extremism and fundamentalism that threaten the fabric and even survival of many HEIRNET delegates' own polities and jurisdictions, including Brexitland's.

In the tumultuous times since 2004 when we founded HEIRNET, it has survived the vicissitudes of the post 9/11 trauma through addressing the key issues affecting the education of all pupils and students such as the young Lewis Hamilton – see preface. This year the theme, agreed well over a year ago, has become an increasingly grim reality set in its historical context. From 1918-45 Liberalism, Fascism, Communism were locked in a deadly struggle. 1945 saw the defeat of European and Asiatic Fascism. 1945-89 witnessed the 'Cold War' in which Communism and Liberalism were bitter, ideologically driven enemies, taking us all in 1962 to the brink of a nuclear holocaust in the Cuba Crisis. And then the tumultuous events of 1989-92 witnessed the soufflé-like collapse of the Communist threat with the disintegration of Soviet communism's Russian empire and China's adoption of communism with a capitalist face.

The HEIRNET 2019 conference's title reflects the post 1900s resurgent threat to Liberalism from Populism – a hallmark of nationalistic, sectarian, discriminatory and extremist 'dictatorships of the proletariat', no more so than in their 21st century Trumpite and Putinesque mutations. Populist educational policies and nationalistic history curricula are often ideologically and religiously rooted within bigoted, xenophobic, misogynistic, jingoistic, extremist and racist perspectives that are dismissive of Liberal democratic principles, policies and practice.

Crucial in the struggle between Populism and Liberalism is digital age public history and historical culture that influence and shape collective and individual consciousness and Identity. Public History and Historical Culture are extremely vulnerable to Populist extremism that the mass media fuels and proselytizes. Educationally populism stresses assimilation of an historical master narrative, a canon, of dogmatic, unquestioned, incontestable patriotic factual historical knowledge that shapes pupils' assimilation of national Identity, loyalty and commitment. But, do not underestimate the power of populism rooted in the vernacular culture that flourishes via the mass and social media's 24/7 all pervading presence.

An antidote to populist historical 'fake news' is a Liberal Pedagogy of critical disciplinary thinking grounded in history as an academic discipline of enquiry. Such open-minded pedagogy has at its heart:

- asking questions, refining and adding to them and their investigation involving;
- the discovery, processing and analysis of sources, their provenance and evidence in relation to the investigation;
- discussion, debate, logical thinking, speculation and the informed imagination;
- the framing and testing of hypotheses against the evidence enabling;
- the construction of evidentially based conclusions;
- the communication of historical knowledge and understanding using appropriate genres

As such, Liberal pedagogy helps empower our pupils and students to challenge Populist autocracy from the perspective of informed scepticism with the key questions: What is your argument? What is the evidence that supports it? What is the provenance, reliability, of the sources upon which your conclusions are based?

## **USEFUL & ESSENTIAL INFORMATION**

### **Conference Location**

The conference will be held at the:

**Campus of the University of Vienna  
Spitalgasse 2 (adjacent to Alser Strasse)  
1090 Vienna, Austria**

For details of how to reach the conference, please consult the HEIRNET 2019 Conference section's Travel and Information sub-section of HEIRNET website, [www.heirnetonline.com](http://www.heirnetonline.com) - also the inside of the front cover of this programme.

### **The Conference Site**

The conference will be held in three places on the conference site, see map on back cover of the programme.

1. The main lecture block – Lecture Theatre 1 and Lecture Theatre 2, LT12 & LT2
2. The Old Chapel Lecture Theatre – LT 3
3. Seminar rooms 1 & 2 – SR 1 & SR 2

### **Travel Advice**

Please note that the HEIRNET website [www.heirnetonline.com](http://www.heirnetonline.com) gives details of how to get to Vienna and the Spitalgasse campus.

### **Accommodation**

For details of accommodation consult the conference website [www.heirnetonline.com](http://www.heirnetonline.com)

### **Computer / Internet Provision**

- Computers Please note that delegates should bring their own computers if they need Internet access at all times.
- Conference files, i.e. Microsoft Office PowerPoint etc. We recommend you save each as a PDF and bring your files with you on a memory stick or equivalent.
- ICT facilities The University of Vienna has the latest ICT facilities, including EDUROAM.
- Technical support will be available as and when required for presentations. Please let us know in advance if you need such assistance.

### **The Conference Programme and Submissions with their Abstracts**

Will be circulated to delegates via email and posted on the conference website [www.heirnetonline.com](http://www.heirnetonline.com)

### **Conference Dinner and Mayor's Reception, Tuesday 3rd September – 20.00**

Will be held at: **Wiener Rathauskeller  
Rathausplatz 1  
1010 Vienna, Austria**

## CONFERENCE ORGANISATION & MANAGEMENT

The conference will run in an informal way that enables colleagues to mingle, exchange information and enhance insights into and understanding of history education.

### Sessions, Themes and Topics

- **Sessions**, pages 10-21, are based on conference submissions.
- **Session organisation** Presenters can decide how they would like to run their sessions. Prior to or at the conference delegates can communicate with each other and the session's chair if there is one to sort out how they would like their sessions to run. You can find contact details on pages 28-31.
- **Set up** The programme has allowed ten minutes before each session for the chair, if one, or organisers to set it up along with the session's presenters.
- **Timing** Please strictly stick to **15, 20 or 25** minutes time limit for each presentation in paper sessions, depending upon the number of speakers. Presentations give each speaker the same amount of time and scope for questions and discussion.

Session chairs or managers will enforce the 15, 20 or 25 minutes per presentation rule.

- Presenters can also give their presentations in their mother tongue: if so, please provide a one sided A4 hand-out of the main points in English or as a PowerPoint slide. Please bring 40 copies of hand-outs with you.

### Delegate, Symposium, Seminar, Round Table, Workshop, Panel and Discussion Sessions

As well as paper, there is a full range of different kinds of conference session. Those hosting them run them as they wish.

Please note that the conference sessions' submissions with abstracts are posted on the conference website: **[www.heirnet2017.com](http://www.heirnet2017.com)** as well as being circulated as a pdf. attachment.

### Running Sessions

Presenters and chairs should convene **fifteen minutes before their sessions start.**

**If a delegate needs technical help**, please contact us in advance to sort out any problems.

Please replace current text with below

Chairs for paper sessions will explain the importance of the **15/20/25** minute presentation maximum time for each paper presentation – see above.

## **ACKNOWLEDGMENTS**

**HEIRNET** would like to thank the following:

**The University of Vienna for its kindness and generosity in hosting  
HEIRNET 2019**



**universität  
wien**

Faculty of Historical and Cultural Studies



**universität  
wien**

Centre for Teacher Education

**The Historical Association of Great Britain and the  
University College London Press [UCL Press] for their support of HEIRNET  
and the journal, the History Education Research Journal - HERJ –  
incorporating the International Journal of Historical Learning, Teaching  
and Research - IJHLTR, 2003-2018, r.i.p.**



**HEIRNET for its support**



**HISTORY EDUCATORS  
INTERNATIONAL RESEARCH  
NETWORK [HEIRNET]**

# CONFERENCE PROGRAMME - TIMETABLE SUMMARY

Monday 2nd-Weds 4th September

LT 1 and LT 2 - Conference Block Theatres LT3 - Old Chapel Theatre

SR1 & SR2 - Seminar Rooms

See conference site map, back cover

## DAY 1: Monday 2nd September

LT 1 and LT 2 - Conference Block theatres

SR1 & SR2 - Seminar Rooms

LT3 - Old Chapel Theatre

See conference site map, back cover

11.00-18.30	Registration in foyer for all delegates
12.00-13.00	Refreshments

### Session 1: Conference Opens: 13.00-13.45 Lecture Theatre 1 Conference Block

#### Session 2: 14.00-15.30

2.1 Papers LT 1 – Lecture Block Theatre 1	TITLE: Perspectives On The Past
2.2 Papers LT 3 - Old Chapel Lecture Theatre	TITLE: Curricular Issues and Imperatives
2.3 Delegate Theme [seminar, symposium or whatever!] SR 1 - Seminar Room 1	TITLE: Exploring History as Objects and Sites

15.30-16.00	Refreshments
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#### Session 3: 16.00-17.30

3.1 Papers LT 1 - Lecture Block Theatre 1	TITLE: History Lessons, Spatial Concepts, Identities from four national and international perspectives
3.2 Papers LT 3 – Old Chapel Lecture Theatre	TITLE: Controversial and Sensitive Issues

#### Session 4: Workshops & Meeting 17.45-18.45

4.1 Workshop 2 SR 1	TITLE: Critical Thinking and the Commemoration of War : A New Zealand Case Study
4.2 Workshop 3 SR2	TITLE: HistoryLab: Evidence \ from developing an online learning environment
4.3 Old Chapel Lecture Theatre	TITLE: How do students, teachers and education professionals experience visual sources in the teaching and learning of History?
Lecture Theatre 2 – LT 2	HEIRNET meeting

19.00	Reception Old Chapel Theatre – LT 3
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## DAY 2 TUESDAY 3rd SEPTEMBER

08.30-09.30	Refreshments
08.30-09.45	Registration HEIRNET Delegates + issue of attendance certificates Conference Block

### Session 5: 09.00-10.30

5.1 Papers LT 1 – Conference Block Theatre	TITLE: The Visual Dimension – Images and Imagers of the Mind
5.2 Papers LT 3 Old Chapel Theatre	TITLE: History Education – International Perspectives
5.3. Round Table / Seminar	TITLE: History and Moral Encounters Intersect – A History Didactic Perspective

10.30-11.00	Refreshments
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### Session 6: 11.00-12.30

6.1 Papers LT 1 – Conference Block Theatre	TITLE: Historical-- Understanding, Thinking, Perspectivity, Empathy And All That
6.2 Papers LT 3 Old Chapel Theatre	TITLE: Historical Consciousness, Identity, Legacy and Commemoration
6.3 Workshop SR 1 Seminar Room 1	TITLE: Teacher-led Curriculum Development in The Netherlands.

12.30-14.00	Lunch
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### Session 7: 14.00-15.30

7.1 Papers LT1	TITLE: Thinking Historically and Historically Thinking
S7.2. Papers 14.00-15.30 LT 3	TITLE: Widening Agendas – Public Space, Heritage, Festivals
7.3 Workshop 14.00-15.30 SR 1	TITLE: Historical Consciousness – the State of the Art or the Art of the State?

15.30-16.00	Refreshments
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### Session 8 16.00-18.00 & 16.00-17.30

Session 8.1. Papers 16.00-18.00 LT 1	TITLE: Professional Development
Session 8.2 Papers 16.00-18.00 LT 3	TITLE: Textbooks
8.3 Delegate Theme 16.00-17.30 SR 1	TITLE Finnish Teacher education challenging traditional school history

20.00	Mayor's Reception and dinner Wiener Rathauskeller, Rathausplatz 1, 1010 Vienna, Austria
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### DAY 3 WEDNESDAY 4th SEPTEMBER

08.30-09.30	Refreshments
08.30-09.45	Issue of attendance certificates

#### Session 9: 09.00-10.30

9.1 Papers LT2	TITLE: The Language of History: Historical Literacy
9.2 Workshop SR 1	TITLE: 3D Printers as a Tool for Teaching History

#### Session 10: 11.00-12.30

Session 10 Papers LT1	TITLE: Teaching and Learning
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12.30-12.45 Conference Closes	LT 1 Lecture Block Theatre
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## DAY 1: MONDAY 2nd SEPTEMBER

LT 1 and LT 2 - Conference Block Theatres

LT3 - Old Chapel Theatre

SR1 & SR2 - Seminar Rooms

See conference site map, back cover

11.00-18.30	Registration in foyer for all delegates
12.00-13.00	Refreshments

### Session 1: Conference Opens: 13.00-13.45

13.00-13.05	Conference Opens - LT 1, Conference Block Theatre Chairs: Hilary Cooper, Jon Nichol & Thomas Hellmuth Greetings
13.05-13.20	Hilary Cooper, HEIRNET Sebastian Schütze, dean of the Faculty of Historical and Cultural Studies Introductory Lecture Thomas Hellmuth
13.25-13.45	History Didactics in Politically Turbulent Times

### Session 2: 14.00-15.30

#### Session 2.1 Papers

LT 1 – Lecture Block Theatre 1

TITLE: Perspectives On The Past

Chair: Hilary Cooper

13.45-14.00	Session Set up - chairs/speakers
14.00-15.30	Presentations & Discussion

Abs	Name	Title
08	Terry Haydn	Values in the history curriculum – British and other
09	Panayotis Gatsotis Panayotis Kimourtzis George Kokkinos	“The street children” [n.b. a mainstream history & the curriculum paper]
49	Cynthia Wallace-Casey	Remembering and Reconciliation in Canada: Teaching and Learning Indigenous History
86	Caitriona ni Cassaithe	Children’s epistemic beliefs about history and how they may be addressed

## MONDAY 2nd SEPTEMBER

### Session 2.2 Papers

LT 3 - Old Chapel Lecture Theatre

TITLE: Curricular Issues and Imperatives

Chair Eleni Apostolidou

13.45-14.00	Session Set up - chairs/speakers
14.00-15.30	Presentations & Discussion

Abs	Name	Title
20	Rosi Gevaerd	History education: implementation in the Curriculum and School Practices
26	Ida Vesterinen	The power of a cultural model: A teacher's interpretations of the history curriculum
39	Vita Gouvei Emanuel Isabel Barca Nitza Costa	History education and curriculum in primary school in Angola: a local perspective
93	Dolinha Schmidt	"Historical class": a proposal for the reconstructive methodology in history teaching

### Session 2.3 Delegate Theme [seminar, symposium or whatever!]

Seminar Room 1

TITLE: Exploring History as Objects and Sites

13.45-14.00	Session Set up
14.00-15.30	Presentation

Abs	Name	Title
73	Kenneth Nordgren Maria Johansson Ulrik Holmberg Martin Stolare David Ludvigsson Cecilia Trenter	To explore history as objects and sites

15.30-16.00	Refreshments
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### Session 3: 16.00-17.30

#### Session 3.1 Papers

Lecture Theatre 1, Conference Block theatre

TITLE: History Lessons, Spatial Concepts, Identities from four national and international perspectives

Chair: Roland Bernhard

15.45-16.00	Session Set up - chairs/speakers
16.00-17.30	Presentations & Discussion

Abs	Name	Title
68	Astrid Schwabe	History Lessons, Spatial Concepts and Identities through German eyes
	Nadine Fink	History Lessons, Spatial Concepts and Identities through a Franco-Swiss lense
	Peter Gautschi	History Lessons, Spatial Concepts and Identities from consideration of a Swiss Germanic viewpoint
	Thomas Hellmuth	History Lessons, Spatial Concepts, Identities reflecting Austrian orientation

#### Session 3.2 Papers

LT 3 – Old Chapel Lecture Theatre

TITLE: Controversial and Sensitive Issues

Chair: Terry Haydn

15.45-16.00	Session Set up - chairs/speakers
16.00-17.30	Presentations & Discussion

Abs	Name	Title
22	Maria Vlachaki	Oral history in teaching Holocaust: Critical thinking, valuing otherness, creativity
87	Mariona Massip Antoni Santisteban	Hate Speeches in Recent History Education
42	Georgia Kouser	‘Shadows of the past into the present’: a video that reveals what pupils consider as significant about the Holocaust
52	Maren Tribukait Barbara Christophe	Does history bite...or bore? Dealing with controversial issues in the European history classroom
92	Katharine Burn	Bringing historians and history teachers together on site and online: the impact of teachers’ engagement in sustained, subject-rich professional development



## **MONDAY 2nd SEPTEMBER**

### **Session 4: Workshops and Meeting 17.45-18.45**

#### **Session 4.1 Workshop 1**

Seminar Room 1

TITLE: Critical Thinking and the Commemoration of War : A New Zealand Case Study

17.45-18.45	Presentation
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<b>Abs</b>	<b>Name</b>	<b>Title</b>
55	Steve Watters	"He died for us": The Challenge of applying Critical Thinking to the Commemoration of War in New Zealand

#### **Session 4.2 Workshop 2**

Seminar Room 2

<b>Abs</b>	<b>Name</b>	<b>Title</b>
64	Vojtěch Ripka	HistoryLab: Evidence from developing an online learning environment

#### **Session 4.3 Workshop 3**

Old Chapel Theatre

<b>Abs</b>	<b>Name</b>	<b>Title</b>
02	Tom Haward	How do students, teachers and education professionals experience visual sources in the teaching and learning of History?

#### **Session 4.4 HEIRNET Meeting: Present into Future**

Lecture Theatre 2 – LT 2

19.00	<b>Reception</b> Old Chapel Theatre – LT 3
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## DAY 2 TUESDAY 3rd SEPTEMBER

LT 1 and LT 2 - Conference Block Theatres

LT3 - Old Chapel Theatre

SR1 & SR2 - Seminar Rooms

See conference site map, back cover

08.30-09.30	Refreshments
08.30-09.45	Registration HEIRNET Delegates + issue of attendance certificates Conference Block Theatre

### Session 5: 09.00-10.30

#### Session 5.1 Papers

09.00-10.30

LT 1 – Conference Block Theatre

TITLE: The Visual Dimension – Images and Imagers of the Mind

Chair: Barbara Winslow

08.45-09.00	Session Set up - chairs/speakers
09.00-10.30	Presentations & Discussion

Abs	Name	Title
13	Richard Hughes	Images, Collective Memory, and Forging Historical Narratives: A Study of Teaching and Learning the African-American Civil Rights Movement
19	Alexander Cutajar	What are the issues associated with using historical film's moving images in the history classroom regarding historical understanding?
21	Debra Donnelly	Using feature films for the development of historical consciousness Research and practice
35	Kostas Kasvikis Asmina Andrikou	Historical Educomic: Investigation of the possibilities of using comics in History Education
68	Myria Constantinidou	Picture History: Promoting Historical Thinking Skills through visual resources

## TUESDAY, 3rd SEPTEMBER

### Session 5.2 Papers

09.00-10.30 LT 3 Old Chapel Theatre

TITLE: History Education – International Perspectives

Chair: Laura Arias-Ferrer

08.45-09.00	Session Set up - chairs/speakers
09.00-10.30	Presentations & Discussion

Abs	Name	Title
18	Adele Nye	Teaching History in Australian Universities: encounters in historical scholarship, evidence and practice
46	Špela Bezjak	Identification of Pupils with Dyslexia in Slovenian Museums and Material Sources
59	Sebastian Barsch Christian Mathis	«With these exhibits many interesting things can be learned about past times»[1] – Representations of history lessons at playmobile
70	Yusuke Tatara	Japanese schools and the students' understanding of historical significance
07	Maria Barry Catriona Ni Cassaithe Fionnuala Waldron Peter Whelan	Narratives of the nation among Irish student primary teachers in the centenary of commemorations

### Session 5.3. Round Table / Seminar

Round Table / Seminar

Seminar Room 1

TITLE: History and Moral Encounters Intersect – A History Didactic Perspective

08.45-09.00	Session Set up
09.00-10.00	Presentations & Discussion

Abs	Namw	Title
05	Niklas Ammert Slvia Edling Jan Löffström Heather Sharp	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective

**TUESDAY, 3rd SEPTEMBER****Session 6: 11.00-12.30****Session 6.1 Papers**

LT 1 – Conference Block Theatre

TITLE: Historical -- Understanding, Thinking, Perspectivity, Empathy And All That

Chair: Alejandro Egea-Vivancos

<b>Abs</b>	<b>Name</b>	<b>Title</b>
25	Arie Wilschut	Private history as a means towards historical understanding
29	Gloria Sole Agusti-Sanchez, Maria Carril-Merino, Maria Teresa	Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)
30	Marilia Gago	Why thinking historically? Teachers' ideas about historical narrative and historical consciousness
36	David-Alexandre Wagner Torjus Dversnes	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.
63	Tim Huijgen	The Assessment of Historical Perspective Taking. Opportunities and Challenges for History Teachers

**Session 6.2 Papers**

11.00-12.30

LT 3 Old Chapel Theatre

TITLE: Historical Consciousness, Identity, Legacy and Commemoration

Chair: Michael Mitchell

10.45-11.00	Session Set up - chairs/speakers
11.00-12.30	Presentations & Discussion

<b>Abs</b>	<b>Name</b>	<b>Title</b>
10	Mark Sheehan	But what do they really think? Methodological challenges of investigating young people's perspectives of war remembrance
12	Vanessa Gwendolyn Johnson	Forget-Me-Not: The Legacies of Beaumont-Hamel at "The Rooms" (St John's, Newfoundland and Labrador, Canada)
56	Steve Watters	An Uncomfortable Truth: The Case for Teaching the New Zealand Wars
88	Alison Kitson	'No history is pretty': an exploration of the role of ethnic identity in students' construction of 'British stories'
90	Natasha Robinson	Developing historical consciousness in the South African Grade 9 history classroom: How students learn to construct the relationship between past and present

**TUESDAY, 3rd SEPTEMBER**  
**Session 6.3 Workshop**

11.00-12.30  
Seminar Room 1

10.45-11.00	Session Set up
11.00-12.30	Presentations & Discussion

Abs	Name	Title
81	Alderik Visser	Teacher-led Curriculum Development in The Netherlands. Possibilities and Pitfalls for curriculum-development in history-, civics and social studies education

<b>12.30-14.00</b>	<b>Lunch</b>
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**Session 7: 14.00-15.30**

**Session 7.1 Papers**

LT 1 – Conference Block Theatre 14.00-15.30  
TITLE: Thinking Historically and Historically Thinking  
Chair: Jon Nichol

13.45-14.00	Session Set up - chairs/speakers
14.00-15.30	Presentations & Discussion

Abs	Name	Title
27	Laura Arias-Ferrer Alejandro Egea-Vivancos	The European and Spanish History through our students' eyes. What do they remember? How do they understand history and historical events?
41	Georgia Kouser	What "remains" of the past? Historical thinking through historical enquiry
43	Mariana Lagarto	Thinking historically about transnational questions (grade 12)
50	Roland Bernhard	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
60	Mizuki Hoshi	How do Japanese students give meaning to their history teachers' lessons?



## Session 7.2 Papers

LT 1 – Conference Block Theatre 14.00-15.30

TITLE: Thinking Historically and Historically Thinking

Chair: Arie Wilschut

13.45-14.00	Session Set up - chairs/speakers
14.00-15.30	Presentations & Discussion

Abs	Name	Title
03	Tania Riveiro Rodríguez Facal, Ramon Lopez	Historical memory in feminine: didactic innovation and educational research in Social Sciences
34	Kostas Kasvikis	Public history goes to the history classroom: Opportunities and realities of Greek Primary education.
38	Eleni Apostolidou	Civic Public Space as Conflictual Space
44	Helena Pinto	Between theory and practice: the role of heritage in history education
	Jerónimo Miguel Rueda Dicenta	History Festivals in Europe as Public History initiatives

**TUESDAY, 3rd SEPTEMBER**  
**Session 7.3 Workshop 14.00-15.30**

Session 7.3

Seminar Room 1

TITLE: Historical Consciousness – the State of the Art or the Art of the State?

14.00-15.30	Presentations & Discussion
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Abs	Name	Title
53	Alois Ecker Barbara Derler Bettina Paireder	Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses

15.30-16.00	Refreshments
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**Session 8 16.00-18.00 & 16.00-17.30**

**Session 8.1. Papers 16.00-18.00**

LT 1 – Conference Block Theatre

TITLE: Professional Development

Chair: Caitriona ni Cassaithe

15.45-16.00	Session Set up - chairs/speakers
16.00-18.00	Presentations & Discussion

Abs	Name	Titles
16	Gideon Boadu	Exploring secondary History teachers' disciplinary and pedagogical reasoning and practices in Ghana
32	Andrei Sokolov	How to train students to teach Public History at school
66	Angela Ioannou Eleftherios Klerides	Reconciling traditional and new history in their minds and actions; an ethnographic study of secondary school teachers
		5 MINUTE INTERMISSION
84	Nichole Roussou K. Aggelakos C.Kourgiantakis	From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.
89	Jason Todd Abigail Branford	Evaluating a Professional Development Model for the Teaching of Empire, Migration and Belonging
91	Maria Vlachaki Dimitrios Sidiropoulos Athina Kagiadaki	An Oral History Educational Network for teachers' professional development in history teaching

## Session 8.2 Papers 16.00-18.00

LT 3 Old Chapel Theatre

TITLE: Textbooks

Chair: Barbara Donnelly

15.45-16.00	Session Set up - chairs/speakers
16.00-18.00	Presentations & Discussion

Abs	Name	Title
15	Claus Haas	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
17	Andrea Becher Eva Glaser	Children Textbooks – Promotion of Historical Thinking in The Early Years and Primary Phases
24	João Luis Bertolini	Didactics manuals and mediations between historical culture and school culture: the case of narratives about Islam in Brazilian and Portuguese textbooks
		<b>Five Minute Comfort Break 17.00</b>
28	Gloria Sole Cosme Carasco	Spanish and Portuguese students' ideas about the historical process of Iberic Union: An exploratory study focusing on the use of textbooks
58	Sam Allison Jon Bradley	Fake and Foul: Canada's Orwellian History Textbooks
85	Annemiek Houwen	Inclusion of women in Dutch history textbooks

## Session 8.3 Delegate Theme 16.00-17.30

Seminar Room 1

16.00-1730	Presentations & Discussion
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Abs	Name	Title
23	Matti Rautiainen Mikko Puustinen Anna Veijola Riitta Tallavaara	Finnish Teacher education challenging traditional school history

20:00	<b>Mayor's Reception and dinner</b> Wiener Rathauskeller Rathausplatz 1 1010 Vienna, Austria
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## DAY 3 WEDNESDAY 4th SEPTEMBER

08.30-09.30	Refreshments
08.30-09.45	Issue of attendance certificates

LT 1 and LT 2 - Conference Block Theatres

LT3 - Old Chapel Theatre

SR1 & SR2 - Seminar Rooms

See conference site map, back cover

### Session 9: 09.00-10.30

#### Session 9.1 Papers

09.00-10.30

LT 1 – Lecture Block Theatre

TITLE: The Language of History: Historical Literacy

Chair: Christian Mathis

08.45-09.00	Session Set up - chairs/speakers
09.00-10.30	Presentations & Discussion

Abs	Name	Title
14	Amna Khawaja Mikko Puustinen	Evidence or ornament? - Comparing disciplinary literacy practices in history classrooms in primary and upper secondary schools
33	Silvia Bauer-Marschallinger	Learning the Language of History in the Bilingual Classroom: How a Language-Based Approach Can Support the Acquisition of Historical Competences
40	Hilary Cooper	Constructivist Approaches to Chronology using the Horrible Histories series of Terry Deary
61	Melanie Innes	Dynamic Historical Literacies
63	Vojtěch Ripka	HistoryLab: An online learning environment developing students' historical literacy

#### Session 9.2 Workshop

09.00-10.30

Seminar Room 1

TITLE: 3D Printers as a Tool for Teaching History

11.00-12.30	Presentations & Discussion
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Abs	Title	Name
48	Joshua Kenna, Matt Hensley	Monuments in Hand: 3D Printers as a Tool for Teaching History

**WEDNESDAY 4th SEPTEMBER****Session 10: 11.00-12.30****Session 10 Papers**

LT 1: Lecture Block Theatre

TITLE: Teaching and Learning

Chair: Thomas Hellmuth

10.45-11.00	Session Set up - chairs/speakers
11.00-12.30	Presentations & Discussion

Abs	Name	Title
47	Matt Hensley Joshua Kenna	Leveraging Twitter to Promote Active Learning & Citizenship in the Social Studies Classroom
54	Andrea Brait	Visiting a Museum in History Lessons. A Research Project on the Austrian Federal State Museums
71	Montserrat Dopico Gonzalez	The use of media materials and social networks in the development of intercultural competences of Secondary School students
94	Marc-André Éthier Stéphanie Didier	The video game in the history class: impact on student learning and suggested lines of thought for enlightened school use

12.30-12.45	Conference Closes - LT 1 Lecture Block Theatre
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**We look forward to seeing you next year at HEIRNET 2020 in late August or early September in Amsterdam**



## SESSIONS IN NUMERICAL ORDER, WITH PRESENTERS' NAMES, ABSTRACT [SUBMISSION] NUMBERS AND PRESENTATION TITLES

**n.b. names are repeated where making more than one presentation**

Concerning your presentation, please check your session, see pages 10-21, and if you wish contact the chair and other presenters about running the session as you all wish, see page 28-31 that has contact details

<b>Secs</b>	<b>Name</b>	<b>Abs</b>	<b>Presentation [see abstract / submission]</b>
2.1	Barry, Maria	07	Narratives of the nation among Irish student primary teachers in the centenary of commemorations
2.1	Gatsotis, Panayotis	09	"The street child" [n.b. a mainstream history & the curriculum paper]
2.1	Haydn, Terry	08	Values in the history curriculum – British and other
2.1	Kimourtzis, Panayotis	09	"The street child" [n.b. a mainstream history & the curriculum paper]
2.1	Kokkinos, George	09	"The street child" [n.b. a mainstream history & the curriculum paper]
2.1	ni Cassaithe, Catriona	07	Narratives of the nation among Irish student primary teachers in the centenary of commemorations
2.1	Waldron, Fionnuala	07	Narratives of the nation among Irish student primary teachers in the centenary of commemorations
2.1	Wallace-Casey, Cynthia	49	Remembering and Reconciliation in Canada: Teaching and Learning Indigenous History
2.1	Whelan, Peter	07	Narratives of the nation among Irish student primary teachers in the centenary of commemorations
2.2	Barca, Isabel	39	History education and curriculum in primary school in Angola: a local perspective
2.2	Costa, Nitza	39	History education and curriculum in primary school in Angola: a local perspective
2.2	Emanuel, Vita Gouveia	39	History education and curriculum in primary school in Angola: a local perspective
2.2	Gevaerd, Rosi	20	History education: implementation in the Curriculum and School Practices
2.2	ni Cassaithe, Caitriona	86	Children's epistemic beliefs about history and how they may be addressed
2.2	Schmidt, Dolinha	93	"Historical class": a proposal for the reconstructive methodology in history teaching
2.2	Vesterinen, Ida	26	The power of a cultural model: A teacher's interpretations of the history curriculum
2.3	Holmberg, Ulrik	73	To explore history as objects and sites
2.3	Johansson, Maria	73	To explore history as objects and sites
2.3	Ludvigsson, David	73	To explore history as objects and sites

2.3	Nordgren, Kenneth	73	To explore history as objects and sites
2.3	Stolare, Martin	73	To explore history as objects and sites
2.3	Treter, Cecilia	73	To explore history as objects and sites
3.1	Fink, Nadine	65	History Lessons, Spatial Concepts and Identities through German eyes
3.1	Gautschi, Peter	65	History Lessons, Spatial Concepts and Identities through a Franco-Swiss lens
3.1	Hellmuth, Thomas	65	History Lessons, Spatial Concepts and Identities from consideration of a Swiss Germanic viewpoint
3.1	Schwabe, Astrid	65	History Lessons, Spatial Concepts, Identities reflecting Austrian orientation
3.2	Christophe, Barbara	52	Does history bite...or bore? Dealing with controversial issues in the European history classroom
3.2	Kouser, Georgia	42	'Shadows of the past into the present': a video that reveals what pupils consider as significant about the Holocaust
3.2	Massip, Mariona	87	Hate Speeches in Recent History Education
3.2	Santisteban, Antoni	87	Hate Speeches in Recent History Education
3.2	Tribukait, Maren	52	Does history bite...or bore? Dealing with controversial issues in the European history classroom
3.2	Vlachaki, Maria	22	Oral history in teaching Holocaust: Critical thinking, valuing otherness, creativity
3.2	Katharine Burn	92	Bringing historians and history teachers together on site and online: the impact of teachers' engagement in sustained, subject-rich professional development
4.1	Haward, Tom	02	How do students, teachers and education professionals experience visual sources in the teaching and learning of History?
4.2	Watters, Steve	55	"He died for us": The challenge of applying critical thinking to the commemoration of war in New Zealand
4.3	Ripka, Vojtech	64	HistoryLab: Evidence from developing an online learning environment
5.1	Andrikou, Asmina	35	Historical Educomic: Investigation of the possibilities of using comics in History Education
5.1	Constantinidou, Myria	68	Picture History: Promoting Historical Thinking Skills through visual resources
5.1	Cutajar, Alexander	19	What are the issues associated with using historical film's moving images in the history classroom regarding historical understanding?
5.1	Donnelly, Debra	21	Using feature films for the development of historical consciousness Research and practice
5.1	Hughes, Richard	13	Images, Collective Memory, and Forging Historical Narratives: A Study of Teaching and Learning the African-American Civil Rights Movement

5.1	Kasvikis, Kostas	35	Historical Educomic: Investigation of the possibilities of using comics in History Education
5.2	Barsch, Sebastian	59	«With these exhibits many interesting things can be learned about past times»[1] – Representations of history lessons at playmobile
5.2	Bezjak, Spela	46	Identification of Pupils with Dyslexia in Slovenian Museums and Material Sources
5.2	Mathis, Christian	59	«With these exhibits many interesting things can be learned about past times»[1] – Representations of history lessons at playmobile
5.2	Nye, Adele	18	Teaching History in Australian Universities: encounters in historical scholarship, evidence and practice
5.2	Tatara, Yusuke	70	Japanese schools and the students' understanding of historical significance.
5.3	Ammert, Niklas	05	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective
5.3	Edling, Silvia	05	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective
5.3	Löfström, Jan	05	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective
5.3	Sharp, Heather	05	History and moral encounters: exploring theoretical and empirical intersections of historical and moral consciousness from a History didaktik perspective
6.1	Agusti-Sanchez, Maria	29	Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)
6.1	Carril-Merino, Maria Teresa	29	Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)
6.1	Dversnes, Torjus	36	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.
6.1	Gago, Marilia	30	Why thinking historically? Teachers' ideas about historical narrative and historical consciousness
6.1	Huijgen, Tim	62	The Assessment of Historical Perspective Taking. Opportunities and Challenges for History Teachers
6.1	Logtenberg, Albert	62	The Assessment of Historical Perspective Taking. Opportunities and Challenges for History Teachers
6.1	Sole, Gloria	29	Historical Empathy in future secondary school teachers: a parallel study in the universities of Valladolid (Spain) and Minho (Portugal)

6.1	Wagner, David-Alexandre	36	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.
6.1	Wilschut, Arie	25	Private history as a means towards historical understanding
6.2	Johnson, Vanessa Gwendolyn	12	Forget-Me-Not: The Legacies of Beaumont-Hamel at “The Rooms” (St John’s, Newfoundland and Labrador, Canada)
6.2	Kitson, Alison	88	‘No history is pretty’: an exploration of the role of ethnic identity in students’ construction of ‘British stories’
6.2	Robinson, Natasha	90	Developing historical consciousness in the South African Grade 9 history classroom: How students learn to construct the relationship between past and present
6.2	Sheehan, Mark	10	But what do they really think? Methodological challenges of investigating young people’s perspectives of war remembrance
6.2	Watters, Steve	56	An uncomfortable truth: the case for teaching the New Zealand Wars
6.3	Visser, Alderik	81	Teacher-led Curriculum Development in The Netherlands. Possibilities and Pitfalls for curriculum-development in history-, civics and social studies education
7.1	Arias-Ferrer, Laura	27	The European and Spanish History through our students’ eyes. What do they remember? How do they understand history and historical events?
7.1	Bernhard, Roland	50	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
7.1	Egea-Vivancos, Alejandro	27	The European and Spanish History through our students’ eyes. What do they remember? How do they understand history and historical events?
7.1	Hoshi, Mizuki	60	How do Japanese students give meaning to their history teachers’ lessons?
7.1	Kouser, Georgia	41	What “remains” of the past? Historical thinking through historical enquiry
7.1	Lagarto, Mariana	43	Thinking historically about transnational questions (grade 12)
7.2	Apostolidou, Eleni	38	Civic Public Space as Conflictual Space
7.2	Dicenta, Jerónimo Miguel Rueda	72	History Festivals in Europe as Public History initiatives
7.2	Facal, Ramon Lopez	03	Historical memory in feminine: didactic innovation and educational research in Social Sciences
7.2	Kasvikis, Kostas	34	Public history goes to the history classroom: Opportunities and realities of Greek Primary education.
7.2	Pinto, Helena	44	Between theory and practice: the role of heritage in history education

7.2	Rodríguez, Tania Riveiro	03	Historical memory in feminine: didactic innovation and educational research in Social Sciences
7.3	Derler, Barbara	53	Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses
7.3	Ecker, Alois	53	Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses
7.3	Paireder, Bettina	53	Historical Consciousness – the State of the Art: A Comparative Approach to the Concept from Various Regional Discourses
8.1	Aggelakos, K.	83	From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.
8.1	Boadu, Gideon	16	Exploring secondary History teachers' disciplinary and pedagogical reasoning and practices in Ghana
8.1	Branford, Abigail	89	Evaluating a Professional development Model for the Teaching of Empire, Migration and Belonging
8.1	Ioannou, Angela	66	Reconciling traditional and new history in their minds and actions; an ethnographic study of secondary school teachers
8.1	Kagiadaki, Athina	91	An Oral History Educational Network for teachers' professional development in history teaching
8.1	Klerides, Eleftherios	66	Reconciling traditional and new history in their minds and actions; an ethnographic study of secondary school teachers
8.1	Kourgiantaki, C.	83	From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.
8.1	Roussou, Nicole	83	From Freshmen to Seniors: UG students, perspectives, struggles, concerns on History Education. A view on Ionian University History Department reality.
8.1	Sidiropoulos, Dimitrios	91	An Oral History Educational Network for teachers' professional development in history teaching
8.1	Sokolov, Andrei	32	How to train students to teach Public History at school
8.1	Todd, Jason	89	Evaluating a Professional development Model for the Teaching of Empire, Migration and Belonging
8.1	Vlachaki, Maria	91	An Oral History Educational Network for teachers' professional development in history teaching
8.2	Allison, Sam	58	Fake and Foul: Canada's Orwellian History Textbooks
8.2	Becher, Andrea	17	Children Textbooks – Promotion of Historical Thinking in The Early Years and Primary Phases
8.2	Bertolini, João Luis	24	Didactics manuals and mediations between historical culture and school culture: the case of narratives about Islam in Brazilian and Portuguese textbooks



8.2	Bradley, Jon	58	Fake and Foul: Canada's Orwellian History Textbooks
8.2	Carrasco Gomez, Cosme	28	Spanish and Portuguese students' ideas about the historical process of Iberic Union: An exploratory study focusing on the use of textbooks
8.2	Glaser, Eva	17	Children Textbooks – Promotion of Historical Thinking in The Early Years and Primary Phases
8.2	Haas, Claus	15	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
8.2	Houwen, Annemiek	85	Inclusion of women in Dutch history textbooks
8.2	Sole, Gloria	28	Spanish and Portuguese students' ideas about the historical process of Iberic Union: An exploratory study focusing on the use of textbooks
8.3	Puustinen, Mikko	23	Finnish teacher education challenging traditional school history
8.3	Rautiainen, Matti	23	Finnish teacher education challenging traditional school history
8.3	Tallavaara, Riita	23	Finnish teacher education challenging traditional school history Interpretative intentions lost in transformation?
8.3	Veijola, Anna	23	Finnish Teacher education challenging traditional school history
9.1	Bauer-Marschallinger, Silvia	33	Learning the Language of History in the Bilingual Classroom: How a Language-Based Approach can Support the Acquisition of Historical Competences
9.1	Innes, Melanie	61	Dynamic Historical Literacies
9.1	Khwaja, Amna	14	Evidence or ornament? - Comparing disciplinary literacy practices in history classrooms in primary and upper secondary schools
9.1	Puustinen, Mikko	14	Evidence or ornament? - Comparing disciplinary literacy practices in history classrooms in primary and upper secondary schools
9.1	Ripka, Vojtěch	63	HistoryLab: An online learning environment developing students' historical literacy
9.1	Cooper, Hilary	40	Constructivist Approaches to Chronology using the Horrible Histories series of Terry Deary
9.2	Hensley, Matt	48	Monuments in Hand: 3D Printers as a Tool for Teaching History
9.2	Kenna, Joseph	48	Monuments in Hand: 3D Printers as a Tool for Teaching History
10	Brait, Andrea	54	Visiting a Museum in History Lessons. A Research Project on the Austrian Federal State Museums

10	Didier, Stephanie Éthier, Marc-André [co-author]	94	The video game in the history class: impact on student learning and suggested lines of thought for enlightened school use
10	Ethier, Marc-Andre	94	The video game in the history class: impact on student learning and suggested lines of thought for enlightened school use
10	Gonzalez, Montserrat Dopico	71	The use of media materials and social networks in the development of intercultural competences of Secondary School students
10	Hensley, Matt	47	Leveraging Twitter to Promote Active Learning & Citizenship in the Social Studies Classroom
10	Kenna, Joshua	47	Leveraging Twitter to Promote Active Learning & Citizenship in the Social Studies Classroom

**DELEGATES AND PRESENTERS IN ALPHABETICAL ORDER WITH SESSION & ABSTRACT NUMBERS, EMAIL ADDRESSES, AFFILIATIONS AND COUNTRIES**

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10	47	<b>Kenna, Joshua</b>	jkenna@utk.edu	University of Tennessee	USA
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2.1	09	<b>Kimourtzis, Panayotis</b>	kimourtzis@rhodes.aegean.gr	University of the Aegean	Greece
6.2	88	<b>Kitson, Alison</b>	a.kitson@ucl.ac.uk	UCL Institute of Education	United Kingdom
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3.2	42	<b>Kouser, Georgia</b>	gkouse@otenet.gr	University of Cyprus	Greece
7.1	41	<b>Kouser, Georgia</b>	gkouse@otenet.gr	University of Cyprus Member of the Research Laboratory of Museum Research and Education Dep	Greece
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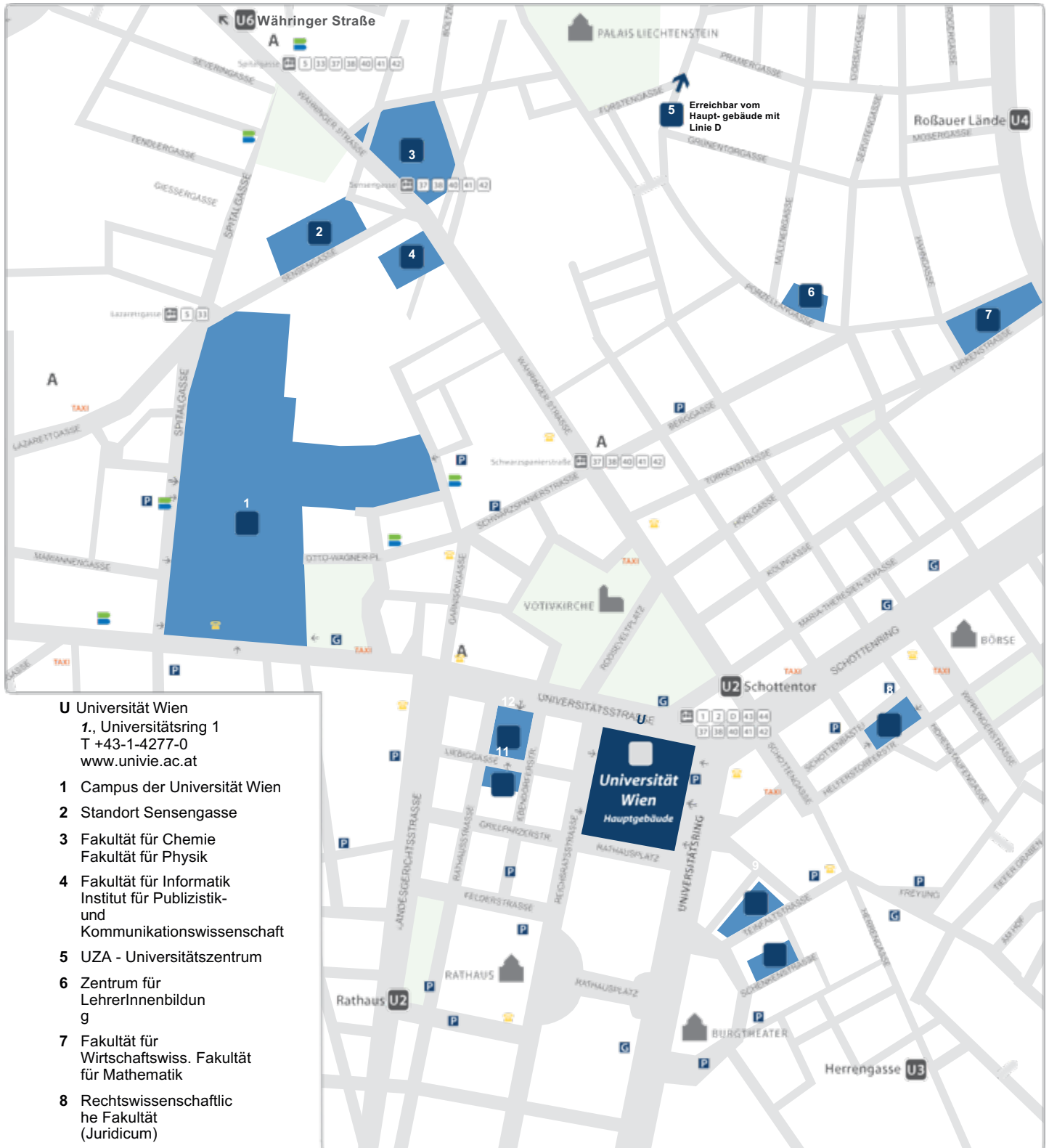
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# Umgebungsplan Area Map



universität  
wien



- U** Universität Wien  
1., Universitätsring 1  
T +43-1-4277-0  
www.univie.ac.at
- 1** Campus der Universität Wien
- 2** Standort Sensengasse
- 3** Fakultät für Chemie  
Fakultät für Physik
- 4** Fakultät für Informatik  
Institut für Publizistik-  
und Kommunikationswissenschaft
- 5** UZA - Universitätszentrum
- 6** Zentrum für  
LehrerInnenbildung
- 7** Fakultät für  
Wirtschaftswiss. Fakultät  
für Mathematik
- 8** Rechtswissenschaftliche Fakultät  
(Juridicum)
- 9** Lesesaal Teinfaltstraße  
der Universitätsbibliothek
- 10** Standort Schenkenstraße
- 11** Fakultät für Psychologie
- 12** Neues Institutsgebäude  
(NIC)

Bankomat | ATM

Sehenswürdigkeit | Sights  
 Eingang | Entrance

**A** Apotheke | Pharmacy

Telefonzelle | Telephone

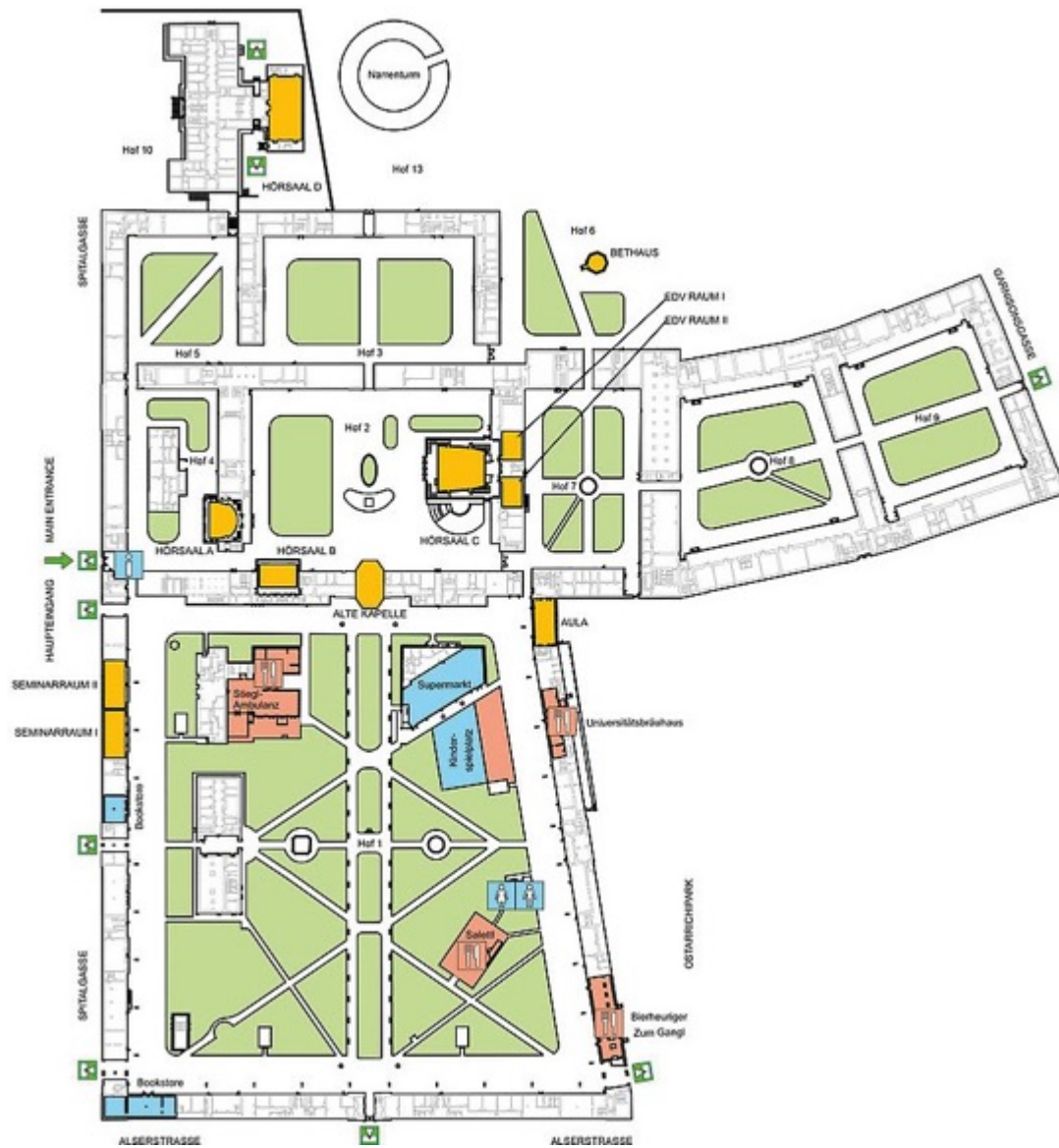
U-Bahn

# CAMPUS DER UNIVERSITÄT WIEN

Gebietsplan / area map



Universität  
wien



0 50 100m



Ausgang	Aufzug	WC Damen	WC Herren	Behinderten-WC	Portier	Bankomat
Ausgang	Aufzug	WC Damen	WC Herren	Behinderten-WC	Portier	Bankomat
Ausgang	Aufzug	WC Damen	WC Herren	Behinderten-WC	Portier	Bankomat
Ausgang	Aufzug	WC Damen	WC Herren	Behinderten-WC	Portier	Bankomat