

17th Annual Conference

Wednesday 26th August to Friday 28th August 2020

Amsterdam University of Applied Sciences,
Wibaustraat 5a, Amsterdam

CONNECTING THE PAST TO THE PRESENT AND THE FUTURE

Amsterdam is the perfect venue for HEIRNET 2020. Since the 16th century cosmopolitan Amsterdam has been at the heart of Europe's transformative impact upon the world that affects everyone's identities.

Connecting the past to the present and to the future makes history relevant to students. This can be a difficult task, because they usually tend to think that history is 'all dead and gone'. Students often fail to see that the only way to make sense of the present and to develop feasible expectations for the future is provided by orientation on the past. Teaching how to connect the past to the present and to the future should therefore be a central concern of history teachers. Relevant history teaching cannot do without these connections rooted in the past.



Amsterdam City of bicycles, bridges, canals and flowers

HEIRNET is a friendly and supportive association. It brings together colleagues from around the world interested in History Education and its civilising, cultural, educational, social, political and citizenship roles.

If you have any queries or concerns, do not hesitate to contact us at: heirnet@gmail.com

Further information about the conference is on the HEIRNET website's HEIRNET 2020 Conference section

www.heirnetonline.com

CONFERENCE TITLE: AREAs, THEMES AND TOPICS

TITLE: CONNECTING THE PAST TO THE PRESENT TO THE FUTURE

The conference's 6 **Areas** and their 22 **Themes** cover seminal aspects of History Education. Each Theme has from **5-20 Topics**. For full details of Areas, Themes and Topics consult the pages 5-14 or the **HEIRNET 2020 CONFERENCE** section of the HEIRNET website www.heirnetonline.com

AREA A: PUBLIC HISTORY

1. Public History, Discourse and Culture – Perspectives on the Past
2. History Education Outside and Beyond Formal Education
3. Mass Media & Public History – History and Entertainment

AREA B: HISTORICAL CULTURE & IDENTITY

4. Historical Culture and History Education
5. The Digital Age: The Internet, World Wide Web and Powerful Tools for learning
6. Historical Consciousness
7. Identity and History Around Us: Family, Community, Heritage and The Environment - Historical Knowledge and Curricula Concerns
8. Global Perspectives

AREA C: PEDAGOGY: THINKING HISTORICALLY AND THE TEACHING OF HISTORY

9. Critical Disciplinary Thinking in History – Thinking Historically [1]
10. Thinking Historically [2] – 'Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative and Creative
11. The History of History Education
12. Citizenship Education
13. Controversial, Contested, Emotive and Sensitive Issues

AREA D. THE TEACHING OF HISTORY –

14. Curriculum Development, Implementation and Evaluation
15. Pedagogy and Didactics: The History Teachers' Craft, Teaching styles and Pupil Progress
16. History Education in The Early Years and Primary Phases [Ages 3-11]
17. History Education in the Secondary, 11-18, and Tertiary Phases, 18+ and Andragogy – Adult Education phases
18. Statutory Curriculum Documents, National Curricula and National Examinations/Testing
19. Assessment driven History Education: Assessment – Its Nature, Purpose and Role
20. Assessment and Awarding Bodies – secondary & tertiary education

AREA E. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

21. Teacher Education: Training, Initial and Continuing Professional Development

AREA F. RESEARCHING HISTORY EDUCATION

22. Pure and Applied Research and Evidence Based History Education

Delegates' Own Themes or Topics

- o A delegate or group of delegates can present a 45 or 90-minute session on a topic of their own choice, see www.heirnetonline.com, conference section.
- o We recommend that delegates might also give a 15 minutes introductory paper on their session in a papers session.

CONFERENCE PROGRAMME: PROPOSALS AND ABSTRACTS

- To make a presentation at the conference from 30 November 2019 submit a proposal and abstract submission form, see www.heirnetonline.com
- The conference papers committee will either accept or reject proposals within three weeks of receipt.
- On acceptance of a proposal delegates should immediately register for the conference.

CONFERENCE FEES

Delegate fee £ 300

Student fee £ 150

- **The full fee** covers refreshments, Thursday lunch, the reception and the conference dinner from **Wednesday 26th** to **Friday 28th August** but not accommodation.
- The student fee applies to delegates not in full time employment and includes the conference dinner.
- **Non full or student delegates**, e.g. friends, guests etc., **wishing to attend the conference dinner** should apply at heirnet@gmail.com by **Tuesday, 11th August** to the conference organisers who will collect the payment of € 50 per head at the conference.

REGISTRATION - from 30th Nov 2019 to 14th July 2020

HEIRNET will let delegates know within two weeks of submitting a proposal for a conference presentation if it has been accepted. On acceptance, delegates can immediately register for the conference.

Presenters must register by 24th July; **other delegates** by 11th August at www.heirnetonline.com

HEIRNET INFORMATION & CONTACT

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KEY DATES

30 Nov 2019	Website opens for submitting proposed conference presentation and registration for conference attendance
	For details of submission and registration, see: www.heirneteonline.com
16 Jun 2020	Deadline for submission of papers for publication in theHistory Education Research Journal [HERJ], edition 18.1
7 Jul 2020	Closing date for submissions of proposals for conference presentations
15 Jul 2020	Final date of notification of acceptance of proposals for conference presentations
24 Jul 2020	Deadline for registration of delegates making presentations at the conference
11 Aug 2020	Deadline for registration for the conference of other delegates
26-28 Aug 2020	HEIRNET 2020 Conference, Muller-Lulofs Huis, Wibautstraat 5a., Amsterdam, The Netherlands

CONFERENCE STRUCTURE

Parallel Sessions

The conference has up to four parallel strands for each session.

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

- **Paper Sessions** allow 15 minutes for each presentation with up to four speakers.
- **Debates, Discussions, Round table, Symposia and Seminar sessions**
Presenters organise their own pattern and timing of presentations lasting for a 45 half-session or a 90 minutes full-session
- **Delegate Sessions** are fully under the control of their creators.
- **Demonstration Sessions** demonstrate an aspect of History Education, including live or videoed demonstration lessons.
- **Workshops** last 45 or 90 minutes. Presenters organise and manage them as they wish.

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

Dialogue & Discussion: the programme will build in time for extended discussion of presentations where possible.



Typical Amsterdam houses and house barges

CONFERENCE ADDRESS



**LOCATION OF
HEIRNET 2020
IN CENTRAL
AMSTERDAM**

Weesperplein:
nearest public transport
station.
METRO-lines 51, 53 and 54.
Tram lines 1, 7 and 19.

**AMSTEL campus
of Amsterdam
University of Applied
Sciences (Hogeschool
van Amsterdam).**

Muller-Lulofs Huis:
Venue of HEIRNET 2020
Conference.
Address: Wibautstraat 5a.

AMSTEL CAMPUS MAP

TRAVEL

Delegates are also responsible for their own travel arrangements.

Schiphol Airport is some 15 minutes from the city centre. Amsterdam is an international hub for road and rail travel with an excellent public transport system, taxis and Uber cabs.

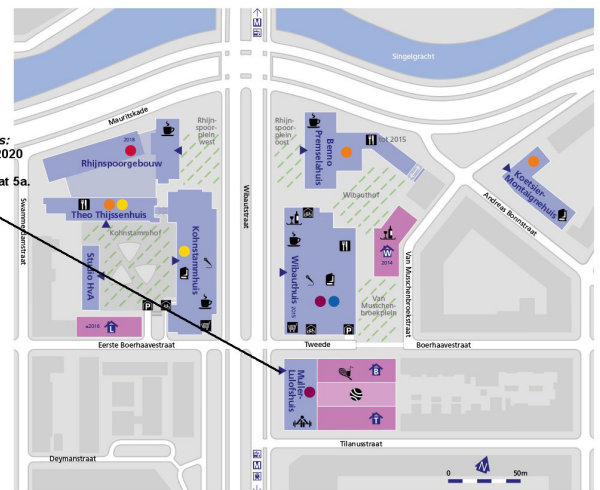
ACCOMMODATION

Delegates arrange their own accommodation.

For information, including hotels and Airbnb consult
www.heirnetonline.com

AMSTELCAMPUS

Muller-Lulofs Huis:
Venue of HEIRNET 2020
Conference.
Address: Wibautstraat 5a.



Amsterdam Street Scene

CONFERENCE TITLE, AREAS, THEMES & TOPICS

CONNECTING THE PAST TO THE PRESENT TO THE FUTURE

The conference has 6 HISTORY EDUCATION RESEARCH **AREAS, A-F** with their **22 THEMES**, each with from 5-20 **TOPICS**, i.e. over 200 in all. The areas provides foci for their themes that draw upon their own and related topics.

AREA A: PUBLIC HISTORY

1. Public History, Discourse and Culture – Perspectives on the Past

- a) The purposes of history teaching and historical learning
- b) Public history and the political use of the past
- c) Imperial legacies and cultural colonialism, see also **Themes 6, 8, 12, 13, 18**
- d) Facing the Guilty Past: Truth and Reconciliation
- e) Controlling public memory: censorship, control and amnesia
- f) Public History and Identity: nationalism, populism and a sense of belonging, see also **AREA B** and **Theme 16d)**
- g) History in the Environment – exploring the environment, its heritage and memory sites, see also **AREA B: Theme 7d)**
- h) Memory Sites: e.g. monuments, memorials, statuary, displays, plaques, place names – street and site furniture – and museums for the exploration and illumination of local, national and global history
- i) Ceremony, ritual, the invented past – triumphalism and identity, including national history curricula, see also **Theme 16d)**
- j) Political discourse and history education – including History Wars, Dialogue & Diatribe

2. History Education Outside and Beyond Formal Education

- a) Public History and the public sphere, see also **Themes: 6, 8, 12, 13, 18**
- b) History from below: vernacular history: feminist: disfranchised: discriminated against: the invisible – historical cultural dimensions
- c) Identity: Public History and Identity, see also **AREA B, Theme 4 b)c)**

3. Mass Media & Public History – History and Entertainment

- a) Developing historical understanding through engaging with mass media representations of history [e.g. print: film: TV: radio: audio: internet – podcasts, websites etc., virtual reality]
- b) Art, Drama, Journalism, Literature and Music
- c) Associations, Galleries, Institutions, Museums, Theatres, Organisations and Street Art – see also **Theme 1 g)**
- d) Formal, informal, social and cultural learning impersonal, familial and social contexts
- e) Performance and History: representations of history from the private to the public

AREA B: HISTORICAL CULTURE & IDENTITY

4. Historical Culture and History Education

- a) Cultural capital – its nature, role and impact [Bourdieu]
- b) History around us, see **Theme 7 Identity and History Around Us**
- c) Street furniture: art, architecture, monuments, sculpture in the everyday environment
- d)** A sense of identity, historical culture and History Education's civic, communal, regional, nationalistic and patriotic roles, see also **Theme 7** and **Theme 13**
- e) History Education, culture and social class

5. The Digital Age: The Internet, World Wide Web and Powerful Tools for Learning

- a) The Internet and thinking historically: The World Wide Web and powerful tools for History Education
 - Teaching and learning
 - Pupils as historians and thinking historically from theory into practice
 - The Internet and historical sources, resources and data:
 - Researching the past via the Internet
 - Communities of practice – webs and networks

- Social Media, Interactivity e.g. conferences, symposia, tutoring, virtual reality, Facebook, twitter, smart phones – texting / discourse
- Digital technology in the classroom – iPhones, tablets, laptops, electronic blackboards
- Virtual reality, modelling and historical representation and interpretation
- b) BIG BROTHER: The Orwellian Nightmare – the threat of 5th Generation computing in the digital age
- c) Powerful tools for learning: knowledge representation

6. Historical Consciousness – see also Themes 8, 12, 13, 18

- a) Historical consciousness – its nature, significance and cultural roots
- b) Factors affecting historical consciousness and citizenship: cultural, economic, ethnic, familial, geographical, ideological, political, social and tribal factors
- c) The cultural and oral past: chronicles, fairy tales, legends, myths, narratives, poems, songs, stories and their History Educational significance
- d) Historical Education & Consciousness: Diversity: Ethnicity, Gender, Orientation
- e) Historical Consciousness and Identity: Populism, Patriotism, Nationalism and Xenophobia
- f) Teaching the sensitive, controversial and emotive past, e.g. ethnicity, slavery, genocide, discrimination, colonialism & imperialism, liberation struggles, persecution, terrorist or freedom fighter?
- g) The corporate dimension: from the East India Company to Exxon & Amazon, [also see Theme 8j)
Issues of identity in the Age of Corporate Imperialism, Internationalism e.g. EU, NATO, World Bank]. Nationalism, Populism, Regionalism and Globalisation

7. Identity and History Around Us: Family, Community, Heritage and the Environment – Historical Knowledge and Curricula Concerns

- a) Historical knowledge: what, why, how, where and when
- b) Aspects of Identity
 - Personal, Family history, memory and identity
 - Clan, tribe, nationality, ethnicity and identity historical
 - Faith, religion and ideology
 - Local and communal history
- c) Nationalism, populism and a sense of belonging
- d) The forgotten, censored, hidden and expunged past: repression, suppression, ethnic cleansing and genocide – see Theme 6
- e) Students' prior historical knowledge: social conversation and the history classroom, individual and collective memory, consciousness and understanding and the taught curriculum – school and classroom museums, monuments, plaques, displays, memorials, art galleries, churches

• Local, school and communal history	• Regional history
• Oral history and historical learning	• Heritage
- f) exploring the environment, its heritage and memory sites, e.g.

• archaeological sites	• place names
• art galleries,	• religious buildings
• museums,	• state buildings,
• palaces	• theme parks
• parks	
- g) commemorative, communal history transmitted through

• advertising	• memorial services
• anniversaries	• message boards
• broadcasts	• monuments
• celebrations	• news programmes
• cenotaphs	• personal and family names
• ceremonies	• plaques
• commemorations	• radio
• displays exhibitions	• religious services
• games and gaming	• the Internet
• memorials	• TV

8. Global Perspectives

- a) Globalisation and the Extinction Agenda: Past and Present
- b) Multi-faith, multi-ethnic and culturally diverse societies
- c) Values, beliefs, human rights and social justice
- d) History and gender
- e) History Education and Ethnicity
- f) History Education and Diversity
– a question of personal, familial and communal identities?
- g) Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education
- h) History Education in post-colonial societies
- i) History Education and supra-nationalism: multi-national corporations and agencies
e.g. **FANG** Facebook: **A**amazon: **N**etflix: **G**oogle
- j) International networking and cooperation: national and international agencies and organisations, e.g. UK government, the EU, the UN, Oxfam and Global Witness and other organisations
- k) TIMMS, PISA and their impact upon History Education, see also **Theme 18 e)**
- l) Populism in the age of Putin, Trump and its threat to Liberalism and Liberal Democracy

AREA C: PEDAGOGY: THINKING HISTORICALLY AND THE TEACHING OF HISTORY

9. Critical Disciplinary Thinking in History – Thinking Historically [1]

- a) *Historical knowledge*: what, why, how, where and when
- a) *Ethos and Orientation* The mentalité of the history teacher – individually and collectively
- b) *Thinking Historically*– grounded in history's academic disciplinary structure, substantive [propositional] and syntactic [procedural] conceptual networks, forms of knowledge and protocols for investigating historical topics, resolving historical enquiries and constructing interpretations and accounts of the past
- c) *Enquiry & Investigation 'Doing History'*, forms of historical knowledge and underlying beliefs – influence and impact on history education of academic historians and thinkers : R.G. Collingwood, R.J. Evans, John Fines, Jack Hexter, Peter Rogers, David Sylvester, Sam Wineburg, Jorn Rusen
- d) *'Doing History' pupils and students as proto-historians*: investigating the past and constructing syntactically based historical understanding
See also **9 c)** *Enquiry & Investigation 'Doing History'*, forms of historical knowledge and underlying beliefs
- e) *Academic historians and disciplinary thinking*: the historian's craft, e.g. Peter Geyl, Sir Lewis Namier, E.P. Thompson, the Annales School, Jack Hexter, Eric Hobsbawm, David Cannadine, Ruth Schurr, Margaret MacMillan, drawing on the discourse of academic historians for understanding disciplinary thinking
- f) *History educationalists, psychologists and disciplinary thinking*: e.g. Jerome Bruner, John Fines, Jack Hexter, David Sylvester, Alan Blyth, Hilary Cooper, Piaget, Peter Lee, Stephan Lévesque, Jorn Rusen, Vygotsky, Sam Wineburg, Jean Lave,
- g) *Professional Knowledge*: Teacher professionalism including Professional Content Knowledge i.e. Shulman's PCK.
- h) *Cognitive Apprenticeship, Reflective Practice and Communities of Practice* Powerful conceptualisations of professional development
- i) *Constructivism* – A common thread in historians' view of History as a discipline from Thucydides to the modern day
- j) *National History Curricula* and their relationship to academic history
- k) *School history and academic history*: nature and relationship

10. Thinking Historically [2] – 'Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative and Creative

- a) *Competence Orientation* (historical thinking) in History Didactics
- b) *Conceptual understanding* – substantive/propositional and syntactic/procedural pupil and student understanding of substantive [propositional – substantive – first order] and

- c) syntactic [procedural – syntactic – second order] disciplinary concepts
- d) *Second Order Concepts* - the tyranny of? The missing link – the framework of substantive conceptual, factual concepts that give structure and purpose to historical knowledge based upon syntactic and procedural knowledge.
- e) *Counter factuals, simulation and drama* and the development of historical knowledge and understanding
- f) *Creativity in History Education* – its central, key role?
- g) *Developmental psychology*: From Piaget and Vygotsky to Neural Science, i.e. what does thinking historically mean from the development psychological perspective in terms of theory, pure and applied research
- h) *Empathetic understanding*– affective, effective, sympathetic, emotive
- i) *Mastery Learning* in history education: theory and practice [Jerome Bloom]
- j) *Mind-sets History Education's* role in creating mind-sets that focus upon, value, support participatory citizenship, liberal democracy, multi-culturalism and associated human rights education, see also 6b) 10i) and AREA 12
- k) *Neuroscience*: How can educational neuroscience inform history education – see Area
- l) *Pupil Voice*: its nature and role in History Education
- m) *Pupils' perceptions and perspectives* on school, social and vernacular history
- n) *Situated Cognition*: the impact and influence of Jean Lave and Etienne Wenger
- o) *Social learning*: peer interaction, cognitive apprenticeship and the social learning paradigm
- p) Vygotsky et. al including Feuerstein's mediated learning
- q) *Jerome Bruner*
- r) *The informed imagination* – inference, association, insight, fanciful, creative: making connections
- s) *Pupil Voice*: The negotiated curriculum: pupil voice and impact in shaping history curricula

11. The History of History Education

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

12. Citizenship Education

- a) History Education: the temporal and cognitive 'Doing History' dimension of citizenship education?
- b) History and Citizenship Education – Its relevance, importance and significance in an era of:
 - Migration, immigration and refugee and migrant education
 - Terrorism and resistance movements in Europe, Africa and the wider world
 - Inequality, poverty and social exclusion
 - The global imperatives: economic, environmental, health and well-being, population growth, climate change, global warming,
 - Racism and diversity
 - Retrospection and introspection – past into present and The Guilty Past – see also **Themes 1, 6, 13, 18**

- c) Facing the Guilty Past: Education for reconciliation in society's with guilty past's that are ever present and need resolution / reconciliation
- d) Populism – the new Trumpite & Chinese digital age phenomenon and its drivers and implications

13. Controversial, Contested, Emotive and Sensitive Issues, see also Themes 5, 7 and 8

- a) History and the teaching of contested, emotive and controversial issues, including the Guilty Past, see also **Themes 1, 6, 12, 14, 18**
- b) History Education in polities with violent, traumatic and socially fractured pasts
- c) The role of history education in conflict or post conflict communities: peace and reconciliation
- d) Teaching history in divided societies with separate government policies, school and Higher Education curricula, resources, assessment and professional development
- e) Institutionally divided educational provision: ethnic, tribal, cultural, religious, ideological schools and schooling
- f) Holocaust, diaspora and genocide education: from earliest times to the modern day
- g) The Guilty Past: ethnicity, eugenics & the misuse of science, discrimination, racism, ideology & religion from the Spanish Inquisition to the Stalinist Terror and Jihad
- h) The Guilty Past – political, doctrinaire, faith and religious persecution, totalitarianism, and ethnic cleansing
- i) Holocaust, diaspora and genocide education: from earliest times to the modern day
- j) BLGT Bi Lesbian Gay Transgender: The History Education Perspective

AREA D. THE TEACHING OF HISTORY

Curricula, Pedagogy and Didactics, History Teaching, Early Years and Primary, 3-11, Secondary, 11-18 and Tertiary and Adult Education, 18+ plus Assessment

14. Curriculum Development, Implementation and Evaluation

- a) The History Curriculum
 - Political control and imperatives
 - History as political education, propaganda and control - the elephant in the history education sitting room? see also **Theme 13**
- b) National curricula, national identity, patriotism and nationalism;
 - History Wars – battles over national and other history curricula: the contested and controversial past
 - Questions of identity, ethnicity, race, faith, beliefs, ethics, ideology, language, culture, perspectivity, beliefs, values in conflict
 - The patriotic, nationalistic and xenophobic dimensions
 - History as ideology with a canon of iconic memory, narratives
 - Ideology as History: Marxism, Islam and Christianity
 - Contemporary, Social and Cultural History: Curricula Design & Perspectivity
- c) History Curriculum development – ideological, historical and philosophical foundations, purpose, nature, orientation, creation, implementation, impact, assessment and revision. Issues and factors in curriculum development – see **14 a)b)** above and also:

THEME 18. Statutory Curriculum Documents, National Curricula and National Examinations/Testing

THEME 19. Assessment – Its Nature, Purpose and Role, topics 19 d) e) f) g)

- d) History education and creativity see also **Themes 10 D) 10e) 16r)**
- e) Archaeology & History Education including Heritage Education
- f) Social sciences, humanities and integrated curricula
- g) International history curricula and the international dimension: fantasy, failure or the future?
- h) Assessment based history curricula – assessment as the vehicle, the medium. for the implementation and enforcement of government created national curricula
- i) Assessment – Its Nature, Purpose and Role & Assessment and Awarding Bodies,

see also **Theme 20. Assessment and Awarding Bodies – secondary & tertiary education**

- j) The impact of educational thinkers, psychologists and historians, e.g. Dewey, Bruner, Bloom, Piaget, Rusen, Vygotsky, Henrietta Marshall, Winston Churchill
see also **Theme 11, n, o, p, q**
- k) Thematic and conceptual curricula, e.g. MACOS, Man, Place and Society, the spiral curriculum
- l) Pedagogic / didactics curriculum developments: turning theory and philosophy into classroom praxis, teaching and pupil learning, see also **THEME 15**
- m) History curricula and:
 - the history teacher's craft knowledge. See **THEME 15**
 - the impact of ICT in the digital age
 - the Creative Curriculum
 - the negotiated; curriculum: empowering pupils
 - Literacy and the Language of History,
 - History and English
 - Historical literacy – and dialogics
 - Progression – understanding, development and measuring of
 - Differentiation, the challenge of
 - Special Educational Needs, including Gifted & Talented Education
 - Inclusion

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

- a) History teaching protocols [lesson plans – scripts]: complex, sophisticated and effective psychological tools
- b) Doing History – History as enquiry, investigation and detection
- c) History and/as even imaginative reconstruction re-enactment, drama, role-play, simulation and the informed imagination
- d) History, Induction and Deduction, i.e. logical and creative, imaginative evidentially informed thinking
- e) Questions and Questioning
- f) Musing, Theories, Ideas, Hypotheses and Conclusions
- g) Interpretation, perspective and orientation
- h) Historical significance - for and to whom? where, when and why??
- i) Evidence (historical) & Historical Understanding
- j) Pedagogic & Didactic Network of Teaching Protocols including
 - Enquiry and Investigation
 - Questions and Questioning
 - Sources and Evidence
 - Chronological Understanding
 - Historical Frameworks
 - Significance and Perspective
 - Narratives and Accounts
 - Theories, Hypotheses and Interpretations
 - Inductive and Deductive Thinking: Logical, Speculative and Imaginative
 - Sources and Evidence
 - The Internet as a Research Tool
 - The Visual Image – Iconic
 - The Moving Image: film, video, web cams
 - Animation and modelling
 - Oracy – Dialogics – Speaking, Listening, Hearing, Responding
 - Discussion, Debate and Argument
 - Reading
 - Writing
 - Maps and Plans
 - Local History
 - Family History
 - Drama
 - Simulation
 - Story Telling
 - Expressive Movement
 - Historical Sites and The Environment
 - Presentation and Communication
 - The Internet: as a history education medium

16. History Education in The Early Years and Primary Phases [Ages 3-11] n.b. these phases draw upon a wide range of other Themes & Topics

- a) 3-11 year olds epistemic beliefs about history
- b) Fairy stories, fables, legends, myths, tales, sagas, stories; accounts, chronicles, histories and narratives: role and significance, see also **Theme 6 c)**
- c) Identity: anniversaries, celebrations, festivals and ceremonies. Their role in and impact

- upon developing a sense of identity, see also **Theme 7e).**
- d) The identity agenda: personal, familial, social, ethnic, religious, local, regional, see also **Themes 1, 4, 6, 7, 8, 13, 14**
 - e) National and global – a sense of belonging and linking local, national and global history, see also **Themes 1g) 6g) 8) 12 b)**
 - f) Constructing the past, see also **Theme 9 b)f)**
 - g) Attitudes, beliefs, behaviours, ethics, identity – belonging and values, see also **Themes 8 c) 11 b)**
 - i) Sequence & content: chronology, temporal understanding and perspective, see also **Theme 10**
 - j) Textbooks, journals and on-line publications and their influence on teaching and learning, see also **Topic 11 f)**
 - k) Resources for the primary phase: oral, printed, written, graphic, artefactual, tactile, archaeological see also **Topics 6c) 7c)d)e) 14c) 15i)**
 - l) Primary history in the digital age: on-line and digital media, virtual reality / distance learning environments, resourcing and their influence on pedagogy and pupils, see also **Topics 3a) 5a) 14n) 21f)**
 - m) Historical concepts [historical epithet applies to them all]

1.	accounts & narrative	12.	evidence
2.	affective & emotional	13.	imagination
3.	cause and causation	14.	perspective
4.	change	15.	substantive historical knowledge
5.	chronology	16.	substantive/propositional – first order; conceptual networks – factual knowledge
6.	consequence	17.	syntactic/procedural – second order, disciplinary knowledge
7.	construction and reconstruction,	18.	thinking historically
8.	context		
9.	continuity		
10.	discontinuity		
11.	empathy		

see also

Theme 9: Critical Disciplinary Thinking in History – Thinking Historically
Theme 10: Thinking Historically [2] – ‘Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative and Creative
THEME 15: topic j) concepts: applied knowledge - theory into practice

- n) Children’s understanding of what history is in **relation to its substantive and syntactic dimensions, see also Themes 9b) 9f) 10j) 10k)**
- o) History in the primary curriculum: disciplinary, social science, integrated and humanities perspectives and curricula models
- p) The overall school curriculum: the nature, function and role of the primary curriculum and history’s role

see also

Theme 14: Curriculum Development, Implementation and Evaluation
Theme 18, Statutory Curriculum Documents, National Curricula and National Examinations

- q) Promoting and developing historical thinking in the Early Years and Primary phases: i.e. ‘Doing History’ knowledge and understanding of disciplinary concepts, procedures, substantive concepts, narratives, accounts and interpretations, protocols and cognition
see also **Themes 9a) 12a) 15b)**
- r) Creativity and the informed imagination see also **Themes 10d) 10e) 14b)**
- s) Classroom Strategies: re-enactment, drama, role-play, simulation and the informed imagination, see also **Theme 3b) 10b) 15c)**
- t) Classroom Strategies [2]: historical investigation, hypotheses, interpretations, discussion, debate and history as construction, see also **Themes 10j) 15b) 15j)**
- u) Story-telling, narrative and reconstruction: bringing the past to life.

see also

Theme 15. Pedagogy and Didactics: The History Teachers’ Craft Teaching Styles and Pupil Progress

17. History Education in the Secondary - 11-18, and Tertiary - 18 + and Andragogy – Adult Education phases

- | | | | |
|-----|--|-----|--|
| a) | Aims of History Teaching in Secondary Education | | |
| m) | Historical concepts [historical epithet applies to them all] | | |
| 1. | accounts & narrative | 12. | evidence |
| 2. | affective & emotional | 13. | imagination |
| 3. | cause and causation | 14. | perspective |
| 4. | change | 15. | substantive historical knowledge |
| 5. | chronology | 16. | substantive/propositional – first order; conceptual networks – factual knowledge |
| 6. | consequence | 17. | syntactic/procedural – second order, disciplinary knowledge |
| 7. | construction and reconstruction, | 18. | thinking historically |
| 8. | context | | |
| 9. | continuity | | |
| 10. | discontinuity | | |
| 11. | empathy | | |

see also

Theme 9: Critical Disciplinary Thinking in History – Thinking Historically

Theme 10: Thinking Historically [2] – ‘Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative and Creative

Theme 15: topic j) concepts: applied knowledge - theory into practice

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| b) | The Politics of History Teaching in Secondary Education | h) | Controversial Issues |
| c) | Textbooks, journals and on-line publications and their influence on teaching and learning | i) | 11-18: Students Historical Culture |
| d) | Consideration of themes and topics that cover the field of secondary and tertiary education | j) | 11-18: Students and Video Games |
| e) | 11-18: Students Ideas about the Discipline of History | k) | 11-18: Teaching and Learning: the digital dimension |
| f) | 11-18: Students Ideas about History and Moral Issues | l) | 11-18: Teaching and Learning: the impact of Artificial Intelligence on cognition: modelling, simulation, knowledge representation and the curriculum |
| g) | 11-18: Students Attitudes in relation to | m) | On-line virtual reality / distance learning environments |
| | | | All of a-m in their comparative contexts |

Tertiary 18+ and the Andragogy, Adult Education phase

- n) History Education and Higher Education
- o) On-line virtual reality / distance learning environments
- p) Andragogy - addressing the distinct educational, learning needs of adult learners and related curricula in different settings
- q) Andragogy – issues, concerns, policy, theory and practice in the transition from the secondary to Tertiary and Andragogy phase
- r) History and Adult Education
- s) History and Adult Education: Museums
 - Museums as sites of critical historical thinking. See also **1g) 7d) 7e)**
 - Using museums and archives to carry out historical research
- t) History and Adult Education and on-site learning
- u) History and Adult Education and the University of the Third Age

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

- a) National curricula in countries with regional and communal histories that are in conflict with the national master narrative or canon, including dealing with the Guilty past, see also **Themes 1, 6, 12, 13**
- b) The implementation and interpretation of statutory curriculum documents in classroom contexts
- c) The correlation between national curricula, their implementation and pupil's historical learning

- d) National and other curricula's impact upon teaching materials and classroom practice/pedagogy
- e) Testing and its impact upon the curriculum, teaching and learning at all levels
- f) The impact of government inspection and examinations, testing and assessment
- g) The PISA [Programme of International Student Assessment], the OECD and PISA's impact upon History Education through governments' overt politicisation of national curricula, see also **Theme 8k)**

19. Assessment driven History Education: Assessment – Its Nature, Purpose and Role

- a) The recording, monitoring and reporting of historical teaching and learning
- b) Peer assessment, formative, summative and diagnostic assessment
- c) Criterion based and norm-referenced assessment
- d) Assessment based learning [teaching to the test] and its impact upon the curriculum and its implementation, i.e. teaching and learning [assessment based learning or learning based assessment?]
- f) The overall, every day impact of assessment on teaching, learning and pupil's personal development – cognitive, values, attitudes, behaviours, emotional intelligence etc.

20. Assessment and Awarding Bodies – secondary & tertiary education:

Assessment predominantly for History at the Secondary, 11-18, level is in the hands of Assessment and Awarding Bodies. These bodies gather extensive data, evidence, about examination performance that influences and shapes their curricula, in the context of government overview and guidance. Yet, this major, if not the major area of History Education research is something that the Education Research community has largely, if not totally, ignored.

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

- a) The role, nature, activity, influence and findings of Assessment and Awarding bodies in History Education
- b) The overall role, nature and impact of Assessment and Awarding bodies upon curricula, syllabi, examination patterns and papers and the awarding of marks/grades.
- c) Assessment – the hidden dimension in Tertiary 18+ and the Andragogy, Adult Education phase, see **Theme 17, n) to u)**

AREA E: TRAINING AND PROFESSIONAL DEVELOPMENT

21. Teacher Education: Training, Initial and Continuing Professional Development

- a) Researching teachers' knowledge
Diagnosis and Needs Analysis of prospective and practising teachers knowledge, skills and orientation: What do they know about

<ul style="list-style-type: none"> 1) - history as a discipline? - disciplinary understanding - what is history? - epistemological beliefs – history as a discipline? - historical scholarship and discourse, i.e. subject knowledge? 2) What abilities and qualities as prospective and practising teachers have prior to their course? 3) History teaching – professional 	<ul style="list-style-type: none"> 4) content knowledge Children? 5) Pupils social and cultural context, expectations and attitudes? 6) Teachers? 7) Schools as organisations? 8) How areas 1-8 affect and influence their professional development? 9) their orientation – their mind set the affects what kind of teachers they will be
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- b) Initial Teacher Training and the challenges of 21 century History and Citizenship Education, see also **6b) 10 i)** and **AREA 12**
- c) Methodological themes, looking at how history teaching/learning is studied.
- d) Models of teacher professional development
- e) Cognitive Apprenticeship – a model for professional development
- f) Instruction, demonstration and modelling – see also topic e)

- g) The curricula of Teacher Education Programmes
- h) History Teacher's Professional Development: updating approaches, connecting theory and practice
- i) Government policy, teacher education, training and professional development
- j) Professional Development: evidence based policy and practice
- k) Professional Development – mixed face-to-face & distance learning [via the Internet]
- l) Mentoring
- m) Masters programmes & Initial and Continuing Professional Development
- n) A distributed model of Higher Education and School Partnership for professional development: School & HEI partnerships
- o) Competence based teacher education,
- p) Teachers and Knowledge
- q) Teachers and character education
- r) School to school partnerships: formal and informal – pairing and consortia
- s) School improvement through Continuing Professional Development [CCD]
- t) School based Continuing Professional Development [CPD]
- u) The role of Higher Education in teacher education, training and development

AREA F: RESEARCHING & REPORTING HISTORY EDUCATION

22. Pure and Applied Research and Evidence Based History Education

- a) Data collection and data analysis
- b) How history teaching/learning is studied, e.g. classroom ethnography as a way of researching history education
- c) Research design and approaches for both new and experienced researchers
- d) Researching collaboration and partnerships between schools and universities and other agencies
- e) Case Study Research – applied research
- f) Curriculum Development – school based
- g) Curriculum Development – assessment bodies and government agencies
- h) Curriculum Development – academically based in Higher Education
- i) Curriculum Development, Implementation & Evaluation
- j) Evidence led policy and practice: institutionally grounded
- k) Multi Methods Research [MMR], Mono Method Research
- l) New frontiers in History Educational Research: theory, scholarship and practice
- m) Qualitative research – in the context of 'cases' based upon practitioner-research & evidence-based praxis
- n) Quantitative research – in the context of 'cases' based upon practitioner-research & evidence-based praxis
- o) University research in collaboration with teachers – partnership
- p) Researching Impact: control and pilot groups
- q) Research, government / jurisdiction educational policy, curricula and professional development
- r) Medical model of research involving practitioners at all levels, and their implementation
- s) **Communicating:** Writing History Education academic and professional articles, papers and reports: guidance and support
- t) **Reporting History Education:** other genres and their formats:– e.g. position pieces, vignettes, reviews, summaries, notes and communication media: also; e.g. on-line, video, websites, podcasts, power-points, oral, visual, performance, display

Complementary Workshops

Each research workshops will take as one of the conference's parallel strands.

- A single 90 minutes or two consecutive 45 minutes workshops can be held in a strand.
- Workshops should be theoretical, empirically grounded and fully conversant with the related literature, scholarship and research.
- Where there is an **introductory paper** for a workshop in a papers session, the workshop will be in the subsequent conference session if possible

Workshop proposers need to submit an abstract for their **workshop** in addition to the abstract for the related, introductory conference paper if they wish to make a paper presentation.

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