

HEIRNET 2022 AMSTERDAM CONFERENCE

Wednesday 31st August to Friday 2nd September

CONNECTING THE PAST TO THE PRESENT TO THE FUTURE

HEIRNET 2022 CONFERENCE'S 6 AREAS A-F & their 23 THEMES

See ps. 2-16 for the themes with their 300+ topics

AREA A: PUBLIC HISTORY & CITIZENSHIP

1. Pandemics, Climate Change and Natural Disasters - From the Local to Global perspectives
2. Public History, Discourse and Culture – Perspectives on The Past
3. History Education Outside and Beyond Formal Education
4. Mass Media & Public History – History and Entertainment – Fang i.e. Facebook, Amazon, Netflix and Google
5. Controversial, Contested, Emotive and Sensitive Issues Including
6. Citizenship Education

AREA B: HISTORICAL CULTURE & IDENTITY

7. Historical Culture and History Education
8. The Digital Age: The Internet, World Wide Web and Powerful Tools for learning
9. Historical Consciousness and Curricula Concerns
10. Identity and History Around Us: Family, Community, Heritage and The Environment – Historical Knowledge and **Curricula**

AREA C: THINKING HISTORICALLY, HISTORICAL KNOWLEDGE & LEARNING

11. Global Perspectives, Diversity, Ethnicity And Identity
12. Critical Disciplinary Thinking in History – Thinking Historically [1]
13. Thinking Historically [2] – Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative
14. The History of History Education – Its Historical Dimension

AREA D. PEDAGOGY/DIDACTICS: TEACHING, LEARNING AND ASSESSMENT

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

AREA E. TEACHER EDUCATION, TRAINING, AND INITIAL AND CONTINUING PROFESSIONAL DEVELOPMENT

22. Teacher Education, Training, and Initial and Continuing Professional Development

AREA F. RESEARCHING HISTORY EDUCATION

23. Pure and Applied Research and Evidence Based History Education

DELEGATES' OWN THEMES, TOPICS AND WORKSHOPS

- 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 minute introductory paper on their session in a papers session of the conference

THEMES & TOPICS: Grouped Under Areas A-F

The conference's 23 themes and their 300+ topics are grouped in 6 AREAS A-F to reflect HEIRNET's aims that include those listed in the conference flyer, plus additional topics such as on Assessment and Awarding Bodies.

AREA A: PUBLIC HISTORY & CITIZENSHIP

1. PANDEMICS, CLIMATE CHANGE AND NATURAL DISASTERS FROM THE LOCAL TO GLOBAL

1a) Questions and Questioning

- What historical knowledge and understanding of pandemics and natural disasters do teachers have?
- What historical knowledge and understanding do teachers need to teach Pandemics and Natural Disasters effectively?
- What aspects of pandemics should be included in school curricula?
- What aspects of natural disasters should be included in school curricula?
- How should teachers deal with aspects of pandemics and natural disasters as an element in the informal, extra curricula vernacular history pupils experience?
- What are the similarities between historic pandemics and natural disasters and in relation to their historical contexts?
- How historically have these momentous events been presented to later generations?
- Historically, what has been the economic, societal, cultural, demographic, political and religious impact of pandemics and natural disasters?
- How should we teach about pandemics and natural disasters when in their historical contexts they have been linked to genocide and religious persecution?

1b) Global Pandemics in History:

similarity and difference:

Implications for History Education

researching weather and climate change in the past to inform present and future

1c) Climate Change: Then, Now and the Future

1d) Climate Change and Implications for History Education including:

Extinction Rebellion

Preserving the planet's biodiversity

researching weather and climate change in the past to inform present and future

1e) Natural Disasters: Then, Now and The Future

Their nature and impact, and their impact on and role in History Education

2. PUBLIC HISTORY, DISCOURSE AND CULTURE – PERSPECTIVES ON THE PAST

- 2a) The purpose of history teaching and historical learning
- 2b) Public history and the political use of the past
- 2c) The role of public history in schools – does and should it have one?
- 2d) Imperial legacies and cultural colonialism
- 2e) Public History and Identity: nationalism, populism and a sense of belonging
- 2f) 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
- 2g) Ceremony, Ritual, the Invented Past – triumphalism and identity, including national history curricula
- 2h) Political discourse and history education – including History Wars, Dialogue & Diatribe
- 2e) Does history still matter?
- 2f) Is it time for Global History?
- 2g) How can we teach Global History?
- 21h) The Challenge of Contemporary History: Past into Present
- 2i) History Education and Fake News: learning about evidence
- 2j) The role for History Education in a WOKE World: Cancel Culture, Decolonialism, Transgender and similar concerns

3. HISTORY EDUCATION OUTSIDE AND BEYOND FORMAL EDUCATION

- 3a) Public History and the public sphere,
- 3b) Controlling public memory: censorship, control and amnesia
- 3c) History from below: vernacular history: feminist: disfranchised: discriminated against: the invisible – historical cultural dimensions
- 3d) Identity: Public History and Identity
- 3e) Populism, Racism, Patriotism, Nationalism, Fundamentalism and the Struggle for Survival between Liberal and Plural Democracy and its Enemies
- 3f) History Wars and National Curricula

4. MASS MEDIA & PUBLIC HISTORY – HISTORY AND ENTERTAINMENT – FANG i.e.. Facebook, Amazon, Netflix And Google

- 4a) Developing historical understanding through engaging with mass media representations of history [e.g. print: film: TV: radio: audio: internet – podcasts, websites etc., virtual reality]
 - 4b) Art, Drama, Journalism, Literature and Music
 - 4c) Associations, Galleries, Institutions, Museums, Theatres, Organisations and Street Art
 - 4d) Formal, informal, social and cultural learning impersonal, familial and social contexts
 - 4e) Performance and History: representations of history from the private to the public
 - 4f) History Education and Social Media: Facebook Netflix, Amazon, Google and other platforms
- History Education: impact and role

5. CONTROVERSIAL, CONTESTED, EMOTIVE AND SENSITIVE ISSUES INCLUDING

- 5a) History and the teaching of contested, emotive and controversial issues, including the Guilty Past
- 5b) History Education in polities with violent, traumatic and socially fractured pasts
- 5c) The role of history education in conflict or post conflict communities: peace and reconciliation
- 5d) Teaching history in divided societies with separate government policies, school and Higher Education curricula, resources, assessment and professional development [such curricula can be posted on the HEIRNET website for a session on discussion about a range of such curricula and both common and unique issues they raise
- 5e) Institutionally divided educational provision: ethnic, trivial, cultural, religious, ideological schools and schooling
- 5f) Holocaust, diaspora and genocide education: from earliest times to the modern day
- 5g) The Guilty Past: ethnicity, eugenics & the misuse of science, discrimination, racism, ideology & religion from the Spanish Inquisition to the Stalinist Terror and Jihad
- 5h) The Guilty Past – political, doctrinaire, faith and religious persecution, totalitarianism, and ethnic cleansing
- 5i) Holocaust, diaspora and genocide education: from earliest times to the modern day
- 5j) LBGTT Bi Lesbian Gay Transgender: The History Education Perspective
- 5k) # ME TOO and related issues
- 5l) Teaching the sensitive, controversial and emotive past: ethnicity, gender, inclusion, slavery, genocide, discrimination, colonialism & imperialism, liberation struggles, persecution, terrorist or freedom fighter?

6. CITIZENSHIP EDUCATION

- 6a) History Education: The cognitive ‘Doing History’ procedural/syntactic role of History in Citizenship Education
- 6b) 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
- 6c) Facing the Guilty Past: Education for reconciliation in society’s with guilty past’s that are ever present and need resolution /
Facing the Guilty Past: Truth and Reconciliation
- 6d) Populism – the new Trumpite & Chinese digital age phenomenon, its drivers and implications for History and Citizenship Education
- 6e) The corporate dimension: from the East India Company to Exxon & Amazon
Issues of identity in the Age of Corporate Imperialism, Internationalism & Federalism [e.g. EU, NATO, World Bank]. Nationalism, Populism, Regionalism and Globalisation
- 6f) Shared global values

AREA B: HISTORICAL CULTURE & IDENTITY

7. HISTORICAL CULTURE AND HISTORY EDUCATION

- 7a) Cultural capital – its nature, role and impact [Bourdieu]
- 7b) History around us
- 7c) Street furniture: art, architecture, monuments, sculpture in the everyday environment
- 7d) A sense of identity and History Education's civic, communal, regional, nationalistic and patriotic roles
- 7e) History Education, culture and social class
- 7f) History, culture and social class
- 7g) History Education and the Marxist legacy
- 7h) History Education and Social Science: A marriage made in heaven or hell?

8: THE DIGITAL AGE: THE INTERNET, WORLD WIDE WEB AND POWERFUL TOOLS FOR LEARNING

- 8a) The Internet and Thinking Historically: The World Wide Web and powerful tools for Hist
 - 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
- 8b) BIG BROTHER: The Orwellian Nightmare – the threat of 5th Generation computing in the digital age
- 8c) Distance & Home Learning: Online
- 8d) The ZOOM age

9. HISTORICAL CONSCIOUSNESS AND CURRICULA CONCERNS

- 9a) Historical Consciousness – its nature, significance and cultural roots
- 9b) Factors Affecting Historical Consciousness And Citizenship: Cultural, Economic, Ethnic, Familial, Geographical, Ideological, Political, Social and Tribal Factors
- 9c) The Cultural and Oral past: Oral History, Chronicles, Fairy Tales, Legends, Myths, Narratives, Poems, Songs, Stories and their History Educational significance
- 9d) Historical Education & Consciousness: Diversity: Ethnicity, Gender, Orientation
- 9e) Historical Consciousness and Identity: Populism, Patriotism, Nationalism and Xenophobia
- 9f) Populism in the age of Bolonsaro, Putin and Trump and its threat to Liberalism and Liberal Democracy

10. IDENTITY AND HISTORY AROUND US: FAMILY, COMMUNITY, HERITAGE AND THE ENVIRONMENT – HISTORICAL KNOWLEDGE AND CURRICULA CONCERNS

10a) Historical knowledge: what, why, how, where and when

b) Aspects of Identity

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

10c) Nationalism, populism and a sense of belonging

10d) The forgotten, censored, hidden and expunged past: repression, suppression, ethnic cleansing and genocide

10e) 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
- Oral history and historical learning
- Regional history
- Heritage

10f) Exploring the environment, its heritage and memory sites, e.g.–

- | | |
|--|--|
| <ul style="list-style-type: none"> - archaeological sites – art galleries – museums – palaces – theme parks | <ul style="list-style-type: none"> – parks – place names – religious buildings – state buildings |
|--|--|

10g) commemorative, communal history transmitted through:

- | | |
|---|---|
| <ul style="list-style-type: none"> – advertising – anniversaries – broadcasts – celebrations – cenotaphs – ceremonies – commemorations – displays exhibitions – games and gaming – religious services – the Internet – TV | <ul style="list-style-type: none"> – memorials – memorial services – message boards – monuments – news programmes – personal and family names – plaques – radio |
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AREA C: THINKING HISTORICALLY, HISTORICAL KNOWLEDGE & LEARNING

11: GLOBAL PERSPECTIVES, DIVERSITY, ETHNICITY AND IDENTITY

- 11a) Globalisation and the Extinction Agenda: Past and Present
- 11b) Multi-Faith, Multi-Ethnic and Culturally Diverse Societies
- 11c) Values, beliefs, human rights and social justice
- 11d) History and Gender
- 11e) History Education and Ethnicity
- 11f) History Education and Diversity
– a question of personal, familial and communal identities?
- 11g) Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education
- 11h) History Education in post-colonial societies
- 11i) History Education and supra-nationalism: multi-national corporations and agencies e.g. FANG Facebook: Amazon: Netflix: Google
- 11j) 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
- 11k) TIMMS, PISA and their impact upon History Education

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

- 12a) Historical knowledge: what, why, how, where and when
- 12b) Ethos and Orientation The mentalité of the history teacher – individually and collectively
- 12c) 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
- 12d) 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
- 12e) ‘Doing History’ pupils and students as proto-historians: investigating the past and constructing syntactically based historical understanding
- 12f) 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
- 12g) History educationalists, psychologists and disciplinary thinking: Jerome Bruner, John Fines, Jack Hexter, David Sylvester, Alan Blyth, Hilary Cooper, Piaget, Peter Lee, Stephan Lévesque, Jorn Rusen, Vygotsky, Sam Wineburg, Jean Lave,
- h) International perspectives on critical disciplinary thinking in history
- 12i) ‘Doing History’ pupils and students as proto-historians: investigating the past and constructing syntactically based historical understanding
- 12j) Professional Knowledge: Teacher professionalism including Professional Content Knowledge, Shulman’s PCK.

12k) Cognitive Apprenticeship, Reflective Practice and Communities of Practice

Powerful conceptualisations of professional development

12l) Constructivism – A common thread in historians' view of History as a discipline from Thucydides to the modern day

12m) National History Curricula and their relationship to academic history [such curricula can be posted on the HEIRNET website for a session on discussion about a range of such curricula and both common and unique issues they raise

12n) School history and academic history: nature and relationship

13. THINKING HISTORICALLY [2] – COGNITIVE & PSYCHOLOGICAL PERSPECTIVES: AFFECTIVE, COGNITIVE, EMPATHETIC, IMAGINATIVE AND CREATIVE

13a) Competence Orientation (historical thinking) in History Didactics

13b) Conceptual understanding – substantive/propositional and syntactic/procedural pupil and student understanding of substantive [propositional – substantive – first order] and syntactic [procedural – syntactic – second order] disciplinary concepts

13c) 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.

13d) Counter factuality, simulation and drama and the development of historical knowledge and understanding

13e) Creativity in History Education – its central, key role?

13f) 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

13g) Empathetic understanding– affective, effective, sympathetic, emotive

13h) Mastery Learning in history education: theory and practice [Jerome Bloom] 13i) 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

13j) Neuroscience: How can educational neuroscience inform history education – see Area13

13k) Pupil Voice: its nature and role in History Education

Pupil Voice: The negotiated curriculum: pupil voice and impact in shaping history curricula

13l) Pupils' perceptions and perspectives on school, social and vernacular history

13m) Situated Cognition: the impact and influence of Jean Lave and Etienne Wenger

13n) Social learning: peer interaction, cognitive apprenticeship and the social learning paradigm

13o) Vygotsky et. al including Feuerstein's mediated learning

13p) Jerome Bruner

13q) The informed imagination – inference, association, insight, fanciful, creative: making connections

14. THE HISTORY OF HISTORY EDUCATION – ITS HISTORICAL DIMENSION'

14a) Past and present schools of history: discussion, debates and controversies: historiographical perspectives

14b) The political dimension – The Right Kind of History' with cultural, ethnic, faith

and ethical connotations, control and imperatives

14c) Philosophical origins and roots, seminal movements and initiatives developments and key ideas

14d) National curricula – their nature and political role/function [such curricula can be posted on the HEIRNET website for a session on discussion about a range of such curricula and both common and unique issues they raise] 14e) Educational reform and history education

14f) History textbooks, their nature, role and function;

14g) Innovative resources for teaching history

14h) Pedagogical innovation, initiatives and approaches to teaching history

14i) Research and development projects

14j) Testing, assessment and public examinations

14k) Key figures and their contribution

14l) Cross-curricularity, Humanities and Social Studies

14mA sense of identity and History Education's civic, communal, nationalistic and patriotic roles

14n) Teacher Professional Development – Training and Continuing Professional Development

14o) Past into Present: Lessons from History Education's history

AREA D. PEDAGOGY/DIDACTICS: THE TEACHING AND LEARNING OF HISTORY

15. Curriculum Development, Implementation and Evaluation

15a) The History Curriculum

– Political control and imperatives

– History as political education, propaganda and control – the elephant in the history education sitting room?

15b) 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 [such curricula can be posted on the HEIRNET website for a session on discussion about a range of such curricula and both common and unique issues they raise

15c) History Curriculum development – ideological, historical and philosophical foundations, purpose, nature, orientation, creation, implementation, impact, assessment and revision + issues and factors in curriculum development

15d) History education and creativity

15e) Archaeology & History Education including Heritage Education

15f) Social sciences, humanities and integrated curricula

15g) International history curricula and the international dimension: fantasy, failure or

the future?

15h) Assessment based history curricula – assessment as the vehicle, the medium. for the implementation and enforcement of government created national curricula

15i) Assessment – Its Nature, Purpose and Role & Assessment and Awarding Bodies,

15j) The impact of educational thinkers, psychologists and historians, e.g. Dewey, Bruner, Bloom, Piaget, Rusen, Vygotsky, Henrietta Marshall, Winston Churchill

15k) Thematic and conceptual curricula, e.g. MACOS, Man, Place and Society, the spiral curriculum

15l) Pedagogic / didactics curriculum developments: turning theory and philosophy into classroom praxis, teaching and pupil learning

15m) History curricula and:

- the history teacher's craft knowledge
- the impact of ICT in the digital age
- the Creative Curriculum
- the negotiated; curriculum: empowering pupils
- Literacy and the Language of History,
- 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
- Diversity

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

16a) History teaching protocols [lesson plans – scripts]: complex, sophisticated and effective psychological tools

16b) Doing History – History as enquiry, investigation and detection

16c) History and/as even imaginative reconstruction re-enactment, drama, role-play, simulation and the informed imagination

16d) History, Induction and Deduction, i.e. logical and creative, imaginative essentially informed thinking

16e) Questions and Questioning

16f) Musing, Theories, Ideas, Hypotheses and Conclusions

16g) Interpretation, perspective and orientation

16h) Historical significance – for and to whom? where, when and why??

16i) Evidence (historical) & Historical Understanding

16j) Pedagogic & Didactic Network of Teaching Protocols including:

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|--------------------------------|--|
| • Enquiry and Investigation | • Theories, Hypotheses and Interpretations |
| • Questions and Questioning | • Inductive and Deductive Thinking: Logical, Speculative and Imaginative |
| • Sources and Evidence | • Sources and Evidence |
| • Chronological Understanding | |
| • Significance and Perspective | |
| • Narratives and Accounts | |

- 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

17. 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

17a) 3-11 year olds epistemic beliefs about history

17b) Fairy stories, fables, legends, myths, tales, sagas, stories; accounts, chronicles, histories and narratives; role and significance

17c) Identity: anniversaries, celebrations, festivals and ceremonies. Their role in and impact upon developing a sense of identity,

17d) The identity agenda: personal, familial, social, ethnic, religious, local, regional) National and global – a sense of belonging and linking local, national and global history

17e) Constructing the past

17g) Attitudes, beliefs, behaviours, ethics, identity – belonging and values

17f) Sequence & content: chronology, temporal understanding and perspective) Textbooks, journals and on-line publications and their influence on teaching and learning

17g) Resources for the primary phase: oral, printed, written, graphic, artefactual, tactile, archaeological

17h) Primary history in the digital age: on-line and digital media, virtual reality / distance learning environments, resourcing and their influence on pedagogy and pupils

17i) Historical concepts [historical epithet applies to them all

- accounts & narrative
- affective & emotional
- cause and causation
- chronology
- consequence
- construction and reconstruction
- context
- continuity
- discontinuity
- empathy
- evidence
- imagination
- perspective
- substantive historical knowledge
- substantive/propositional – first order; conceptual networks: factual knowledge
- second order, disciplinary knowledge syntactic/procedural
- thinking historically

- 17m) Children's understanding of what history is in relation to its substantive and syntactic dimensions
- 17n) History in the primary curriculum: disciplinary, social science, integrated and humanities perspectives and curricula models
- 17o) The overall school curriculum: the nature, function and role of the primary curriculum and history's role
- 17p) 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
- 17q) Creativity and the informed imagination
- 17r) Classroom Strategies: re-enactment, drama, role-play, simulation and the informed imagination
- 17s) Classroom Strategies [2]: historical investigation, hypotheses, interpretations, discussion, debate and history as construction
- 17t) Story-telling, narrative and reconstruction: bringing the past to life

18. HISTORY EDUCATION IN THE SECONDARY, 11-18, AND TERTIARY – 18+ AND ANDRAGOGY – ADULT EDUCATION PHASES

18a) Aims of History Teaching in Secondary Education

18b) Historical concepts [historical epithet applies to them all]

- accounts & narrative
- affective & emotional
- cause and causation
- change
- chronology
- consequence
- construction and reconstruction,
- context
- continuity
- discontinuity
- evidence
- imagination
- perspective
- substantive historical knowledge
- substantive/propositional – first order; conceptual networks: factual knowledge
- second order, disciplinary knowledge syntactic/procedural
- thinking historical

18c) The Politics of History Teaching in Secondary Education

18d) Textbooks, journals and on-line publications and their influence on teaching and learning

18e) Consideration of themes and topics that cover the field of secondary and tertiary education

- 11-18: Students Ideas about the Discipline of History
- 11-18: Students Ideas about History and Moral Issues
- 11-18: Students Attitudes in relation to Controversial Issues
- 11-18: Students Historical Culture
- 11-18: Students and Video Games
- 11-18: Teaching and Learning: the digital dimension
- 11-18: Teaching and Learning: the impact of Artificial Intelligence on cognition: modelling, simulation, knowledge representation and the curriculum

18f) On-line virtual reality / distance learning environments

18g) All of a-m in their comparative contexts

Tertiary 18+ and the Andragogy, Adult Education phase

- 18h) History Education and Higher Education
- 18i) On-line virtual reality / distance learning environments
- 18j) Andragogy – addressing the distinct educational, learning needs of adult learners and related curricula in different settings
- 18k) Andragogy – issues, concerns, policy, theory and practice in the transition from the secondary to Tertiary and Andragogy phase
- 18l) History and Adult Education
- 18m) history and Adult Education: Museums
 - Museums as sites of critical historical thinking.
 - Using museums and archives to carry out historical research
- 18n) History and Adult Education and on-site learning
- 18o) History and Adult Education and the University of the Third Age

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

- 19a) 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
- 19b) The implementation and interpretation of statutory curriculum documents in classroom contexts
- 19c) The correlation between national curricula, their implementation and pupil's historical learning
- 19d) National and other curricula's impact upon teaching materials and classroom practice/pedagogy
- 19e) Testing and its impact upon the curriculum, teaching and learning at all levels
- 19f) The impact of government inspection and examinations, testing and assessment
- 19g) The PISA [Programme of International Student Assessment], the OECD and PISA's impact upon History Education through governments' overt politicisation of national curricula

20. ASSESSMENT – ITS NATURE, PURPOSE AND ROLE

- 20a) The recording, monitoring and reporting of historical teaching and learning
- 20b) Peer assessment, formative, summative and diagnostic assessment
- 20c) Criterion based and norm-referenced assessment
- 20d) 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?] 20e) The overall, every day impact of assessment on teaching, learning and pupil's personal development – cognitive, values, attitudes, behaviours, emotional intelligence etc.

21. ASSESSMENT AND AWARDING BODIES

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.

21a) The role, nature, activity, influence and findings of Assessment and Awarding bodies in History Education

21b) The overall role, nature, activity, influence and impact of Assessment upon History

21c) Assessment – the hidden dimension in Tertiary 18+ and the Andragogy, Adult Education phase

AREA E: TEACHER TRAINING & PROFESSIONAL DEVELOPMENT

22. TEACHER EDUCATION, TRAINING, AND INITIAL AND CONTINUING PROFESSIONAL DEVELOPMENT

22a) Researching teachers' knowledge

Diagnosis and Needs Analysis of prospective and practising teachers knowledge, skills and orientation: What do they know about

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 content knowledge

4) 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

22b) Initial Teacher Training and the challenges of 21 century History and Citizenship Education

1) Methodological themes, looking at how history teaching/learning is studied.

2) Models of teacher professional development

3) Cognitive Apprenticeship – a model for professional development

4) Instruction, demonstration and modelling – see also topic e)

5) The curricula of Teacher Education Programmes

6) History Teacher's Professional Development: updating approaches, connecting theory and practice

7) Government policy, teacher education, training and professional development

- 8) Professional Development: evidence based policy and practice
- 9) Professional Development – mixed face-to-face & distance learning [via the Internet]
- 10) Mentoring
- 11) Masters programmes & Initial and Continuing Professional Development
- 12) A distributed model of Higher Education and School Partnership for professional development: School & HEI partnerships
- 13) Competence based teacher education,
- 14) Teachers and Knowledge
- 15) Teachers and character education
- 16) School to school partnerships: formal and informal – pairing and consortia
- 17) School improvement through Continuing Professional Development [CCD]
- 18) School based Continuing Professional Development [CPD]
- 19) The role of Higher Education in teacher education, training and development

AREA F: RESEARCHING HISTORY EDUCATION

23. Pure and Applied Research and Evidence Based History Education

- 23a) Data collection and data analysis [conference **Training Session / Workshop** to be held on data collection and data analysis]
- 23b) How history teaching/learning is studied, e.g. classroom ethnography as a way of researching history education
- 23c) Research design and approaches for both new and experienced researchers
- 23d) Researching collaboration and partnerships between schools and universities and other agencies
- 23e) Case Study Research – applied research
- 23f) Curriculum Development – school based
- 23g) Curriculum Development – assessment bodies and government agencies
- 23h) Curriculum Development – academically based in Higher Education
- 23i) Curriculum Development, Implementation & Evaluation
- 23j) Evidence led policy and practice: institutionally grounded
- 23k) Multi Methods Research [MMR], Mono Method Research
- 23l) New frontiers in History Educational Research: theory, scholarship and practice
- 23m) Qualitative research – in the context of ‘cases’ based upon practitioner-research & evidence-based praxis
- 23n) Quantitative research – in the context of ‘cases’ based upon practitioner-research & evidence-based praxis
- 23o) University research in collaboration with teachers – partnership
- 23p) Researching Impact: control and pilot groups
- 23q) Research, government / jurisdiction educational policy, curricula and professional development
- 23r) Medical model of research involving practitioners at all levels, and their implementation
- 23s) Communicating History: Writing History Education academic and professional articles, papers and reports: guidance and support – session to be held on this
- 23t) 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

WORKSHOPS

To be organised and presented according to the presenter's/s' wished