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SUBMISSION 1 Alison Kitson

Commented [KN1]: Insert the new submission 1's details

Q1

Contact Information:

Alison Kitson
University College London
a.kitson@ucl.ac.uk

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

Q4

Type of Session:

Other

Q5

Please provide the title of your proposed paper/session:

BOOK LAUNCH: History Education and Historical Inquiry

Q6

Keywords: (up to ten key words)

Q7

Abstract: of between 200 and 300 words

Introduction to papers in a new volume of the International Review of History Education edited by leading international members of the History Education Community.

SUBMISSION 2 Maria Stylianou**Q1****Contact Information:**

Maria Stylianou

post doc researcher in Democritus University of Thrace

m.stylianou@hotmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Public History, Discourse and Culture – Perspectives on The Past : 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

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

"Interpreting symbolic places in Greece. Students, Memory and Public History. A case study"

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

memory, sculptures, public places, counter-memory, students, heroes, national narratives, representations, monuments

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

My proposal refers to historical memory, as embodied in sculptures in public places. This particular research project takes place in Kavala, a city in northern Greece, and concerns the ways that the local community, and especially a part of it, the adolescent students, are related to and interact with these specific places of memory. Symbolic places associated with historical memory, whether official, the one of national anniversaries, or with collective, cultural memory or

even the so called anti-memory (J. Assmann, P. Ricoeur, M. Halbwachs). What representations of the past does the nation state choose to display and mediate in public space? What does a/each society remember and forget? Which are the historical events and persons that are identified as landmarks, "traveling" from the past to the present? In which terms and with what characteristics? In which context? Which narratives do they serve, confirm or contradict? What is the relation to the master narratives? In what way do they relate to the lives of young people, and especially, students? What is the emotional impact of these historical models/examples? Do they function as an inspiration or do they provoke an indifference to the past or even a repulsion? Are they related to school history, and if they do, in which ways?

We will attempt to deal with these questions by listening to the "voices" of students, as reflected in the questionnaires they filled in about their city monuments in 2019. We are interested as well in the local newspapers' informations that captures the history of the monuments the 20th and in the early 21st centuries. In order to accomplish our goal, we are going to use the methodological tools of public history, archival research and critical discourse analysis.

SUBMISSION 4 Sarah Whitehouse**Q1****Contact Information:**

Sarah Whitehouse
University of the West of England
sarah.whitehouse@uwe.ac.uk

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Controversial, Contested, Emotive and Sensitive Issues Including

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Context, Consciousness, and Caution: Teachers of history and the exploration of sensitive and controversial issues in practice.

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

Sensitive and controversial, history, teachers, context, caution

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

Context, Consciousness, and Caution: Teachers of history and the exploration of sensitive and controversial issues in practice. Previous research conducted by Kitson and McCully (2005) indicates that there is a reluctance by some teachers to engage with the teaching of sensitive and controversial issues, particularly within the history curriculum. I have explored teachers' experiences of teaching such issues in state schools for all key stages. The research demonstrated how the context of the school is fundamental in influencing teachers' practice, particularly in light of political changes in society. Self-surveillance was identified as a key

strategy, adopted in the teaching of sensitive and controversial issues and teachers used a variety of protectionist strategies to engage learners in the classroom. Policy is ambiguous and offers little reassurance for teachers and therefore teachers often feel vulnerable when teaching sensitive and controversial content in the classroom.

SUBMISSION 5 Kate Hawkey

Q1

Contact Information:

Kate Hawkey
University of Bristol
kate.hawkey@bristol.ac.uk

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

1d) Climate Change and Implications for History Education

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

History and the climate crisis: Environmental history in the classroom

Q6

Keywords: (up to ten key words)

climate & biodiversity crisis; environmental history education; disciplinary knowledge;
pedagogical knowledge; building substantive knowledge; classroom practice.

Q7

Abstract: of between 200 and 300 words

The session focuses on my forthcoming book History and the climate crisis: Environmental history in the classroom which will be published by University College London (UCL) Press in autumn 2023. The book makes the case for including an environmental focus in the school history curriculum locating the arguments within established historiographical and revisionist debates. The book focuses on environmental history within a strong subject bound curriculum and is, therefore, particularly relevant to England where history is taught as a separate subject.

Although this is the starting point, the content is relevant to history teaching elsewhere too. Just as the environmental crisis has no national boundaries, neither does education's response to it.

The session will explore three main themes. 1. How does the climate and biodiversity crisis impact on the disciplinary concepts that underpin the history curriculum? 2. What are the pedagogical implications of introducing environmental perspectives into the curriculum? 3. Where can environmental perspectives be introduced effectively into the history curriculum? The book and this session is based on scholarly research and review of extensive literature. It also draws from working with trainee and experienced teachers along with practice-based innovations in classrooms.

SUBMISSION 6 Mohammad Hassan Mashori**Q1****Contact Information:**

Mohammad Hassan Mashori

Fundamental human Rights 7 rural Development Association FHRRDA, Pakistan

fhrrdapakistan@gmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

History Education Outside and Beyond Formal Education

Q4**Type of Session:**

Delegate Theme

Q5**Please provide the title of your proposed paper/session:**

Education system of Pakistan

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

Education, Literacy, Policy, Constitution, Ministry, Curriculum

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

This paper aimed to look at present education system of Pakistan. There exists an inherent promise and intensive potential in educational policies of Pakistan for revolutionizing socio-economic change in the country through education. Pakistan since its independence in 1947 has faced the insufficient educational institutions and lack of qualified teachers which resulted in challenges of access and quality. To deal with educational problems, a number of educational policies were released. The policies came at different times, during different regimes, in with diverse policy document. They varied in their size, intention and seriousness. The existing education system in Pakistan is considered not being adequately responsive to the demand of

quality education. There is a wide range of issues and concerns related to the teaching and learning setup. To improve the existing education system of Pakistan development of any strategy should give due consideration to these issues and concerns.

SUBMISSION 7 Catherine Déry

Q1

Contact Information:

Catherine Déry
Université de Montréal, Canada
catherine.dery@umontreal.ca

Q2

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

Marc-André Éthier
Université de Montréal
marc.andre.ethier@umontreal.ca

David Lefrançois,
Université du Québec en Outaouais
david.lefrancois@uqo.ca

Q3

Please indicate the conference theme and topic for the proposal:

Theme: 12. Critical disciplinary thinking in history 12c) Thinking historically – grounded in history's academic disciplinary structure, etc. Theme: 15. Curriculum development, implementation and evaluation 15i) Assessment – Its nature, purpose and role

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

An overview of teaching practices aimed at evaluating the development of historical thinking

Q6

Keywords: (up to ten key words)

Historical thinking; History teaching; History learning; Assessment.

Q7

Abstract: of between 200 and 300 words

Teaching and learning based on historical thinking – the problematization, constitution, analysis and critique of documents in order to draw, from these sources, interpretations based on evidence – allows students to reach a deep historical understanding. This conclusion seems to be consensual in last decades writings. However, the concept of historical thinking is presented in various models, which may or may not incorporate historical consciousness or reasoning. These models, often attached to a common geographical location, show that historical thinking is important for teaching and learning, but that its definition and application are not stabilized. However, several North American and European curricula aim to develop an ideal related to this concept. This leads to a discrepancy with evaluative practices centered on the restitution of factual knowledge in history. To help lessen this discrepancy, the objective of this research is to systematically review studies on the teaching and learning interventions based on historian thinking in high school history classes to describe, classify and to draw key components from it that promote coherent student evaluation. This presentation will raise the converging points of several "national" models to operationalize historical thinking, as well as the structures and components of evaluative tasks that target the process of historical inquiry rather than the mere restitution of facts and dates.

SUBMISSION 8 Yosanne Vella**Q1****Contact Information:**

Yosanne Vella
University of Malta, Malta
yosanne.vella@um.edu.mt

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Heirnet Stockholm 2023

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

'Is a paradigm shift happening in history pedagogy at the moment? Is 'the Source Method' obsolete and are we now onto brave new pastures?'

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

Paradigm shift History Teaching

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

In England in the late 1960s there slowly came into existence a new type of history teaching, what was then called 'New History' the first pioneers to work on this were Peter Lee, Alaric Dickinson, Jon Nichol, P.Rogers and John Fines among others. Denis Shemilt's seminal research in the mid 80s confirmed that 'New History' was greatly enhancing children's historical thinking. Slowly but surely this new history pedagogy started to be picked up by the rest of the world, Europe struggled to keep up with Euroclio at the forefront to promote what started to be now called 'the Source Method' rather than 'New History'; meanwhile across the pond there were

history pedagogists who were also becoming interested mainly Sam Wineburg and Keith Barton. In 2000 Christine Counsell also challenged the dichotomy of facts/information and skills in history teaching and now history pedagogists became familiar with Procedural and Substantive knowledge and how to teach that in the classroom.

On the whole, up to a decade ago one could say there was a general consensus that the paradigm shift from traditional history teaching to 'the Source method' was complete, at least in the pedagogists' mind, how much that translates to real history classrooms remains challenging to this day. However, we seem to be living in exciting times regarding history pedagogy. For some time now, a new paradigm seems to be pushing 'the Source Method' out and bringing in new ideas and notions. Postmodernist ideas have long established that 'History is not the Past' (see Jenkins, K., 1991) but now this seems to be something which should consistently be at the forefront of teachers' thinking in the classroom, to achieve what has been called 'criterialist' thinking. From 2010 onwards Liliana Maggioni's work becomes very significant, with many history pedagogy researchers insisting on pushing for history-specific epistemic beliefs in the classroom. Inquiry-based learning activities should draw on historical reasoning.

It is now becoming no longer enough in history classrooms to support students' learning and help them elicit information or substantive knowledge by analysing Sources, and to see different interpretations and different perspectives and to detect bias and reliability sources. Research on history teachers in the 21st century is clearly saying that teachers struggle to understand the nature of history and this needs to be addressed for the nature of history as a notion should be promoted in classrooms constantly (see Voet, M. & De Wever, B., 2016; Namamba.A., & Congman, R., 2016; Karlsson, P., 2018; Wansink, B., 2016). My presentation hopes to create a discussion asks: 1. No doubt teachers struggle with epistemological history thinking. But should we now make students in the classroom struggle with epistemological history thinking too, and for it to become the overarching concern of history teaching? 2. And if the answer is yes, how can teacher trainers create programmes that do this?

SUBMISSION 9 Kyriaki Fardi**Q1 Contact Information**

Kyriaki Fardi
Dimokratias 1
Ελλάδα
k.fardi@aegean.gr

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

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?) 15b) National Curricula, National Identity, Patriotism and Nationalism (Questions of identity, ethnicity, race, faith, beliefs, ethics, ideology, language, culture, perspectivity, beliefs, values in conflict)

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

"Modes of Historical Thinking in "new" Greek History Curriculum (2021, 2022, 2023) for the Elementary School"

Q6

Keywords: (up to ten key words)

Historical Thinking, History Curriculum, Critical History Education, Critical Discourse Analysis, Social Representations, Historical Consciousness, Democratic consciousness.

Q7

Abstract: of between 200 and 300 words

In 2021 a new history curriculum for the Elementary School has published in Greece in three official forms (Official Government Gazette of the Hellenic Republic, OGG/ 1963/v. 2/14-5-2021,

OGG/1367/v. 2/23-5-2022 and OGG/507/v. 2/2-2-23). This constant tendency for revision shows that the history curricula is a difficult and controversial issue in Greece even in primary school Education.

Moreover, this “new” curriculum in all its versions took the place of a previous one that was withdrawn after the political change of the central government at the 2019 elections.

This study examines the relationship of the contemporary historical thinking as expressed in Greek and international literacy and in the latest versions of the history curriculum for the elementary school (OGG/1367/v. 2/23-5-2022 and OGG/507/v. 2/2-2-23).

This presentation is focused on the modes of historical thinking which are identified in the curricula studied.

The research questions are:

- 1) How the concept of historical thinking is expressed in these two versions of the curricula?
- 2) How does the curriculum connect the historical thinking with the concept of historical consciousness?
- 4) What are the differences between the two versions of the curriculum ?

These questions are examined with the method of Critical Discourse Analysis. This method offers a flexibility of tools regarding the discourse analysis because of the comparison possibility between the hierarchical relationships of meaning and social context through the analysis of representations (national and social). The results of critical discourse analysis of these versions of the curriculum suggest that two modes of historical thinking distinguished:

- 1) the one of critical thinking and the development of democratic citizenship consciousness and
- 2) the other of the paradigmatic historical and national consciousness. Hierarchical relationships develop between these two modes of historical thinking and a structural confrontation across the curriculum is taking place because of the different orientation between them.

References:

- Carrasco, C.J.G., & Serrano, J.S. (2023). The Origin and Development of Research into Historical Thinking. In Carrasco, C.J.G., (Ed.), *Re-Imagining The Teaching of European History. Promoting Civic Education and Historical Consciousness*. London and New York: Routledge.
- Lévesque, S., & Clark, P. (2018). Historical Thinking: Definitions and Educational Applications. In Metzger, S.A., & Harris, LMA. (Ed.), *History Teaching and Learning*, 119-147. Hoboken, New Jersey: Wiley Blackwell.

Rüsen, J. (2017). *Evidence and Meaning. A Theory of Historical Studies*. Kerns, D., & Digan, K. (Trans.). New York-Oxford: Berghahn.

SUBMISSION 13 Jennifer Clark

Q1

Contact Information:

Carla Peck

Faculty of Education, University of Alberta, Canada

carla.peck@ualberta.ca

Q2

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

Dr Adele Nye

University of New England

Armidale. NSW 2351

Q3

Please indicate the conference theme and topic for the proposal:

Thinking Historically [2] Pupils' perceptions and perspectives on school, social and vernacular history

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Thinking Historically for Canada's Future: National Youth Survey

Q6

Keywords: (up to ten key words)

historical thinking, history education, K-12 pupils, students' perspectives

Q7

Abstract: of between 200 and 300 words

In an increasingly complex world—with new communications technologies, proliferation of “fake news”, increasingly diverse societies, commitments to and demands for reconciliation, reparations, and national status for Indigenous and Francophone peoples, and inflamed debates over public commemoration of historical figures—citizens face a level of political, social, and cultural complexity that demands a critical understanding of the past and present. Although

curriculum developers in Canada are drawing on recent theoretical and empirical research on historical thinking to develop new approaches to history education, this work is still in its infancy, there has been no systematic, pan-Canadian research done to assess the state of history education since A. B. Hodgetts' (1968) landmark National History Project study more than fifty years ago. In his report, Hodgetts offered a scathing critique of the state of history education in Canada and lamented the "bland consensus version of history," (p. 24) the emphasis on memorization rather than deep learning, and the failure to help students establish connections between the past and present.

In recent years, many history/social studies curricula throughout Canada have been revised to include frameworks of historical thinking (Lévesque & Clark, 2018) and Indigenous Knowledges (McGregor, 2017), however these changes have given rise to many important and pressing questions about what is actually happening in K–12 classrooms and what impact, if any, such curricular changes are having on student learning. In a National Youth Survey conducted by the Thinking Historically for Canada's Future research partnership, 2000 students aged 10-18 completed an online questionnaire about their perceptions and experiences learning history in schools. In this presentation, survey results will be explored through the lenses of the three themes of our research partnership: historical thinking, Indigenous Knowledges, and civic engagement.

SUBMISSION 15 Hära Jessica Haltorp

Q1

Contact Information:

Hära Jessica Haltorp

Department of Education, Uppsala University, Sweden

jessica.haltorp@edu.uu.se

Q2

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

Pontus Larsen,

Department of Culture and Society,

Division of History, Arts and Religious Studies,

Linköping University

pontus.larsen@liu.se

Q3

Please indicate the conference theme and topic for the proposal:

theme no 5. Controversial, contested, emotive and sensitive issues including 5i, 5j and 5k. Topic:

Teaching history while addressing norms, gender, sexuality and relationships in a historical context and content

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Teaching history while addressing norms, gender, sexuality and relationships in a historical context and content

Q6

Keywords: (up to ten key words)

history education, Gender, sexuality, norms and values, classroom observations, historical consciousness

Q7

Abstract: of between 200 and 300 words

This paper presentation introduces two different PhD projects investigating gender perspectives in history education. The empirical material consists of two unique data sets; collected in middle school (grade 4-6) and from secondary high school students. The method for data collection is lesson observations and student interviews. The joint result shows that both young and older students not only share an interest for gender in history, but also use similar strategies in their understanding of gender in the past and present. The students meaning making consists of them mirroring the present norms in the past and making the present norms idealized. Inspired by Ahmed (2007), we posit that this process can in part be understood as an act where the student interprets the history classroom regarding who gets to be 'at home, who gets to inhabit spaces, as spaces that are inhabitable for some bodies and not others (...)' (Ahmed 2007, p. 162).

The aim of this presentation is to engage scholars in a conversation that specifically targets norms and values in history education with a focus on how we as researchers need to investigate these matters more in collaboration with history teachers. Our conclusion is that knowledge, norms and values intertwine, and both teachers and researchers need to take this into account since the history subject is a complex field where students meet both past and present norms that they position themselves and the present to. Ahmed, S. (2007). "The Phenomenology of Whiteness". *Feminist theory*. 8(2): 149–168.

SUBMISSION 17 Terry Haydn

Q1

Contact Information:

Haydn, Terry
University of East Anglia, United Kingdom
t.haydn@uea.ac.uk

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

C 14 History of Education

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

The de-moralisation of society 2.0: morality and school history. Lessons from the UK

Q6

Keywords: (up to ten key words)

history education, citizenship, values education, history curriculum, purposes of school history, civic literacy

Q7

Abstract: of between 200 and 300 words

The paper looks at fluctuations in the place of moral exemplar in the teaching of history and argues that in the light of the challenges currently facing humanity, there is a place for re-evaluation of the role that moral exemplar might play in school history.

My PGCE students expressed surprise when Professor Richard Aldrich told them that for most of the time that history had been part of the school curriculum, its main purpose was seen as to provide moral exemplars for the young. This view of school history now seems old fashioned and

current curriculum specifications for school history have little to say about moral exemplar. The most high-profile values issue relates to the duty of all schools and teachers to promote 'Fundamental British Values' (DfE, 2014).

Drawing on the work of the historian Gertrude Himmelfarb (1995), the paper explores the question of what values (if any) should be transmitted, considered or examined in school history. Although the paper focuses on developments in history education in the UK, the issues raised are relevant to history teaching in many other countries and as well as exploring changes in the UK over time, some comparisons are made with the role of ethical and moral issues in history curricula in countries outside the UK.

References:

DfEE (1999) *The National Curriculum: aims, values and purposes*, London, DfEE:

DfE (2014) *Promoting fundamental British values through SMSC*, London, DfE.

Himmelfarb, G. (1995) *The de-moralisation of society: from Victorian virtues to modern values*. London: IEA.

SUBMISSION 18 Amy Allen

Q1

Contact Information

Amy Allen
Virginia Tech, United States
allenamy@vt.edu

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

AREA E: TEACHER TRAINING & PROFESSIONAL DEVELOPMENT
22. Teacher Training, Initial and Continuing Professional Development
22b) Initial Teacher Training and the challenges of 21-century History and Citizenship Education
8) Professional Development: evidence based policy and practice/18) School based Continuing Professional Development [CPD]

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

"Doing the thing works a lot better": Critical features of professional development in practice

Q6 Keywords: (up to ten key words)

professional development, history education, social studies, student voice, discussion-based, primary phase, elementary school, in-service teachers

Q7

Abstract: of between 200 and 300 words

While a fairly significant amount of research has been done about the effectiveness of utilizing discussion strategies in history in secondary grades in the United States, relatively little has been done about implementing the same strategies with primary students (Hess, 2004). Research shows a small number of teachers feel equipped to facilitate discussions, especially about

multicultural or controversial topics, even after receiving direct instruction on how to teach with discussion (Parker & Hess, 2001).

This study investigates the design and implementation of a series of professional development workshops about facilitating discussions with primary students during history instruction. This research took place at a private school in the southern region of the United States. Using Desimone's (2009) five critical features of professional development (content focus, active learning, coherence, duration, and collective participation) as a framework, this qualitative study considers how a series of professional development workshops align with current research in the field. Then, using grounded theory analysis and responses from four teachers who participated in the professional development workshops and completed a series of semi-structured interviews about the experience, the study evaluates the success of the professional development experience based on teachers' felt readiness to facilitate discussion after completion of the workshops.

Findings from this study demonstrate, while Desimone's five critical features are helpful in designing successful professional development experiences, the list is incomplete. Other research in the field should be folded into a successful model, including features that focus on preparation, commitment, relationship, and agency.

References:

- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Hess, D. (2004). Discussion in social studies: Is it worth the trouble? *Social Education*, 68(2), 151-155.
- Parker, W. C., & Hess, D. (2001). Teaching with and for discussion. *Teaching and Teacher Education*, 17, 273-289.

SUBMISSION 19 Catherine Duquette

Q1

Contact Information:

Catherine Duquette
Université du Québec à Chicoutimi, Canada
catherine.duquette@uqac.ca

Q2

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

Laurie Pageau (Université du Québec à Chicoutimi)
laurie_pageau@uqac.ca

Nicole Monney (Université du Québec à Chicoutimi) nmonney@uqac.ca
Sylvie Fontaine (Université du Québec en Outaouais) Sylvie.Fontaine@uqo.ca

Arianne Dufour (Université du Québec à Chicoutimi)
adufour23@etu.uqac.ca

Q3

Please indicate the conference theme and topic for the proposal:

Area C: Thinking Historically, Historical Knowledge and Learning
12. Critical disciplinary thinking in history - thinking historically: topics
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

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Building a Progression Model of History Thinking using an Inquiry-Based Pedagogy: When Students show us What They can do

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

Key words: Historical Thinking, Inquiry-Based Pedagogy, Progression models, Cognitive Development, Elementary teaching, Secondary Teaching, First Order Concepts, Second Order Concepts

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

In the province of Quebec (Canada), the History curriculum does not provide a specific progression model in regards to the development of students' ability to think historically. Given this lack of clarity, teachers turn toward the grade 10 (secondary 4) ministerial examination in History as the standard to be attained rather than a minimum requirement resulting in a "teach to the test" phenomenon (Blouin, 2020; Duquette, 2020; Lanoix, 2015). The lack of a progression model also comforts teachers in their belief that students aren't capable of complex historical thoughts unless they have previously acquired substantial declarative knowledge (Lanoix, 2020; Lanoix & Moisan, 2022; Tutiaux-Guillon, 2004; Van Boxtel, C., & Van Drie, J., 2018; Yelle, 2016). However, numerous studies tend to show that students are capable of more complex thinking than what is actually assessed in the provincial examination provided that they are placed in a pedagogical structure that gives them room to think (Lévesque and Croteau, 2020; Lee and Schemilt, 2003; Lee and Ashby, 2000; Duquette, 2011). To this effect, inquiry-based learning seems to be a fertile terrain to observe students' progression in their ability to think historically (Gibson & Miles, 2020).

Using the Delphi method (Grime & Wright, 2014) our research team conducted a study with 923 French-speaking Quebec students ranging from 10 to 16 years old. Participants were asked to complete an inquiry-based questionnaire designed to observe their ability to think historically (Seixas, 2013, 1996). In this paper, we wish to present the similarities and differences between the work of students of different age groups. The emergence of historical thinking skills in younger students in our data leads us to argue that inquiry-based pedagogy, if it is adapted to students' cognitive understanding of the discipline, might act as a springboard for the development of complex historical thoughts.

References:

Gibson, L. and Miles, J. (2020). Inquiry Doesn't Just Happen, in Clark, P. and Case, R. (eds.). Learning to Inquiry in History, Geography, and Social Studies: An Anthology for Secondary Teachers, Critical Thinking Consortium, British-Columbia, 151-165.

- Lee, P., & Ashby, R. (2000). Progression in Historical Understanding among Students Ages 7-14. In P. Seixas, P. Stearns, and S. Wineburg (Eds.), *Knowing, Teaching, and Learning History*(pp. 199–222). New York: NYU Press.
- Seixas, P. & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson College Indigenous.

SUBMISSION 20 Matt Hensley**Q1****Contact Information:**

Matt Hensley, Ph.D.

East Tennessee State University, USA

hensleyma4@etsu.edu

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

No

Q3**Please indicate the conference theme and topic for the proposal:**

AREA E: TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT; 22. Teacher Training, Initial and Continuing Professional Development

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Social Studies and Social Media: Status Among K-12 Teachers Before COVID

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

social media; social studies; teacher professional development; educator preparation

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

Technology integration has received a significant amount of money from the budgets of schools in the United States, even prior to COVID-19. Social media as an instructional tool was also receiving growing attention. However, since COVID-19 it seems that there is an even larger shift in the calls to use social media. The purpose of this quantitative study was to report K-12 social studies teachers' self-reported social media use just prior to the COVID-19. Moreover, the researcher compared teachers' use of social media based on geography, grade level and teaching experience. Findings suggest that teachers rarely used social media in their teaching;

however, statistically significant findings were discovered based on teaching experience. These findings provide good discussions related to social studies and history teacher professional development and educator preparation.

SUBMISSION 21 Daniel Fastlabend-Vargas**Q1****Contact Information:**

Daniel Fastlabend-Vargas
 University of Paderborn, Germany
 daniel.fastlabend@upb.de

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Historical Culture and Historical Learning

Q4**Type of Session:**

Discussion

Q5**Please provide the title of your proposed paper/session:**

Practices of Interpreting Historical Images: A reconstructive study on young adults'
 interpretations of colonial photographs

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

Historical Culture, Colonial images, controversial interpretations, Group Discussions, Historical
 Consciousness

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

The goal of this study is to outline how young adults in Germany deal with popular colonial images and related controversial interpretations of these images. The relevance of this question is closely tied to general discussions in historical cultures about ways of dealing with a colonial past. Historical culture in this study is defined as something that consists of shared, divided and sometimes even conflicted ways of dealing with the past (Lücke 2016). Within these often

controversial discussions, historical images play an important role in illustrating dominant narrations and interpretations, but are sometimes also seen very critically (Hamann 2023).

Based on this approach, the present meaning and usage of colonial images was included in the setting to further investigate the link between historical culture and historical learning. The groups were therefore not only asked to develop their interpretation of these historical images, but also to discuss other controversial interpretations by historians. This way of discussing historical images and their present usage sparked discussions among the young adults that lasted for more than two hours (N=6; 2-5 students each group, 14-19 years, Germany). The group discussions were then analyzed based on the principles of the documentary method, i.e. trying to reconstruct underlying societal and historical orientations within the debates (Nohl 2013).

Results of the study demonstrate how peer groups deal with these images and interpretations based on their experiences in school, as well as personal experiences, and their stance on the topic itself. Furthermore, it can be shown that the way the groups handle and interpret the material is influenced by different sets of underlying orientations towards history that exist within the groups, e.g. being critical, fulfilling school standards, focusing on facts or personal experiences of discrimination. Moreover, the data offers further insights into how young adolescents deal with historical perspectives as well as their epistemic beliefs in general. To summarize, the presentation of this project and its findings can add further insights to the discussion of how students deal with history and also raises the question of a connection between historical learning and historical culture.

References:

- Hamann, Christoph (2023): Medienikonen im Geschichtsunterricht. Fotoquellen als Symbole verstehen. Frankfurt: Wochenschau Verlag (Kleine Reihe Geschichte Didaktik und Methodik).
- Lücke, Martin (2016): Erinnerungsarbeit. In: Paul Mecheril (Hrsg.), Handbuch Migrationspädagogik (S. 356–371). Weinheim: Beltz (Pädagogik).
- Nohl, Arnd-Michael (2013): Relationale Typenbildung und Mehrebenenvergleich. Neue Wege der

SUBMISSION 23 Angeline Jude Yeo**Q1****Contact Information**

Angeline Jude Yeo
Ministry of Education, Singapore

Angeline_jude_yeo@moe.gov.sg

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

Celine Oon,
celine_oon@moe.gov.sg

Q3**Please indicate the conference theme and topic for the proposal:**

AREA D: PEDAGOGY/DIDACTICS: THE TEACHING AND LEARNING OF HISTORY 15)
Pedagogic / didactics curriculum developments: turning theory and philosophy into classroom
praxis, teaching and pupil learning

Q4**Type of Session:**

Discussion

Q5**Please provide the title of your proposed paper/session:**

Moving beyond Highlighting: An Approach to Disciplinary Reading in History

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

Reading, literacy, close reading, ecological considerations, decision-making, qualitative, case
study

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

Reading in history involves several heuristics, including close reading, sourcing, contextualising
and corroboration across multiple texts (Wineburg, 1991). Despite being taught source reading
strategies in their history classroom, students continue to find reading history challenging. This
research sought to address these challenges by exploring the possibility of incorporating general

literacy approaches with historical literacy instruction to support students' ability to read historically in Singapore classrooms. A qualitative case study approach was used to examine teachers' use of close reading strategies and its impact on students' reading of historical texts in two secondary one classrooms. Data was collected using classroom observations and semi-structured interviews with teachers, complemented by document analysis of students' work and think-aloud tasks, as well as semi-structured interviews for selected student participants. A thematic analysis and a combination of inductive and deductive approaches were employed for the analysis of data. Findings showed that teachers and students generally found the strategies useful in addressing the challenges faced in reading historical texts. However, the way and extent these strategies were used in the classrooms were influenced by a set of utility filters (Nolen, 2005) adopted by the teachers as well as certain ecological factors within the school (Price & McCallum, 2015). This presentation will share the reading strategies and make recommendations on how to address the utility filters and ecological considerations to encourage a more effective use of the strategies in the classroom.

SUBMISSION 24 Lena Almqvist Nielsen**Q1****Contact Information:**

Lena Almqvist Nielsen
Gustava Melins gata 2, Sweden
lena.almqvist-nielsen@hv.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

17. History Education in The Early Years and Primary Phases [Ages 3-11] 17h: Resources for the primary phase: archaeological & 17 j: Historical concepts: Historical empathy

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Prehistoric history in Swedish primary school education: pupils' expression of empathy after visiting a cultural heritage site

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

Teaching history, Prehistory, historical empathy, transformation of knowledge, primary school, cultural heritage

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

In Sweden, prehistory is taught in primary school and many schools visit a reconstructed ancient village or farm and take part in expert knowledge for a better understanding of the historical period. When classroom teaching is supplemented with a visit to a historical site, pupils can more easily connect abstract historical knowledge to our own time (Efstathiou et al., 2018), and through practical insights into the lived experiences of prehistoric people, prehistory can be

experienced more concretely (López-Castilla et al., 2019). This study explores the concept of historical empathy in the context of field trips for young pupils to a prehistoric heritage site in Sweden. The example discussed is a field trip to Vitlycke, a heritage and rock carving site with an associated reconstructed Bronze Age farm, where pupils had the opportunity to experience prehistory with all their senses.

The study is based on the idea that historical empathy is a process that involves both cognitive and affective dimensions and that both dimensions are essential for progress. The pupils were interviewed after the trip and their responses are related to the concepts of perspective recognition and care (Barton & Levstik, 2004). The study shows how the cognitive and affective dimensions were interwoven in the pupils' reasoning and how the field trip contributed to an emotional and personal connection necessary for the development of historical empathy. This engagement led to a broadening and deepening of the pupils' cognitive understanding of Bronze Age life and living conditions, while the cognitive understanding of the historical context contributed to a framework in which they could use their imagination. The results also show the importance of giving pupils time to follow up on their experiences after visiting a heritage site. Efstathiou, I., Kyza, E. A., & Georgiou, Y. (2018). An inquiry-based augmented reality mobile learning approach to fostering primary school students' historical reasoning in non-formal settings.

References:

Interactive Learning Environments, 26(1), 22-41. López-Castilla, M. P., Terradillos-Bernal, M., & Alonso Alcalde, R. (2019, 2019/01/01/). Experimental archaeology and historical empathy: key tools for learning about our origins / Arqueología experimental y empatía histórica: herramientas clave para la didáctica de nuestros orígenes.

SUBMISSION 25 David Ingledew**Q1****Contact Information:**

David Ingledew

University of Hertfordshire, United Kingdom

d.ingledew@herts.ac.uk

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

On my own

Q3**Please indicate the conference theme and topic for the proposal:**

Area F – Researching History Education - 23a) Data collection and data analysis - 23e) Case Study Research – applied research - 23m) Qualitative research – in the context of 'cases' based upon practitioner research & evidence-based praxis. - 23o) University research in collaboration with teachers – partnership

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

'History is dialogue – let's have that conversation!': A Reflexive Thematic Analysis approach to investigate the use and rationale for educational talk by secondary history teachers.

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

Educational talk; history pedagogy; reflexivity; thematic analysis; constructing meaning; practice; rationale.

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

The presentation uses research which focuses on how, when, and why history teachers in English secondary schools use educational talk in their lessons for learning and teaching. Educational talk is defined as any communicative and social interaction – questioning, debriefing,

discussion, listening, argument, and debate - which takes place where there is a clear focus on learning. The research is based upon a working hypothesis that, given the nature of both history as an academic discipline and within the school curriculum, educational talk is a vital part of secondary history teachers' practice. However, this may or may not be directly or indirectly influenced by relevant educational talk literature, and may be 'hidden' or instinctively used by teachers, forming part of what can be described as their 'deep pedagogy'. Using a qualitative approach of lesson observations and pre/post observation interviews, the research aims to unpack this deep pedagogy in order to construct meaning as to how, when, and why secondary history teachers use educational talk as part of learning and teaching, as well as any constraints and pressures which may limit its use.

Specifically, the presentation will outline why and how a Reflexive Thematic Analysis (TA) approach has been adopted (and adapted) to analyse and interpret research data in order to construct meaning of secondary history teachers use and rationale for educational talk in their lessons. A key element of this will be my own positionality as an educational researcher, history educator and former secondary history teacher with regards the nature of history, history learning and teaching and teachers' professional learning and development. The presentation will conclude by arguing that reflexivity of my position is central to both the research process, data analysis and interpretation as well as the meanings constructed about the use and rationale for educational talk by secondary history teachers within each of their own specific contexts.

SUBMISSION 26 David-Alexandre Wagner**Q1****Contact Information:**

David-Alexandre Wagner
University of Stavanger, Norway
david.wagner@uis.no

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

Karine N. Eieland - but she will not be attending

Q3**Please indicate the conference theme and topic for the proposal:**

Investigation / Researching History education

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Investigating the teaching of historical contextualization: the case of eight Norwegian lower secondary school teachers

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

History education Historical contextualization Historical Empathy Lower secondary school
Norway Teachers' beliefs Teachers' practices

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

The act of historical contextualization benefits of a long historiographical tradition, that encompasses the works and thoughts of humanists like Lorenzo Valla and philosophers like Giambattista Vico or Robin G. Collingwood, among many others, and has long been considered an essential part of the work of every historian. It has more recently been acknowledged as a central competence to be taught and enhanced in history education in school. Consequently, it has been integrated in the school curricula of Social Studies and History of many countries, and

constitutes a central element of different models of historical thinking and reasoning (Barton & Levstik, 2009; Lee, 2005; Lévesque, 2008; Seixas & Morton, 2013; Van Drie & Van Boxtel, 2008; Wineburg, 2001). However, we know relatively little about how historical contextualization is actually taught in school in different countries.

Using an adaptation of an instrument developed and tested by Huijgen et al. (2017) in the Netherlands, and qualitative follow-up in-depth interviews, we have investigated the thoughts of eight Norwegian middle school teachers about their own practices regarding the teaching of historical contextualization in their Social Studies classrooms. In this paper, we will focus on the different activities and the role they assign themselves and their students in the acquisition of this crucial competence.

SUBMISSION 27 Andreas Körber**Q1****Contact Information:**

Andreas Körber

Universität Hamburg, Germany

andreas.koerber@uni-hamburg.de

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

no

Q3**Please indicate the conference theme and topic for the proposal:**

Pure and Applied Research and Evidence Based History Education

Q4**Type of Session:**

Discussion

Q5**Please provide the title of your proposed paper/session:**

Possibilities and limitations for a replication of the YOUTH and HISTORY study? Initial results of a pre-pilot study

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

historical consciousness, empirical research, European Comparison, YOUTH and HISTORY

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

26 years ago, the first large-scale study on European Youth's historical consciousness was published. Due to different traditions and states of history education in theory and practice, it was conceptualized as an explorative study using a rather large set of variables (items) in different dimensions, developed in a joint effort of researchers in many European countries, applied in schools of 30 European countries (Angvik/v.Borries 1997). It yielded interesting if abstract insights into differences between national cultures of stances towards the past as such, central issues of historical, and history education. Roughly 25 years later, the idea of a large scale

replication of the study emerged. A group of colleagues, some from the 1990s projects, some new, started to sound out opportunities of such a replication. Due to only marginal funding and the amount of networking necessary, efforts in sampling as well as in re-working the questionnaire were very limited. Only a small pre-pilot study in a handful of countries could be arranged. Its main focus was and are the possibilities and limits of such a replication. YH analyses were calculated mainly on aggregated level (exploratory factor solutions; scales) with inter-country comparison being controlled by the overall structure solution with their individual (national) counterparts. Any interpretation of the data resulting from a new application of the original instruments in turn requires their continued validity and reliability both at the overall level and in the national subsamples. This cannot simply be taken for granted, especially because of political, social and media changes, but must in turn be controlled and may have to lead to adjustments of samples and instruments and thus to limitations of the strict replicability. The presentation addresses some aspects of this question of re-applicability of the YOUTH and HISTORY instruments on the basis of the pre-pilot study data.

SUBMISSION 28 Fredrik Alvé**Q1****Contact Information:**

Fredrik Alvé
Malmö University, Sweden
fredrik.alven@mau.se

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

Silvia Edling,
University college of Gävle, Sweden

Heather Sharp,
University of Newcastle, Australia

Helen Ting Mu Hung,
National university of Malaysia

Niklas Ammert,
Linnaeus University, Sweden

Talip Öztürk,
Ordu University, Turkey

Filiz Öztürk,
Ordu University, Turkey

Q3**Please indicate the conference theme and topic for the proposal:**

We are proposing a 90 minute session to present our international network INoHiDe (International Network of Historical consciousness and Democratic consciousness) and some first tentative results from international comparative studies. Type of session: 13 and 14 (Project planning and Researching history education), 6 (Citizenship Education) or 9 (Historical Consciousness and Curricula Concerns).

Q4**Type of Session:**

Round Table/Seminar

Q5

Please provide the title of your proposed paper/session:

Outlining a comparative study of expressions of Democracy in history education in ten countries

Q6

Keywords: (up to ten key words)

Democracy, Citizenship Historical Consciousness, Moral Consciousness, Curriculum, International Comparative Education.

Q7

Abstract: of between 200 and 300 words

Current international politics including conflicts and increasing tensions between countries and the social processes taking place within countries are intimately interwoven with past experiences and come with moral significance. Today history teaching in democratic nations is often expected to develop students' critical and multilayered thinking and commitment to democratic values and human rights; yet History teaching has also served as an instrument for undemocratic and nationalist ideas. While notions of democratic citizenship and associated values can be an aim of history teaching, the subject does not in and of itself guarantee that democracy will be taught—or learnt. Such an inter-link requires more research, which is an important objective of the research being conducted as part of the network International Network of Historical consciousness and Democratic consciousness – INoHiDe, (funded by the Swedish Research Council 2023-2025).

Research conducted within the project aims to create a long-term, robust and innovative platform for in-depth dialogue, comparison, and research collaboration between history education academics, historians, and social and political scientists on how to understand how history education can intersect historical, moral, and democratic consciousness. The focus for the network is to provide an overview as well as a deeper understanding of intersections of historical and democratic consciousness in research and teacher understandings from ten countries (Australia, Canada, Denmark, Finland, Ghana, Malaysia, Norway, Spain, Sweden and Turkey), on five continents, selected for their diverse trajectories of democratic developments and political cultures.

SUBMISSION 29 Glória Solé**Q1****Contact Information:**

Glória Solé
University of Minho, Portugal
gsole@ie.uminho.pt

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Conference Topics- 3- Area d: pedagogy/didactics: teaching, learning and assessment. 15.
Curriculum Development, Implementation and Evaluation

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

The Teaching of History in Portugal: educational system, teacher training and professionalization

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

School system; Syllabus; History; Textbooks; History teaching; Teaching and training

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

This paper aims to analyse critically and based on literature review, empirical studies, current legislation, and normative documents, how the teaching of history is structured in Portugal and the changes that have taken place in recent decades. A brief description and contextualization of how the Portuguese educational system is carried out, how it is structured, the levels of schooling in which History is taught, the time allocated to this subject area, compared to other areas of the Curriculum, as well as the current normative documents governing the teaching of History in Portugal.

From the guiding documents, the content of History is analysed according to the educational levels, what is the weight of the conceptual content in relation to the procedural and attitudinal ones, how heritage and citizenship are integrated in the history programs, the focus given to national history in relation to European and World History and what is the role of school textbooks and how the training of history teachers for the various teaching cycles is currently carried out. We conclude that the History programs still maintain a linear and chronological structure, with a strong focus on the History of Portugal, that is, a National History prevailing, although integrated in European and World History from the 3rd CEB onwards. Deep changes have emerged in the teaching of History in Portugal, operated by the curricular documents in force, by the renewal of textbooks in line with the new curricular guidelines and by a bet in the teacher training that privileges the continuous training and teaching by competences, in line with the 21st Century Education agenda (UNESCO).

SUBMISSION 30 Glória Solé

Q1

Contact Information

Glória Solé
University of Minho, Portugal
gsole@ie.uminho.pt

Q2

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

Hugo Iliescu
University of Minho, Campus de Gualtar Braga, Portugal
hugo.iliescu@gmail.com

Q3

Please indicate the conference theme and topic for the proposal:

Area A: Public History & Citizenship 5. Controversial, contested, emotive and sensitive issues including

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Horrors of the Second World War: a study centered on Multiperspective with ninth grade students

Q6

Keywords: (up to ten key words)

Multiperspective; Historical Evidence; Historical Perspective; Horrors; Second World War.

Q7

Abstract: of between 200 and 300 words

The promotion of historical conscience which benefits the student's future can only exist with an History that understand human beings fragilities and their causes. It must also estimate the constant search of truth, through sources analyses and history investigation with scientific methods. This study was implemented on a urban school from the north of Portugal and sought

understand how the students (14-15 years) operate with the multiperspective notion for understand the actions and behaviours of historical agents and promote historical conscience and collective memory. The Second World War was the theme that the students worked on the classroom, giving focus on the sensible and hurtful themes, the holocaust mainly.

The students explored different historical views of the same theme, trying to understand what makes one view better and more scientific than other, answering the questions: "Justify the existence of two opposite views on the same theme" and "In your opinion, who must know better what happened during the Second World War about the holocaust? a) Witness from the War b) Historians from that time c) Modern historians. Justify your opinion. The data was analysed accordingly to the Grounded Theory methodology. It was concluded that most of the students have the opinion that the witness from the War have better knowledge about the facts than the historians who produce their work years later. When questioned about the reason of two different views among the historians, most of them think it has to do with the personal opinion of the historians in question. This study proved that working the multiperspective with the students promote the development of historical competences, an increase in the capacity to interpret sources with divergent perspectives, how to cross sources, validate sources' credibility, assuming a critical posture of History.

SUBMISSION 31 Jan Scheller

Q1

Contact Information:

Jan Scheller
University of Greifswald, Germany
jan.scheller@uni-greifswald.de

Q2

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

Jonas Schobinger,
University of Applied Sciences and Arts Northwestern Switzerland, School of Education FHNW,
Centre for Civic Education and History Education, Switzerland,
jonas.schobinger@fhnw.ch

Dr. Martin Nitsche,
University of Applied Sciences and Arts Northwestern Switzerland, School of Education FHNW,
Centre for Civic Education and History Education, Switzerland
martin.nitsche@fhnw.ch

Q3

Please indicate the conference theme and topic for the proposal:

13. Thinking Historically [2] – Cognitive & Psychological Perspectives: Affective, Cognitive,
Empathetic, Imaginative

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Use of sources and accounts – a novice-expert study

Q6

Keywords: (up to ten key words)

historical thinking, historical literacy, multiple documents, historical reading, empirical research,
novice-expert study, historical competencies

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

A consensus exists that dealing with sources and accounts is a key operation of historical thinking (e.g. VanSledright, 2014). Using sources and accounts has already been conceptualized and explored in various places (Köster et al., 2022; Lee & Ashby, 2000; Wineburg, 1991). However, there have been no studies to date that have systematically investigated the use of sources and accounts of people with different historical expertise. Therefore, our presentation will illustrate this process based on novice-expert comparisons. Two questions will be addressed: 1. Which aspects of historical thinking are used to deal with sources and accounts? 2. Which similarities and differences can be found, when participants of different expertise are asked to use sources and accounts to develop and answer historical questions?

We will present results from the pilot study of the project “Research of Learning Processes in History (Rich)” funded by the Swiss National Science Foundation. Our Swiss German pilot sample consists of four expertise groups of two participants each: (1) professional historians, (2) lay persons who are interested in history, students at (3) university, and (4) lower secondary level. The data was digitally collected by using the videoconferencing tool “Webex” and the cloud “Switch Drive”. In this context the participants were asked to think aloud while investigating multiple sources and accounts regarding Swiss neutrality during World War I to develop and answer a historical question. Participants’ think aloud protocols were encoded by the first and second author applying theory-based and inductively developed categories (Cohens’ κ : 0.55–0.88). The analysis showed that all participants used similar aspects of historical thinking. However, it was challenging to distinguish between general and historical reading processes. The criteria complexity, functionality and reasonability seem to be helpful in identifying differences. Implication for future research and history education will be discussed.

References:

- Köster, M., Thüneman, H., & Zülsdorf-Kersting (Hrsg.). (2022). *Theory of the History Classroom*. Wochenschau.
- Lee, P., & Ashby, R. (2000). Progression in historical understanding among students ages 7-14. In P. N. Stearns, P. C. Seixas, & S. S. Wineburg (Hrsg.), *Knowing, teaching, and learning history. National and international perspectives* (S. 199–222). New York University Press.
- VanSledright, B. A. (2014). *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards*. Routledge.
- Wineburg, S. S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83(1), 73–87.

SUBMISSION 32 David Rosenlund**Q1****Contact Information:**

David Rosenlund
Malmö University, Sweden
david.rosenlund@malmo.se

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

Jessica Haltorp
jessica.haltorp@edu.uu.se

Cathrine Sjölund Åhsberg
cathrine.sjolund.ahsberg@gu.se

Pontus Larsen
pontus.larsen@liu.se

Jessica Rahm
jessica.rahm@gu.se

Mikael Bruér
mikael.bruer@mau.se

Jenne Iris Fröding Reyes
jenneiris.frodingreyes@kau.se

Kristina Kakoulidou
kristina.kakoulidou@lnu.se

Q3**Please indicate the conference theme and topic for the proposal:**

23a) Data collection and data analysis - focus on research ethics

Q4**Type of Session:**

Round Table/Seminar

Q5

Please provide the title of your proposed paper/session:

Research ethics in history education research

Q6

Keywords (up to ten key words)

Research ethics, informants, normative aspects, analysis, sample , research questions

Q7

Abstract: of between 200 and 300 words

In this session, Swedish Phd-students will discuss aspects with ethical connotations from their respective research projects. The ethical aspects that will be addressed are divided into two main categories. The first address the relation between the researcher, findings in the empirical material and the respondents. The ethical issues that comes to the forefront in these presentations emanates from the normative implications that often are present in educational research. How do researchers handle findings that can be seen as problematic? If teachers address history in ways that differ from the prescribed curricula, if they convey historical events or persons in ways that can be understood as problematic or if teachers use teaching methods that are counterproductive, how can researchers handle these ethical issues? The second category address consequences that the Swedish Ethical Review process can have on history education research.

The guidelines regarding the Ethical Review process are perceived as blurry by Swedish researchers and the fact that there can be legal consequences for the researchers makes this aspect one with high stakes. Central in this Ethical Review process is the extent to which the research handles sensitive personal information (information regarding informants political views, religiosity or sexuality, i.e.). In the session, this issue will be discussed not just in relation to teachers and pupils that researchers meet, but also in relation to the historical agents that are part of the content of history education. Also, this review process may affect what research questions and socioeconomic contexts that will be addressed in history education research in the future, an aspect that also will be addressed. The short presentations will be followed by a discussion among the presenters between the presenters, where relations between the issues that have been raised in the presentation will be identified and problematized.

SUBMISSION 33 Clare Stow

Q1**Contact Information:**

Clare Stow

Canterbury Christ Church university, Canterbury

clare.stow@canterbury.ac.uk

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Historical culture and identity, Historical consciousness and curricular concerns. 9d) Historical Education & Consciousness: Diversity – Ethnicity, Gender, Orientation

Q4**Type of Session:**

Discussion

Q5**Please provide the title of your proposed paper/session:**

Developing historical consciousness in the primary curriculum: parents' and teachers' views on diversity.

Q6 Keywords: (up to ten key words):

historical consciousness, parents, primary teachers, diversity, multiple perspectives, curriculum

Q7 Abstract: (between 200 and 300 words)

Currently, in England, as pupils have statutory history education between ages 5-14, most of this teaching takes place in primary schools. Here many teachers and history subject leads are not subject specialists, even though they are usually directly involved in making curriculum decisions (HA, 2023). Consistently, primary teachers report a lack of subject knowledge and subject-specific professional development as a barrier to their teaching of history (HA, 2022).

At a time when 35% of pupils in English state primary schools are of Black and minority ethnic heritage and there are increasing calls for the school history curriculum to be more diverse

(Lidher et al., 2023), it is essential for teachers to develop an understanding of history through multiple perspectives thereby avoiding teaching history as a single story and valuing the importance of developing an understanding of self within time (an historical consciousness) for all pupils. However, it is difficult to envision how this will be achieved if teachers are not given support. For my doctoral thesis I am exploring these issues in two primary schools ascertaining parents' views through focus group discussions on the diversity of the significant figures taught to their children within primary history. Interviews with teachers have also enabled me to develop a deeper understanding of the curriculum decisions made in their schools and their levels of confidence in teaching a diverse history curriculum. This research has been developed collaboratively with both schools to support their curriculum development.

References:

Historical Association, (2022) Primary survey report 2022.
<https://www.history.org.uk/primary/categories/709/news/4151/primary-history-survey-report-2022>
Lidher, S., Aexander, C. and Bibi, R., (2023). Making History Teachers: The role of teacher training and teacher education. Runnymede Trust and Centre on the Dynamics of Ethnicity (CoDE).

SUBMISSION 34 Sue Temple

Q1

Contact Information:

Sue Temple
University of Cumbria, UK
sue.temple@cumbria.ac.uk

Q2

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

Helen Crawford
University of Northampton

Ailsa Fidler
Liverpool John Moore University

Q3

Please indicate the conference theme and topic for the proposal:

Initial Teacher Education - Primary

Q4

Type of Session:

Round Table/Seminar

Q5

Please provide the title of your proposed paper/session:

Support for new primary History Teachers, their Placement Mentors, and University Tutors

Q6

Keywords (up to ten key words)

ECT primary teachers, primary history, mentoring trainees, mentor role, trainee teachers, ITE tutors, ITE lecturers

Q7

Abstract: of between 200 and 300 words

Trainee primary teachers can find they have little in terms of seminars and lectures teaching them how to teach history during their initial teacher education training in the UK. PGCE students can receive less than 3 hours and undergraduate students less than 10 hours, though some ITT

institutions are ore generous this is a real concern. A teacher supporting a primary trainee with a history lesson may receive no tailored support from the relevant ITT institution and new ITT tutors similarly can receive no input, often finding themselves the only history tutor teaching primary trainees. In collaboration with the UK subject association for history, the Historical Association, we decided this needed to be addressed and have written 3 comprehensive new sections for the Historical Association web site. For our presentation we will explore the situation in ITT which makes this support almost non-existent, how we decided to structure this support and what to include. This is the first stage of a research project as once these sections go live on the web site we will be evaluating the 'reach' the web site has, how effective it is for those who access it and if we need to provide further support and if so what form that might take.

SUBMISSION 35 Caitriona Ni Cassaithe**Q1****Contact Information:**

Caitriona Ní Cassaithe
 Dublin City University, Ireland
 caitriona.nicassaithe@dcu.ie

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

Anne Marie Kavanagh

Q3**Please indicate the conference theme and topic for the proposal:**

AREA A: (PUBLIC HISTORY & CITIZENSHIP) 1. Pandemics, Climate Change & Natural Disasters – From the Local to Global perspectives AREA D: PEDAGOGY/DIDACTICS: TEACHING, LEARNING AND ASSESSMENT 16. Pedagogy and Didactics: The History Teachers' Craft Teaching 17. History Education in The Early Years and Primary Phases [Ages 3-11]

Q4**Type of Session:**

Workshop

Q5**Please provide the title of your proposed paper/session:**

Seeing the world through alternative eyes: Using Indigenous stories and knowledge to teach about socio-ecological issues

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

Indigenous knowledge, indigenous epistemologies, indigenous ontologies, climate change education, socio-ecological crisis, storytelling, Irish Travellers (Mincéirs), traditional folk medicine

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

This workshop explores the role that indigenous knowledge systems and onto-epistemologies can play in addressing the socio-ecological crises of climate change. Using storytelling, a

pedagogical approach central to indigenous peoples throughout the globe (Hampton & DeMartini, 2017; Iseke, 2013; Spiegel et al., 2020), the workshop activities focus on examining minoritised groups' ontological understandings of human and non-human relations which we argue, offer alternative ways of seeing and being with the natural world, a dynamic that is central to efforts to examine the climate crisis in pedagogically appropriate ways in the primary classroom.

The workshop opens with an analysis of the role that indigenous stories can play in addressing contemporary socio-ecological crises. This is followed by activities drawing on traditional folktales from the Irish Traveller (Mincéir) community to interrogate issues related to climate change and sustainability using Oein DeBhairduin's award-winning book "Why the Moon Travels". These stories, passed down orally, through generations of Mincéir families, provide rich insights into both the human and natural world and can be used as springboards for encouraging children and young people to think about humanity's relationship with nature and to imagine how it could be otherwise. We also explore traditional ways of knowing in Ireland with particular reference to oral stories collected about folk medicine.

Using the popular children's famine novel "Under the Hawthorn Tree" (Conlon McKenna, 1990) and extracts from the Schools' Folklore Collection (a national survey of folklore conducted by Irish school children in 1937–38), we investigate the folk medicines used in Ireland in the past. These hands-on workshops will explore ways that students, teachers, and communities can reclaim traditional knowledge to create spaces for new stories and ways of knowing. References DeBhairduin, O. (2020).

References:

- Why the moon travels. Skien Press, Conlon McKenna, M. (1990). Under the hawthorn tree. Dublin. O'Brien Press.
- Hampton, R., & DeMartini, A. (2017). We cannot call back colonial stories: Storytelling and critical land literacy. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 40(3), 245–271. Retrieved <https://journals.sfu.ca/cje/index.php/cjerce/article/view/2543>
- Iseke, J. (2013). Indigenous storytelling as research. *International Review of Qualitative Research*, 6(4), 559-577.
- Spiegel et al. (2020). Visual storytelling, intergenerational environmental justice and indigenous sovereignty: Exploring images and stories amid a contested oil pipeline project. *International Journal of Environmental Research and Public Health*, 17(7), 2362-2382. Retrieved from <https://www.mdpi.com/1660-4601/17/7/2362>

SUBMISSION 36 Marios Demosthenous**Q1****Contact Information:**

Marios Demosthenous

Cyprus

mariosdemosthenouss@hotmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

PEDAGOGY/DIDACTICS: TEACHING, LEARNING AND ASSESSMENT

Q4**Type of Session**

Workshop

Q5**Please provide the title of your proposed paper/session:**

Historical Education Workshop: Discovering Historical Fiction with Didos Sotiriou

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

Historical education, workshop, historical fiction, Didos Sotiriou, author, significance, novels, historical events, personalities, eras, perception, past, activities, exercises, historical knowledge, critical thinking, reading comprehension, educational tool, historical consciousness, awareness, educators, students, programs, activities, history, literature.

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

This summary presents a workshop on Historical Education focusing on historical fiction and author Didos Sotiriou. The workshop aims to explore and understand the significance of historical fiction in history learning, while highlighting the work of Didos Sotiriou as a successful writer in this field.

Participants will have the opportunity to delve into the world of historical fiction through Sotiriou's works. They will explore how novels represent historical events, personalities, and eras, and analyze how this writing influences readers' perception of the past.

Through activities and exercises, participants will develop their historical knowledge, critical thinking, and reading comprehension skills. They will explore the role of historical fiction as an educational tool and recognize its value in fostering historical consciousness and awareness. The workshop targets educators, students, and other interested individuals who wish to deepen their understanding of Historical Education and explore the role of historical fiction. By participating in the workshop, attendees will gain valuable knowledge and tools for developing educational programs and activities that combine history and literature.

DIDO SOTIRIOUS

Brief summary

In 1962 appeared *Bloody Earth* ("Ματωμένα Χώματα"; title of the English edition: "*Farewell Anatolia*"), probably her greatest success. The book deals with the trauma of the Greek-Turkish population exchange and the expulsion of Greeks from Asia Minor.

In the preface Sotiriou mentions that she wrote the novel on the basis of the memories of a little Asia Minor farmer named Axiotis Manolis, who had lived the events as an eyewitness. From his perspective, the book is written in first person.

The book was (and still is) also very popular in Turkey, probably because, as the author said, "there are no evil Greek and Turk, but only people who are victims and pay dear for it". The book has been reprinted sixty-five times in Greece and translated into six languages, including Turkish in 1970 and French in 1996.[4]

DIDO SOTIRIOU

Dido Sotiriou's novel *Farewell Anatolia* is one of the most famous books about the Greek population of Asia Minor, chronicling the last years before their final exodus and arrival in Greece as refugees. It was first published in Athens in 1962 and has been translated into several languages, including English, Bulgarian, Estonian, French, German and Bulgarian. According to Kedros Publishers, it has sold over 400,000 copies, making it one of the best-selling Greek novels of all time.

Farewell Anatolia - The life of Manolis Axiotis

The book's original title in Greek is *Matomena Homata* ("Bloody Earth"); it describes the life of Manolis Axiotis, a poor man from the small village of Çirkince (modern-day Şirince), near the ruins of Ancient Ephesus, in the region of Smyrna (modern İzmir). Through his eyes, the reader witnesses the persecution of the Christian population under the Turkish National Movement. In the area around Çirkince, where Young Axiotis spends the first years of his life, Greeks and Turks live in perfect harmony; this, however, starts to change after Turkey joins World War I on Germany's side. In 1915, he is forcibly conscripted to the Ottoman Labour Battalions (*Amele Taburları* or *Amele taburu*), basically labour camps where Greeks and Armenians were made to work under extremely harsh conditions and with little to no food.



Photograph from a Labour Battalion (via Wikimedia Commons)



He eventually manages to escape, and soon thereafter, in 1919, the Greek army lands in Smyrna and takes control of the city and its surroundings; Axiotis thus becomes a soldier of the Greek Army and lives through the Greco-Turkish War of 1919–1922; in 1922 he witnesses the burning of Smyrna, known in Greek as the "Smyrna Catastrophe", where thousands of Greeks and Armenians are attacked and massacred, and many more are forced away from their homes. Manolis is captured but he later escapes and, eventually, he joins the rest of the Greek

refugees who seek sanctuary in the Greek islands.

Dido Sotiriou



Dido Sotiriou (1909-2004) was a novelist and journalist. She was born as Dido Pappa to a affluent family in Aydin, in western Anatolia; in 1919 her family moved to Smyrna and, following the city's destruction in 1922, they fled to Greece and settled in Athens. She studied at the French Institute of Athens and in 1933 she married Platon Sotiriou. In 1936 she began working as a journalist for various newspapers and other publications. During WWII, she took part in the Greek Resistance, and in 1944 she became editor-in-chief of Rizospastis, the Greek Communist Party's official newspaper. In 1945 she was among the founding

members of the Women's International Democratic Federation in Paris. In 1947 she was expelled from the Communist Party.

SUBMISSION 37 Nathalie Popa**Q1****Contact Information:**

Nathalie Popa
Karlstad University, Sweden
nathalie.popa@kau.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Area D 15j

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Weak education in the history classroom: How and why history education stands to benefit from Biesta's thinking

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

history education; teaching and learning; Gert Biesta; weak education

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

This paper presents Biesta's (2014) theoretical approach towards 'weak education' and argues for Biesta's thoughts in this respect to have a greater impact in history education. Biesta's theory emphasizes risk and openness in educational processes and practices, as opposed to efficiency and predictability.

In this sense, it focuses on fostering beginnings rather than achieving end goals, and thus offers an alternative to outcomes-based education. In the first section of this presentation, I briefly

describe what weak education is, especially the notions of subjectivity, weakness and pedagogy of the event.

Following this, I elaborate on how and why history education stands to benefit from a better theoretical understanding of weak education. More specifically, I highlight how communication and virtuosity, two concepts among others that are central to weak education, can set the stage for the emergence of subjectivities, and thus counter-balance the increasing outcomes-based focus on competence in history teaching and learning.

I conclude by suggesting ways in which this discussion can relate to the question: what is good history education in times of crisis and uncertainty?

SUBMISSION 38 Donna Fortune**Q1****Contact Information:**

Donna Fortune

Virginia Tech: School of Education, United States

donnafortune@vt.edu

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

Nancy Bradley

nbradley@vt.edu

Q3**Please indicate the conference theme and topic for the proposal:**

3a 17. 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 Proposal

Topic: Implementing Text Structure Magazines to help students learn to read expository texts specifically social studies content texts.

Q4**Type of Session:**

Workshop

Q5**Please provide the title of your proposed paper/session:**

Expository Texts: Understanding Text Structures & Text Features to Improve Critical Thinking Skills & Comprehension

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

Text structures, text features, integrating literacy and social studies, narratives, expository writing

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

Exposure to informational texts requires students to understand how to use text structures and text features as they read expository texts to inform their comprehension and abilities to critically

analyze information (Pyle, et al., 2017). In this workshop, educators will learn how they can use literacy information to implement student engagement and active participatory learning within social studies topics by using text structure magazines. Specifically, examples of text structure magazines that represent how to authentically engage students with geography and civics content will be examined.

Educators will be provided with resources for implementing text structures, text features, and technology for creating text structure magazines. Participants will practice developing text structure magazines to integrate literacy (writing skills-text structures) for creating text structure magazines about social studies topics (using primary sources). Text structure magazines (and text features) give students the role of becoming agents of their own learning. The flexibility of this activity allows teachers to differentiate for all students. Teaching expository text structures and features is important because it enhances comprehension, writing skills, critical thinking abilities, test preparation, and real-world relevance. These skills empower students to navigate and analyze informational texts effectively, fostering their academic success and preparing them for future challenges.

References:

- Pyle, N., Vasquez, A. C., Lignugaris/Kraft, B., Gillam, S. L., Reutzel, D. R., Olszewski, A., Segura, H., Hartzheim, D., Laing, W., & Pyle, D. (2017). Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly*, 52(4), 469–501. <https://doi.org/10.1002/rrq.179>
- Williams, J.P. (2018). Text structure instruction: the research is moving forward. *Read Writ* 31, 1923–1935. <https://doi.org/10.1007/s11145-018-9909-7>

SUBMISSION 39 Jenne Fröding Reyes**Q1 Contact Information:**

Jenne Fröding Reyes
 Karlstad University, Sweden
 jenne.reyes@kau.se

Q2

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

No response

Q3 Please indicate the conference theme and topic for the proposal:

PEDAGOGY/DIDACTICS: THE TEACHING AND LEARNING OF HISTORY

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

STUDENTS' UNDERSTANDING OF HOW THE COLONIAL PAST IS USED. AN INSTRUMENTAL CASE STUDY IN UPPER SECONDARY SCHOOL IN SWEDEN.

Q6

Keywords: (up to ten key words)

Learning, uses of history, historical consciousness, historical culture, classroom research, colonial past, case study.

Q7

Abstract: of between 200 and 300 words

There is a broad consensus among history educators that uses of history (Swedish historiebuk) are linked to historical consciousness and historical culture. (Nordgren, 2016; Olofsson, 2011, 2019) However, there is a lack of classroom studies on what such a relationship might look like in history teaching. (Eliasson et al., 2012; Thorp, 2018)

This paper presents parts of my dissertation that aims to investigate how high school students learn and understand the phenomenon of uses of the history. The thesis is methodologically framed as an instrumental case study and, it is inspired by Educational Design Research. One

class from theory-oriented and one class from practice-oriented program in Upper secondary school participated in the study. The intervention study consisted of six lessons revolving around the concept of uses of history and Black Lives Matter. The empirical data was collected in Autumn 2021 to Spring 2022, in form of students' group interviews, individual teachers' interviews and classroom observations. The overall data consists of five interviews, fifty assignments, audio recordings of the group discussions and teacher's lectures, and five to six weeks fieldwork with each class. Moreover, the analysis is conducted abductively.

Preliminary results from observations and interviews suggest that when studying uses of history through inquiry-learning, some conditions emerge helping students understand that history is both a social phenomenon and a discipline. The empirical analysis from the practice-oriented program suggests that students' understanding of uses of history has a spectrum of variation for example, boys and girls diverge in understanding both aspects of history. In addition, most of the boys were more inclined to understand perspectives that were closer to their European identity, but struggled to grasp the Afro-American's perspectives.

SUBMISSION 42 Sandra Austin**Q1****Contact Information:**

Sandra Austin

Marino Institute of Education, Ireland

sandra.austin@mie.ie

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

Dr Karin Bacon, affiliation as above

Q3**Please indicate the conference theme and topic for the proposal:**

10(f) IDENTITY AND HISTORY AROUND US; Exploring the environment, its heritage and memory sites.

Q4**Type of Session:**

Workshop

Q5**Please provide the title of your proposed paper/session:**

Delving into local heritage – investigating Maria Magdalena Kyrkogard (a field visit).

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

Inquiry, place-based learning, local history, fieldwork, primary education.

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

This 90 minute workshop will build on the principles outlined in our context paper “Delving into your local heritage, starting with the cemetery and graveyard” [Dr Karin Bacon & Dr Sandra Austin, separate abstract submission], connecting research into practice.

In the workshop we will be visiting a local graveyard, Maria Magdalena Kyrkogard, 15 minutes walk from Globala Gymnasiet. There we will use an inquiry approach to explore this heritage site through time and space. Through a series of individual and collaborative investigations,

participants will have the opportunity to engage with their understanding(s) of place, heritage and identity, and to collectively weave a tapestry of connection through inquiry. Bringing a smartphone is encouraged but not essential. Participants will be invited to share the stories they uncover via a co-created Padlet that will provide a documentary legacy to the workshop. We hope that our exploration of Maria Kyrkogard will serve as a model which can be applied in your local context.

SUBMISSION 43 Karin Bacon**Q1****Contact Information**

Karin Bacon

Marino Institute of Education, Ireland

karin.bacon@mie.ie

Q2

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

Dr Sandra Austin, affiliation as above.

Q3

Please indicate the conference theme and topic for the proposal:

10(f) IDENTITY AND HISTORY AROUND US; Exploring the environment, its heritage and memory sites.

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Delving into local heritage through the local cemetery or graveyard

Q6

Keywords: (up to ten key words)

Inquiry, place-based learning, local history, primary education, CPD [Continuing Professional Development].

Q7

Abstract: of between 200 and 300 words

This paper will report on a qualitative study which examines the impact of engaging in a 5 day summer course on participants, all of whom were elementary school teachers. The course, "Delving into your local heritage, starting with the cemetery and graveyard", encouraged participants to explore their local cemetery after first exploring Ireland's National Cemetery [Glasnevin Cemetery, Dublin]. Participants share the findings from their investigations on the final day of the course. This paper will include the teachers' responses to activities and engagements

(in-person, online and independent inquiry); the sharing of their own historical investigation and story. The paper will also present evidence of the teachers' deepening understanding of history as a body of knowledge and a way of working, along with evidence of the development of a community of inquiry. Data collection is focused on capturing rich narratives and insights to gain a comprehensive understanding of the experiences of participants (through informal interview, participant feedback, thematic analysis of work samples and presentations). This paper will act as a contextual frame for the workshop led by my colleague Dr. Sandra Austin – investigating Maria Magdalena Kyrkogard (a field visit).

References:

Ben Ballin, Paula Owens, Steve Rawlinson and Tessa Willy (2019) Bunhill Fields: Graveyard Geography. *Primary Geography*, vol. 98, pp. 16-17

SUBMISSION 44 Diego Miguel-Revilla**Q1****Contact Information:**

Diego Miguel-Revilla
University of Valladolid (Spain), Spain
diego.miguel.revilla@uva.es

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

Esther López-Torres
University of Valladolid, Spain
esther.lopez.torres@uva.es

María Teresa Carril-Merino
University of Valladolid, Spain
mteresa.carril@uva.es

Sebastián Molina-Puche
University of Murcia, Spain
smolina@um.es

Q3**Please indicate the conference theme and topic for the proposal:**

AREA C: THINKING HISTORICALLY, HISTORICAL KNOWLEDGE & LEARNING 12. CRITICAL
DISCIPLINARY THINKING IN HISTORY – THINKING HISTORICALLY [1] 12a) Historical
knowledge: what, why, how, where and when

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Design and preliminary implementation of a questionnaire about historical icons with primary
education students in Spain

Q6

Keywords (up to ten key words)

history education; primary education; historical icons; historical significance; historical perspective; historical culture; questionnaire

Q7 Abstract: of between 200 and 300 words

Studies highlight the relevance of addressing historical culture and incorporating a critical approach towards the national narratives about historical icons. This study has been conducted as part of the project "Teaching and learning of History in Primary Education: multi-perspectivity and analysis of cultural icons for the construction of critical citizenship" (PID2020-114434RB-I00), funded by the Ministry of Science and Innovation of the Government of Spain. The goal of this research is to describe the first steps that have been taken to address the identification of key historical figures and events for primary education students in Spain in order to examine their sources of information, historical significance, and multi-perspectivity.

This research focuses on the design of a semi-structured questionnaire for Year 6 students about the figures and events that they recall as relevant for the history of Spain. The validation process is also presented, including data regarding the items and categories that were used, expert judgement and changes made during the development. The instrument was applied in a pilot study to two groups of students from the city of Valladolid (Spain). The responses of these 27 participants (between 11 and 12 years of age) have been analysed using qualitative and quantitative techniques with ATLAS.ti and SPSS. Those historical figures and events that were more frequently mentioned are examined, as well as the reasons why students selected said icons.

Results show students' ideas about history are not exclusively mediated by school lessons and come from many different sources, such as their families, popular culture, or social media. Results also focus on the criteria of historical significance that was applied, as well as students' conceptions about multi-perspectivity when thinking about events in the past. Finally, a discussion is also provided regarding the influence of historical narratives and the role of history education to promote historical and critical thinking.

References:

Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. Lawrence Erlbaum Associates. Carretero, M., van Alphen, F., & Parellada, C. (2018). National Identities in the Making and Alternative Pathways of History Education. In A. Rosa & J. Valsiner (Eds.), *The Cambridge Handbook of Sociocultural Psychology* (2nd ed., pp. 424–442). Cambridge University Press.

Grever, M., Adriaansen, R.J. (2017). Historical Culture: A Concept Revisited. In: Carretero, M., Berger, S., Grever, M. (eds) *Palgrave Handbook of Research in Historical Culture and Education*. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-52908-4_4

SUBMISSION 45 David Rosenlund**Q1****Contact Information:**

David Rosenlund
Malmö University, Sweden
david.rosenlund@mau.se

Q2**Will you be presenting with anyone else?**

Johan Deltner,
johan.deltner@mau.se

Mikael Bruér,
mikael.bruer@mau.se

Q3**Please indicate the conference theme and topic for the proposal:**

Area F:23

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Equal access to historical knowledge? – A study addressing the impact of socio economic status (SES), gender and first language

Q6 Keywords: (up to ten key words)

Knowledge types, Socio economic status (SES), equality, statistics

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

The school-subject history is often described as consisting of several different types of knowledge. One way to label such knowledge types is to differentiate between factual, conceptual and procedural knowledge. These three types of knowledge are interrelated, meaning that proficiency in one of them also leads to increased possibilities for qualified use of one of the

other types. In addition, each of the three types is likely to be important for individuals in order for them to understand, and act in relation to the society in which they live. History education is supposed to make it possible for students to acquire the types of knowledge prescribed in a curriculum; in Sweden all the three knowledge types above are included. However, research has shown that education sometimes fail to provide students from different groups with equal opportunities to acquire the prescribed knowledge.

In the study presented here, we aim to address this issue of equal access to knowledge. We do this by examining how socio-economic status (SES), gender and first language affect students' performance on a large-scale history test, regarding the three types of knowledge. We have sampled tests (n=101) from students in both high- and low - socio economic schools. The responses on items tapping students' proficiency in factual, conceptual and procedural knowledge have been analysed in relation to gender, first language and socio economic status. The tentative results indicate that differences in historical proficiency have a stronger correlation with SES than with the other factors. In the presentation, we will provide further statistics and relate the results to previous research.

SUBMISSION 46 Mikael Bruer**Q1****Contact Information:**

Mikael Bruér
Malmö University, Sweden
mikael.bruer@mau.se

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

AREA B: HISTORICAL CULTURE & IDENTITY 8. THE DIGITAL AGE: THE INTERNET,
WORLD WIDE WEB AND POWERFUL TOOLS FOR LEARNING

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

History Teaching in Sweden: contexts, contents and digital tools: Findings from an ongoing PhD-project.

Q6

Keywords: (up to ten key words)

Digitalisation, TPACK, History teaching, History education,

Q7

Abstract: of between 200 and 300 words

This presentation aims to present preliminary findings from an ongoing PhD-project focusing on content from a large-scale survey (n=540) conducted in 2022. The presentation is part of an ongoing PhD-project where the survey is the first study to be presented. The project starts with the ongoing digitalisation of Swedish schools and history teaching. The project examines how digitalisation affects the methods and content of history teaching in Swedish secondary schools (ages 13-16). There is a focus on what historical content is being taught in classrooms where

digital technology constitutes a large part of and which representations of historical culture(s) take place and are promoted in the teaching, but also how history is taught and what methods stand in the centre when teaching becomes digital.

With the TPACK framework in the centre, my research aims to understand the interrelationship between the different parts of history teaching and develop the TPACK framework into a valuable tool for analysing history teaching in practice. Preliminary results show that digitalisation has a minor impact on what history is taught and how it is taught. Instead, results point out a solid canonical structure. Findings show that the influx of new technology doesn't challenge this or teaching methods, nor does it seem nor does it seem to give new perspectives any room. Together with analyses of socioeconomic and other contexts, choice of methods and digitalisation of history teaching, the project aims to paint a broad picture of how contemporary history teaching in Sweden works.

SUBMISSION 47 Laurie Pageau**Q1****Contact Information:**

Laurie Pageau
 Université du Québec, Canada
 laurie_pageau@uqac.ca

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Area C: Thinking Historically, Historical Knowledge and Learning 12. Critical disciplinary thinking in history - thinking historically 12e) 'Doing History' pupils and students as proto-historians: investigating the past and constructing syntactically based historical understanding (If my proposition can be more useful in some other topic or theme, feel free to move me where I can be the most supportive of the subject)

Q4**Type of Session:**

- Paper

Q5**Please provide the title of your proposed paper/session:**

An exploratory study of the link between teachers' and fourth-grade students' epistemology of history

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

Epistemology, Constructivism, Secondary Teaching, Quebec

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

Among Quebec's teachers, researchers (Demers, 2012; Moisan, 2010; Yelle, 2016) observe the conflicting presence of two epistemological stances about history: a history that serves as a memorial reservoir or a history perceived as a science that develops intellectual qualities. These

beliefs about history lead to different styles of teaching and usage of history in the classroom. Even the Quebec school history program (MEES, 2007) which mostly encourages the development of a constructivist vision of history, focused on the historical method and seeks to develop skills and competency in students (Cardin, Éthier, & Meunier, 2010; Duquette, 2020; Éthier, Boutonnet, Demers, & Lefrançois, 2017; Éthier, Cardin, & Lefrançois, 2014) some inconsistencies lead to the continuation of a transmissive vision of history (Boutonnet, 2017; MEES 2017).

Given the tensions present in the educational milieu, some questions remain: what are the students' representations of the historical discipline? How do they relate to their teachers' representations of history? To answer those questions, 344 students and 8 teachers completed a questionnaire (Maggioni, 2010; Maggioni, VanSledright, & Alexander, 2009; Miguel Revilla, Carril Merino, & Sánchez Agustí, 2017) on their belief about history as part of an exploratory study. We will be able to compare the results (and the epistemology) of the students to the results of the teachers and reach a better understanding of epistemological construction in the history classroom.

References:

- Miguel-Revilla, D., Carril, M. T., & Sánchez-Agustí, M. Accediendo al pasado: creencias epistémicas acerca de la Historia en futuros profesores de Ciencias Sociales. *Revista de Investigación en Didáctica de las Ciencias Sociales*, 1, 86-101. <https://doi.org/10.17398/2531-0968.01.86>
- Maggioni, L. (2010). *Studying Epistemic Cognition In The History Classroom: Cases Of Teaching And Learning To Think Historically* [Dissertation, University of Maryland].
- Maggioni, L., VanSledright, B., & Alexander, P. A. (2009). Walking on the Borders: A Measure of Epistemic Cognition in History. *The Journal of Experimental Education*, 77(3), 187-214. <https://doi.org/10.3200/jexe.77.3.187-214>

SUBMISSION 48 Eleni Apostolidou**Q1****Contact Information:**

Eleni Apostolidou
University of Ioannina,
Ελλάδα
apostoliki37@gmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

D PEDAGOGY/DIDACTICS: TEACHING, LEARNING AND ASSESSMENT, 16. Pedagogy and Didactics: The History Teachers' Craft Teaching

Q4**Type of Session:**

- Paper

Q5**Please provide the title of your proposed paper/session:**

Prospective teachers' history training in Greece and their perception of historical thinking

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

Teacher training, historical thinking, historical consciousness.

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

This is an analysis of two samples originating in two different university undergraduate groups, one of the first year of a history didactics class in an education department in Greece, and the second of the fourth year in the second university. Taking under consideration relevant international and Greek research on teacher training in school history, (Andrikou, 2022, Solomou, 2017, Christopoulos, 2017, Apostolidou et al, 2010, Mc Cully, 2009, Carasco et al, 2021), the paper attempts to assess the impact of the training on the development of the trainees' student

historical thinking and epistemological awareness. Also, their ability to transfer what they learn from university training on historical consciousness, on how they face present problems by a critical approach to the past.

The findings were produced through a process of analytic induction. Recurring patterns were sought in students' written answers constituting categories that emerged from the data (Strauss and Corbin, 1998).

There is an indication that, though the four-year undergraduates have developed a more sophisticated understanding of historical thinking, they produce the same uncritical pattern of Greece's history narration, as the first-year undergraduates. A discussion follows on the extent to which teacher training can antagonize 'culture', the cultural milieu of the students.

SUBMISSION 49 Gabriel A. Reich**Q1****Contact Information:**

Gabriel A. Reich
Virginia Commonwealth University, United States
greich@vcu.edu

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

History education in times of uncertainty. Area A – Public history and citizenship; Public History, Discourse and Culture – Perspectives on The Past and Uses of History.

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Cultural Conflict and Curriculum: The Battle to Define U.S. Nationalism in the 21st Century

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

Culture war, nationalism, historical culture

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

In this paper, I will argue that the current culture war, involving grand historical narratives, race, and school history curricula in the United States are a manifestation of competing nationalist visions. One vision, articulated in the 1619 Project (Hannah-Jones, 2019), presents a narrative of U.S. history in which African Americans are the protagonists whose civic actions push the country closer to its founding ideals of justice and equality. The counter-vision, articulated in the Trump Administration's 1776 Report (Arnn, et al., 2020), presents a narrative in which American Exceptionalism is an eternal truth exemplified in the stories of great individuals.

In this paper, I analyze both narratives and their associated school curriculum projects (The Pulitzer Center, 2023; Hillsdale College, 2023). I found both similarities and differences in the narratives presented and the historical consciousness the projects seek to develop. The 1619 Project seeks to provide students with a lens to make sense of present-day racial inequality as historically grounded in the creation and development of key institutions. It also seeks to engender a sense of pride and belonging in African American students through a narrative in which they are the protagonists whose individual and collective struggle against injustice led to progress. The 1776 Curriculum (Hillsdale College, 2023), seeks imbue young people with a sense of gratefulness towards exemplary historical figures they should seek to emulate. Although both curricula assume that racialized minorities are part of the national community, race as a historical lens is used in starkly different ways with implications for historical consciousness and civic responsibility in the present. I will take up the question of school history as tool of nationalist ideology and raise questions about the role of history educators in contemporary culture wars.

References:

- Arnn, L. P., Swain, C., & Spalding, M. (2021). The 1776 Report. U.S. Department of Education.
- Hannah-Jones, N. (2019, August 18). The idea of America. *New York Times Magazine*, 14–26.
- Hillsdale College. (2023). The Hillsdale 1776 Curriculum. Hillsdale College.
<https://k12.hillsdale.edu/Curriculum/The-Hillsdale-1776-Curriculum/>
- The Pulitzer Center. (n.d.). Teaching the 1619 Project. Pulitzer Center: 1619 Project. Retrieved June 19, 2023, from <https://1619education.org/home>

SUBMISSION 50 Gabriel Reich**Q1****Contact Information:**

Gabriel A. Reich
 Virginia Commonwealth University, United States
 greich@vcu.edu

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Theme: History education in times of uncertainty. Area B – Historical culture and identity –
 Historical consciousness and curricular concerns.

Q4**Type of Session:**

- Paper

Q5**Please provide the title of your proposed paper/session:**

History, memory, and the past: A tidealectic relationship

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

historiography, memory, epistemology, history culture

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

This paper will take up a key issue in arguments about how to recontextualize academic history for public school curricula – the relationship between historiography and memory (Rusen, 2005; Seixas, 2016). Many scholars seek to demonstrate that history and memory are distinct ontological categories characterized by very different epistemic stances (Wertsch, 2012). When applied to curricular projects, that stance emphasizes the superiority of historiography as a way of knowing that should supplant memory's role in shaping historical consciousness (Lee, 2005). Drawing on Rusen's work (see Megill, 1994), Peter Seixas (2016) framed the relationship

between memory and history as a dialectic of two equals, and history education as a path between history as a science and as a life practice in his “History/Memory Matrix.” Rusen’s original matrix (Megill, 1994) is useful for framing the relationship between memory and history in a phenomenological account of a highly motivated individual learning history over time. Seixas’s (2016) matrix is useful for thinking about the place of history education.

In this paper, I will seek to demonstrate the relationship between memory and history in historical culture. Using the metaphor “tidelectics” (Braithwaite & Mackey, 1999), I depict memory—or history as life practice—as a large sphere and historiography as a small sphere orbiting around it. The ontological distinction between the spheres is both epistemic and affective. Historiography is the more dependent partner in this pairing, held in orbit by the gravity of memory, but it has the ability to affect memory in tide-like ways through public history work. Drawing on Berlin (2004), I will argue that historiography and memory are co-dependent and necessary for robust history cultures (see also, Rothberg, 2009). At the end of the paper, I will discuss the implications of this framework are for how we conceive of history curricula.

References:

- Braithwaite, K., & Mackey, N. (1999). *Conversations*. We Press.
- Lee, P. J. (2005). Putting principals into practice: Understanding history. In M. S. Donovan & J. D. Bransford (Eds.), *How Students Learn* (1st ed., Vol. 1—Book, Section, pp. 31–78). National Academies Press.
- Megill, A. (1994). Jörn Rüsen’s theory of historiography: Between modernism and rhetoric of inquiry. *History and Theory*, 31(1), 39–60.
- Rothberg, M. (2009). *Multidirectional Memory*. Stanford University Press.
- Rüsen, J. (2005). *History: Narration, interpretation, orientation*. Berghahn Books.
- Wertsch, J. V. (2012). Texts of memory and texts of history. *L2 Journal*, 4(1), 9–20.

SUBMISSION 51 Georgia Kouseri**Q1****Contact Information:**

GEORGIA KOUSERI

Aristotle University of Thessaloniki, GREECE

gkouse@otenet.gr

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

REPOUSSI MARIA (please put as first name for the presentation in case you accept it) Professor of History and History Education, Faculty of Education, Aristotle University of Thessaloniki

Q3**Please indicate the conference theme and topic for the proposal:**

5. Controversial, contested, emotive and sensitive issues including : topics 5c) The role of history education in conflict or post conflict communities: peace and reconciliation

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Greek Adolescents on the Asia Minor Disaster: past perceptions, views on the present, expectations for the future

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

Adolescents, Historical Consciousness, history education, traumatic and socially fractured pasts, Asia Minor Disaster, Factors Affecting Historical Consciousness

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

The year 2022 marked 100 years since the defeat of Greece in the Greco-Turkish War (1919-1922) and the end of Greek presence in Asia Minor, two events that have been interpreted in Greek historiography and collective historical memory as the 'Asia Minor Catastrophe'. The Asia Minor Catastrophe (henceforth 'AMC') gradually evolved into an important pillar for the formation

of collective memory and historical consciousness in modern Greece. However, its connections with contemporary historical culture and the stance of Greek citizens on critical foreign policy issues with Turkey have not been explored. For example, does the perception of the AMC affect citizens' attitudes as regards Greek-Turkish relations? Do Greek citizens' views on contemporary Greek-Turkish disputes determine their historical perceptions of the AMC? With these thoughts in mind and in order to contribute to the above question, we attempted to explore the perceptions of 18-year-old students regarding the AMC, to correlate these personal interpretations with their broader historical perceptions and to link them to the students' views on the present and future development of contemporary national matters.

This research is founded on theories of historical consciousness recently elaborated (mainly) in Germany, which follow an epistemological tradition that goes back not only to the philosophy of history but also to psychology, ethnology and sociology. Historical consciousness is defined as a category that unites the three times tenses of history —past, present and future— serving as an internal connection of the meaning-making of the past, the stances on the present and the expectations of the future (Jeismann, 1988) that is also linked to practical life.

The study involved 20 students aged 18 years old attending a public school in Athens in the spring of 2022. The semi-structured interview was chosen as the research's main methodological tool, based on the recording of the views expressed by the participants, while the data analysis follows along the lines of qualitative content analysis. The results highlight that adolescents view history as a narrative from which they draw information about their ancestors and an inexhaustible repository that provides examples of either heroism or avoidance of mistakes. They express a historical consciousness of the 'traditional' and 'paradigmatic' type and, therefore, their historical consciousness seems to be identified with the dominant narrative structured around national identity. In this context, they cannot escape stereotypical perceptions of the neighbouring 'other' as an enemy both in the present and possibly in the future. Their perception about AMC seems to affect their attitude towards contemporary Greek-Turkish issues.

SUBMISSION 53 Karin Doull**Q1****Contact Information:**

Karin Doull

University of Roehampton, United Kingdom

k.doull@hotmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

A Public History and citizenship 1. Pandemics, climate change and natural disasters

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Exploring ideas about teaching climate change and sustainability through history with primary children."

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

Climate change, primary, sustainability, ecocide, environmental history

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

The new GCSE of Natural History provides government recognition of the relevance and importance of considering humans' interactions with and responsibility for the planet (DfE 2022). Notwithstanding the complexity of the data and concepts encountered with the study of climate change and sustainability (Scoffham and Rawlinson 2022) it is possible to consider this in other key phases of the curriculum. This has been anticipated by recent publications focussing on the primary sector (Dolan 2021, Doull and Ogier 2023, Scoffham and Rawlinson 2022).

While Ofsted has recognised the need to promote education for sustainability and climate change this is mainly promoted through a small suite of subjects, citizenship, geography, occasionally design and technology, and science. It makes little reference to the contribution of other subjects (Ofsted 2022). Within the current iteration of the history national curriculum, climate change and sustainability are not mentioned - however, children are expected 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day' and understand aspects of 'the nature of ancient civilisations; the expansion and dissolution of empires' (DfE 2013:245).

These two areas, British environmental history and societal collapse linked to environmental factors (or ecocide as Diamond calls it) present viable areas for investigation in a primary classroom (Diamond 2011). As with many areas with primary education, little research has been undertaken to understand children's perception of the relevance of learning about climate change, particularly when linked to history education. A small research project was undertaken therefore to consider children's perceptions. A simplified and child friendly questionnaire was used. This included both qualitative and quantitative elements. Open ended questions allowed children to respond with their own ideas. This provided clearer evidence of their understanding of terms and was used to validate the responses gained through the multiple choice sections. In addition, children selected phrases to represent their feelings about climate change. Linked to a subsequent history workshop this extended understanding of children's responses to climate change.

References:

- Diamond, J., (2011) *Collapse, England*; Penguin
 DfE (2013) *National Primary Curriculum (History Programmes of Study)*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf
 DfE (2020) *Sustainability and Climate Change: a strategy for education and children's services systems* <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy>
 Dolan, A. (ed) (2021) *Teaching climate change in primary schools: An interdisciplinary approach*, Abingdon: Routledge
 Doull, K. and Ogier, S., (ed) (2023) *Teaching climate change and Sustainability in the Primary Curriculum*, London, Sage (in publication)
 Soffham, S., and Rawlinson, S. (2022) *Sustainability Education: A Classroom Guide*, London Bloomsbury

SUBMISSION 54 Nazmiye Og**Q1****Contact Information:**

Nazmiye Og
UCL, London, United Kingdom
nazmiye.og.18@ucl.ac.uk

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Conference theme/topic: Pedagogy/ Didactics: Teaching, Learning and Assessment/
Assessment: Its Nature, Purpose and Role

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Understanding Assessment of Historical Learning: Insights from London Schools

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

School History, Assessment, Progression, Historical learning

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

This conference paper investigates the assessment of historical learning at Key Stage 3 in contemporary schools in London. With the removal of National Curriculum Levels (NCLs) in 2014 (DfE, 2013), schools were granted the freedom to create their own assessment and progression models (Association of School and College Leaders (ASCL), 2015). One of the main focus of this study is to explore how history departments in London schools perceive and design their unique approaches to assessing students' historical learning. Employing a rigorous interpretive case

study research framework, this study delves into the perspectives, experiences, and practices of teachers within history departments.

The research was carried out in seven secondary schools in London, each representing diverse curriculum philosophies, enabling a comprehensive exploration of different approaches. Data collection involved conducting semi-structured interviews with members of the history departments and analysing departmental documents, including curriculum and assessment materials. Thematic analysis of the data was performed using Nvivo 12 software, with relevant literature serving as a framework for interpretation.

This research addresses a gap in empirical studies on the assessment of historical learning and makes a valuable contribution to the field. It offers much-needed insights into the ongoing discussions surrounding assessment in school history (Fordham, 2013; Ford, 2014), especially considering the influences of exam boards and Ofsted on curriculum choices and practices. By examining teachers' actual understanding and practices, the study explores current assessment discourses, policies, and practices in historical learning. In conclusion, this research provides an original contribution that fills a gap in literature and school-based research. Its findings have implications for educational practice, policy, and theory, offering a well-theorized knowledge base that can shape the future of assessment practices in historical learning.

SUBMISSION 54 David Ludvigsson**Q1****Contact Information:**

David Ludvigsson
Linköping University, Sweden
david.ludvigsson@liu.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

22 Teacher Training

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Preparing student teachers to use primary sources in history teaching

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

Primary sources; teacher training course; student activity; inquiry teaching

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

For the past five years, the author has run a course at Linköping University, Sweden, preparing student teachers to use primary sources in their future history teaching. In 2015, a Swedish state report suggested that primary sources are not frequently used in history classrooms in Sweden, and the course was designed partly as a response to that report. I was also inspired by an activity described by Lindsay Gibson (2014).

As part of the course, student teachers read a number of studies discussing aspects of using primary sources in history education. Further, they are asked to create sets of primary sources

that could be connected to an important historical topic in the Swedish curriculum. Sources should be carefully prepared for use in teaching (Wineburg & Martin 2009). They also design teaching activities where the sources would be used, eventually sharing their activities and sets of primary sources with the group of student teachers.

In the presentation, the author will reflect on how well the assignment has worked, and what challenges that student teachers have struggled with. Conclusions point in two directions. On the one hand, the course has been popular with the student teachers and some of them have created interesting activities. On the other hand, some of the weaknesses manifested in their work indicate that work with primary sources will be challenging in their future classrooms. The basis for the presentation are the author's course materials, the written student assignments from the past five years, and the students' written comments on how they think sources can be used in the history classroom.

References:

Keith Barton, "Primary Sources in History: Breaking through the Myths", *Phi Delta Kappan* 86, no. 10 (2005).

Lindsay Gibson, "Teaching Student Teachers to Use Primary Sources When Teaching History", in Ruth Sandwell & Amy von Heyking (eds), *Becoming a History Teacher*, University of Toronto Press 2014.

Sam Wineburg & Daisy Martin, "Tampering with Sources", *Social Education*, 73(5), 2009.

SUBMISSION 55 Helga Bjørke Harnes

Q1

Contact Information:

Helga Bjørke Harnes
NLA University College
Norway
hbh@nla.no

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

- Area D: Pedagogy/didactics: The teaching and Learning of History - 16e) Questions and questioning.

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Students' questions – rare instigators of learning

Q6

Keywords: (up to ten key words)

students' questions, inquiry processes, lower secondary school, Norway

Q7

Abstract: of between 200 and 300 words

I will present some results from my PhD-thesis (Harnes, 2022). We asked students in lower secondary school in Norway to construct contextualised historical accounts based on sources, about colonial imperialism in Africa. In the inquiry process, the students formulated questions in response to the sources, and the aim of this presentation is to discuss the students' questions: which questions were posed and how did they affect the learning processes.

This is an explorative action research project that involved about 90 students and 5 teachers. The data analysed for the results presented here consists of students' written work and recordings of student group work. In the analysis, teachers' views about inquiry were explored (Stokhof et al., 2017). Then students' questions were analysed according to question type (Logtenberg et al., 2011). In addition, the relationship between questions and contextualisation was examined.

I will highlight three results: First, the students were not used to asking questions, however, half of them formulated relevant questions. Secondly, two questions were asked across all classes: how a racist worldview could emerge and be sustained, and why 'white suppressed black' and not the other way around. These questions point to key knowledge that the students lacked but needed to understand. Thirdly, the results indicate that asking questions is fundamental in the process of writing contextualised historical accounts.

References:

- Harnes, H. B. (2022). Historisk empati i møte med vanskelig historie [Universitetet i Stavanger]. Stavanger.
- Logtenberg, A., van Boxtel, C. & van Hout-Wolters, B. (2011). Stimulating situational interest and student questioning through three types of historical introductory texts. *European Journal of Psychology of Education*, 26, 179–198. <https://doi.org/10.1007/s10212-010-0041-6>
- Stokhof, H. J. M., De Vries, B., Martens, R. L. & Bastiaens, T. J. (2017). How to guide effective student questioning: A review of teacher guidance in primary education. *Review of Education*, 5(2), 123–165. <https://doi.org/10.1002/rev3.3089>

SUBMISSION 56 Maria Barry**Q1****Contact Information:**

Maria Barry
 Dublin City University, Ireland
 maria.barry@dcu.ie

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

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

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Motivating and supporting student teachers to plan for and practice culturally diverse and representative history at primary level.

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

student teachers, cultural diversity, representation, socio-cultural identities

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

As a small island nation, Ireland has always been a diverse society and migration a feature of its history. Since the early 2000s, Ireland has experienced a relatively rapid immigration of people leading to the “super-diversification” of Irish society (Vertovec, 2007). For example, it is estimated that 22.3% of all children born in Ireland in 2021 were to mothers of other nationalities (CSO, 2021). Yet, Ireland’s teaching population remains strikingly homogenous, and evidence indicates that monocultural curriculum enactment persists (Machowska-Kosciak & Barry, 2022), despite recent and notable exceptions (Kavanagh & ní Cassaithe, 2022).

Internationally, efforts to orient school history towards a more intercultural outlook, have not been accompanied by sufficient support for schools and teachers (Nordgren & Johansson, 2015).

This paper unpacks key considerations in the design and implementation of a new initial teacher education module on teaching history in culturally diverse classrooms for undergraduate students specialising in history education. Designed around four core pillars of partnership, person, purpose and pedagogy, the module seeks to motivate and support student teachers to integrate a more culturally diverse range of experiences and histories into their planning and practice. It explores critical questions that underpin an inclusive approach to the selection of historical themes and enquiries and considers theoretical approaches to history education in diverse societies, that include culturally responsive and sustaining pedagogies (Harmon, 2012; Ladson-Billings, 2014). Drawing on reflections and challenges that arose over the course of the first year of implementation, this paper argues that history education modules relating to cultural diversity need to be co-designed and co-delivered. In addition, student teachers need opportunities to interrogate their own socio-cultural identities (Villegas & Lucas, 2002), to encounter a wider range of histories, to revisit the curriculum through the lens of representation and to consider history planning and teaching at a whole school level.

SUBMISSION 57 Eleftherios Klerides**Q1****Contact Details:**

Eleftherios Klerides

University of Cyprus, Cyprus

klerides.eleftherios@ucy.ac.cy

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

One option is Theme 14. The History of History Education – Its Historical Dimension and one of the following topics: 14a, 14b, 14c, 14d, 14e It can be also presented at theme 11. Global Perspectives, Diversity, Ethnicity And Identity and one of the following topics: 11g, 11j

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

The changing contexts of history education and identity formation: an international relations approach

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

Homo nationalis, homo interculturalis, realism, rationalism, constructivism, nation-state, international organisations, NGOs

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

The 2006 Stocktaking Report of UNESCO on school history in Southeast Europe notes that "History teaching plays an important role in the development of identity. In Southeast Europe, as elsewhere, history education has commonly been used as a tool for promoting nationalistic ideologies. However, it has also gained recognition as having a key role in the process of

reconciliation, democratization and long-term stability" (p. 7). This statement foregrounds a specific truth in the ontology of modernity: the use of history teaching to produce certain subjectivities; to be precise, the use of 'traditional history' for the making of the 'homo nationalis' and of 'new history' for that of the 'homo interculturalis'. But it backgrounds another important truth about the relationship of history and identity. It tells us almost nothing about the political principles and social structures that permit and, at the same time, constrain how the subject and the role of history education in its constitution is imagined, by whom and for what ends. As a result, the different modalities of imagining the relationship between history and identity are framed in Manichaeian terms.

To fully grasp the complexities of this modernist relationship, the paper employs concepts from international theory, namely: 'realism', 'rationalism' and 'constructionism' (e.g. Finnemore & Sikkink 2001; Karns & Mingst 2010). It is argued that these concepts are helpful not only in articulating the persistence of the nation and nationalism in the politics and policies of school history and the evolution of interculturalism in history teaching from textbook revisions to the teaching of history along the lines of new history, or in theorizing the relationship of history and identity as a field of possibilities. These concepts also help us highlight the shifting contexts within which history education is shaped and takes place assisting practitioners in positioning themselves in relation to diverse readings of the nature of international society and its main actors and politics, which produce the different ways in which the relationship between history and identity is imagined. The paper concludes by suggesting that future research ought to focus on how practitioners' biographies are entangled with world politics to shape history education in specific settings.

References:

- Finnemore, M. and K. Sikkink. 2001. Taking stock: the constructivist research program in international relations and comparative politics. *Annual Review of Political Sciences* 4: 391–416.
- Karns, M. and K. Mingst. 2010. *International organisations: the politics and processes of global governance*. London: Lynne Rienner.
- UNESCO. 2006. *Fostering peaceful co-existence through analysis and revisions of history curricula and textbooks in Southeast Europe*. Paris.

SUBMISSION 58 Melina Foris**Q1****Contact Information:**

Melina Foris

Honorary Postdoctoral Research Fellow UCL, United Kingdom & Cyprus

stnvmef@ucl.ac.uk

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Conference theme :Historical Culture and Identity Topic: Identity and History around US:

personal, Family history,memory, identity

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

The relationship between family memory and children's history learning about the recent troubled past in the conflict-ridden Cypriot society.

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

family memory, history learning, sensitive issues, conflict-ridden societies, Cyprus, intergenerational narratives

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

This paper explores how family memory relates to children's history learning in the conflict-ridden society of Cyprus. It focuses on how survivors of the traumatic events of 1974, make meaning of 1974 while negotiating their role in their children's history learning about sensitive issues.

Additionally, it provides insights on students' and their teachers' approaches towards the recent past in their schools. Memory and narrative permeate this research as concepts for

understanding how the past influences the memories and beliefs of survivors and how they remember the past, construct self-narratives, and mediate these to their children.

My study adopts a qualitative research approach. Research data were collected via one-on-one semi-structured interviews with 5 history educators, 23 parents or grandparents and 10 joint interviews with (grand) parents and their children, and through the methods of document analysis on the history textbook and observing classes about recent Cypriot history. Content analysis was applied to textual data. Narratives were explored as an experience and a construct, drawing on structural narrative analysis (Labov, 1993; Wertsch, 2007).

(Grand) parents regard the history textbook and teachers as vehicles transferring the State's approach to 1974 and claim their own share when talking about the past. To this end, they narrate personal and vicarious experiences conveying their memories and attitudes about 1974 using these accounts either to foster social peace or to assign blame to those accountable for 1974. They attend funerals of missing persons or visit places with certain meanings for their family histories, initiatives enabling them to link their past to their children's present. These memory-sites stage adults' stories and enable youngsters to inherit the family history and values while acknowledging their positionality in society (Merrill & Fivush, 2016). However, these initiatives can help youngsters to shape future selves or make them prone to cultivate nationalist sentiments. These findings indicate the need to enhance our knowledge about family-intergenerational memory and emotional issues in history learning in Cyprus and other conflict-ridden societies.

SUBMISSION 59 Jason Todd**Q1****Contact Information:**

Jason Todd

University of Oxford, United Kingdom

jason.todd@education.ox.ac.uk

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

Dr Abigail Branford

Q3**Please indicate the conference theme and topic for the proposal:**

5k) Teaching the sensitive, controversial and emotive past: colonialism & imperialism

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Early Findings from "A portrait of the teaching of Empire, Migration and Belonging in English secondary schools"

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

British Empire, migration, current practice, challenges, opportunities, curriculum

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

Numerous calls have been made to include teaching of the British Empire in schools in England (Mansfield, 2023, Tomlinson, 2019). However less attention has been given to what this might mean in practice or the ways in which empire is currently approached in schools. "A portrait of the teaching of Empire, Migration and Belonging in English secondary schools" is a 3-year research collaboration between Oxford University and University College London. This project's aim is to support teachers in the teaching of the British Empire, migrations and issues of belonging related to the British Empire.

In line with the UCL Centre for Holocaust Education's award-winning model, we believe professional development should be informed by academic scholarship, empirical research and a practical understanding of classroom experience. The research project comprises of several phases, made up of four distinct strands. This talk is focussed on Strand A whose aim is mapping the current context of teaching and learning about Empire, Migration and Belonging in English Secondary Schools. We will present preliminary findings from interviews with a range of education groups, including teachers at different stages of their career, teacher educators and subject associations. To date 30 people have been interviewed. The interviews explored respondents' sense of change in the teaching of these themes including the nature, extent and drivers of that change, as well as the sorts of opportunities and constraints involved in teaching these topics. Interviews were conducted with teachers and subject specialists in History, Geography and English. These early findings bring into focus the importance of teachers' biographical and educational backgrounds; their frameworks ('diversity' or 'decolonisation'); and the geographical context of their schools as factors influencing how empire, migration and belonging are addressed in the classroom.

SUBMISSION 60 Robin Whitburn

Q1

Contact Information:

Robin Whitburn
Justice to History, United Kingdom
r.whitburn@ucl.ac.uk

Q2

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

Abdul Mohamud
a.mohamud@ucl.ac.uk

Q3

Please indicate the conference theme and topic for the proposal:

PUBLIC HISTORY, DISCOURSE AND CULTURE – PERSPECTIVES ON THE PAST
Decolonising the History Curriculum

Q4

Type of Session:

Workshop

Q5

Please provide the title of your proposed paper/session:

Paths to Decolonising the History Curriculum in Secondary Schools

Q6

Keywords: (up to ten key words)

Decolonising Diversifying Anti-racism Coloniality Decoloniality Curriculum Pedagogy

Q7

Abstract: of between 200 and 300 words

Decolonising territories that had been subjected to the overlordship of foreign powers proved to be a challenging process that was not only political in nature but also economic, social and cultural. Applying the notion of decolonisation to the history curriculum is also complex and the language, both metaphorical and literal, has been the impetus for perhaps as much debate as action. We have been considering the application of 'decolonisation' to the secondary school history curriculum for four years, approaching it in different ways; we discuss these ideas in the

workshop, with particular reference to Black British history in the curriculum, including the teaching of transatlantic slavery and the British Empire. The Canadian model of historical thinking has been particularly influential with its 'Ethical Dimensions of History', as has Catharine Hall's work on 'Reparatory History'. Our recent work in this area has included not only the writing of textbooks and historical enquiries for schools, but also partnerships with museums and heritage sites. The workshop will be an important opportunity for colleagues to join us in developing clarity about this currently controversial curriculum.

SUBMISSION 61 Helena Pinto

Q1

Contact Information:

Helena Pinto
CITCEM, Universidade do Porto, Portugal
mhelenapinto@gmail.com

Q2

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

Raquel Henriques (NOVA FCSH, Portugal) Ana Fernandes (NOVA FCSH, Portugal)

Q3

Please indicate the conference theme and topic for the proposal:

AREA C: PEDAGOGY: THINKING HISTORICALLY AND THE TEACHING OF HISTORY 13.
Critical Disciplinary Thinking in History – Thinking Historically [1] Thinking Historically [2] –
Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

"He intends to show what he has lived through": Developing students' empathetic understanding in context

Q6

Keywords: (up to ten key words)

History learning; contextualised understanding; historical empathy, historical thinking; critical thinking; controversial.

Q7

Abstract: of between 200 and 300 words

This proposal is based on the central idea that the development of historical thinking and comprehension competences by students is not limited to the cognitive level. The Portuguese curriculum highlights the development by students of a number of competences, that are described in the Students' Profile by the end of Compulsory Education, in order to interact with

tolerance, empathy and responsibility and to argue, negotiate and accept different perspectives. Within this framework, the development of historical empathy and the construction of contextualised understanding is essential for both teaching and learning of history. History education research and literature in the last three decades has been gradually giving more attention to approaches concerning historical empathy. From diverse contributions, those of Peter Lee (2003) and Tim Huijgen and several co-authors (Huijgen et al, 2014, 2017) were the main references that supported the present study.

This paper is part of a broader study, within a master degree, and undertaken during a Supervised Teaching Practice in Lisbon, in school year of 2021/2022. It was carried out with two groups of Portuguese students, one from Year 9 and another from Year 12. It was aimed to develop students' historical empathy and, if possible, to achieve a contextualized understanding of some controversial historical issues. In this regard, we sought to found out to what extent they revealed historical empathy and, in cases, even a contextualized understanding. Furthermore, it was intended to identify if age and education level were key variables for their responses to the tasks, and whether there was progression in their ideas throughout the learning process.

The exploratory phase with two main tasks made it possible to refine the methodology (mainly qualitative). After having accessed different written and audio-visual sources, the students split into two groups took part in a debate in which each group argued for or against. In another task, students analysed some iconographic sources related to the first half of 20th century in order to realise author's views and historical context. Students' answers exposed that both education levels were able to reveal historical empathy. Though, educational level seems to influence the mastery of contextualised understanding. Correspondence or diaries, were considered to be valuable primary sources. Even though art is subjective, some paintings, if well chosen, can also improve students' historical empathy and contextualised understanding.

References:

- Huijgen, T., Van Boxtel, C. Van de Grift, W. & Holthuis, P. (2014). Testing elementary and secondary school students' ability to perform historical perspective taking: the constructing of valid and reliable measure instruments. *European Journal of Psychology of Education*, nº 29, 653-672. Retrieved from <https://link.springer.com/content/pdf/10.1007/s10212-014-0219-4.pdf>
- Huijgen, T., Van Boxtel, C., Van de Grift, W. & Holthuis, P. (2017). Toward Historical Perspective Taking: Students' Reasoning When Contextualizing the Actions of People in the Past. *Theory & Research in Social Education*, nº 45, 110-144. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/00933104.2016.1208597?needAccess=true>
- Lee, P. (2003). Nós fabricamos carros e eles tinham que andar a pé: compreensão da vida no passado. [We make cars and they had to walk: understanding life in the past] In I. Barca (Org.),

Educação Histórica e Museus. Actas das Segundas Jornadas Internacionais de Educação Histórica (pp. 19-36). Braga: CIEd, Universidade do Minho.

SUBMISSION 62 Mariana Lagarto**Q1****Contact Information:**

Mariana Lagarto
CITCEM, Universidade do Porto, Portugal
mjslagarto@gmail.com

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

AREA A: PUBLIC HISTORY & CITIZENSHIP; 1. Pandemics, Climate Change & Natural Disasters – From the Local to Global perspectives; 1d) Climate Change and Implications for History Education

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Thinking historically about global climate change

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

Historical competencies; History education; Temporal orientation; Climate change

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

This paper reports part of an investigation of students' ideas about climate change produced in the context of a learning task of 12th grade about transnational issues (in the Portuguese History curriculum it includes three topics: environment, migration and security). This task, grounded on history education and inspired on Lee, Ashby, Seixas and Barca (among others), was designed to engage students in thinking critically about transnational issues and to articulate historical thinking and practical life hoping to contribute to clarify a more humanist system of values. This

task is conducted throughout the scholar year, one topic at a time. After a brief inquiry of their ideas about the topic, students are challenged to: a) research news with different perspectives; b) analyze the information gathered and explain its relevance; c) present to class and debate with peers; and d) write their reflections on the subject. Constructivist formative assessment is privileged because it fosters students to go further in historical thinking. Till now 133 students, near Lisbon, were involved in different scholar years (2015-16, 2018-19, 2021-22). In last year students should also produce digital presentations (Powerpoint, Biteable, Prezi...) and share them in Teams platform to foster debate with peers.

As data are collected and analysed simultaneously, the methodological option was inspired by Grounded Theory, which also allows revisiting the categories in the process. The main results show that most part of students tend to evolve from stereotyped or unsubstantiated ideas to more contextualized ideas (with different levels of complexity) although some still maintain attitudes of disbelief in the existence of climate change. Nevertheless, it seems possible to believe that foster historical thinking might help students to take well-informed decisions (and more suitable for the preservation of the planet) and to develop a temporal orientation committed with a more responsible and aware citizenship.

References:

- Barca, I. (2011). Narrativas Históricas de Alunos em Espaços Lusófonos. In I. Barca (Org.), *Educação e Consciência Histórica na Era da Globalização* (pp. 131-144). Braga: CIED, Universidade do Minho.
- Lee, P. (2005). Putting principles into practice: understanding history. In *How students learn: History, Mathematics and Science in the classroom* (pp. 31-78). Washington, DC: The National Academies Press. Obtido em 15 de dezembro de 2011, de <http://www.lanecce.edu/sites/default/files/lc/howstuslearncompletestitchedrev.pdf>
- Rüsen, J. (2015). Humanismo na era da globalização: ideias sobre uma nova orientação temporal. In M. A. Schmidt, I. Barca, M. Fronza, & L. P. Neck, *Humanismo e didática da História* - Jörn Rüsen (pp. 53-161). Curitiba: W.A. Editore

SUBMISSION 63 Tim Huijgen**Q1****Contact Information:**

Tim Huijgen
University of Groningen, The Netherlands
t.d.huijgen@rug.nl

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

Bertjaap van der Ploeg
B.vanderPloeg@kpz.nl

Hanneke Bartelds
hannekebartelds@hotmail.com

Hanneke Tuithof
h.tuithof@uu.nl

Q3**Please indicate the conference theme and topic for the proposal:**

Since August 1, 2021, there is a new citizenship education law for Dutch primary and secondary schools. This has tightened the legal obligation for schools and teachers to provide citizenship education. Dutch citizenship education centralizes different values such as equality, understanding for others, tolerance, autonomy, and the rejection of intolerance and discrimination. History education could play an important role in achieving citizenship goals. For example, Barton and Levstik (2004) mentioned in their book *Teaching history for the common good* that history could teach students how to live responsibly with others and that history could contribute to students' preparation to participate in democracy.

This symposium will discuss how history education and history teachers could achieve citizenship goals. What do history teachers need to achieve these goals? Can teachers use history textbooks when they want to promote students' citizenship competencies? How can history education strengthen students' autonomy and resilience? How can we teach multiperspectivity in classrooms? Each presentation, which is described below in more detail, will be 20 minutes including sufficient time for questions from the audience. At the end of the session, there will be time for a possible plenary discussion and general concluding remarks.

Q4

Type of Session:

Delegate Theme

Q5**Please provide the title of your proposed paper/session:**

Promoting citizenship in history education: Examples from theory and practice

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

Citizenship Education, Applied History, Empathy, Historical Perspective Taking, History Textbooks, Pedagogical Content Knowledge

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

Since August 1, 2021, there is a new citizenship education law for Dutch primary and secondary schools. This has tightened the legal obligation for schools and teachers to provide citizenship education. Dutch citizenship education centralizes different values such as equality, understanding for others, tolerance, autonomy, and the rejection of intolerance and discrimination. History education could play an important role in achieving citizenship goals. For example, Barton and Levstik (2004) mentioned in their book *Teaching history for the common good* that history could teach students how to live responsibly with others and that history could contribute to students' preparation to participate in democracy.

This symposium will discuss how history education and history teachers could achieve citizenship goals. What do history teachers need to achieve these goals? Can teachers use history textbooks when they want to promote students' citizenship competencies? How can history education strengthen students' autonomy and resilience? How can we teach multiperspectivity in classrooms? Each presentation, which is described below in more detail, will be 20 minutes including sufficient time for questions from the audience. At the end of the session, there will be time for a possible plenary discussion and general concluding remarks.

Overview of the presentations:

Presenting author and affiliation

1. Healthy History: Promoting students' mental health in history education

Presenters: Tim Huijgen*, Rina Knoeff, Karen Hollewand, Ward Janssen, Melissa Steenhuis, Deniz Haydar

Affiliations: University of Groningen

Summary: Dutch secondary school students reported the lowest level of life satisfaction in twenty years and more and more students in the Netherlands have mental problems (e.g., Boer et al., 2022). Teachers and schools want to help but experience an inability to act and a lack of subject-specific classroom materials that promote students' wellbeing. Therefore, the aim of the Healthy History project is to develop and test history classroom materials that promote students' resilience and wellbeing. Based on the results from a curriculum analysis, interviews, and a questionnaire, the presentation will discuss the possibilities and challenges regarding the promotion of students' mental health in history classrooms. The presentation will end with two practical examples of promoting students' mental health using family history and historical knowledge of pandemics.

2. Teaching historical empathy in history education

Presenters: Hanneke Bartelds*, Carla van Boxtel, Geerte Savenije, Tim Huijgen Affiliation: University of Amsterdam

Summary: Although the importance and relevance of citizenship education in growing and the skills of cognitive and affective empathy are explicitly mentioned in the new Dutch curriculum, we do not know whether exercises in historical empathy contribute to empathy in the present. According to history teachers classroom discussions of sensitive history can cultivate students' multiperspectivity and help them better understand their peers and themselves, which is reflected in the literature that suggests cultivating students' perspectives helps them understand controversial issues from different perspectives (e.g., Bartelds et al., 2020; Gehlbach, 2011; Goldberg & Savenije, 2018; Nilsen, 2016). Combining historical and citizenship goals in history may also serve the function of better contextualizing and viewing and discussing contemporary violent, sensitive or polarizing events from a distance.

Teachers are often positive about engaging students in historical empathy. As advantages, teachers mention, for example understanding actions of people in the past, enlivening the past, enthusing students and practicing citizenship competencies (Bartelds et al., 2020; De Leur et al., 2020; Endacott & Brooks, 2013, 2018). Students also name similar benefits of historical empathy (Bartelds et al., 2020). The skill of empathizing with a person from another time and culture provides starting points for practicing citizenship competencies such as 'putting yourself in a different perspective than your own' (Barton & Levstik, 2004). At the same time, in practice, we also see many challenges for teachers in enhancing historical empathy in the classroom, both in the definition of the constructs, the goals of teaching it, consequently, the way of teaching it.

In this study, we investigated the professional growth of eight history teachers participating in a Professional Learning Community (PLC) with the goal of promoting historical and general empathy using eyewitnesses in history class.

2. Historical Perspective Taking in primary school history textbooks

Presenters: Bertjaap van der Ploeg*, Tim Huijgen, Klaas van Veen, Jelle Sijtsma KPZ and University of Groningen

Summary: Historical Perspective Taking (HPT) entails the mental activity of seeing through the eyes of people who lived in times and circumstances sometimes far removed from our present-day lives (Seixas & Morton, 2013). HPT, with its aim to understand people different from ourselves, has some similarities with perspective taking in social relations in present-day situations. In this context, the skill of perspective taking is often labeled as Social Perspective Taking (cf. Johnson, 1975, Gehlbach, 2004, 2011).

The skill of perspective taking is considered important in primary school citizenship education . The history classroom might be a fruitful environment to practice this skill using HPT but it is unclear to what extent primary school teachers are able to teach the historical skill of HPT. Because primary school teachers are not history experts they tend to stick to history textbooks (e.g., Khawaja & Puustinen, 2022; Rantala & Khawaja, 2021). Therefore, this study focuses on three often used history textbooks in Dutch primary education and the way they present and foster HPT. With a coding scheme we analyze the way in which these textbooks foster HPT through the texts pupils have to read and the assignments they have to make. We also analyze the teacher-guides to see how these text-books instruct the teachers in their guiding of the learning process of the historical skill HPT. 4. The PCK of pre-service history teachers Hanneke Tuithof* and Wouter Smets Utrecht University and University of Applied Sciences Utrecht Pedagogical Content Knowledge (PCK) is used to describe the knowledge teachers need to teach a specific subject to a specific audience.

Although PCK is linked to student success and motivation, relatively little is known about the PCK of history teachers (Tuithof, Logtenberg, Van Drie, Bronkhorst, Dorsman & Van Tartwijk 2019). Given the importance of teachers' PCK for student success and because of the content dependency of PCK (van Driel & Berry, 2010), history education would benefit from more elaborate PCK-portraits. PCK-development is seen as a transition from fragmented to more integrated PCK (Smit, Tuithof & Beneker 2022; Aydin & Boz, 2013) and this process takes time. Also, we experience high drop-out rates at teacher training institutions and high drop-out rates of young teachers in the first five years of their career in the Netherlands. So, we felt a need for more detailed insight into the ways in which pre-service teachers develop PCK.

We used semi structured interviews and tasks to describe the PCK of preservice history teachers. These portraits show that coherence between PCK-elements is often weak. Researchers stress the need for coherence between the PCK components for teaching (Magnusson, 1999; Barend & Henze, 2019). In our research pre-service teachers report that they need support of their teacher educators, mentors and scaffolds to develop rich and coherent PCK (Smit et al., 2022). Also we observed that the preservice teachers choose different goals and teaching approaches for different topics. Their goals seem to have a possible steering role in their PCK development. We discuss the importance of goals for PCK development and we centralize one teacher who has very clear citizenship goals.

SUBMISSION 64 Kostas Kasvikis**Q1****Contact Information:**

Kostas Kasvikis

Department of Primary Education, Mitropoliti Grigoriou Kydonion 6, Greece

kkasvikis@uowm.gr

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

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

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Never ending story: Greek students' conceptions on the subjectivity of historical accounts

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

historical thinking, historical accounts, objectivity/subjectivity, procedural knowledge

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

The aim of the paper is to examine how Greek Primary and Early Secondary children, aging from 10 to 14 years old, conceptualize the accounts of the past created by historians and archaeologists as objective or subjective. The research sample includes 173 semi-structured interviews of students that studied one out of five different historical narratives dealing with topics

of Greek history. The data analysis indicates that while a number of the sample children support the idea of historical objectivity, the majority of them consider it to be possible for historians to come up with alternate historical accounts based on the same sources. In this case respondents generally argue that historians might present the past in a different way due to their varying opinions, while less frequently suggesting explanations related to the nature of the evidence studied or the background of the historians. It is quite possible that these perceptions on the objectivity and subjectivity of historical narratives to be shaped mostly by their informal historical knowledge and experience than by school history in Greece, which still clearly supports the idea of the "one and only true history" of the history textbooks.

SUBMISSION 65 Kenneth Nordgren

Q1

Contact Information:

Kenneth Nordgren
Karlstad university, Sweden
kenneth.nordgren@kau.se

Q2

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

Angela Bermudez Velez
University of Deusto, Spain Denise Bentrovato, University of Pretoria, South Africa

Maria Johansson
Globala Gymnasiet/ Karlstad University, Sweden

Gabriel Reich
Virginia Commonwealth University,

Alison Kitson
University College London, Great Britain

Sebastian Barsch
University of Cologne, Germany

Caitríona Ní Cassaithe
Dublin City University, Ireland

Q3

Please indicate the conference theme and topic for the proposal:

Opening panel, HISTORY EDUCATION IN TIMES OF UNCERTAINTY

Q4

Type of Session:

Discussion

Q5

Please provide the title of your proposed paper/session:

Opening panel, HISTORY EDUCATION IN TIMES OF UNCERTAINTY

Q6

Keywords: (up to ten key words)

HISTORY EDUCATION IN TIMES OF UNCERTAINTY

Q7

Abstract: of between 200 and 300 words

Historical consciousness is set in motion when the world around us is uncertain. We never know what the future holds, but the need for historical outlooks becomes pressing when the present is uncertain.

We should ask ourselves what good history education is, in times of global climate change, pandemics, international conflicts, war, and the rise of authoritarianism. How can history education empower students with the knowledge, perspectives, and wisdom they need to live and thrive in these perilous times with an uncertain future?

Scholars and history educators around the world are working with topics closely connected to the theme of HEIRNET 2023. In an international dialogue, this panel will hope to illuminate angles and perspectives that are important for all of us as a community of research and education and address the question:

- Can history education empower students with the knowledge, perspectives, and wisdom they need to live and thrive in these perilous times with an uncertain future?

There are stories that haunt us in the present, and contemporary issues that reveal a troubled past. More often than not, these stories are hidden in the history curriculum. This fact raises several questions:

- a) What is the responsibility of history education?
- b) What are the strengths and constraints of the historical perspective?
- c) Are there urgent questions or topics that history curriculum need to find ways to incorporate?
- d) What are the tensions and possibilities between multi-perspectivity, fragmentation and the big picture in history education?
- e) What does it mean to be empowered by history?
- f) What hope is offered in between the troubled past and an uncertain and perilous future?

Panelists:

Angela Bermudez Velez, University of Deusto, Spain

Denise Bentreovato, University of Pretoria, South Africa

Maria Johansson, Globala Gymnasiet/ Karlstad University, Sweden

Gabriel Reich, Virginia Commonwealth University USA,

Alison Kitson, University College London, Great Britain

Sebastian Barsch, University of Cologne, Germany

Caitríona Ní Cassaithe, Dublin City University, Ireland

Moderator:

Kenneth Nordgren, Karlstad University, Sweden

SUBMISSION 66 Lukas Perikleous**Q1****Contact Information:**

Lukas Perikleous

UCL Institute of Education, London and Cyprus

lperikleous@gmail.com

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

13. Thinking Historically [2] – Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative 17. History Education In The Early Years And Primary Phases [Ages 3-11]/Historical concepts (historical empathy)

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Time And Relative Dimension In Space: differences in Greek Cypriot primary students' ideas of historical empathy according to temporal and cultural distance.

Q6

Keywords: (up to ten key words)

historical empathy, cultural distance, cultural distance, in-groups, out-groups, presentism, types of ideas of historical empathy

Q7

Abstract: of between 200 and 300 words

Differences in empathetic explanations, according to temporal and cultural distance between the participants and the historical agents, have never been explored in previous empirical studies in the field of history education. Despite the fact that research evidence for related phenomena and theoretical assumptions provide some indications, no evidence exists at the moment that can

inform us about the effect of temporal and cultural distance when these are the only differences between actions, institutions, or practices to be explained.

This paper reports on the findings of a study that, among other aspects of Greek Cypriot students' ideas of historical empathy, attempts to provide an answer to the question of whether the ideas they use to explain the practices of people in the past differ according to their temporal and cultural distance from those people. More specifically, it explores differences between a) explanations of the choice of practices made by groups of people in the past and choices made by groups of people in the present (temporal distance), and b) explanations of the choice of practices made by in-groups and out-groups (cultural distance) in the past. The findings of this study suggest the existence of differences according to temporal distance, but not in terms of cultural distance, in the sophistication of students' responses. They also provide indications for the possibility of the cultural distance effect being suppressed by the temporal distance effect.

SUBMISSION 67 Wilkening Jan-Christian

Q1

Contact Information:

Jan-Christian Wilkening
University of Cologne, Deutschland
jwilkeni@uni-koeln.de

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

Theme: Public History & Citizenship Topic: History Education Outside and Beyond Formal Education

Q4

Type of Session:

Discussion

Q5

Please provide the title of your proposed paper/session:

Historical Learning through Research? Discussing a Methodological Approach to Help People with Intellectual Disabilities Learn about History

Q6

Keywords: (up to ten key words)

Inclusion, participatory research, historical research, historical learning, people with intellectual disabilities

Q7

Abstract: of between 200 and 300 words

The HISTOLAB initiative, funded by the European Union and the Council of Europe, aims to promote innovative projects for history education throughout Europe. One funded project shall be presented at the HEIRNET conference: a planned article on the potentials of historical research for historical learning of people with intellectual disabilities. The article builds on first results of the dissertation project "Historical Thinking and Learning of People with Intellectual Disabilities:

Participatory Practices of an Inclusive Didactics of History,". It will explore to what extent participatory research formats tested with students with intellectual disabilities can be transferred to the field of public history. A particular focus will be on developing ideas on how these participatory research formats can be used to evoke historical learning processes among the focused group. Consideration will be given to approaches to inclusive history didactics that draw on adapted language, sources, and mediation methodologies (see, among others, Barsch et al., 2020; Rein, 2021; Völkel, 2017).

The presentation at the HEIRNET 2023 conference is intended to discuss the scope and aims of the article. A model for inclusive historical research will be showcased to debate to what extent people with intellectual disabilities should and could participate in Public History. Furthermore, ways in which linguistic and Special Education approaches can be usefully operationalized to stimulate the historical learning of marginalized groups, which includes people with intellectual disabilities, shall be discussed.

References:

- Barsch, S., Degner, B., Kühberger, C., & Lücke, M. (Hrsg.). (2020). Handbuch Diversität im Geschichtsunterricht: Inklusive Geschichtsdidaktik. Wochenschau Verlag.
- Rein, F. (2021). Historisches Lernen im Förderschwerpunkt geistige Entwicklung Eine Studie zur Sinnbildung durch die eigene Lebensgeschichte. V&R.
- Völkel, B. (2017). Inklusive Geschichtsdidaktik: Vom inneren Zeitbewusstsein zur dialogischen Geschichte. Wochenschau Wissenschaft.

SUBMISSION 68 Johan Samuelsson**Q1****Contact Information:**

Johan Samuelsson
Karlstad university,
johan.samuelsson@kau.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

My paper is about history education and the Cold War in Sweden 1945-1960 My contribution is very much about history teaching in times of uncertainty. The grant gives us knowledge about how teaching history can be used in times of external threats.

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

History education and the Cold War in Sweden 1945-1960: educating future citizens to total war in a in the age of Cold War

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

History education, the Cold War, total war, text books, citizenship

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

The presentation covers the period from the end of World War II to the 1960s, i.e. the early days of the Cold War. Previous research in the history of education has shown that this time period was characterized by internationalism in schools, where peace issues and international consensus had a major impact internationally and in Sweden. (Ahonen 1982; Nygren 2011). But

the paper focuses on education to prepare citizens for war. In the presentation, the role of history in educating citizens to be good soldiers during the Cold War will be analyzed.

The starting point is that educating citizens to be good soldiers does not only happen in dictatorships, it is also central to democracies. For example, Ronald Evans has shown how social studies became an important resource for the United States during the Cold War (Evans, 2004). I will show how teaching history was important in educating citizens who were in favor of national defense. A qualitative method should be used. Material to be used includes policy documents such as public inquiries (e.g. government inquiries on schools and defence). Curricula are also an object of study. Here, for example, the curriculum that came in 1962 will be analyzed. Teaching materials for history at different levels in the Swedish school system will also be analysed. I will mainly look at teaching materials aimed at secondary school (real school before 1962) and upper secondary school. The textbooks contained recommended reading literature, such as fiction and information writings about the armed forces, which will also be analysed.

References:

- Ahonen, S. (1982). *Fredsfostran och historieundervisningen*. Evans, R. W. (2004). *The Social Studies Wars*. New York: Teachers College Press
- Nygren, T. (2011). *History in the service of mankind: International guidelines and history education in upper secondary schools in Sweden, 1927-2002*.

SUBMISSION 69 Marilia Gato**Q1****Contact Information:**

Marília Gago
CITCEM & University of Minho, Portugal
gago.marilia@gmail.com

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

Eleni Apostolidou
University of Ioannina
elaposto@uoi.gr or apostoliki37@gmail.com

Q3**Please indicate the conference theme and topic for the proposal:**

AREA E: TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT 22. Teacher Training,
Initial and Continuing Professional Development 22a) Researching teachers' knowledge

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

Greek and Portuguese Prospective History Teachers' Ideas about Teaching History:
Epistemology vs Pedagogy

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

History Education, Teacher Education, Prospective History Teachers, Teaching History,
Historical literacy

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

History education as an emerging epistemological field starts from the articulation between the epistemologies of Education and History with empirical research and educational practices. Considering the context and the previous world of students' experiences and experiences in

articulation with a perspective that the past is reconstructed and explained multiperspectively (Chapman, 2023) through the historical narrative that gives it meaning and significance (Rüsen, 2016), we intend to develop historical thinking and historical literacy in learning and teaching history. In this sense, our objective is to understand how students who have finished compulsory schooling and are students in the 1st year of a degree in History, as well as students who are graduating to be history teachers, after having attended classes on the teaching methodology of History, think about what a good history class is, what it means to think historically, as well as what the purposes of a history teacher are.

The study developed falls within the qualitative, descriptive and interpretive field and had participants from Greece and Portugal, a total of 100 and 50 participants, respectively, due to the population available in each context. The ideas that have emerged between students in the 1st year of a degree in History and students in training to be history teachers are not distinct in terms of substance and complexity, but rather in terms of frequency of more or less sophisticated ideas. Thus, most of the ideas of 1st year students seem to evidence a vision of learning and teaching focused on the diversity of pedagogical resources inspired by neo-behaviorist ideas of knowledge transmission, legacy/heritage to understand origins, learn from lessons, avoid mistakes and form critical citizens. In turn, students undergoing training to be teachers oscillate in terms of frequency between the most frequent ideas among 1st year students, and ideas more in line with a constructivist view of teaching and learning, anchoring themselves in the methodology of History to think about teaching, as well as demonstrating concerns with the development of thinking and historical literacy.

SUBMISSION 70 John Samuelson**Q1****Contact Details:**

Johan Samuelsson
Karlstad University, Sweden
johan.samuelsson@kau.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

6. CITIZENSHIP EDUCATION including CONFLICT, WAR, WARFARE and CONFLICT, 6g. My paper is about cold war and history education. It concerns issues of teaching in uncertain times.

Q4**Type of Session:**

Paper

Q5**Please provide the title of your proposed paper/session:**

History education and the Cold War in Sweden 1945-1960: educating future citizens to total war in the age of total war

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

History education, Cold War, total war, citizenship, text books, curriculum

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

The presentation covers the period from the end of World War II to the 1960s, i.e. the early days of the Cold War. Previous research in the history of education has shown that this time period was characterized by internationalism in schools, where peace issues and international consensus had a major impact internationally and in Sweden. (Ahonen 1982; Nygren 2011). But i will show how teaching history also was important in educating citizens who were in favor of national defense. In the presentation, the role of history in educating citizens to be good soldiers

during the Cold War will be analyzed. The starting point is that educating citizens to be good soldiers does not only happen in dictatorships, it is also central to democracies. For example, Ronald Evans has shown how social studies became an important resource for the United States during the Cold War (Evans, 2004).

A qualitative method is used. Material to be used includes policy documents such as public inquiries (e.g. government inquiries on schools and defense). Curricula are also an object of study. Here, for example, the curriculum that came in 1962 will be analyzed. Teaching materials for history at different levels in the Swedish school system will also be analysed. I will mainly look at teaching materials aimed at secondary school (real school before 1962) and upper secondary school. The textbooks contained recommended reading literature, such as fiction and information writings about the armed forces, which will also be analysed.

References:

- Ahonen, S. (1982). *Fredsfostran och historieundervisningen*.
Evans, R. W. (2004). *The Social Studies Wars*. New York: Teachers College Press
Nygren, T. (2011). *History in the service of mankind: International guidelines and history education in upper secondary schools in Sweden, 1927-2002*.

SUBMISSION 71 Hans Olofsson**Q1****Contact Information:**

Hans Olofsson

Karlstads universitet, Sverige

hans.olofsson@kau.se

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

No response

Q3**Please indicate the conference theme and topic for the proposal:**

Area A. Theme 2 (Public history...); 2H (Political discourse and history education. 2L (and many other subthemes) could work as well.

Q4**Type of Session:**

Discussion

Q5**Please provide the title of your proposed paper/session:**

Neonationalism in contemporary Nordic upper secondary school textbooks

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

history and civic textbooks; upper-secondary schools; neo-nationalism; concept understanding; historical culture; controversial issues

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

Since the years around 2010, a large part of the world has experienced – what nationalism scholars have described as – a fourth wave of neo-nationalism/nativism. Visible examples are the repeated successes of “xenophobic” or “immigration-critical” populist movements, or the result of the Brexit referendum (Bergmann, 2020). Not only has this trend given political parties with such agenda considerable influence in Europe, but also pathed the way for a nationalistic

turn in many of the world's great power (Norris & Inglehart, 2019). The same phenomena are visible in all Nordic countries as well, at least in the past 15 years.

My presentation is based on some preliminary results from a close reading comparative study of some upper secondary textbooks in history, but also in and civics, published in recent years in Nordic countries. The overarching question is how the last decades neo-nationalism is reflected in the texts? The theoretical and methodological approach is influenced by conceptual historian Reinhart Koselleck – who perceived nationalism as one important “basic concept” – among many other. Such basic concept can be analyzed with “concept-net” analysis (Koselleck, 2018; Berenskoetter, 2017). My study could be described as part of COURSE (Concept Understanding and Reasoning in Social Science Education), a joint research approach with colleagues in Denmark and Norway.

The forthcoming study aims to answer some partly interrelated questions: Is neonationalism/nativism at all described, and if so, does it appear as a controversial or an unproblematic issue in the texts? How is nationalism in earlier historical periods described? Are these descriptions connected with neonationalism, and if so, how? Is it possible to discern differences between textbooks depending on different factual historical experiences or historical culture in the Nordic countries – despite many parallels in our welfare societies, including school systems?

SUBMISSION 72 Martin Stolare**Q1****Contact Information**

Martin Stolare
 Karlstad University, Sweden
 martin.stolare@kau.se

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

17L, History in Primary school

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Transnational Perspectives on History Education in Primary School

Q6

Keywords (up to ten key words)

History education, Primary School, Didactics, Curriculum, Transnational, Social realism

Q7

Abstract: of between 200 and 300 words

This paper examines history education in primary school in light of the specific educational conditions that exist in many countries at this level of the education system. In an often class–teacher-organised primary school, the teachers and the pupils have to navigate contexts in which cross-disciplinary and pupil-centred perspectives tend to shape the educational practice (Hoodless, 2008).

The social realism approach challenges history education in primary school; at the same time, the perspective of current primary school educational practices and the subject didactics tradition

might inspire a discussion about social realism and its point of departure (Muller, 2022). Based on previous research and governing documents for history education in primary school, a transnational selective tradition is outlined (Stolare, submitted). The Swedish case shows that the history subject's connection to the discipline history in primary school has varied over time and is both strong and explicit today.

This connection is discussed from a didactic perspective. Working with didactic questions could establish a balance between disciplinary significance and lifeworld relevance, preventing the selective tradition from fossilising and ensuring that its character is dynamic and adaptive.

References:

- Hoodless, P. (2008). Teaching history in primary schools. Learning Matters.
- Muller, J. (2022). Powerful knowledge, disciplinary knowledge, curriculum knowledge: Educational knowledge in question. *International Research in Geographical and Environmental Education*. <https://doi.org/10.1080/10382046.2022.2058349>
- Stolare, M. (Submitted). History Education in Primary School: Knowledge and Traditions. *Research Handbook on Curricula and Education*, Edward Elgar Publishing.

SUBMISSION 73 Alison Kitson**Q1****Contact Information**

Dr Alison Kitson
University College London, United Kingdom
a.kitson@ucl.ac.uk

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

Dr Michael Riley,
University College London

Q3**Please indicate the conference theme and topic for the proposal:**

1d: The potential of school history to contribute to an understanding of the planetary crisis.

Q4**Type of Session:**

Workshop

Q5**Please provide the title of your proposed paper/session:**

Teaching history at a time of planetary crisis

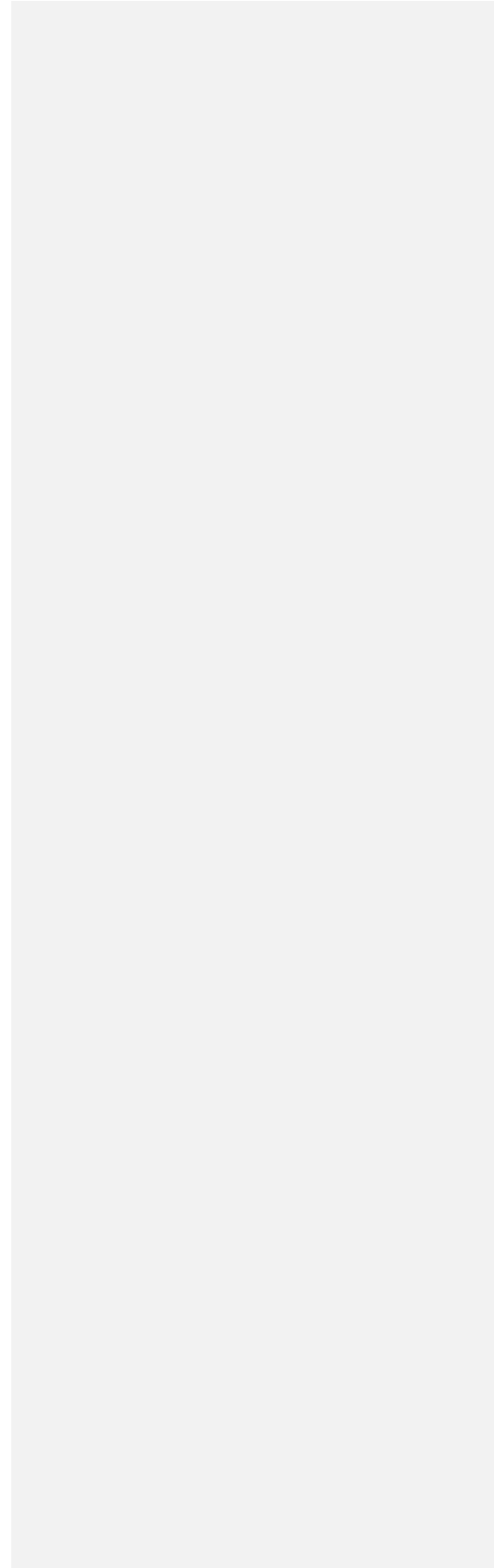
Q6**Keywords: (up to ten key words)**

Planetary crisis, Anthropocene, climate crisis, teaching history, school history

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

The importance of teaching young people about our planetary crisis is hard to overstate. This is the defining existential challenge of our time and helping students to understand how we reached this point has relevance for the way we navigate our way out of it. In this session, Michael and Alison will draw on their work for UCL's new Centre for Climate Change and Sustainability Education and their involvement in the international Teach Climate History group of history educators to share insights into the different ways school history teachers might respond to these issues. In particular, they will explore how school history might build on recent history scholarship

and provide some examples of work currently going on in classrooms as well as setting out potential opportunities for further work in this area.



SUBMISSION 74a and 74b Paul Zanazanian

There are two abstracts with this abstract:

- Abstract 1 for 45 minute panel,
- Abstract 2 for a 90 minute panel

74a Abstract 1 [45 minutes]

Q1

Contact Information:

Paul Zanazanian
McGill University, Canada
paul.zanazanian@mcgill.ca

Q2

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

Dr. Henrik Åström,
Elmersjö, Umeå University, Sweden

Q3

Please indicate the conference theme and topic for the proposal:

Area C: Thinking historically, historical knowledge & learning 11. Global perspectives, diversity, ethnicity, and identity

Q4

Type of Session:

Panel

Q5

Please provide the title of your proposed paper/session:

Epistemic beliefs in action: A sociocultural reading of history and its teaching

Q6

Keywords (up to ten key words)

• Epistemic beliefs • History • Teaching • Culture • Knowledge • Use-of-history • Historical consciousness • Historical sense-making • Schematic narrative templates • History-as-interpretive-filter

Q7

Abstract: of between 200 and 300 words

This panel examines the relationship between culture, knowledge, and meaning-making through the lens of history. In sharing findings from a comparative study on history teachers' epistemic beliefs about history and its teaching in two international contexts – Sweden and Quebec –, a deep investigation into the sociocultural workings of teachers' sense-making will be offered, along with insights into their capacity for critical and reflexive thought. Such work is important given both societies' growing cultural diversity and increased quest to make room for different experiences and realities.

As teachers face the difficult task of complicating students' pre-given cognitive frames for making sense of the world, questions arise regarding the ways in which teachers harmonize their own beliefs about history with curricular demands of promoting social cohesion. To reflect on this process, both panelists will focus on the study's semi-structured interviews with 21 teachers that formed part of its broader mixed methods approach.

Åström Elmersjö will connect the notion “use-of-history”, which forms a competency in the Swedish curriculum, to teachers' general assumptions about history, which will then be compared to the study's Quebec teachers to see how these beliefs differ when such a competency – which makes room for diversity – is included or left out.

Zanazanian will offer a comparative reading of the data from the perspective of history-as-interpretive-filter, a concept he developed for denoting the schematic narrative templates that underlie people's intellectualization of history's workings and that permit to capture its everyday cultural uses when teachers position themselves. In bringing both reflections together, contradictions will become apparent between teachers' epistemic understandings of history and its various social uses, as well as between what they intend and what they really do as per the stances they employ for engaging in their practice, which may not always result in the most productive outcome.

74b Abstract 2 90 [Minutes]

Dr. Paul Zanazanian

McGill University, Canada

paul.zanazanian@mcgill.ca

1. Dr. Eleni Apostolidou, University of Ioannina, Greece.
2. Dr. Caitríona Ní Cassaithe, School of STEM Education Innovation and Global Studies, Dublin City University, Ireland.

3. Mr. Peter Whelan, School of STEM Education Innovation and Global Studies, Dublin City University, Ireland.
4. Dr. Gabriel A. Reich, Department of Teaching and Learning, School of Education, Virginia Commonwealth University, USA.

Area B: Historical culture & identity

Identity and history (historical consciousness) around us: Community.

90-minute, full panel

Title:

Key words:

- Historical consciousness
- Historical sense-making
- Schematic narrative templates
- Epistemic stances
- Culture
- Knowledge
- Memory
- Agency
- Community activists

Abstract:

This panel will share findings from an international, multi-site project headed by a team of educational researchers who are testing the applicability of a *practical life methodology* for historical consciousness, developed by Zanazanian, for examining social actors' historical sense-making and the ways in which it impacts their positionality regarding social problems with historical roots.

Focusing on community-based activists from Ireland (for revitalizing the Irish language) (Ní Cassaithe & Whelan), Greece (for integrating refugee youth) (Apostolidou), and the United States (for mobilizing teachers to join and participate in professional unions) (Reich), panelists will discuss their findings for the first stage of the methodology's application, namely the *schematic narrative templates* that these actors employ for structuring their sense-making.

These templates refer to research participants' *history-as-interpretive-filter* – that captures how they use history as an intellectual mode of thought for making sense of their specific social

problem – and their *history-as-content configuration* – which refers to the content knowledge of the historical experiences they bring to their sense-making.

In using a narrative approach for gathering and analyzing research participants' data, accessing the templates requires employing structural narrative analysis techniques that

- help seize the storylines that emerge for participants' key writing tasks,
- the functions of the main protagonists that guide their narratives (i.e., history and their relevant we-group), and
- the resulting templates that emerge.

In comparing these (incognizant) templates to what community activists consciously say about history's workings, the panelists will share their thoughts on what their findings mean for community activists' capacity to resolve the social problems they are striving to overcome.

Zanazanian will conclude by commenting on these findings' significance for effectuating positive social change and will raise questions about social actors' uses of historical knowledge for such purposes in world contexts where ideologies clash and fostering social harmony is increasingly challenging.

References:

- Rüsen, J. (2005). *History: narration, interpretation, orientation*. New York: Berghahn Books.
- Wertsch, J. V. (1998). *Mind as Action*. New York: Oxford University Press.
- Zanazanian, P. (2019). Examining historical consciousness through history-as-interpretive filter templates: Implications for research and education. In P. Zanazanian & K. Nordgren (Eds.), *Revisiting Historical Consciousness as a Theoretical Construct and Exploring its Broad Understanding for Contemporary Education and Educational Research*. *Journal of Curriculum Studies*, 51 (6), 850-868.

SUBMISSION 75 Christian Mathis

Q1

Contact Information:

Christian Mathis
Zurich University of Teacher Education, Switzerland
Christian.mathis@phzh.ch

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

A.3 - History Education Outside and Beyond Formal Education B.7 - Historical Culture and History Education

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

"That would now be our castle" – The playground as a historical-cultural manifestation from an ethnographic perspective

Q6

Keywords: (up to ten key words)

Historical culture, early years, Kindergarten, free play, playground, ethnographic research

Q7

Abstract: of between 200 and 300 words

The author presents an ethnographic study from Switzerland. It investigates the free play of four to six-year-old children in playgrounds. Only playgrounds that are equipped with "historical clichés" and "borrowings from the past" were examined. The authors understand these playgrounds as historical-cultural manifestations. They have a specific appeal and invite children to play a historically themed game. The research question is whether and how children get

involved in these historical-cultural opportunities. To this end, children were observed playing in these playgrounds. Observation protocols were established and rewrites were produced.

The data were evaluated using the Grounded Theory Methodology. It has been found that when the range of games on offer is too wide and the nature of the appeal too clear, children stay only a short time in one play location and move continuously from one play location to another. Furthermore, children create meaningful stories in their free play on historical-cultural playgrounds by drawing on elements of historical knowledge and motifs of historical stories and genres that they know and share. Their play can thus be understood in Schönemann's sense as a mediator between the children's historical consciousness and the historical culture surrounding them.

References:

Literature: Pascale Herzig/Christian Mathis: „Das wäre jetzt unsere Burg“. Der Spielplatz als geschichtskulturelle Manifestation aus ethnographischer Perspektive. In: Christoph Kühberger (Hrsg.): Mit Geschichte spielen. Zur materiellen Kultur von Spielzeug und Spielen als Darstellung der Vergangenheit, Bielefeld 2021 (Public history - angewandte Geschichte 6).
<https://doi.org/10.5281/zenodo.6303566>

SUBMISSION 76 Christian Mathis

Q1

Contact Information:

Christian Mathis
Zurich University of Teacher Education, Switzerland
christian.mathis@phzh.ch

Q2

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

Elias Stouraitis, Ionian University, Korfu, Greece, eliaistouraitis@yahoo.gr

Q3

Please indicate the conference theme and topic for the proposal:

4.f) History Education and Social Media: Facebook, Netflix, Amazon, Google and other platforms

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Digital (hi)story telling with social media. A project about participatory history culture

Q6

Keywords: (up to ten key words)

Historical culture, social media, digital storytelling, participatory culture

Q7

Abstract: of between 200 and 300 words

The 21st century is characterized by the inclusiveness of the public sphere in historical narratives through the new media. New materiality must be "born" in digital environments; and students participate and easily create content sharing sometimes biases, disinformation and misuses of historical content in a performative way.

Adolescents communicate mainly by cell phone via Instagram, WhatsApp, or Snapchat. Mobile phones are most often used for chatting, surfing or social networking (James Study 2020). Given

the fact that postmodern societies and especially students grow up in a digitalized environment before their first formal educational experiences with history at school.

Social media function as negotiation spaces for the creation of historical narratives and discourses related to the past and history. The influence of digital transformation on historical narratives and education has already been addressed for several years. As König (2020) emphasizes social media's low production and access barriers have led to a multiplication of history-related content, actors, and practices. We understand the reception and production of social media content as micro-practices of a participatory culture which is characterized by affiliations, expressions, collaborative problem-solving, and circulations (Jenkins 2009; 2016).

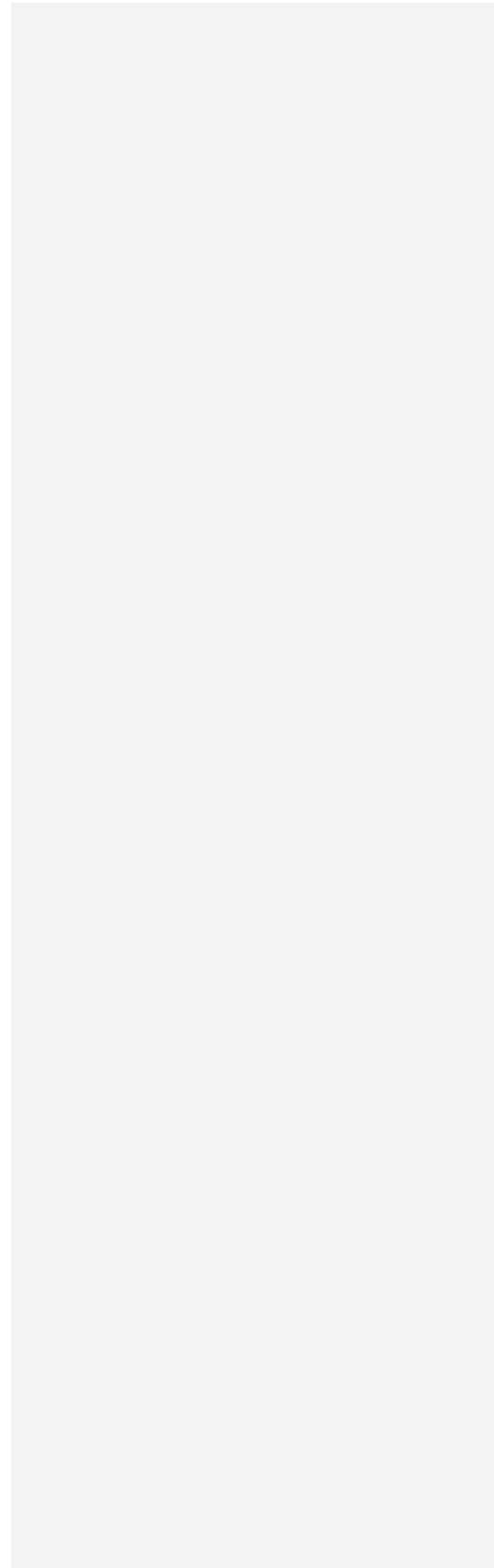
If in any way these micro-practices address the past and/or history, they can be interpreted as phenomena of history culture (Rüsen 2013). In this way, the micro-practices become historical-cultural micro-practices – a sort of doing history. Therefore, we understand micro-practices as aesthetic, social, cultural, and participatory procedures of doing history in social media. These micro-practices always refer to macrostructures from which the subjects are not free. The orders produced in micro-practices and their subjects not only constitute each other, they also change in one and the same process.

The research project “Digital (hi)story telling” focuses on how students familiarize themselves with the historical narratives through Tik Tok (and Instagram) and how they can be trained to create critically digital historical narratives through these media (media-historical literacy; performative dimensions).

Therefore, the research project examines

- a) how students encounter history culture on Tik Tok and Instagram during their everyday life (self-declaration),
- b) how they understand history-cultural posts, and what kind of social media posts they consider having a connection to the past and/or history, and
- c) how students develop their digital narratives through a methodology (performative dimension procedure: pre-production process, production process, post-production process, the product itself – as a process of presentation).

For a) and b) we applied a qualitative questionnaire in Greece and German-speaking Switzerland. The paper will present the first results of students' understanding of b), see above.



SUBMISSION 77 Keith Barton**Q1****Contact Information**

Keith C. Barton
Indiana University, USA
kcbarton@indiana.edu

Q2

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

No response

Q3

Please indicate the conference theme and topic for the proposal:

Historical Culture and Identity: Historical Consciousness and Curricula Concerns

Q4

Type of Session:

Paper

Q5

Please provide the title of your proposed paper/session:

Can history teaching be hopeful?

Q6

Keywords (up to ten key words)

Curriculum, Teaching, Hope, Social Issues

Q7

Abstract: of between 200 and 300 words

In David Copperfield, the aunt of the book's titular character suggests, "It's in vain to recall the past, unless it works some influence upon the present." In our current time of crises—political, social, environmental, even existential—the history curriculum must play such a role: It must help us collectively address the crises we face. But this role cannot simply be an indirect one, providing students with tools of source analysis or critical questioning, which we hope they might then go on to apply to contemporary issues as they see fit—and which they usually do not.

The history curriculum must play a more direct role in guiding students toward a better present and future. Specifically, it must provide a sense of hope. Educational theorists have in recent years conceptualized the variety of ways that hope can and must be a part of education, including visions of critical hope and transformative hope, but history educators have remained largely outside this burgeoning field of scholarship.

This paper addresses how history can provide hope, through—at least in part—helping students examine how people have addressed crises in the past, in ways that can guide action in the present. Yet In order for history to lay a foundation for meaningful hope, it cannot fall prey to oversimplification, nor can it reject knowledge in favor of feelings and dispositions. Such efforts at re-envisioning curriculum will not be easy, nor their shape self-evident, particularly because a hopeful curriculum must reject the overwhelmingly political/national focus of most country's curricula—for it is the nation-state that is responsible for many elements of the crises we face. But in the world we live in today, failing to provide hope means turning our backs on the responsibilities we have as educators.

SUBMISSION 78 Laura Arias-Ferrer

Q1

Contact Information:

Laura Arias-Ferrer
University of Murcia, Spain
larias@um.es

Q2

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

Maria Barry (Dublin City University)
Sebastian Barsch (Köln University)
Esperanza Clares (University of Murcia)
Alejandro Egea (University of Murcia)
Maria Johansson (Karlstad University)
Kostas Kaskikis (University of Western Macedonia)
Christian Mathis (Zürich University of Teacher Education)
Caitriona Ni Cassaithe (Dublin City University)
Kenneth Nordgren (Karlstad University)
Helena Pinto (Agrupamento de Escolas Vale de S. Torcato)
Peter Whelan (Dublin City University)

Q3

Please indicate the conference theme and topic for the proposal:

Public History, Discourse and Culture – Perspectives on The Pas

Q4

Type of Session:

Workshop

Q5

Please provide the title of your proposed paper/session:

LETHE Project. (e-)Learning the invisible history of Europe through material culture

Q6

Keywords (up to ten key words)

hidden histories, inclusion, agency, intercultural history, historical enquiry, object-based learning

Q7

Abstract: of between 200 and 300 words

The silencing and exclusion of the histories of those such as women, LGBTQ+ communities, children, the disabled, migrants, indigenous peoples and ethnic minorities, has left students with a story of the past that is filled with gaps (UNESCO, 2020). Addressing these gaps is of utmost importance, particularly when school history only represents some of the pupils who are taught it (Kavanagh & Ní Cassaithe, 2022). Uncovering and giving voice to these histories can lead students towards new knowledge and intercultural understandings of the past as well as a deeper appreciation of the rich diversity of European society (Nordgren & Johansson, 2015). The LETHE Project is an innovative Erasmus Plus project that aims to make visible the hidden histories that have been omitted from school curricula across Europe and develop research-informed ways in which they can be used in European classrooms. The project name, LETHE, comes from Greek mythology. Lethe was the name of one of the rivers of the underworld of Hades. It was known as 'The River of Oblivion' because those who drank from its waters forgot the past (Grimal, 1981).

The LETHE project brings researchers from 10 institutions across 8 European countries together to develop both the materials and strategies to enable students to recover hidden histories. The final products of this project will be a collection of objects and stories aimed at primary and secondary history students, a Teachers' Toolkit to guide teachers and the development of a Virtual Learning Environment (VLE) for students and teachers to share the hidden stories of their own communities. In this interactive workshop, the LETHE team will ask participants to reflect on the hidden stories specific to their own context. Participants will then engage with some of the LETHE hidden stories and activities, drawing on the principles of object-based learning (Egea et al., 2018; Johansson, 2019) and historical enquiry (Waldron et al. 2021).

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