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HEIRNET CONFERENCE ABSTRACTS



***Abstracts organised by number/code**

Student teacher perceptions of history education: a comparison of primary and secondary perspectives

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Abstract

This work considers thinking about the purpose of history education at the start of primary and secondary Initial Teacher Education (ITE) post-graduate courses. In aiming to identify similarities and differences between the thinking of primary and secondary student teachers (STs) it hopes to encourage dialogue to develop STs' thinking.

It investigated:

- How do primary and secondary student teachers view history education and its purpose?
- How do their perceptions of the purpose of history education coincide/differ?

Chapman, Burn, and Kitson (2018), considered secondary STs' perceptions of the purpose of history education. This study builds on this through comparing primary and secondary ST thinking. It supports wider discourse relating to the starting points of STs entering an ITE course (Burn et al 2003; Flores & Day 2006). It may develop discussion about the importance of subject-specific input about purpose at the start of ITE courses.

The findings are drawn from an exploratory study. Qualitative data was collected from a questionnaire containing Likert scale questions and a ranking activity relating to statements about history education's purpose. Data was analysed to identify key themes.

Despite a move towards a 'knowledge rich' curriculum in England, the study revealed that STs, from both age phases, believe that history's purpose and value derived from its ability to help individuals understand different perspectives and to make sense of the present. The findings may foreground relevance as a potential means to motivate learners.

References:

Burn, K., Hagger, H., Mutton, T. and Everton, T. (2003) The complex development of student-teachers' thinking, *Teachers and Training*, 9:4, pp. 309-331

Chapman, A., Burn, K., Kitson, A. (2018) What is school history for? British student-teacher perspectives. [online] *Arbor* 194(788)

Flores, M. and Day, C. (2006) Contexts which shape and reshape new teachers' identities: a multi-perspective study, *Teaching and Teacher Education*, 22, 219-232

Dealing with traumatic memory on a local scale. Refugees' memory and Public History in Greece.

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Abstract

This announcement will attempt to present traumatic memory and its management in relation to the refugee issue of the early 20th century in Greece, its impact on Public History, through the aspect of cultural and collective memory. We are referring to the persecutions and massacres of the Pontian Greeks in Asia Minor (Ottoman Empire) in the context of national rivalries and their forced displacement to Greece. We will use the monument for the Pontian refugees in the city of Kavala (Northern Greece) to investigate the traumatic refugee memory and its public management.

The monument, known as the "Akritas/Frontier Warrior of Pontus"(1998), consists of a full-length bronze statue of a man, wearing Pontian clothing and holding a spear and a sickle, flanked by two relief surfaces with depictions of war on one side and a march of civilian refugees on the other. It is a narrative of collective trauma that represents national subjects as agents of creativity, endurance, heroism but also victimization.

Approaching the function of traumatic memory through this monument, we examine the role of commemorative/national ceremonies/ anniversaries as well as public discourse, official and unofficial, which attempts to process the trauma, in -mainly- emotional terms, making rational and historical management difficult of.

The methodological tools of archival research, field research that contributed to the identification and description of the monument, its photographic capture, its function in the public space, as well as critical discourse analysis were used.

1. Paul Williams, "The Personalization of Loss in Memorial Museums" : James B. Gardner-Paula Hamilton, *The Oxford Handbook of Public History*, New York: OUP, 2017.
2. Jan Assmann, *Cultural memory. Writing, memory and political identity in early advanced civilizations*, trans. D. Panayiotopoulos, Heraklion: UPC, 2017.
3. Louis Cohen, Lawrence Manion, Keith Morrisson, *Research Methods in Education*, London-New York : Routledge, 2007.

How to develop a diverse curriculum. A model which supports cross-phase curriculum and policy development in schools.

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Abstract

This paper addresses the opportunities and challenges of diversifying the English History National Curriculum within primary and secondary schools. It considers teachers' concerns from both phases when tasked with developing new curriculum and policy, inclusive of multiple perspectives. Ever since the 1970s, politicised debates have raged over the teaching of history, which have been dubbed the 'history wars' (Watson, 2020). These debates continue to impact primary and secondary teachers' choices of history curriculum foci to this day. Our research aimed to discover history teachers' understanding of how to develop diversity within their history curricula and to discuss the possible pitfalls of their decision making. We set out to answer the following questions, 1) How do history teachers and subject leads understand the concept of diversification within the History curriculum? 2) How are schools approaching the diversification of their history curriculum? We carried out this project collaboratively with ten history teachers and subject leads from four primary and three secondary schools in Kent, south-east England.

We will be sharing the School Diversification model we have developed to support the process of diversification within both primary and secondary contexts. We recommend that this is best achieved via positive, cross-phase collaboration and the development of stronger disciplinary knowledge, within the confines of the current English National Curriculum.

Watson, M., (2020). Michael Gove's war on professional historical expertise: conservative curriculum reform, extreme Whig history and the place of imperial heroes in modern multicultural Britain. *British Politics*, 15, pp.271-290. <https://doi.org/10.1057/s41293-019-00118-3>

Ongoing War, Faith, and Gender: Jewish Israeli Adolescents Engage Ethically with the Nakba

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Abstract

This paper presents preliminary findings from a study exploring how the ongoing Israel-Gaza War influences Jewish Israeli adolescents' historical ethical judgments (HEJ) about the Israeli-Palestinian conflict (Gibson et al. 2022). Utilizing a unique database, this research examines the historical consciousness of graduates from Israel's education systems as of September 2023 and February 2024. It uncovers a nuanced portrait of teenagers' historical understanding of post-K-12 education and its evolution following the events of October 7 and the Israel-Gaza War.

The presentation will focus on how these adolescents ethically engage with the Nakba ("the catastrophe" in Arabic), the most contentious historical event within Israel's history education (Goldberg, 2017; Naveh, 2017). Findings reveal significant differences in HEJ between graduates from the secular State Education and the State Religious Education. Additionally, it indicates that gender plays a crucial role in shaping the complexity of the adolescents' ethical stances, either by promoting nuanced positions or by leading to a reluctance to adopt definitive views. The study also identifies key shifts in all participants' HEJ, triggered by October 7 and the Israel-Gaza War.

The results underscore the profound impact of identity factors on teenagers' HEJ. Furthermore, this research highlights how contemporary conflicts dramatically influence youths' historical understandings. As a unique case study of HEJ amid ongoing violence, this study proposes several innovative hypotheses regarding the interplay between historical thinking abilities and gender and social identities.

Gibson, L., Milligan, A., & Peck, C. (2022). Addressing the elephant in the room: Ethics as an organising concept in history education. *Historical Encounters*, 9(2), 45–63. <https://doi.org/10.52289/hej9.205>

Goldberg, T. (2017). Between trauma and perpetration: Psychoanalytical and social psychological perspectives on difficult histories in the Israeli context. *Theory & Research in Social Education*, 45(3), 349–377. <https://doi.org/10.1080/00933104.2016.1270866>

Naveh, E. (2017). Past in turmoil—Debates over historical issues in Israel. Mofet. [Hebrew]

Constructing, reconstructing, or de-constructing history? A Critical Reflection on the Prospective History Teacher Curriculum in Indonesia

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Abstract

Developing a curriculum for prospective history teachers in Indonesia can be challenging due to limited theoretical research and the peripheral position in the global epistemic community. This paper presents a critical reflection on Indonesia's prospective history teacher curriculum and extends the present terrain by proposing an advanced framework for history teacher preparation. Three main questions are addressed: How does the curriculum of Indonesian higher education prepare students to become history teachers? How does the curriculum shape the epistemic cognition in history of prospective history teachers? What is the proposed framework to improve the pedagogical knowledge and skills of prospective history teachers? The curricula and epistemic beliefs of prospective history teachers of the five most influential universities that offer history teacher programs in Indonesia are analyzed.

The curriculum aims to equip prospective history teachers to teach history on the constructive/reconstructive approach based on the mastery of historical content and pedagogical competencies. However, the construct concepts of historical learning have less attention in the curriculum. It influences the epistemological beliefs of prospective teachers to be empiricist historians who believe that history corresponds to reality through the mechanism of referentiality and inference. Due to a lack of understanding of construct concepts, prospective teachers may face difficulties in the classroom when they deal with multi-representation and multi-perspectivity as well as making meaning of history.

Following the idea of de-constructing history (Hasberg 2023), I propose a framework for prospective history teacher preparation by emphasizing the modeling of the epistemic foundation of prospective history teachers and the installment of historiographic gaze (Parkes, 2022) as teacher mental models. The challenges and benefits of history teacher preparation based on a deconstructive framework will be explained. Furthermore, an alternative insight for global discussion of history teacher preparation will also be discussed based on the Indonesian point of view.

Highlighting Humanity in History's Horrors: Visual Literacy to Teach the Holocaust

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Abstract

Humanity was in danger during the period of the Holocaust. During a 2019 lecture, renowned Holocaust historian and scholar, Yehuda Bauer posed this thought, "The horror of the Holocaust is not that it deviated from human norms; the horror is that it didn't" (Sarhi, 2019). Teachers have a responsibility to guide students into and out of this emotionally charged subject matter, sourcing and curating materials that facilitate meaningful engagement without causing shock or distress. This presentation aims to share practical approaches to teaching and learning about the Holocaust, emphasizing visual literacy tools and practices to engage learners in authentic learning experiences with primary sources that foster deep connections and critical inquiry.

Attendees will learn authentic instructional strategies for incorporating visual primary sources (e.g., photographs, artwork, and multimedia artifacts) into history classrooms while ensuring fidelity to historical accuracy and sensitivity to students' emotional well-being. Specifically, the presentation will highlight the authentic instruction framework (e.g., knowledge construction, disciplined inquiry, and value beyond school) (King et. al, 2009; Manfra & Stoddard, 2008) that can be leveraged to enjoin learners to explore individual stories, artwork, and case studies within historical context, equipping students with transferable skills that extend beyond the classroom.

Additionally, attendees will learn how to support students in wrestling with profound questions including, "What does it mean to be human?" and "How might I bear witness?" throughout the curriculum, anchoring dark periods of history in inquiry and personal reflection.

References:

King, M. B., Newmann, F., & Carmichael, D. (2009). Authentic intellectual work: Common standards for teaching social studies. *Social Education*, 73(1), 43-49.

Manfra, M. M., & Stoddard, J. D. (2008). Powerful and authentic digital media and strategies for teaching about genocide and the Holocaust. *The Social Studies*, 99(6), 260-264.

Sarhi, S. (2019, July 8). *Teaching the Holocaust*. Lecture presented at Yad Vashem Summer Institute in Israel, Jerusalem.

Assessing students' historical thinking skills using inquiry-based pedagogy: a possible progression

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Abstract

The Quebec history program adopts a competency-based approach aimed at nurturing critical historical thinking skills among students (MEQ, 2017). This approach emphasizes the interrogation of historical knowledge, primarily through historical inquiry. However, studies indicate that teachers often struggle to adapt their practices, relying instead on summative assessments focused on memorization of content knowledge (Lanoix and Moisan, 2022). One obstacle to progress is the lack of clear progression models and the challenge of evaluating historical thinking concepts practically.

While scholars like Seixas and Morton (2013) offer theoretical insights into assessing historical thinking, translating theory into practice remains a challenge. Our research addresses this gap by examining how students of different ages engage with historical thinking concepts during inquiry-based learning. We aim to identify criteria for assessing historical thinking and explore how these may evolve with students' age.

Drawing on data from 923 students aged 9 to 16, we analyzed their actions throughout a questionnaire based on historical inquiry. Student, none withstanding their age, had to answer the same questionnaire which was structured around the model of historical inquiry. The analysis of the data gathered enabled us to identify criteria for holistic assessment of historical thinking concepts. Our presentation will outline these criteria for each stage of the inquiry process, considering how they vary across age groups. We'll then discuss practical implications for enhancing inclusive assessment practices in the history classroom.

Lanoix, A. & Moisan, S. (2022). Pensée historique et pratique déclarée d'enseignement. La « mise en œuvre » des représentations sociales des enseignants d'histoire. *Didactique*, 3(2), 32-70. <https://doi.org/10.37571/2022.0202>

Ministère de l'Éducation et de l'Enseignement supérieur. (2017). *Cadre d'évaluation des apprentissages : Histoire du Québec et du Canada. Enseignement secondaire, 2^e cycle, troisième et quatrième secondaire*. Gouvernement du Québec.

Seixas, P. & Morton, T. (2013). *The Big Six: Historical Thinking Concepts*. Nelson Education.

Beyond Swinging a Dead Pedagogical History Cat (not A. Camel): Fostering Meaning, Integration, and Inquiry:– Implementation of Instructional Strategies Matters

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Abstract

Better learning, better implementation, better teaching.

Fostering historical thinking necessitates that teachers proactively implement instructional frameworks and strategies that engage students in relevant cognitive, behavioral, social, and affective processing; that is, history teachers need to engage in pedagogical thinking. These days, one can't swing a dead pedagogical cat without hitting a recommendation for the implementation of a new instructional strategy or vogue learning principle (see Craik, 2021; Yan et al., 2024). The challenge, however, is that implementation matters—simply employing an active learning strategy, inquiry design model approach, or an uninformed acronym-laden teaching technique (UALTT) isn't enough.

As Fordham (2017) points out, history teachers need an understanding of how learning occurs so that they can create effective instructional frameworks for their students. This presentation will build on Fordham's (2017) work, focusing on the essential principles for learning and how these principles can be integrated into the implementation of instructional strategies. For example, how does knowing and understanding learning principles impact the development of sophisticated and systematic instruction designed to foster historical literacy work in the face of students who think every source is biased? If we don't want students to end their inquiry by tossing any attempt at source work onto the biased scrap heap, how can cognitive science inform the way teachers guide students in making meaningful interactions with sources leading to evidence-based claims.

Ultimately, we can breathe life back into the pedagogical historical cat through the incorporation and implementation of key principles in the cognitive sciences to lean on and target the teaching of historical thinking.

References

Craik, F. (2021). *Remembering*. Oxford.

Fordham, M. (2017). Thinking makes it so: Cognitive psychology and history teaching. *Teaching History*, 166, 37-42.

Yan, V., Sana, F., & Carvalho, P. (2024). No simple solutions to complex problems. *Policy Insights Behavioral and Brain Sciences*, 11(1), 59-66.

HISTOLAB Toolkit for History Classes: Debunking Fake News and Fostering Critical Thinking

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Abstract

This toolkit was developed by HISTOLAB Joint Project of the European Union and the Council of Europe, in cooperation with University of Murcia. The internet and mass media allow an easy access to a vast amount of information. At the same time, this phenomenon has also allowed the increase of disinformation, manipulation, fake news and propaganda disguised as objective or factual analysis. The Toolkit for history classes consists of 11 meticulously crafted activities designed specifically for secondary history teachers. They aim to equip students with the necessary skills to evaluate the reliability of historical sources and effectively combat misinformation.

Selected secondary school teachers in Spain underwent a training course in November – December 2023 enabling them to understand the the toolkit and its methodologies. Subsequently, over 200 students participated in the activities, following a structured approach that promotes historical consciousness and critical analysis. We have evaluated the learning outputs with these 200 students.

Using a methodology inspired by Canadian history didactics specialist Catherine Duquette, students are guided through three steps:

- Answering open questions about a contemporary issue (racism, gender prejudices, sexual diversity, propanda in wartime),
- Analyzing historical documents relevant to this (one source with misinformation and other source with stronger evidences), and
- Reassessing the initial issue in light of newfound insights and new historical awareness.

The method aims to bridge the gap between past events and present-day challenges. The toolkit not only enhances students' ability to think historically but also cultivates a deeper understanding of narratives and biases.

The toolkit provides engaging activities centered around historical events, with the aim to analyse through historical sources and multiperspectivity the following topics:

- The boycott to 1936 Berlin Olympic Games
- Brexit

- Slavery
- The great purge (Stalinism)
- Holocaust
- Roma Holocaust
- The Spanish flu
- Suffragism
- Propaganda in war times (2)
- Refugees and migrations

A history education that promotes historical consciousness? Digital technology and history education in Sweden.

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Abstract

Since the beginning of the 21st century, the influx of digital technology in schools and classrooms has been extensive, and digital technology has become an integral part of Swedish schools. This process has largely been driven by policymakers and market actors. As a consequence, the arguments have lacked didactic dimensions. Teachers have become carriers of policy decisions and technological innovations, presented as the future of schooling and teaching.

Despite this, knowledge of how teaching in general, and history teaching in particular, is affected is limited. The effects on educational goals, such as the development of historical knowledge, historical thinking, and historical consciousness, have become marginalized.

This presentation will present preliminary results from an ongoing PhD project. It will focus on preliminary results from two empirical studies: one large-scale study and one observation study, focusing on how digital technology affects the choice of historical content and methods as a consequence of teaching with technology.

Preliminary results indicate that digital technology has only a minor impact on how history is taught, pointing to a solid canonical structure and indicating traditional teaching patterns. Findings also raise questions on how contemporary teaching with technology may affect students' historical thinking and historical consciousness.

The PhD project examines history teaching in Swedish lower secondary schools. The thesis investigates how digital technology affects history teaching and aims to understand the interplay between dimensions of the subject of history and digital technology. Using a modified version of the TPACK framework, alongside analyses of socioeconomic contexts, the ambition is to show a broad picture of contemporary Swedish history teaching.

History and Memory in Museums using Project Zero

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Abstract

The workshop introduces the participants to the pedagogy of Project Zero and provides a hands-on opportunity to try out its different thinking routines in history education with a focus on coming to terms with monuments. After a short interactive overview of the concept of visual thinking, participants will apply thinking routines analysing, interpreting, and deconstructing a number of monuments in Belgium linked to the colonisation of Congo.

By using the colonisation of Congo as a case study, I will also engage in a series of practices that participants could easily apply to their own specific teaching and learning context. I will also incorporate sources from archives, museums, and memorials and discuss together how using thinking routines does not only foster historical learning and active citizenship but also facilitate using spaces other than the school classroom in history education.

Introduction: Interactive presentation of a thinking routine, involving the participants

Thesis presentation: Project Zero's power of visual thinking and thinking routines provide highly engaging teaching and learning instruments for history education inside and outside of the classroom; used to bridge the methodological gap between schools and archives, museums, and memorials, they can serve as a common set of practices to unleash the power of history for active citizenship and democracy.

Hands-on activities: Let's find out about this power by applying thinking routines to investigate, analyse, and interpret museum objects.

Plenary discussion of own learning experiences; opportunities in home setting; needs, motives, and possibilities for further professional development

History education as an (un)equally distributed tool for qualification, socialization and subjectification

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Abstract

History education has the potential to provide individuals with an understanding of past events and processes, and to be a subject that is emancipatory, in the sense that it can provide pupils with increased opportunities to act and influence their own and others' situations (Barton & Levstik, 2004). For these different potentials to be realized, history teaching needs to convey both content knowledge and more complex conceptual and methodological knowledge to the pupils. 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 address this issue of equal access to knowledge. We do this by examining how socio-economic status (SES) affect pupils' performance on a large-scale history test. We have sampled tests (n=101) from pupils in both high- and low - socio economic schools. The responses on items tapping students' proficiency in factual, conceptual, and procedural knowledge have been analysed. The results show that differences in historical proficiency have a strong correlation with SES. The results, and their implications for both pupils and society, are discussed using the three dimensions of education proposed by Gert Biesta (2020), qualification, socialization and subjectification. The discussion builds on the formulation of a tentative framework where factual, conceptual, and procedural knowledge in history education are related to these dimensions.

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Lawrence Erlbaum Associates.

Biesta, G. (2020). Risking ourselves in education: Qualification, socialization, and subjectification revisited. *Educational theory*, 70(1), 89-104.

Powerful knowledge in history education: some theoretical remarks

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Abstract

This paper presents a discussion of powerful knowledge in history education that problematizes the view that disciplinary skills should be stipulated as powerful knowledge essential for students in order to participate in social discourses on history and promote democratic society. Instead, I propose that powerful knowledge in history education first and foremost should engage learners in building identities and empower them through an acquisition of knowledge that enables all students to engage in social discourses on history and to further their place in a pluralistic society. This is argued to be crucial in any democratic society where there is social inequality. Furthermore, history education also needs to build an awareness among learners that any approach to history is contingent on the historical cultural context in which it occurs. Therefore, I argue for a reframing of powerful knowledge history education that engages with the inescapable historicity of our being in the world as afforded by the concept of historical consciousness.

What is the profile of the ideal history teacher according to students (and the teachers)?

Laurie Pageau

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Abstract

Several studies have documented the presence of very different epistemological conceptions of history in Quebec schools. These epistemological postures oppose, among others, a transmissive vision of history to a constructivist perspective (Demers, 2011; Déry, 2016; Duquette, 2020; Éthier et al., 2014; Lanoix, 2015, 2019; Lanoix & Moisan, 2022; Moisan, 2010; Pageau, 2023).

As part of our thesis on the representations of history formed by Secondary 4 students (15-16 years old) preparing to take the ministerial history test, we sought to document, using several tools, the different facets of students' representations of history. One survey question prompted participants to share their views on the ideal qualities of a history teacher. Thematic analysis of the 305 respondents' answers reveals teenagers' expectations of their teachers. The same analysis also highlights the different expectations of the ideal teacher as perceived by students with a more transmissive view of history, as opposed to those who have developed a more constructivist view of learning history.

Additionally, we conducted explanatory interviews with 8 high school history teachers, who were partially responsible for the aforementioned students, asking them about their representations of the task of teaching history.

In this communication, we propose to articulate these teacher and student discourses about history teaching to illuminate the complex epistemological tension in place in Quebec history classrooms.

Duquette, C. (2020). Québec's History of Québec and Canada Ministerial Examination: A Tool to Promote Historical Thinking or a Hurdle to Hinder Its Inclusion? In *The Palgrave Handbook of History and Social Studies Education* (pp. 323-354).

https://doi.org/10.1007/978-3-030-37210-1_13

Moisan, S. (2010). *Fondements épistémologiques et représentation sociales d'enseignants d'histoire du secondaire à l'égard de l'enseignement de l'histoire* [Université de Montréal]. Montréal.

Pageau, L. (2023). *Les représentations sociales des élèves de 4e secondaire au sujet de l'histoire et de l'épreuve unique ministérielle* [Université Laval]. Québec.

<http://hdl.handle.net/20.500.11794/117904>

Future teachers and their perception of the sources of information for their historical knowledge

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Abstract

In times of fake news and misinformation, it is essential to explore society's sources of information. In the teaching of History this need is even greater, due to the frequent use of history to legitimize messages of all kinds. To answer this need, quantitative descriptive research is proposed, with a non-experimental research design that seeks the main objective of analyzing the perception that future educators have about the sources of information that have contributed to their historical knowledge. A questionnaire was applied to 2,315 students with the aim of identifying these sources, and checking if there were differences in their perception regarding gender or course. The results show that history lessons are considered the common place from which the knowledge that future teachers possess comes. Social networks or the environment are also perceived as having a prominent role while works of fiction and, above all, museums, are perceived as less frequent sources of information. Research shows that differences by gender and grade are significant depending on the source of information asked.

Controversial past and social media. Teaching democratic historical memory in Spain

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Abstract

This paper reflects on the teaching of democratic historical memory in Spain to encourage a future debate on how to work on this topic in the classroom to build and strengthen democracy. The aim of this paper is to expose how some students receive the teaching of this democratic past and its possible impact on the creation of a democratic memory among them. It tries to connect the students' perspective with the possible impact of the current Spanish socio-political context on their reception of history teaching.

This political context is manifested, among other aspects, in the contradictory visions of the Second Republic and the Spanish Civil War, as this is one of the historical periods where the confrontation of these opposing visions is most evident. The aim is to show what kind of discourses on the Spanish history young people may be receiving through social media, in this case Twitter/X. As a way of analysing this topic, a relevant event of the Spanish Civil War has been chosen, such as the case of mass shootings in Madrid in the autumn of 1936, better known as the Paracuellos murders.

The political confrontation over controversial periods of the past and the discourses in social media are seen as hindering the spread of a democratic historical memory among young people. This paper connects the process of political polarisation observed in Spain, as well as the relevance of these contradictory visions of the past in it, with the students' previous conceptions in order to understand their reception in the teaching of history. Indeed, this circumstance may make it difficult for pupils to gain access to the history of their country's democratic past, to develop a democratic memory and, in this way, to socialise in the democratic concept of citizenship.

History Education as an Obstacle to Taking Action on Climate Change—and some Alternatives

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Abstract

Most educators would agree that teaching about climate change is an indispensable part of helping students understand the world and take responsibility for the future. Although there are countless programs for this (e.g., Chang, 2022), we must also face how history education contains obstacles to becoming a “Teacher of Life.” Three features of the subject stand in the way: 1) A focus on nations, whereas climate change must be understood at local, global, and regional scales; 2) A chronological focus prioritizing distant eras, whereas many determinants of climate change are recent; 3) An emphasis on origins of contemporary phenomena—although this is important in understanding climate change, it provides little guidance for the future because the clock cannot be rolled back, and learning about such problems can lead students to despair (Stevenson & Peterson, 2016).

As an alternative, this presentation suggests how history can more effectively meet the challenges of preparing students for the present and future: 1) Focusing on environmental change and its consequences at multiple scales, at different times in history, such as the role of drought in the collapse of Mayan and Khmer civilization; 2) Beginning with contemporary issues and tracing their origins through “reverse chronology” (Misco & Paterson, 2009), so that climate change does not become omitted in a quest to cover information from distant times; 3) incorporating both recent and distant historical examples of how humans have taken action to respond to climate change, such as new technologies that enabled the Dutch Republic to thrive during a time of global cooling, or current Indigenous efforts to prevent forest degradation in the Amazon basin.

Chang, C. H. (2022). *Climate change education: Knowing, being, and doing*. (2nd ed.) Routledge.

Misco, T., & Patterson, N. C. (2009). An old fad of great promise: Reverse chronology history teaching in social studies classes. *Journal of Social Studies Research*, 33(1), 71-90.

Stevenson, K., & Peterson, N. (2016). Motivating action through fostering climate change hope and concern and avoiding despair among adolescents. *Sustainability*, 8(1), 6.
<https://doi.org/10.3390/su8010006>

State Histories: Politics of Teaching the Past in the Islamic Republic of Iran

Yasamin Alkhansa

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Abstract

The proposed paper comes at a time when historical revisionism is on the rise. With the recognition of the 'uses and abuses' of history, especially (but not only) in an authoritarian context it offers a nuanced understanding of such attempts through the case study of the Islamic Republic of Iran since its inception in 1979 (Alkhansa, 2018).

The paper demonstrates, how the State, anxiously reconstructs the past to respond to its changing narrative needs and vulnerabilities against a people who continually revisit history and re-tell memories for justice, recognition, and political change, as evident in the movement for Women, Life, Freedom. Focused on school textbooks, it provides a longitudinal analysis of official history through the socio-political transformations. It will show that the power of authoritarian governments to construct and control narratives is vulnerable to internal politics and larger transformations which require the state to revise its account of the past.

Methodologically, it draws on longitudinal mixed methods tools (Erdmann et al. 2011). Embedded in archival ethnographic frameworks (Punathil, 2021), it builds on descriptive statistical data combined with critical discourse analysis to map how the official history has transformed in its material and quantifiable aspects, as well as its content. The paper summarises the main findings from a forthcoming monograph with the same title, published by Palgrave Macmillan, UK, series on Iranian Politics.

References

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Erdmann, Elisabeth, Susanne Popp, Jutta Schumann, and Internationale Gesellschaft für Geschichtsdidaktik, eds. 2011. *Analyzing Textbooks: Methodological Issues Schulbuchanalyse: Fragen Zur Methodologie analyse Des Manuels: Questions Méthodologiques*. Schwalbach am Taunus: Wochenschau-Verl.

Punathil. Salah. 2021. Archival Ethnography and Ethnography of Archiving: Towards an Anthropology of Riot Inquiry Commission Reports in Postcolonial India, *History and Anthropology*, 32:3, 312-330, DOI: [10.1080/02757206.2020.1854750](https://doi.org/10.1080/02757206.2020.1854750)

How do young people *do history*? Student perspectives are undervalued in the making of History curriculum.

Kerri Garrard, Rebecca Cairns

Deakin University, Melbourne, Australia

Abstract

Across the world History curriculum attracts public debate dominated by political rhetoric, often overlooking the valuable perspectives of students as policy actors. This paper reports on a recent study that engaged 292 Australian secondary students in an online survey related to their reasons for choosing History, *or not*, in the post-compulsory years of their schooling. Our previous study indicated lagging national enrolments in post-compulsory History subjects in Australia and we argue student perspectives are an undervalued factor in the making of History curriculum and its capacity to remain relevant in the future. For history educators to ensure the relevance and sustainability of history education, research must problematise how it is valued by the young people who experience it. Findings of our research challenge perceptions in international literature that young people do not value or see history as relevant in their lives. We present key themes related to prevailing discursive conditions such as: popular discourse around the purpose of history, young people's sense of temporality and hope during volatile times, and the extent to which history education provides scope to develop historical consciousness. The research provides impetus for innovating History curriculum policy and education policy more broadly in ways that are more responsive to students' desires to do history in ways that bring connections between the past, present, future, and their own lives.

Ammert N, Edling S, Lofstrom J, et al. (2022) Historical and Moral Consciousness in Education: Learning Ethics for Democratic Citizenship Education. New York, NY: Routledge.

Cairns, R., & Garrard, K. A. (2020). Flatlining? National Enrolment trends in senior secondary History. *Agora, Sungrapho*, 50(3), 1-9.

Flynn, P. H., N. (2021). Student Voice in Curriculum Reform: Whose Voices, Who's Listening? In D. J. Murchan, K. (Eds.) (Ed.), *Curriculum Change within Policy and Practice*. (pp. 43–59). Palgrave.

How can curriculum design work towards addressing challenges to citizenship education posed by post-truth conditions?

David Nally

University of Newcastle, Newcastle, Australia

Abstract

This presentation makes the case for what types of curriculum design will most effectively enable history educators to address the challenges posed by the concept of post-truth. This term has expanded in its application during recent years, being linked with behaviours that are based on emotional reactions rather than reasoning or notions of truth, to becoming a byword for misinformation. This slippery and context-dependent definition has made it problematic for education scholarship to adapt a specific definition for it, and there is significant debate about how educators might adapt their practices in response.

This presentation will be delivered in two sections. The first provides an overview about definitions of post-truth that have been identified, particularly in the past thirty years. It encompasses the focus on the denial of expertise and truth value, that emerged in various forms of radically subjective post-postmodernity during the 1990s. Scholarship arguing along these lines propose that such thinking has its logical conclusion in forms of extremism, such as Holocaust denial and increasing political polarisation in modern societies. What this presentation advocates is a shift from a rigid definition to a series of symptoms which mutate depending on the context. Such conditions position educators as having the unique responsibility of shaping the thinking of future voters, by encouraging learners to actively engage in democratic thinking as a potential antidote.

The second section is intended to provide ideas for how educators might calibrate their curricula in order to address the challenges that are outlined in the context sketches from section one. It will propose values that are linked with democratic thinking and how these might be integrated into curriculum design, to then shape pedagogical choices. It will then sketch how these considerations might look in practice, using an Australian case study to generalise to other contexts.

The Cultural Heritage in Social Studies Education in Primary School: A Project Presentation

Martin Stolare¹, David Ludvigsson², Cecilia Trenter³

¹ Karlstad University, Karlstad, Sweden. ² Linköping University, Linköping, Sweden. ³ Malmö University, Malmö, Sweden

Abstract

In this abstract, we will present the project “To Establish a Sense of Community: The Local Cultural Heritage in Social Studies Education in Primary School”. The project, funded by the Swedish Institute for Educational Research (2024-2026), is currently in a start-up phase.

The local community and its cultural heritage can be valuable resources for teaching history and social studies in primary schools (Harris & Bilton 2019). Cultural heritage might contribute to place attachment (Scannell & Gifford 2010) and the sense of belonging, while cultural heritage at the same time might be controversial due to the historical connotations to nationalism. Swedish primary teachers have reported that they use cultural heritage in their teaching, but they feel they do not use it to the extent they would like (Stolare, Ludvigsson & Trenter 2021). So, in relation to existing teaching practices in primary school and the potential that may exist for pupils' historical learning to meet the past in different ways, the project *aims to develop a didactic model where visits to cultural heritage and historical sites in the local community become an integral part of social studies education.*

The project's empirical basis will consist of two research circles with in-service primary teachers. Within the framework of these circles, teachers and researchers will jointly develop lesson plans and exercises that the teachers will test in their classrooms.

The presentation deepens the project's theoretical and methodological foundations. We recognize the opportunity to gather feedback on the project's direction and structure in its early stages.

Harris, R., & Bilton, H. (2019). Learning about the Past: Exploring the Opportunities and Challenges of Using an Outdoor Learning Approach. *Cambridge Journal of Education*, 49(1), 69–91.

Stolare, M., Ludvigsson, D., & Trenter, C. (2021). The educational power of heritage sites. *History Education Research Journal (HERJ)*, 18(2), 264–279.

Environmental and History Education in the Era of Industrial Revolution: Connections for Understanding and Mitigating Climate Change

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Abstract

Between propositions of a transition from the Holocene to the Anthropocene geological period; between the abandonment of the "old distinction" between natural History (Chakrabarty, 2009) and human History and between a generation with an increasingly significant awareness of agency, this debate seems to be vital in the present for the future. History Education can be a bridge between this very divisive topic and a historical reality that allows for a profound and critically sustained interpretation that can lead to courses of action. With this in mind, and within the scope of a qualitative, descriptive and interpretative study carried out in Portugal, involving a total of 75 students with an average age of 13, it was proposed to rethink the Industrial Revolution, taking into account its consequent influence on the global environmental panorama in different time segments, in a search for a meaningful historical understanding and construction that would enable the development of historical thinking that would contribute to the complexification of their Historical Consciousness (Korber, 2011). This research study sought to explore the degree of humanity's collective and individual agency in the face of our boiling world, as well as to assess how students' thinking and Historical Awareness (Nordgren, 2014) developed through the intersection of these themes proposed in paper and pencil tasks using various historical sources. It was observed that at an early stage, stereotypical descriptive ideas of inevitability predominated, and towards the end, some students' ideas seem to have become more sophisticated in line with explanations in causal networks using historical evidence and multiple dimensions of the realities under study in different time segments.

Exploring History Education through Heritage

Sebastian Barsch¹, Niklas Ammert², Albert Logtenberg³, Guido van Hees⁴

¹University of Cologne, Germany. ²Linnaeus University, Kalmar, Sweden. ³Leiden University, Netherlands, Amsterdam, Netherlands. ⁴De Werkplaats Kindergemeenschap, Netherlands.

Abstract

In this session, we will present the results of an international course tailored for history student teachers. This initiative was collaboratively designed, executed, and evaluated by history educators from Germany, Sweden and the Netherlands. The primary objectives of the course were to gain insights into each other's history curricula and pedagogical approaches, enhance skills in crafting and assessing lessons that incorporate national and European heritage, and explore avenues for international cooperation in history education while engaging with multiple perspectives.

This Erasmus Plus Blended Intensive Program (BIP) spanned a semester, comprising online sessions and a week-long university and site visits. Students collaborated on lesson planning, visited educational institutions and museums, and put their lessons into practice or collected feedback. The program concluded with a reflective assessment of the outcomes.

Participants were 32 history teacher education students from the Netherlands, Sweden, Germany, Spain, and Ukraine, showcasing a diverse range of ages and experience levels. Throughout the course, discussions centered around practical, ethical, and inclusive aspects of history education, supplemented by design guidelines for heritage-based teaching (Logtenberg et al. ,2024). We collected students' lesson materials and reflections and employed a questionnaire to assess the learning outcomes of this international collaboration.

In teams, students crafted lessons on topics such as WWI, WWII, the European borders, contested heritage, and Viking culture. In our session, we will share our experiences, analysis of the lessons and the learning outcomes that the student teachers reported. Participants highlighted their enriched understanding gained from exposure to diverse (international) perspectives, insights into student-centered education, and the integration of heritage and ethical and moral perspectives.

Lastly, some of our participating educators will showcase their lesson concepts, demonstrating how they incorporated the outlined design principles and embraced various perspectives—be it moral, inclusive, or heritage-focused—in their history lesson tasks.

<https://www.euniwell.eu/news-events/article/discussing-history-education-through-heritage-how-to-deal-with-moral-perspectives-in-secondary-education>

Exploring subject leaders' perceptions of their agency to determine the Key Stage 1 history curriculum in England

Helen Crawford

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Abstract

This paper, based on doctoral research, explores subject leaders' perceptions of their agency to determine the history curriculum for pupils aged 5-7 years. In England, there is currently an increased focus by the school inspectorate upon the wider curriculum. During high stakes school inspections, individual subject leaders are expected to provide a justification for their content selection, content sequencing and overall curriculum design (Ofsted, 2019). The Key Stage 1 curriculum, however, lacks prescription and offers only limited guidance to those responsible for curriculum decision-making.

Semi-structured interviews were conducted with five primary subject leaders who had been awarded the Historical Association Quality Mark award for history. The research findings were broadly situated within the ecological approach to teacher agency (Biesta, Priestly & Robinson, 2015), and therefore premised on a view that teacher agency is not static in relation to school structures. The first theme to emerge was how past experiences had shaped subject leaders' views and behaviours towards their role. The second theme to emerge was subject leaders' use of CPD as a form of leverage to both improve and prove the quality of their curriculum. The third theme to emerge was curriculum decision-making as a collegiate activity, influenced by both the cultural and structural norms of primary school contexts. However, the complexity of primary contexts, where a member of staff may be a senior leader, a subject leader and a class teacher simultaneously, meant that it was difficult to attribute the capacity to be agentic solely to the formal, positional role of history subject leader.

The paper concludes by recommending the importance of developing subject leader expertise of primary history as means to develop their agency as curriculum decision-makers and by highlighting the need for further research to explore how curriculum decision-making operates within complex primary school settings.

History on stage: Documentary theatre and the teaching of Modern History

Anastasia Merkouri

Michael Cacoyannis Foundation, Athens, Greece. Athens College, Athens, Greece

Abstract

Main points

The project “Teenagers’ view” at the Michael Cacoyannis Foundation has systematically implemented the teaching of Modern History through documentary theatre (non-typical education). It aims at inspiring pupils to investigate the “grey” areas of history, at understanding how history becomes a part of contemporary reality. Theatre/Drama encourages a hands-on approach of controversial historical and social issues and its theatrical representation.

Research methodology

- Statement of inquiry discussion (related to contemporary reality).
- Group discussions on several topics (group-based cooperative learning).
- Research material and tools (books, articles, digital archives, interviews, podcasts etc.).
- Experts’ talks about subjects of special interest.
- Interviews and testimonies (oral history, family history, experts’ opinion).
- Material from public history: pictures, films, music, everyday life etc.
- Group discussion on the presentation and the dramaturgy of the play.
- Creative writing and documentation.
- Play staging (rehearsals and presentation).
- Round table discussion

Evidential basis - Performances

- **ISIS terrorism** (2016-2017): How does the community deal with trauma?
- **Europe and the Cold War** (2017-2018): Has the Cold War ended?
- **Bicentenary of the Greek Revolution** (2020-2021): What are the historical truths that are hidden from pupils in History textbooks?

- **Environment and Social Justice (2021-2022):** Vulnerable groups suffer more because of the climate crisis. Is it possible to protect them and rescue environment?
- **Lessons in 3rd Greek Democracy (2022-2023):** Were the expectations of the 3rd Greek Democracy fulfilled, ignored, or refuted?

Conclusion

Documentary theatre implementation refreshes the ways of addressing history matters in a personal way and of making theatre of one's own. It combines History teaching, research, collective creation, community participation, and critical thinking.

Forsyth, A., Megson, C. (Eds.) (2009), *Get Real, Documentary Theatre Past and Present*, New York: Palgrave MacMillan.

Cantrell, T. (2013), *Acting in Documentary Theatre*, New York: Palgrave MacMillan.

Βερβεροπούλου, Ζ. (2023). *Το σύγχρονο θέατρο του πραγματικού*. Αθήνα: Εκδόσεις Παπαζήση (in Greek)

The Search for Identity and DNA Testing in Family History Investigations.

Emma Shaw, Debra Donnelly

University of Newcastle, Newcastle, Australia

Abstract

Family history researchers commonly include DNA testing to augment traditional historical research methodologies. This scientific avenue of investigation is used to validate and challenge established narratives and can offer new insights that enrich and enhance understandings of origins and the historical landscapes that have buffed ancestors. Family history researchers as a cohort are already searching for their historical connections and identities (Shaw, 2020) and DNA testing produces profiles that quantify the complex biological make-up of contemporary humans and individualises scientific evidence of biological antecedents and determinants. This project viewed this sense of attachment and belonging on three levels: the individual, national and global identities. Recent research has confirmed DNA results can impact on individual's sense of self (Stallard & De Groot, 2020; Blom, 2022), but there has been limited focus on DNA testing in relation to national and global identity. National identity is the collective identity of a country's citizens, encompassing their connection to their country's historical and cultural traditions. DNA testing can provide another perspective, highlighting the complexities of geographic geneses and calling into question simple affiliations to the nation. Broadening to a global perspective, it is argued that DNA testing has implications for aligning the self with the flow of human history. This presentation reports on a large-scale international survey (n=1016) that investigated family history researchers' individual, national, and global identities, and explored if these were altered by DNA findings. The research concluded that DNA testing can be a powerful catalyst for shifting investigative focus to encompass a global familial identity.

Australian perspectives on decolonising history education

Rebecca Cairns

Deakin, Geelong, Australia

Abstract

For many history educators around the world, contemplating how the past might teach us lessons for the future is bound up with the imperative to decolonise history education. *How are the enduring effects of violent colonial pasts lived out in the present and shaping the future? How might truth-telling about these pasts shape decolonial futures? Can and how could we stop the racism of the past and present continuing in the future? How do history educators grapple with these questions in the classroom?* These are especially urgent questions in settler-colonial societies, like Australia, where we continue to live the effects of colonialism and First Nations Peoples continue to call for Voice, Treaty, Truth. An important dimension of decolonising and truth-telling processes concerns the ways we respect, learn and teach about over 60,000 years of First Nations history and culture, alongside the last two and half centuries of post-invasion history. As a non-indigenous person and history educator living on unceded lands, it is incumbent on me to listen to and respond to First Nations Peoples proposals for transforming how we do history education. Being the lead editor of the edited collection, [*Decolonising History Education: Fresh Perspectives From Beyond The 'History Wars'*](#) (Cairns, Fricker & Weuffen, in press), has challenged me to reflect on and articulate the sort of work educators–myself included– need to do to put decolonising strategies into practice in early childhood, primary and secondary school classrooms. In this paper I will share some key themes and research-based strategies that are identified across the collection. Although the decolonising of history education is specific to who we are and where we are located, this paper aims to open a conversation with educators and researchers in other contexts.

History of history education in Portugal (some contributions)

Mariana Lagarto

CITCEM, FLUP, Porto, Portugal

Abstract

The history of history education in Portugal is interlinked with Isabel Barca's efforts to enhance the discussion about the relationship between history, history epistemology and situated cognition. Portuguese research about teachers and students' historical thinking and historical consciousness (intertwining the Anglo-Saxon paradigm with Rösen's disciplinary matrix) started at the University of Minho with an academic master degree (1999-2012) and the *HiCon* projects (2003-11) coordinated by Barca.

To update history education knowledge in Portugal Barca created in 2001 the *Jornadas* (Journeys), which have crossed Ibero-American borders and gather, until today, national and international researchers. Along the time other academic bridges were built, both national and international.

History education and Rösen's perspective of historical consciousness are important references in Portuguese History *curricula* since 2001 – apart 2011-15 when there was a political right-wing shift.

Since the beginning Barca and Portuguese history education researchers were engaged in fostering changes in school practices and they were involved in teachers' professional development and go on striving to maintain dialogues with school teachers and Portuguese universities, namely those with responsibilities in teachers' initial training.

The methodological options consisted of a literature review and brief interviews to check information with Portuguese history educationalists.

Barca, I. (2019) 'History education research in Portugal: methodological options'. *Educar em Revista*, 35 (74), 109-126. <https://doi.org/10.1590/0104-4060.64403>.

Gago, M. and Magalhães, O. (2009) 'Crossing voices: History seen by Portuguese teachers'. *Journal of Historical Learning, Teaching and Research*, 1 (8), 140-149

Lagarto, M. (2019) 'Profiles of teaching and learning moments in history classroom'. *History Education Research Journal*, 16 (1), 127–38.

Pinto, H. (2013) 'Constructing historical thinking and inclusive identities: Analysis of heritage education activities' *International Journal of Historical Learning, Teaching and Research*, 12 (1), 121–36.

Bringing the statue into the classroom. Teaching and learning uses of history. Case Study in Upper Secondary School in Sweden.

Jenne Fröding Reyes

Karlstad university, Karlstad, Sweden

Abstract

Since 2011, in Sweden it's compulsory for history teachers to teach and assess their students on the uses of history. However, there is little research on how teachers work or may work with uses of history in the classroom. Moreover, there is an ongoing conversation among scholars on the making history teaching meaningful and relevant to the students to orientate in present society. The presentation discusses the results, of my doctoral thesis, particularly about teaching uses of history.

The research design entails an instrumental case study and some aspects of an intervention study. The data was collected through teacher and group interviews with students, classroom's observations, group discussions during the lessons, teaching and students' material. The data analysis was aided by the theories of didactical contract, the narrative competence and historical culture. [1] The results suggest a need of teacher-guided instruction when students work with historical sources posing an unexpected and new perspective that is not in line with student's previous knowledge or worldview.

[1] Brousseau, G. (2007). *Iniciación al estudio de la teoría de las situaciones didácticas/Introduction to study the theory of didactic situations: Didactico/Didactic to Algebra Study* (Vol. 7). Libros del Zorzal. , Rüsen, J. (2005). Narrative Competence

The Ontogeny of Historical and Moral Consciousness. In *History* (1 ed., pp. 21-40). Berghahn Books. <https://doi.org/10.2307/j.ctt1x76fc2.7>

Exploring how students use and experience ChatGPT in the history classroom: The case of Norwegian 13th graders working on causes and consequences

David Wagner, Ajla Campara

University of Stavanger, Stavanger, Norway

Abstract

In Norway, as in other countries, artificial intelligence (AI) has rapidly permeated the public sphere and educational institutions, becoming a common tool employed by students (NOKUT, 2024). Many schools are grappling with the question of which policies to adopt in this regard, as the potential of AI appears both vast and largely unexplored, akin to the emergence of the internet in the 1990s. Nevertheless, there exists a dearth of understanding regarding how students utilize AI in the history classroom. Few studies have been dedicated to investigating the use of AI (Mollick & Mollick, 2023), even fewer focusing on its potential for history education (Tirado-Olivares et al., 2023). The objective of this article is to modestly address this gap by presenting the findings of a study conducted among VG3 students concerning their utilization of ChatGPT 3.5 to compose an assignment on the causes and consequences of a historical phenomenon. To assess their usage and experiences with ChatGPT, we gathered a corpus of empirical data: a pre- and post-questionnaire regarding their self-ability and interest in history; two equivalent assignments, one completed without ChatGPT and the other with ChatGPT; logs and reflective notes; and individual interviews with selected students. (Work in progress – we are still exploiting the results of this study)

Mollick, E., & Mollick, L. (2023). *Assigning AI: Seven approaches for students, with prompts*.
<https://arxiv.org/ftp/arxiv/papers/2306/2306.10052.pdf>

NOKUT. (2024). *Studiebarometeret 2023 - Hovedtendenser*.
https://www.nokut.no/globalassets/studiebarometeret/2024/hoyere-utdanning/studiebarometeret-2023_hovedtendenser_4-2024.pdf

Tirado-Olivares, S., Navío-Inglés, M., O'Connor-Jiménez, P., & Cózar-Gutiérrez, R. (2023). From Human to Machine: Investigating the Effectiveness of the Conversational AI ChatGPT in Historical Thinking. *Education Sciences*, 13(8), 803.
<https://doi.org/https://doi.org/10.3390/educsci13080803>

Showcasing Testimony at the Sydney Jewish Museum: Repackaging the Past in the Digital Age.

Debra Donnelly, Emma Shaw

University of Newcastle, Newcastle, Australia

Abstract

Testimony in Holocaust remembrance is crucial for preserving history, personalizing the tragedy, educating future generations, countering denial, promoting reflection and inspiring action against intolerance and injustice. Holocaust museums around the world are confronting the changes of preserving memories and stories of survivors who are aging and their numbers dwindle. This paper examines one museum's response to this situation in Sydney Australia in an interactive exhibition titled *Reverberations: An AI Powered Exhibition*. This temporary exhibition uses AI technologies to preserve the eye-witness accounts of Holocaust survivors and allows the audience to interact with the survivors as they answer questions in real time. Further, visitors experience a thought-provoking multi-media display which uses original photographs and survivor testimony and reflections to explore the aftermath of atrocities and the big questions of justice, revenge and forgiveness. Using a model and coding protocol developed by the authors (Donnelly & Shaw, 2020), this paper quantifies the exhibition experience and allows it to be analysed for meta-historical skills and concepts, the juncture between the past and the present as well as elements related to the theatrical form of the museum. Using this original and innovative approach, the paper seeks to gauge the impact of the interplay between history and technology on the contemporary audience.

Unveiling the Complexities of Decision-Making Process among History Teachers in the UK

Nazmiye Og, Arthur Chapman

University College London, London, United Kingdom

Abstract

This conference paper presents the intricate factors influencing decision-making processes among history teachers in planning and implementing curriculum within contemporary secondary school classrooms in England. Integral to my doctoral research on historical progression in secondary education (particularly Years 7-9), this study meticulously scrutinises the nuanced dynamics guiding teachers' decisions. The research was conducted in four diverse London-based secondary schools and it involved semi-structured interviews and analysis of departmental documents, followed by thematic analysis.

The findings unveil a spectrum of influential factors are categorised into six themes: (1) individual teacher beliefs and experiences, (2) institutional curriculum philosophies and approaches, (3) accountability mechanisms encompassing both internal and external frameworks such as national examinations and inspections, (4) student needs and interests, (5) community demands, and (6) pervasive impacts of the COVID-19 pandemic. Each school showcases a distinct approach, characterised by nuanced differences. While some departments prioritises knowledge-rich curriculum (Hirsch, 1983) and teacher-led instruction in accordance with school policy which adhere to the National Curriculum (DfE, 2013), another emphasises student-centred approaches (Muijs and Reynolds, 2012), including group work and interactive teaching. However, certain categories, such as student interest and community demands, were not commonly prioritised across all departments.

This research not only fills a noticeable gap in empirical studies on history education but also makes a significant contribution to the broader educational discourse, particularly in curriculum decisions and accountability. Offering a substantial insight into school-based research, this study underscores the importance of informed decision-making in shaping the future trajectory of historical education practices, with discernible implications for educational practice, policy formulation, and theoretical frameworks.

References

Department for Education. (2013). *History Programmes of study for Key Stages 1-3*. Reference: DFE-00194-2013.

Hirsch, E. D. (1983). Cultural Literacy. *THE AMERICAN SCHOLAR*, 52(2), 159–169.

Muijs, D. (2017). *Effective teaching: Evidence and practice* (4th edition.). SAGE Publications.

Re-constructing the agentivity of actors from the past to bring about a desirable future: a case study of two teaching sequences (*indiennes* factories in Switzerland and environmental consequences of Chernobyl)

Diane Hartmann, Stéphanie Dubosson

HEP, Lausanne, Switzerland

Abstract

Our paper will present two teaching sequences aimed at pupils (age 13-15), which are questioning the agentivity of actors of the past. By agentivity, we mean the ability of individuals to act freely, making their own choices (Kennedy, 2018). The first sequence looks at the links between industrialisation in Switzerland and colonisation in the 19th century. The second focuses on the environmental consequences of the Chernobyl disaster for the population. These two themes, although at first sight remote, allow us to question a linear and chrono-causal understanding of history (Doussot, 2017). Indeed, we postulate that such a conception influences the perception of the agentivity of historical actors, who seem to be perceived by pupils as suffering the consequences of history. This teleological inference (Audigier, 2021) helps to construct a de-problematized history at school. The two sequences investigate the decision-making, action and/or adaptation possibilities of people who have experienced events that have had a lasting impact on their environment. The themes chosen do not provide an immediate insight into agentivity. This didactic choice will make it possible to work on the agentivity of the pupils so that they can seize their power of action with a view to a future that is desirable to them.

To support our research, two student questionnaires (ante and post the sequences) will enable us to analyze the way in which the perception of agentivity is modified thanks to our sequences.

Audigier, F. (2021). « Quelques orientations pour l'enseignement de l'histoire de l'environnement », in *Didactica Historica*, 7, p. 51-57.

<https://doi.org/10.33055/DIDACTICAHISTORICA.2021.007.01.51>

Doussot, S. (2017). « Modélisation des problématisations historiques en classe et chez les historiens », *Recherches en éducation*, 29. <https://doi.org/10.4000/ree.2917>

Kennedy, G. (2018). Environmental History and the Concept of Agency: Improving Understanding of Local Conditions and Adaptations to Climate Change in Seven Coastal Communities, in *Global Environment*, 11, p. 405-433. [10.3197/ge.2018.110209](https://doi.org/10.3197/ge.2018.110209)

An Investigation on the role of school History in students' perceptions of National Identity.

Anastasia Papanastasiou

University of Sussex, Brighton, United Kingdom

Abstract

The research aims to identify whether the teaching of History impacts on students' perceptions of national identity. It is obvious that a person's perception of national identity is the result of a multitude of factors, such as family influence, the media and popular culture, however, the focus of this research will be on the formal teaching of history in secondary state schools as a significant casual factor. Consequently, the purpose of the research is to gain some insight into whether and to what extent the teaching of history affects the way in which national identity is being conceptualised by the people directly involved in it.

The research was conducted in four stages and included participants from 3 comprehensive secondary schools in England and 3 in Greece. Initially the researcher studied schemes of work and (national) curricula as well as other policy documents to allow for context comprehension and then conducted interviews with 2 History teachers from each school; this was then followed by the distribution of an online questionnaire to some of their classes. The teacher interviews consisted of open- ended questions, while the student questionnaires included both open- ended and closed questions, as well as Likert scale questions and questions focusing on key terms. The final stage of the research involved an interview with a History Educator from each country, involved in ITE, for an added layer of context.

Comparing the student responses to the teacher ones within the clearly defined research context, it can be concluded that History taught in school does to an extent play a part in the students' national identity; however, the differences in curricula and teaching practices between the 2 countries are visible in the data and bring about some interesting comparisons.

Remembering the First World War: Near and Far

Cynthia Wallace-Casey

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Abstract

2018 marked the 100th anniversary of the ending of the First World War. This was a significant centenary year for Canadians, as the anniversary sparked a great deal of interest in commemorative activities and programmes around war remembrance.

Since 2018, teaching about the First World War has continued to serve as a central keystone in learning about Canadian identity. Of particular interest to this inquiry is the Canadian War Museum's *Supply Line First World War Discovery Box*, which remains highly sought after by educators across Canada as a useful classroom tool for remembering the First World War. What has made *Supply Line* particularly effective as a classroom resource is the designed use of museum artefacts, reproductions, and images that enable students to seemingly experience war in tactile ways.

In this presentation I will share qualitative findings, gathered over a period of 5 years, regarding the narrative beliefs that underpin how young Canadians (grades 7 to 9) remember the First World War. I would then like to compare these findings with how students in the Flanders region are taught about the First World War. I will also make comparisons against similar inquiries undertaken in New Zealand, Australia, and England.

Drawing from Jörn Rusen's typology of historical consciousness, I will consider how a resource like *Supply Line* might support Historical Thinking and historical empathy. As the "war to end all wars" becomes ever more distant in the collective memory of Canadians, and the prospect of global conflicts become ever more present, understanding how geographical distance and a teaching tool like *Supply Line* may or may not support more complex narrative constructs becomes ever more relevant. Also of paramount interest is how student beliefs might differ between Canada and Belgium.

A (Dis)united Kingdom? An analysis of the presence and portrayal of the ‘Four Nations’ in British history textbooks

Rhonwen Bruce

Edge Hill University, Ormskirk, United Kingdom

Abstract

This paper explores the relationship between school history textbooks and the representation of national history. A Four Nations approach to teaching history continues to be seldom applied in schools due to a variety of issues, including geography, limited subject expertise, a dearth of textbooks, and the absence of a coherent, linear historical narrative free from the influence of national identity. Consequently, Welsh, Scottish and Irish histories are frequently taught and presented in learning resources from a British or English perspective, therefore silencing the diverse histories of the Four Nations. This paper aims to explore whether learning resources utilised in the history classroom appropriately reflects the cultural diversity of the UK. The paper explores what themes and types of histories are present and whether these histories move beyond that of negative interactions and conflict. The History curriculum should be representative and inclusive of all learners and reflect the ways that Britain has been shaped by its interactions within the Four Nations Textbooks will be analysed to explore whether they conceptualise the relationships between the nations and their peoples which in turn are linear, binary and parallel rather than separate. British history is complex and offers an inclusive narratives of coexisting nationalities and ethnicities. The paper investigates the presence of women, working class, Gypsy, Roma and Traveller, LGBTQ+, disability and Black histories from the Four Nations in the narrative of British history in textbooks. Their histories shaped and informed one another and the extent to which they shared a British history should be interrogated rather than assumed.

A Four Nations approach will have a positive impact on prejudice and misunderstanding based on historical distortion, polemic and misrepresented imagery through a more democratic imagining of the British nation through respecting evidence and a critical approach in pursuit of the truth and objectivity.

"Pedagogy of memory and place - how the heritage and history of our Kashubian ancestors can determine our actions today. Learning from someone's biography."

Aleksandra Kurowska-Susdorf

Naval Academy, Gdynia, Poland

Abstract

The historical legacy of our ancestors serves a didactic purpose by imparting valuable insights for both the present and the future. Drawing wisdom from the experiences of our forebears is instrumental in shaping identity, particularly resonating with younger individuals. Utilizing the oral history method proves to be efficacious within the realm of social sciences, particularly at the nexus of memory pedagogy (Demetrio) and local context education (Mendel). This paper aims to elucidate educational strategies that harness oral history – focusing on local recollections of the attitudes held by the regional minority residing in Northern Poland Kashubs living in villages (Pomieczyno and Luzino) during the evacuation of the Nazi concentration camp Stutthof 1945. The narrative portrays the heroism displayed by Kashubian women and children who offered aid to dying prisoners during the camp's evacuation.

Engaging over 300 students, the project facilitated a bottom-up exploration of history through the oral history approach, involving research into the memories of their predecessors and community members. This endeavor entailed learning about historical landmarks and adjacent memorial sites (Nora) in the context of current events, including the conflict in Ukraine. Understanding the historical plight of their forebears acted as a motivating force, prompting present-day Kashubians to extend hospitality to Ukrainian war refugees. By comprehending the motivations and actions of our ancestors, we glean prudent lessons on navigating present challenges in light of historical experiences. This initiative sought to illustrate how the attitudes of past generations can offer solace and fortitude in contemporary circumstances. The objective is to showcase the tools, educational resources, and materials developed through the project "From Generation to Generation: Passing on Our Voices through the Ages" focusing on intergenerational memory, exemplifying the notion that the past can serve as a guiding beacon towards the future.

Mendel M., *Pedagogy of place*, Wrocław 2006

Learning history and building democracy: elders' memories through students' voices

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Abstract

This year Portugal celebrates the 50th anniversary of the "Carnation Revolution" (April 25, 1974), which put an end to 48 years of dictatorship. Some themes/topics, although not excluded by the curriculum guidelines, raise sensitive issues important for teachers to address from primary school onwards. This is the case of the *Estado Novo* dictatorship (1933-1974), the Colonial War (1961-1974), the Revolution of 1974 and its aftermath.

The development of historical thinking requires the use of diverse sources, attention to significance, change/continuity, contextualised explanation, and ethical understanding of historical interpretations (Seixas & Morton, 2013). Conflicting sources, especially when dealing with controversial topics, often due to different historical experiences (Barton & McCully, 2012).

The structuring document of the current Portuguese curriculum, "Students' Profile at the End of Compulsory Schooling" (2017) finally achieved a balance between knowledge, understanding, creativity and critical thinking. Here, freedom stands out among the values that young people should be encouraged to develop and put into practice, and which should guide the school culture. It stands on personal autonomy centred on human rights, democracy, citizenship, equity, mutual respect, free choice and the common good, and it recognises that the development of historical thinking and comprehension competences by students are not limited to the cognitive level.

This is a qualitative, action-research study, carried out with secondary education students, mostly fourteen-year-olds, from public school, with the purpose of developing students' critical thinking based on historical evidence, backed by the retrieve of historical memories from older relatives and family archives. Several students were able to mobilise historical concepts, to build knowledge and foresee informed decisions towards action and democratic participation.

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What sort of history education do we need in this culturally diverse world?

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Abstract

Teaching about cultural diversity and related challenges to build the capacity of History curriculum and its agencies to facilitate difference and diversity from within the discipline is a significant challenge. This paper presents an intercultural approach to history pedagogy by focussing on the construction of historical narratives. Resourced by theories of decolonisation and historical thinking, it argues the urgent need to support the theoretical preparedness of history teachers in helping young people unpack and understand the troubled histories that exist in the histories of all nations. Drawing on data collected through interviews with history teachers and an online survey in the Australian context, I present a theoretical framework that facilitates an intercultural approach to teaching dominant historical narratives which often resist change and silence difference and diversity. Based on an interpretive methodology of crystallisation and discourse analysis, I identify the absence of difference, diversity, and the stories of 'other' explicated through critical inclusions and exclusions of historical content knowledge and the way it is organised within delivery of History curriculum. The paper seeks to raise questions about, what sort of history education do we need in a culturally diverse world? It makes a new contribution to the fields of intercultural and history education by conceptualising engagement with difference through the past to strengthen cultural diversity in the present and future. It is relevant to pre-service history teachers; the professional development of current practitioners; and curriculum policymakers.

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Exploring history culture and historical consciousness among high school students in the Norwegian context

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Abstract

This paper delves into the history culture and historical consciousness among high school students in Western Norway, drawing on a survey of 274 participants. It examines their conceptualisations of history and interests in the subject, employing both quantitative analysis of scaled questions and qualitative exploration of open-ended responses. Through pattern-matching, the study identifies key themes and perspectives in students' answers, highlighting the significant influence of cultural memory, especially concerning events like the Second World War, on their history culture. Additionally, the research uncovers how students justify their interest in history through three distinct chronotopes: actualisation, distanciation, and anticipation. While actualisation is predominant, distanciation and anticipation receive less emphasis. The study advocates for history educators to cultivate a critical historical consciousness by encouraging engagement with all three chronotopes and integrating metacognitive teaching activities that emphasize the question of historical relevance. By positioning history education as a platform for epistemic dialogism and social engagement, educators can empower students to critically assess the past and its implications for the future, fostering the development of informed and proactive citizens. Ultimately, this paper aims to bridge theoretical concepts with empirical findings, providing actionable insights for history education and the fostering of critical historical consciousness in education.

Historical empathy for the promotion of historical thinking: a study with Portuguese elementary school teachers and students

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Abstract

In this paper, we present an ongoing investigation, for a Doctoral (PhD) in Education, specialization in History and Social Sciences, where the objective is to analyze the relevance attributed to historical empathy by Portuguese teachers and students of the 2nd Cycle of Basic Education (Elementary Education) for the development and promotion of historical understanding and historical thinking. The study is organized in three phases with a mixed methodology. In the first phase, data are collected through a questionnaire survey to teachers in the Centre of Portugal, which includes a small historical empathy activity. In the second phase, we will perform a quasi-experimental study in two classes in a public school in the Region of Leiria and the data are collected through four historical empathy activities. In the third phase, data collection is carried out through interviews with teachers, the quasi-experimental study, and *Focus Group* interviews with students in the experimental and control classes. The data collection tools have been validated by national and international experts. The questionnaire survey was tested in a pilot study and applied to the universe of teachers in the Center of Portugal. We present a preliminary analysis of the results of the questionnaire survey from the first phase of the study.

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History Education *in* the Times of the Anthropocene

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Abstract

The panel will explore perceptions of history and time in the Anthropocene and critique the linear conception of time in history education. It will ask whether a polychronic approach that recognises the diversity of timelines is more appropriate, and whether a reassessment of the concept of time in history education is necessary.

Andreas Hübner examines the Anthropocene as it is currently discussed in science, media and culture. He argues that a critical examination of concepts of time could reveal the politics of the Anthropocene and inspire political action.

Kenneth Nordgren discusses Latour's question about the narrative of the Anthropocene and the possibilities of historical synthesis. He stresses the importance of master narratives, not only for domination, but also for ethics. He refers to Chakrabarty who suggests thinking as planetary and global at the same time. This could lead to new master narratives that seek ethical orientations in the Anthropocene.

Sebastian Barsch presents the first results of an empirical research project investigating the role of crises in the teaching of history. He asks whether disciplinary thinking understands crises or prevents complexity. He stresses the importance of narrative thinking. The results shed light on whether an interdisciplinary narrative approach allows for more complex visions of the future and whether history education could benefit from a relaxation of rigid disciplinary methodological approaches.

Speakers and Panel Organizers

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“Utopia and Education. Why should it be a pedagogical aim?”

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Abstract

This text aims to raise several questions about education for utopia: what we can consider as training builders of utopias; Since when can this approach be traced in education; What relationship does it have with more specific proposals of social science didactics, such as education for citizenship and democracy or the “future studies”; Where and how these budgets are worked on today and how they are addressed in different countries or cultural environments; What does it contribute to the comprehensive training of the citizens of the future...

These number of aspects are related to the main question: why is it important to include in the learning process of boys and girls of any age, the notion, the procedures and the appropriate reflection to understand and work actively for utopia? All of this necessarily implies advocating for a specific history teaching approach, which is rooted in critical analysis and the proposal of alternatives, rather than in the recognition of characteristics of periods or events. This choice is also linked to the involvement of any teacher in working towards utopia, and in consequence, to connect actively the past, the present and the construction of the future. Once it will be done, we will have to go in deep into methodologies and results.

Thus, in this text are reviewed the points of the argument in the defense of education for utopia and its contributions and implementation difficulties derived from the age of the students. They are also analyzed the training of teachers and the social contexts of reference and are provided examples of specific projects in which work is currently being done with this perspective. With this, we want to promote teacher involvement in a difficult, but exciting and socially necessary task.

A more-than-human approach to historical thinking.

Katherine Wallace

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Abstract

This is a theoretical paper exploring the impact of more-than-human philosophies on historical thinking. Drawing on post-human, new materialist and particularly Indigenous agent ontologies the purpose of the paper is to trouble the philosophy that sits behind disciplinary historical thinking that uses the second-order procedural concepts as a core part of history teaching.

Building on Seixas's (2012) considerations about the compatibility of Indigenous and Western historical consciousness and guided by Indigenous scholar Tuhiwai Smith's (2012) definition of Western history, the paper discusses how far the overarching ideas (presented by Tuhiwai Smith) that Western history is universal, developmental and chronological, and about a self-actualizing, human subject inform the philosophy behind historical thinking. Paying particular attention to Hegelian / historicist divide as well as Collingwood's influence on the formation historical thinking the argument presented is that there are many instances of confluence between Indigenous and Western philosophies of history; however, the framework of the self-actualizing, human subject that sits at the centre of the philosophy behind historical thinking is not compatible.

Whilst the paper concludes by offering one potential theorisation for a more-than-human philosophy that moves away from the Cartesian divide that underpins the self-actualizing, human subject, the overall aim of the paper is to expose some of the problems of the human, as Varga et al. (2023) have done for the social sciences, to imagine new possibilities for historical thinking.

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Digital Historical Sovereignty – a (viable?) new Concept for current Challenges to History Education and History Teacher Education

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Abstract

In Germany, a recent interdisciplinary, government funded research initiative on approaches to meeting the challenges of education through digitality is developing the new concept of "digital sovereignty" (Goldacker 2017; Blossfeld et al 2018). To a certain extent, this concept contrasts with the central concept of subject-specific "competences" of the previous two decades, which was often criticised (rightly so for some subjects) as being too narrowly focused on the ability to formally solve problems or complete curriculum-based test tasks. For history education however, at least some concepts of competences in historical thinking place a stronger emphasis on a critical self-reflective responsibility of learners for their respective usage, which goes beyond the mere application of concepts and methods.

Our paper is set against this background and the international debate about different concepts of "historical thinking" as an alternative or supplement to historical knowledge, which focuses on expertise (Wineburg), concept availability (Seixas), or on life-world temporal orientation (Rüsen). We present an application of the said concept of "(digital) sovereignty" to the field of history, relating it to a well-established competence-model (Körber 2015) and discuss its merits (and limitations) for addressing new challenges for history education in the digital age as well as in general.

In addition, we exemplify approaches from an ongoing developmental project for in-service teacher training aiming to address some of the challenges posed to history teacher education by current developments and demands on historical education as well as didactic approaches to their thematisation in school history lessons. Lastly, an initial version of an empirical instrument for recording the development of the corresponding teacher competences will be outlined.

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Teaching (of) minorities: Teaching practices among Finnish history teachers

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Abstract

This paper presents teaching practices among Finnish history teachers in relation to the history of minorities. Dominant historical narratives in history education and beyond have suggested that Finland is exceptionally homogenous country, even though it has been home for multiple different religious, linguistic, and ethnic minorities for centuries. Therefore, history education in Finland has been criticized for the lack of representation of minorities as well as for the Eurocentric views it delivers (Hakala et al., 2018). For instance, history textbooks often lack adequate portrayal of Finland's multicultural past (Kohvakka, 2023). In Finland, history teachers are highly autonomous and relatively free to interpret the national curriculum according to their preferences (Rantala, 2018). They are also free to choose or produce their teaching materials. Therefore, it is crucial to examine the ways in which history teachers interpret history curriculum in relation to Finland's multicultural history. The data presented in this paper was collected in 2023 and consists of eight interviews with history teachers working in primary schools. The data was transcribed and coded by the author, and central themes were brought up. This paper presents some of the main findings by discussing the ways in which Finnish history teachers teach about different minorities. It brings up history teachers' perceptions on multicultural history education and questions related to it, such as racism.

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Historical Consciousness and Democracy in Curricula: An international comparative study

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Abstract

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 (Rüsen, 2004; Karlsson, 2017). 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. There is a need to scientifically explore the interlink between historical consciousness and democratic consciousness from an international perspective in more depth. Democratic consciousness is here understood as ideas about democracy expressed through a complex set of historically loaded values, ideas, and practices expressed through language (Edling et. al. 2022), and analysed through a discourse-historical approach (Wodak, 2015).

The aim of the panel presentation with accompanying discussion is to provide an overview as well as a deeper understanding of intersections of historical and democratic consciousness expressed in school curriculums (especially through official knowledge documents such as syllabuses) focusing on the subject History in a number of countries on four continents—selected for their diverse trajectories of democratic developments and political cultures.

Drawing on comparative education (Kazamias 2009; Kallo 2012; Jokilaetal 2015), curriculum theory (Englund, 1989), and critical discourse analysis (Wodak, 2011) the content in the curriculum documents is approached as texts that are infused with historically tinted ideas that influence present and future orientations and actions. The mode of relating to temporality (that is, historical consciousness), and commitment to democracy as a complex set of historically loaded values, ideas, and practices (democratic consciousness) is explored in-depth, thus providing with a nuanced road-map of democratic ideas in history education as well as their directions for educational practice in a variety of countries.

Interculturality and History: The Theory and Practice of History Teaching in a Multicultural World

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Abstract

Today's students live in a world characterised by cultural diversity and movements of people, phenomena that present society with challenges. Based on my doctoral thesis (2023) I argue that history as a school subject has something valuable to contribute to equip students to understand and orient themselves in a multicultural world. At the same time, there are inherent tensions in the history subject's encounter with multicultural society that block this potential. Previous stories about what it means to live in society no longer seem to reflect the reality we live in. The thesis examined what interculturality in history can be as an idea and practise through four theoretical and empirical studies.

Utilising the theory of powerful knowledge, interculturality, as a normative and extrinsic goal, is brought together with history as a dynamic body of knowledge. I argue that interculturality in history teaching is best understood as a shift in perspectives, adopting a specific gaze on historical narratives. The identified obstacles relate to the normativity of interculturality, the methodological nationalism of history and the pedagogical risk of fragmentation and deconstruction. A major result is the importance of content, what to teach and how to frame it. Through empirical examples I show the potential in constructing complex, multidirectional narratives centred on cultural encounters and migration processes, which combine temporal and spatial layers to open the past for intercultural connections. There also seem to be specifically productive learning situations and liminal spaces in which students acquire new subject understandings. Finally, in a systematic approach, a didactic model of intercultural historical learning is presented.

"The Trial of Shadows": Greek Cypriot teachers' ideas of historical empathy

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Abstract

Studies that explore teachers' ideas related to historical empathy generally emphasize how teachers understand and employ historical empathy in their classrooms. However, teachers' ideas of historical empathy, in terms of how they themselves explain past actions, practices, and institutions, remain under-examined.

Denis Shemilt's 1980 Evaluation Study on the School History Project (SHP) reported that 16% of participating teachers believed that historical figures thought and behaved just like contemporary individuals, merely in different settings. Further evidence of ideas of historical empathy is found in studies of pre-service teachers. Wineburg's study of U.S. pre-service teachers (2001), including history majors, found that many interpreted historical documents using present-day values, failing to take into consideration the historical context. Similarly, studies in Finland and Spain reported that many pre-service teachers exhibited presentist views in historical empathy tasks (Rantala, 2011; Carril-Merino, Sánchez-Agustí, and Muñoz-Labraña, 2020).

This paper reports on the findings of an exploration of Greek Cypriot history teachers' ideas of historical empathy. Using a research-based progression model of ideas of historical empathy, the study aimed to a) map teachers' ideas of the concept and b) suggest ways in which in-service training can contribute to history teachers' professional development.

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Reclaiming Herstory: Integrating Women's Roles in Portuguese School Curricula Through Middle Ages Perspective

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Abstract

This paper addresses the need to include women's history in Portugal's school curricula and historical studies, with a focus on the specific period of the Middle Ages as portrayed in schoolbooks. Women's history has traditionally been overlooked but is crucial for a comprehensive understanding of the past. The study conducts a comparative analysis of Portuguese school history textbooks over the last fifty years to examine the discourse on medieval women and its evolution. By analyzing the discourse in these textbooks, we aim to shed light on how the portrayal and representation of medieval women have changed over time within the educational context. This comparative approach will provide insights into the progress made in acknowledging women's roles and contributions in shaping history and society, while also identifying persistent challenges and areas for further improvement in educational materials and approaches. Additionally, strategies for the effective integration of women into the historical narrative are proposed, highlighting the importance of teacher training, curricular inclusion, diversification of educational resources, and an intersectional approach. Through these measures, it is possible to promote a fairer, more equitable, and conscious education, empowering students to understand and critically question both the past and the present.

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Away from 'the secret garden': the erosion of history teacher autonomy. A view from England

Terry Haydn

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Abstract

The phrase 'The secret garden', is a phrase, coined by Sir David Eccles, the then minister of education in 1960, that came to symbolize the freedom accorded to school teachers in England and Wales to control what they taught and how they taught it. It was based on the idea that as trained and experienced professionals, teachers were best placed to teach in a way that would be of most benefit to their pupils and to society (see, for example, Thatcher, 1993).

Recent years have seen a range of developments which have limited history teachers' freedom to teach as they think best, both in terms of what they should teach, and how they should teach it (Little, 2023).

The paper considers changes in policy and practice relating to teacher control of the curriculum in England over the past two decades and explains how they have led to an erosion of history teacher autonomy. It considers the implications of these changes for the potential of history education to be of best use to learners and to society. It raises ethical questions about how history teachers should respond to these changes and how they should educate learners about the complexities of democracy.

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Leveraging AI to Foster Self-Regulated Learning and Historical Thinking: Notes from the Field of Teacher Education

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Virginia Tech, Blacksburg, VA, USA

Abstract

Objectives

1. To demonstrate practical AI-driven teaching interventions that align with historical thinking concepts such as significance, causation, and source analysis.
2. To discuss methodologies and frameworks for teachers to implement AI tools that promote student autonomy and self-regulated learning in history education.
3. To foster a dialogue among history educators on the challenges and opportunities of integrating AI into the history curriculum.

Description:

In this session, participants will explore a series of case studies where AI has been integrated into history education. Each case will highlight specific AI tools and prompts, such as interactive simulations, causal mapping, document analysis assistants, AI-driven tutoring systems, and automated feedback mechanisms. These tools serve not just to deliver content but to help model and engage students in high-level historical analysis and reflective learning.

The discussion will begin with a dive into an interactive simulation used to teach the concept of historical significance and explore a range of historical significance models. Educators will share their strategies for guiding students through creating their own narratives based on different stakeholder perspectives, which fosters a nuanced understanding of significance. Additionally we will show how AI can help students apply established models of significance to historical events, groups, and individuals.

Following this, we will examine AI tools that use causal mapping to study the complex causes of historical events. This segment will focus on how students can use AI to develop the ability to trace and evaluate historical causation, enhancing their analytical skills.

Finally, the use of document analysis using the SCIM-C protocol alongside models of progression using AI will be shared. Here, we illuminate the ways AI can serve to create annotated examples of how to analyze historical sources in order to make evidence-based claims.

Heritage as symbolic memory, identity and historical consciousness: training teachers and primary school students ideas

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Abstract

Heritage appears associated with several concepts, namely memory and identity, which are also related to the past. In this paper we sought to relate historical awareness, memory and identity with the concept of heritage. Memory is distinguished from History, but they can be interlinked, not only in a traditional way, but also in a perspective of looking at heritage forms as historical sources. We can identify several characteristics of memory (personal and collective). Various researchers and studies of these subjects agree that material heritage or intangible heritage play a significant role to preserve a collective memory, they also contribute to establish relationships between past-present in the Historical form. Based on several studies, we discussed to what extent memory, through the heritage of places of memory and material culture, promotes historical consciousness, reflects social practices of community members, constituting itself as a factor of historical identity. We present two empirical studies, of a qualitative and interpretative nature, which allow us to identify a visible relationship between collective memory and historical consciousness. The first study was implemented with primary training teachers, at the University of Minho (Portugal), to explore how they interpret artefacts, in an archaeological museum context, and how they develop concepts of historical evidence and historical consciousness. The second study, implemented with Portuguese children, aged 8 to 9 years, tried to find out how they explore intangible heritage sources related to the local heritage of Guimarães (Northern of Portugal). These studies reinforce the idea that material and immaterial heritage contributes to generational transmission and preservation of collective memory. They suggest a strong community cohesion, and also contributing to construct a relationship between heritage sources and historical evidence.

Historical Thinking and History Textbooks: Maybe it will rain roses... The analytical program focuses on fostering historical literacy and critical thinking, but that raises the question of whether primary education textbooks in Cyprus align with these principles...

Constantinidou Myria

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Abstract

The essay acknowledges that the primary goal of the Analytical Program concerning the subject of History is historical Literacy and particularly Historical Critical thinking. However, this acknowledgment raises concerns about the extent to which the textbooks currently used in primary education in Cyprus systematically cultivate historical thinking. The study explores whether components that positively or negatively influence the cultivation of historical critical thinking can be identified. Substantive, epistemological historical concepts are pivotal to the development of students' historical thinking (Van Boxtel and Van Drie, 2018). An attempt is made to identify specific teaching practices in the textbooks aimed at the cultivation of perspectives, continuity and change, cause and effect, evidence, empathy, significance, contestability (Andrews and Burke, 2007). Also, the study attempts to detect significant differences among those concepts based on school grade and the systematic references to specific tools for constructing historical Knowledge, skills and attitudes. The research is conducted through an examination of the content of the four official textbooks that are institutionally taught in primary education.

Unsilencing the past: Exploring the LETHE materials and strategies for uncovering hidden histories

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Abstract

The LETHE project introduces a bottom-up approach to history teaching by underlining the role that traditionally invisible collectivities have had throughout European history by means of an active and evidence-based approach in digital environments (Nordgren & Johansson, 2015). The project is also focused on developing a useful digital product for students and teachers based on OBL strategies (Egea et al., 2018) and historical enquiry (Ní Cassaithe & Waldron, 2024).

Focusing on “hidden” histories, the project aims to develop key competencies among young learners (critical thinking, problem-solving, evidence-based argumentation) to develop critical citizenship. The specific target group for this project are Primary and Secondary history teachers and students aged 10-14 years. The decision to target 10-14 olds was driven by one important factor: history is present in every national curriculum of the EU and so European students encounter history as a discrete subject between these ages.

The proposed workshop aims to present the strategies and materials designed by the LETHE team in an academic forum for peer review, and to create links to other geographical cases that allow the designed tool (and cases linked) to grow beyond the countries represented in the project. LETHE is an innovative Erasmus Plus project that brings together researchers from 11 institutions across 8 European countries (Portugal, Spain, Germany, Switzerland, Sweden, Italy, Ireland, Greece).

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Historification - grappling with story in history education through engagement with narratology

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Abstract

Many advocates of 'traditional' narrative history education advocate what Seixas called the 'best story' approach (Seixas, 2000), in which school history is expected to make contributions to children's sense of identity by providing them with patriotic stories that – it is often tacitly assumed – will help 'bind' the nation together. Advocates of 'new' history – that set itself up as an alternative to traditional nationalist history education (Wilschut, 2010) – often expect school history to help build epistemic competencies that will help students become citizens who question, rather than become the consumers of, tendentious nationalist narratives, and are, as a result, equipped with concepts and skill sets that will help them to become active democratic citizens.

Although both approaches have powerful advocates in policy circles, both approaches to what history can offer pupils face significant research-based challenges (Wertsch, 2021; Wineburg, 2018).

This paper proceeds by theoretical rather than by empirical means. It will proceed by returning to and extending seminal work by Wertsch on understanding how citizens make sense through story (the 'narrative template' approach - Wertsch, 2021). Concepts from narratology – specifically, from the work of Bordwell in film theory (Bordwell, 1985, 2007 & 2009)- and from Todorov's narrative ethics (Todorov, 2003) will be drawn upon to flesh out two aspects of a narratological rationale for history didactics – first, arguments that show that normative concerns with narrative 'vices' and 'virtues' are key to thinking about responsible citizenship in our complex world; and second, cognitive psychological models of narrative comprehension that go beyond simplistic templates and specify what dimensions of narrative-knowing educators should focus on in order to help young people become knowledgeable consumers of stories.

Teaching critical thinking about controversial historical issues: a focus on understanding the epistemological and ethical structure of disagreement

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Abstract

Teaching controversial history is generally considered important, but also a challenge for teachers. A research program (2022-2027), conducted in the Netherlands, aims to develop and test an integrative approach promoting critical thinking, historical and moral reasoning. The framework of Levinson (2006) for addressing the epistemological and ethical structure of controversy served as a point of departure for a pedagogy for teaching students what is at stake in certain controversies, by explicating the roles of evidence and values. Controversies always involve conflicting or differently prioritized values. Students feel a necessity to make moral sense, but often lack sound criteria to make grounded judgments (e.g. Perez-Manjarrez, 2017).

The first study examined 15-years old students' understanding of disagreement. A measurement instrument was developed with four vignетted discussions on controversial topics, such as the Dutch government's response to the UN Srebrenica-mission with tasks that measured students' ability to discern knowledge-based and value-based arguments; identify values; identify knowledge claims and values that discussion participants disagree upon and explain the main reason why the participants disagree. About 300 students administered two randomly assigned tasks (Task 1 n = 298; Task 2 n = 325; Task 3 n = 311; Task 4 n = 307). The data analysis is ongoing. Preliminary findings indicate that students particularly experience difficulty in identifying values and explaining disagreement on values. In the second study, a series of lessons was developed on the Israeli-Palestinian conflict in which the integrative approach was applied. This lesson series will be tested by three teachers in May/June.

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Divided They Stand: The Case Against Integrating History and Geography in Primary Education

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Abstract

From 2025, a redeveloped Irish Primary School Curriculum will be taught in all primary schools in the Republic of Ireland. As part of this re-development, history as a subject will no longer be taught as a discrete subject from junior infants (age 4-5) to second class (age 7-8). Instead, in Stages 1 & 2 (Junior Infants- 2nd class) history will be taught as part of an integrated Social and Environmental Education Curriculum with a focus on historical, geographical and contemporary learning. Only in Stages 3 & 4 (3rd- 6th class - ages 8-12) will history be taught as a discrete subject where children engage in historical enquiries to develop their knowledge and understanding of people, events and developments in the past.

This change represents a shift away from the idea that history should be introduced to children in the early primary years as a discrete subject with its own characteristic way of investigating and making sense of the human experience of the world. The National Council for Curriculum and Assessment in Ireland (NCCA), in new proposals for the primary curriculum, advocates for a more flexible, integrated approach to history and geography learning at Stages 1 & 2 with the intention of providing a better reflection of children's experiences of learning and supporting the learning of transferable skills. However, research suggests that curricular integration of geography and history is a complex undertaking for teachers. It requires a deep understanding of the content and processes of both subjects and a deep understanding of how to integrate these subjects effectively (Greenwood, 2015).

This presentation draws upon a range of scholarship and empirical research, which was collated as part of a desk-based literature review, to discuss the potential benefits, challenges and future implications of these curricular changes to the teaching of history at primary level in Ireland from 2025 onwards.

'I want to hear what they are thinking': The Use and Rationale for Educational Talk by Secondary History Teachers in English schools.

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Abstract

The paper presents findings of a qualitative research study into why English secondary history teachers use educational talk in learning and teaching, how they do this in their lessons, the thinking behind their pedagogical practice, and the challenges and difficulties they face in achieving their aims. 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. Using a qualitative approach involving ten participants working in different secondary schools data was collected through a combination of lesson observations and pre/post observation interviews. Data was analysed using a Reflexive Thematic Analysis (TA) approach for each participant then used to identify four key overlapping and interconnected themes. Two themes primarily focus on the rationale for educational talk in history lessons – the epistemic nature of history and the integral nature of talk for history learning and teaching. The other two themes primarily focus on the use of educational talk – how the learning environment is established and the professional agency in using talk. The paper will conclude by arguing that history teachers rationale for talk in their pedagogical practice is derived from how they perceive the epistemic nature of history and how they view it as central and integral to learning and teaching history. Furthermore, it will argue that history teachers aim to establish and maintain a learning environment which is conducive and fosters talk in lessons and that, even though they may differ in talk repertoires used, history teachers professional agency is a key determinant in how talk is used within their pedagogical practice. This has significant implications for the professional development of history teachers, recognising the individual practice contexts, focusing on not just what they teach but how they teach it.

Exploring the roles of women in history: an analysis of visual portrayals in Spanish secondary education textbooks

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Abstract

During the last decades studies have highlighted the powerful influence of textbooks in classrooms. For history education, this is especially relevant due to how the selection of the contents and historical figures might affect the way students think about the past. An analysis of the way women in history are currently portrayed in textbooks can help us understand how students construct their identities based on the narratives about the past.

This study focuses on social studies school textbooks for secondary education in Spain. The main aim is to analyse how women are portrayed by examining photographs, portraits or illustrations that appear in textbooks. This research adopts a qualitative approach, using a selection of Spanish textbooks from the most widely used publishers. ATLAS.ti will be used to collect and process the data.

Results are presented using four categories. The first category focuses on whether individual or collective groups are portrayed in textbooks, and on gender differences. Secondly, each of the images are examined according to the educational function that they play in the textbook, identifying whether they are associated with a particular task or they are merely used in a decorative manner. Thirdly, the study examines the role of each figure by analysing the intentionality of the author's representation and the attitude they displayed. On the fourth place, these roles are connected with the historical narratives transmitted by textbooks and those historical thinking concepts that are promoted.

Finally, a discussion is also provided regarding the influence of textbooks in secondary education, and how historical narratives that are taught in schools may vary depending on gender. In addition, it is also discussed whether a traditional approach to women in history is still prevalent in education in Spain, or if there is a more inclusive approach in history education.

The Representation of India in South African School History Textbooks

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Abstract

South Africa and India share a complex British colonial historical relationship, including an indentured labour history beginning in 1860. Within this historical framing, in conjunction with South Africa and India's contemporary pairing as partners within the BRICS power bloc and the South-South Co-operation, how does South Africa represent India within its programmatic curriculum? Historically and contemporarily, India is reflected as an important ally within South Africa's political sphere. Thus, it is essential to unpack how South Africa represents India. Methodologically I sampled three widely used history textbooks for Grades 4, 8 and 10 (where India appeared) to identify how India is represented in the textbooks, using qualitative content analysis. Several dominant themes emerged: Gandhi, Mughal India and indentured labour. There is an overt focus on Gandhi as a leader in both South Africa and India, to the point where Gandhi becomes deified within the textbook narrative. Furthermore, the inclusion and focus on Gandhi's almost flawless characteristics spotlight the perpetuated focus on 'Great Men' in history (Carlye, 1993). Furthermore, there is a fragmented, superficial and minimalist representation of indentured labour history, despite that it forms a cornerstone of Indian history within South Africa. Mughal India appears as a disconnected topic within the curriculum further emphasising the disconnected history of India. Contrastingly, there is an overt focus on two specific male leaders (Barbur and Akbar) and Mughal India's achievements whilst simultaneously offering a vague and obtuse image of Mughal India.

Through these representations across three grades a fragmented and disjointed historical representation of India emerges. Considering the contemporary power coupling of South Africa and India within BRICS and their shared history, it is important to consider how South Africa represents important allies. What does the lay South African citizen learn about key political partners which also share a deeply rooted history?

Family stories for orientating in the present and the future

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Abstract

The paper discusses how family history can be selected, read and utilised in historical education amongst pupils aged between 16 and 17 years old. The research derives its epistemological basis from the theories of memory and history, oral and family history and theory of historical consciousness. Family history was used as a bridge that connects the past with the present and future. The objectives were to answer the following specific questions: a) How do secondary school pupils use the family stories of their relatives as a means for orientating their lives in the present and the future? B) How can this orientation be used critically in history education? The narratives which were selected by pupils were analysed by the teacher/ researcher.

The research was carried out within the context of an inter- school family history action research project with three secondary schools. In this paper are presented the results of one secondary school sample of 20 family narratives and students interviews. Interviews were carried out with pupils on how they oriented their lives according family history. The analysis of the family stories of the pupils showed that individual acts of heroism and different ways of life were highlighted within a wider historical context. Furthermore, the analysis of pupils interviews extracts mapped a conflation of individual and collective consciousness. The multiple phases of the activities, as well as the exploratory tasks carried out, contributed to the realisation that living memory requires a critical approach and a meaningful reading by the pupils, in the synthesis of their individual and collective pasts. Reflection during each phase of the research, but in particular at the end of the activities, highlighted teaching practices through which family memories can be used in the learning process, encouraging continuous and two-way interaction of individual and collective consciousness.

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History education of Roma children: Competences, Consciousness and Identity Reconstructions

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Abstract

Roma community in Greece is underrepresented in history curricula and textbooks. Its exclusion from the official historical narrative is related both to the lack of knowledge of the Roma people's history and culture and the policy of assimilation. Furthermore, research data present that Roma students are not interested in history courses because they are not connected to their life. During a two-year research and educational program, Roma students aged 10-12 who live in the borders of a town in Northern Greece and took part in an action research discovered aspects of their area's history and made reflectively interrelations with the city's history. Students developed historical competences such as analyzing different testimonies and identifying common and different changes which affected people's lives in former times and in the present. They connected their community's movement with the local and national history and discerned consequences such as residential and environmental changes in the city and the social geography nowadays. The digital collection of oral, photographic and written testimonies which they created became their own new space of memory that enabled critical understanding of the past and making their own narratives and connections to the present. Historical learning and knowledge proved to enhance the development of historical consciousness, the reconstruction and the empowerment of their identity. The present contribution stresses the importance of motivating Roma children to learn about the past combining local history and citizenship education and presents curricular and methodological parameters, which allow the development of historical competences.

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The ATRIUM Cultural Route as a vector for historical knowledge: discovering the dissonance of totalitarian regimes in European cities

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Abstract

This paper will present the experience of the activity of the cultural route ATRIUM (Architecture of Totalitarian Regimes in Europe's Urban Memory). ATRIUM was certified as a cultural route of the Council of Europe in 2014. It has 21 members in 7 different countries, principally municipalities which have a built urban or architectural legacy whose origins can be found in a totalitarian or non-democratic regime of the twentieth century (see www.atriumroute.eu). Over the last 10 years, the members of ATRIUM have contributed in different ways to the historical knowledge and awareness of citizens and school children regarding the nature of these regimes. The added value of this activity, it will be argued, lies in particular in the opportunity that the route gives for citizens to rediscover a complicated and uncomfortable history in often seemingly neutral urban spaces, in the comparative European framework offered by the route, and, finally, in its promotion of the mission of the Council of Europe in terms of democracy and human rights. A further theme which will be explored consists of the inclusion of cities and sites of memory which are 'off the beaten track' in relation to mass tourism, and a parallel rediscovery of the importance of peripheral areas to the overall development of regimes.

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Using Virtual Reality to Promote Historical Contextualisation

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Abstract

Historical contextualisation is the ability to situate historical phenomena or historical agents' actions in a temporal, spatial, and social context to describe, explain, compare, or evaluate them (Van Boxtel & Van Drie, 2012). Virtual Reality (VR) is a simulated experience in which students could explore and interact with a virtual (historical) surrounding. This historical surrounding might promote students' ability to perform historical contextualisation because it provides a more 'direct' access to the past compared to, for example, history textbooks. For students, contextualising the past is not something they do naturally. Students often view the past through a contemporary lens, neglecting the values that prevailed at that time in their judgment (Huijgen, 2018). The use of VR in classrooms offers several advantages for enabling students to contextualise. Firstly, compared to images and videos, the use of VR leaves a more lasting impression of the learned material (Yildirim et al., 2018). Furthermore, VR eliminates the role of text in historical reasoning. The use of VR in the lesson provides the opportunity to immerse oneself in the past, making contextualization more natural (Mannak & Renou, 2023). In addition, immersing in the past also has the advantage that students feel a more personal connection to the theme, and their emotions, such as joy, enthusiasm, or fear, are intensified (Filter et al., 2018). Based on a literature review, we will first present the benefits and disadvantages of using VR to examine the past and we will present different examples (e.g., the [Anne Frank House in VR](#)). Next, we will present a developed pedagogical framework (with guiding questions) for the use of VR for contextualizing the past. In our workshop we will apply this framework to classroom situations and discuss it.

History Education Research Journal - contributing to and shaping the agenda of HEIRNET's flagship journal

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Abstract

In this workshop, editors of HERJ attending the conference will report on progress and developments in the journal's evolution since we last updates at the Amsterdam conference in 2022.

Members of HEIRNET will be invited to contribute to open-ended discussions about shaping the agenda and direction of the journal and about ways in which relationships between the journal and the association might be deepened and developed going forward.

The coordinator of this workshop is listed as Arthur Chapman, the Editor in Chief of HERJ. However, this session will be coordinated with those other editors present at the conference who are free in the session. It is not possible to specify that in advance at this time.

Using a modified Schiro matrix as a heuristic for reading history curriculum ideologies

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Abstract

This paper draws on the work of Michael Schiro (2008) to develop a discipline-specific heuristic for reading curriculum ideologies in history. While Schiro's matrix of curriculum ideologies is valuable in making sense of disparate attitudes towards the school curriculum, its underlying questions – about objective/ subjective reality and the sources and uses of knowledge – are problematic when applied to the question of how humans know and relate to the past.

Drawing on a recently published chapter (Smith, 2024), the paper proposes two alternative questions which underpin assumptions about the school history curriculum, specifically. Namely, the extent to which historical knowledge is external to the knower, and the role of the western historical method in the curriculum. Taken together, these two questions create four ideologies – here termed Single Narrative, Historical Thinking, Historical Consciousness, and Decolonised – that offer coherent basis for the school curriculum. The intention of the paper is not to valorise one ideology over another, but to show how their incompatibility is based on ontoepistemic assumptions, rather than the commonsense belief that these positions reflect political biases.

The heuristic will be useful to those who wish to better understand curriculum contestation in the public sphere, as well as supporting reflective understanding of one's own assumptions and biases.

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From World War to Portuguese Democratic Revolution, from Hitler to Salazar - Historical Significance Ideas'

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Abstract

The aim of this study is to understand the ideas of history students at the beginning of each cycle of studies in basic education, secondary education, bachelor's and master's degrees in history, regarding the events and historical agents in world history and the history of Portugal that they consider most relevant, as well as the reasons given to justify their significance (Seixas, 1994).

The research was carried out by analyzing the ideas of 151 students from the north of Portugal, 83 female and 68 male, from two 5th, 7th and 10th year classes, and a first year History undergraduate and History Teaching Masters class. The ideas were collected at the beginning of the school year and the students mentioned various historical events and agents. The most mentioned events in World History were World War I, World War II and the French Revolution. The most frequently mentioned events in Portuguese History were the 25th of April/ "Carnation Revolution" and the Portuguese Maritime Expansion / "Discoveries". With regard to historical agents in World History, Hitler stands out with a large number of mentions, followed by Napoleon Bonaparte. The most mentioned historical agents in Portugal's history are King Afonso Henriques and then Salazar.

The selection of both events and historical agents seems to oscillate predominantly towards a significance anchored in an exemplary historical consciousness allied to a "usefulness" of the past for the present day and public history, without any deeper and broader contextualized intercultural dialogues in sight (Cercadillo, 2000; Rösen, 2016; Gago & Oliveira, 2024).

Ideologies and practices of Citizenship in Chilean Primary Education

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Abstract

At the curricular level, schools can create instances that promote the development of reflective and investigative skills, allowing participation in discussions on controversial topics and involvement in civil society organizations (Carretero et al, 2016). Schools also can play a compensatory or mitigating role regarding the transmission of political inequality, as literature suggests that teachers who employ active methodologies, fostering student participation during class, have positive effects on students' civic knowledge and attitudes. Research indicates that teachers' ideologies regarding citizenship education influence their classroom practices (Knowles & Castro, 2019). For instance, teachers with more conservative ideologies tend to have teacher-centered classroom practices, while those with liberal or critical ideologies prioritize student-centered approaches (De Schaepmeester et al, 2021).

Given that teachers are themselves politically motivated actors, their ideologies can vary significantly and sometimes contradict the ideals of education for democracy and human rights. Considering the above, this presentation shows preliminary results of a study aimed at characterizing ideologies and practices of citizenship education in primary schools teachers. It a sequential mixed-methods methodology divided into three phases, transitioning from quantitative to qualitative analysis.

The findings of this project are providing a comprehensive understanding of the development of citizenship education processes in Chilean classrooms from an early age. This aims to generate advanced knowledge about which classroom practices promote the formation of what type of citizen.

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Re-Thinking Historical Consciousness and Conceptualizing It as History-in-the-Now for Reading the Realities of our Changing World

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Abstract

This paper presents a novel approach to conceiving the concept of historical consciousness. Based on the author's forthcoming book on what he calls historical consciousness' practical life methodology (2025, University of Toronto Press), the paper considers how humans construct and use historical knowledge for confronting everyday happenings that disrupt the regular flow of their lives. In suggesting that our historical consciousness is embedded and operationalized in the now moment of our engagement with the world, *history-in-the-now* is put forth as a means for better grasping the functioning of our historicity in time's flow, where our *now* operates as an ever-evolving vantage point for positioning ourselves regarding the many social problems that challenge us. To better view historical consciousness' emergence, history-in-the-now offers a sociocultural reading of our sense-making. In conceiving individuals' mental functioning in relation to its cultural embeddedness, insight can consequently be gained into the structure, function, and outcome of individuals' meaning-making patterns – their sense-making and epistemic positioning – and the working principles that orient their actions, along with the degree to which they are mindful of their presence and potential impact on their surroundings. The paper will end by proposing to view history-in-the-now as an entry point concept for making room for non-western approaches to producing historical knowledge.

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Teaching History for Inclusion: Comparing French- and English-Language History Teachers' Declared Pathways for Making Room for Minority Realities and Experiences in Quebec

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Abstract

In delving into the identity politics of language and culture in Quebec, this paper compares the declared teaching practices of French- and English-language history teachers in different secondary schools throughout the province. Building on data gathered for the *Thinking Historically for Canada's Future* project, headed by Carla Peck at the University of Alberta, the paper will focus on teachers' main challenges and consequent solutions in trying to make room for minority realities and experiences when transmitting Quebec's national history program. Through a thematic analysis of core themes that arise, the extent of teacher's challenges will become clear, especially regarding the exclusion of Quebec's diverse historic and cultural communities. Similarities and differences will be examined to discern the extent to which minority realities and experiences are reflected upon and the kinds of limits teachers face when trying to teach history inclusively. Attention will be given to context, identity, historical thinking for promoting inclusion, civic engagement, Indigenous knowledge systems, curriculum and resources, and teachers' visions for teaching history.

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Uncovering Irish students' 'Big Picture' understanding of the past

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Abstract

Uncovering Irish students' 'Big Picture' understanding of the past

In Ireland a new specification for Junior Cycle History (Department of Education and Skills, 2017) was introduced in September 2018. The specification put renewed emphasis on 'The nature of history'. For the first time, specified learning outcomes relating to students' 'big picture' of the past were included. To assist understanding of the challenges involved in helping young students acquire improved 'big picture' understanding, the 'Big Pictures of the Past' research project was undertaken.

If we are to help our students develop more robust 'big pictures' of the past, we need to find out 'where they are' in their understanding of the past. In the school year 2019-2020, first year History students in eight schools completed a written task and, subsequently, focus groups met with the researchers to explore issues further. Due to pandemic restrictions, a decision was taken to extend the research into the 2020-2021 school year, when another seven schools were involved. The research report (Dredge et al., 2023) was published in October 2023.

The students varied in their degree of understanding: a minority had an understanding of processes at work over time in history; a majority saw history as a litany of events, sometimes connected, oftentimes isolated. Disciplinary understanding also emerged as a significant issue and a significant corollary to 'big picture' understanding. These findings echoed earlier reports such as the 2008 report from England, *Usable Historical Frameworks* (Foster et al., 2008).

Central to all the research has been the concept of 'student voice', and the conviction that there are many insights to be gained from reading what students have to say – about the past, about history and about history's relationship to everyday life.

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“You can’t take them there. It’s too one-sided”. Community museums and critical thinking in a divided society.

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Abstract

Community museums in divided societies can be contested sites for learning as they often communicate clear, subjective narratives that challenge mainstream ideas. The violent past is seen through the lens of that community rather than displaying multiple perspectives. Therefore, history teachers may be cautious to expose their students to often emotionally laden information, particularly if their school curriculum aims to promote greater social cohesion and criticality in their students. The presentation draws on two papers which scrutinised the role played by two Derry / Londonderry based museums in educating on difficult heritage, each located in one of Northern Ireland’s two major identity traditions. Paper 1 reported on the impact visits to the museums had on the historical, political, and cultural understanding of the commemorated past of two student groups, one predominantly Protestant and the other Catholic. Paper 2 examined, in greater detail, the educational understanding in each museum, particularly, to foster critical thinking. The underlying values and observed approach to emotions were considered, alongside staff cooperation with teachers, to find out which concept of learning, if any, the museums follow. Each study drew on data collected through observation, focus groups, and semi-structured interviews from students, teachers, and museum staff. Key findings indicated that the museums displayed a passionate but restricted view of education which lacked a defined concept of what education should be, and how exactly people learn. Nonetheless, while community background remained important in shaping student responses, critical thinking, allied to personal engagement with testimony and artefacts, particularly related to the recent, contentious past, was also influential. In one group, the experience was powerful in causing affective disruption, which challenged established positions, but in the other, it largely consolidated existing norms. The presentation concludes by discussing the implications of findings for teachers and museum staff.

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How to investigate primary pupils' historical thinking and inquiry skills: Examples related to a national survey into primary pupils' geographical and historical knowledge and skills in the Netherlands.

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Abstract

In 2021 the Dutch Inspectorate of Education commissioned a national survey into the historical and geographical knowledge and skills of pupils at the end of primary school.

New in this research was the assessment of historical thinking and historical inquiry skills. Pupils need these skills to better understand the world they live in and to reflect on what is possible and desirable for the future. Thinking skills involve, for example, learning to think in terms of causes and consequences, change and continuity and different perspectives. Inquiry skills involve, for example, being able to acquire and process information, being able to answer a historical question using selected data and historical concepts, and giving a reasoned opinion.

In curriculum development there is an increased attention to subject-specific skills, with which pupils learn to reason within a specific knowledge domain and about social issues. Therefore it is relevant to know to what extent primary school pupils have developed these skills. However, there is little experience with measuring historical skills at the primary school level. The development of valid and reliable measuring instruments would be important for future surveys, national and international pedagogic research and educational practice.

In this workshop we will focus on the purpose and design of the national survey and share some examples of formats that we used to develop assignments to investigate primary pupils' historical skills. The formats for thinking skills are based on assignments as developed at Stanford University (History Assessments of Thinking). For the inquiry skills we built on assignments used in large intervention studies in the US at the end of primary and middle school (Wissinger, Ciullo & Shiring, 2018).

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The Impact of Local Contexts on History Teaching Practices: Insights from Quebec

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Abstract

Worldwide studies have shown that both curricula and teachers hold varying objectives when it comes to teaching history. Furthermore, the unique contexts, identities, and ideologies of teachers significantly shape the historical content, practices, and concepts delivered within classrooms. Given this, it is important to understand the influence of contextual factors on history teaching practices, particularly regarding aspects such as historical thinking, civic engagement, and indigenous knowledge within diverse teaching approaches.

One part of the pan-Canadian project 'Thinking Historically for Canada's Future,' which aims to gain a comprehensive understanding of the varied professional practices of history teachers, examines how local contexts influence the practices of history teachers in French-speaking schools in Quebec.

To address the project research question—"How is history being taught in different places in Canada?" – two sub-questions were formulated: 1) How does the context where history is taught shape educators' practices? and 2) What unique opportunities and challenges do educators experience while teaching history in their context?

We will outline the preliminary results derived from the initial analysis of the interviews conducted with these teachers.

We will examine how the declared teaching methods of history teachers in French-speaking schools in Quebec are affected by contextual factors such as personal backgrounds and the educational environments in which they work, what main challenges and opportunities they encounter, and which connections they perceive between historical thinking, critical thinking, and citizenship education.

The study involves teachers who completed a survey prior to engaging in two semi-structured interviews. In the first interview, they talk about the context and its influence on their practices. In the second interview, they present an artefact they use in their teaching and discuss this artefact in relation to their teaching context.

Historical Content of the Compelling Question

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Abstract

The purpose of this study is to explore how historical content is influenced by inquiry design aimed at developing students' critical thinking skills and being relevant to students. As a background, educators have suggested that inquiry-based learning can be one approach to developing students' critical historical thinking skills. At the same time, a single focus on developing students' disciplinary thinking has been criticized for neglecting the existential dimension of history education. One inquiry model that aims to combine the relevance of the historical topic to students and the qualification of students' historical thinking is the American Inquiry Design Model, IDM (Swan et al. 2018). At the center of the IDM framework is an overarching question that frames the inquiry, referred to as a compelling question. The function of a compelling question is to be relevant in relation to both the subject matter and the students. Little is known about how these two qualitative dimensions are aligned in teachers' inquiry designs (cf. Conrad et al. 2024). The empirical data consists of 14 inquiry designs by secondary school teachers in Sweden. The inquiries were structured according to the IDM framework and communicated through a so-called blueprint, i.e. an organizational scheme for teaching the inquiry. The blueprints were analyzed qualitatively using a historical didactical framework referred to as the contact zone model (Johansson 2023). The model distinguishes between two levels, an event level and a discursive level, as well as between the aspects of time and space. Preliminary results from the contact zone analysis will be presented, and the results are intended to provide teachers and teacher educators with guidance in selecting content in designing inquiries in history education.