

*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*

## *What's new with THEN/HiER?*

\* **New THEN/HiER Publication!** We are very pleased to announce the publication of our first book in the THEN/HiER series. *New Possibilities for the Past: Shaping History Education in Canada*, edited by THEN/HiER director Penney Clark and published by UBC Press, is now available.

\* **Penney Clark, THEN/HiER Director, and President of the Canadian History of Education Association (CHEA)**, has posted the Call for Papers for the next CHEA conference, which will take place October 18 through 21, 2012 in Vancouver, British Columbia. The theme of the conference is *Rising to the Challenge: History of Education and the Pursuit of Relevance*. Paper proposals are due January 31, 2012. Read more.

\* ***Approaching the Past***. As reported in last month's *e-Bulletin*, the organizing committee has been busy with planning the upcoming *Approaching the Past* series for 2011-2012. Four events have been planned so far, the first scheduled to take place October 5 at the Toronto Archives and Spadina House, with a focus on the First World War. The event will begin at the Toronto Archives where participants will learn more about the Archives through a tour, an examination of the First World War collection and a short film. The second event of the evening will take place at Spadina House which will include a talk by staff and a film. Participants will be provided with materials and learning resources such as posters, samples from the archival collections, and personal stories from soldiers and nurses, as well as a list of websites, books and articles. Each event in the series will be posted on the *Approaching the Past* website. We also welcome suggestions! Please contact Rose Fine-Meyer or Samantha Cutrara.

## *Small Projects Grants*

We have awarded a Small Projects Grant to Brenda Trofanenko, Canada Research Chair in Culture, Community and Education in the School of Education, Acadia University, to pay travel expenses for three graduate students to participate in *Beyond Pedagogy: Exploring the Limits of Displaying Difficult Pasts*, an invitational international workshop organized by Dr. Trofanenko. The workshop will bring together educators, historians, and museum researchers to begin discussions about public pedagogy surrounding the display and exhibition of difficult historical events.

## *Graduate Student Projects Program*

We have awarded the first grant in this new program to Eric Poitras, PhD candidate in Learning Sciences at McGill University to aid in the development of a *MetaHistoReasoning Tool Website*. Current research indicates that there is a pressing need to assist undergraduate students to develop domain-specific metacognitive skills as a means to learn about complex and challenging historical topics. These skills include noticing unexplained historical events, seeking potential causes across historical sources, as well as formulating historical arguments and explanations. As such, students regulate their learning in the context of an authentic and meaningful activity - learning through historical inquiry. This project will address these issues by building the MetaHistoReasoning Tool, a computer-based learning environment that fosters domain-specific metacognitive processes in order to enhance learning through historical inquiry.



## What's new with our partners?

\* **Centre for the Study of Historical Consciousness.** After much consultation and feedback, the *Benchmarks of Historical Thinking Project* has been re-branded as *The Historical Thinking Project*, with the slogan, "promoting critical historical literacy for the 21<sup>st</sup> century." It is the same group of educators, working toward the same goal of increasing historical thinking in classrooms, other educational settings, and educational resources. The new logo includes the photo of an astrolabe believed to have been used by Samuel de Champlain as he explored New France in the early 17<sup>th</sup> century. There is now debate over whether this astrolabe ever belonged to Champlain. This is an excellent image for The Historical Thinking Project, as it represents a means of probing the unfamiliar and the unknown that is central to the work of historians. The fact that this astrolabe has a contested history also captures one of the key thrusts of historical thinking: that all historical accounts are open to challenge and revision on the basis of new evidence and new ideas. Read the full announcement.



\* **Canadian Historical Association (CHA).** The CHA has announced a Call for Papers for its annual conference titled, *Crossroads: Scholarship in an Uncertain World*, to be held at Wilfrid Laurier University and the University of Waterloo, May 28 to 30, 2012. The deadline for proposals is October 19, 2011.

## Graduate Student Committees

The Anglophone Graduate Student Committee co-chairs have been finalizing plans for the national conference



Rose Fine-Meyer

October 27 to 29, 2011 in Halifax, *Imagining Gateways: Collaboration and Innovation in Teaching and Learning History*. We hope to bring together a wide range of history educators with the intention of encouraging dialogue and strengthening networks. The event will begin with a talk and tour at the Nova Scotia Archives on the evening of October 27, followed by a performance by local musician and storyteller Ben Caplan. The evening will conclude with refreshments at a local pub. The following day we will be partnering with the Nova Scotia Social Studies Teachers' Association (NSSSTA) at their annual conference for a morning workshop panel that will include local historian Jim Morrison, researcher Catherine Duquette from the Université Laval, Aboriginal educator Sherise Gould and local teacher Gary Renouf. The afternoon will bring together academic historians and history teachers for a panel discussion and tour at The Museum of Immigration at Pier 21. The keynote speaker at this venue will be historian Lisa Chilton from the University of Prince Edward Island, and the panel will include historian Afua Cooper, The Museum of Immigration at Pier 21 Education Coordinator Elizabeth Tower, Nova Scotia award-winning social studies teacher Andrew Stickings, and researchers Rose Fine-Meyer and Samantha Cutrara. Saturday morning will be an opportunity for networking over brunch. Registration opens September 1, 2011 at the NSSSTA website or by e-mailing Samantha Cutrara or Rose Fine-Meyer. More information.



Samantha Cutrara



Catherine Duquette

Francophone Graduate Student Committee members will be representing THEN/HiER at the exhibitors' display area at the Association québécoise des enseignants en univers social (AQEUS) conference which will take place in Saint-Hyacinthe on October 21 and 22, 2011. Committee members will be available to talk about THEN/HiER and make it better known to teachers in Quebec. The committee will also represent THEN/HiER at the Société des professeurs d'histoire du Québec (SPHQ) conference in Laval on November 4 and 5, 2011.

THEN/HiER's Francophone Graduate Student Committee is always looking for new members and graduate students who would like to share their ideas on our *Enseigner l'histoire* blog. For more information, please contact Catherine Duquette.

**Welcome back to school to all!**

## Research Snapshots

This section of our monthly e-Bulletin highlights our members' research projects.

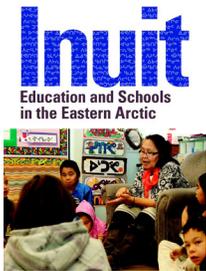
**Heather E. McGregor, incoming PhD Student**  
Department of Curriculum and Pedagogy  
University of British Columbia



### History, Education and Nunavut

As an incoming PhD student, my research is evolving from documenting the history of education in Nunavut to examining current developments in historical consciousness and history education in Nunavut schools.

During my Master's work at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT), I was fortunate to be supervised and mentored by Ruth Sandwell. Her "History Wars" course, which first introduced me to changing trends in Canadian history education, would eventually contribute to shaping my PhD research intentions. At the time, however, my research focused on documenting the little-known stories of educational change in the Arctic.



Thanks to Dr. Sandwell's encouragement, my research resulted in the publication of *Inuit Education and Schools in the Eastern Arctic* (2010) with UBC Press. The book takes a broad view of the history of education, beginning with traditional Inuit education and tracking changes through to the present in policy, curriculum, pedagogy, language of instruction, cultural content, and parental involvement. Focusing on the themes of cultural negotiation, decision-making power and the role of tradition in education, the book's purpose is to identify points in history when approaches to education best reflected Inuit culture, traditions, and their vision of the future.

Returning to work in Nunavut after studying in Toronto was important to shaping my interest in further research. Coordinating implementation of the 2008 *Nunavut Education Act* for the Department of Education allowed me to more fully understand the challenges of transitioning vision and policy into changing practice in schools and classrooms. I also observed two trends: ongoing difficulty keeping students engaged at the secondary level and a growing engagement with history in communities - a new willingness to explore the legacy of a past characterized by traumatic change as well as remarkable resiliency.

I believe this is an important opportunity to work with educational leaders in Nunavut to learn about, develop and implement initiatives to promote historical consciousness and historical thinking skills in ways that are relevant to Inuit communities. Under the supervision of Penney Clark and Peter Seixas, the intent of my doctoral research is to examine how history education, delivered through curriculum as well as educator development programs, could be enhanced and extended to better reflect current research into successful history education tools and approaches.

I also have two small research projects underway now: developing profiles of three schools in Nunavut to inform case studies under the ArcticNet grant *Inuit Qaujimagatuqangit and the Transformation of High School Education in Nunavut*, with Fiona Walton, principal investigator; and "Nunavut's Education Act: Education, Legislation and Change in the Arctic," an article I submitted to an upcoming issue of *Historical Studies in Education*, guest edited by Ruth Sandwell, which places the recent in the context and history of educational change.

I am very much looking forward to becoming part of the learning community at UBC, particularly through association with the Centre for the Study of Historical Consciousness and The History Education Network. I am also grateful to the Social Sciences and Humanities Research Council for their generous support of my research.

**\* MORE TO COME NEXT MONTH!**