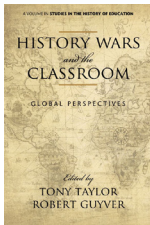


Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.



What's new with THEN/HiER?

* **Penney Clark, THEN/HiER Director, and President of the Canadian History of Education Association (CHEA)**, is co-organizing the next CHEA conference, *Rising to the Challenge: History of Education and the Pursuit of Relevance*, which will take place in Vancouver, British Columbia, October 18 to 21, 2012. The deadline for submission of proposals is January 31, 2012.



* **Ruth Sandwell, THEN/HiER Executive Board Member**, has recently published a chapter in *History Wars and the Classroom: Global Perspectives*, edited by Tony Taylor of Monash University and Robert Guyver of University College Plymouth St Mark and St John. Her chapter is titled, "We Were Allowed to Disagree, Because We Couldn't Agree on Anything": Seventeen Voices in Canadian Debates over History Education." Some of the interviews that form the basis of this chapter were done with other THEN/HiER Executive Board members. More information and to order.

* **Alan Sears, THEN/HiER Executive Board Member**, is pleased to announce a joint History/Education course offered at the University of New Brunswick for participants in the Cleghorn War and Memory Study Tour, July 8 to 21, 2012. The course is open to high school teachers and BEd and MEd students at any institution. For more information and to apply.



* **Approaching the Past.** The most recent *Approaching the Past* event, "Secret Lives, Affective Learning: Using Drama to Teach History," took place November 29 at the historic Zion School House in north Toronto. Thirty-five graduate and teacher education students, faculty, and public history professionals attended. The event provided an opportunity for history educators to explore the past through historical theatre and included performances by three local theatre groups, followed by discussion. "The Secret Life of a School Mistress" featured actress and historical interpreter Adrianna Prosser. Single Thread Theatre Company, a local non-profit organization, re-enacted a typical day in a 19th-century school classroom. Native Earth, another local non-profit organization that creates, develops, and produces works of artistic expression of the Aboriginal experience in Canada, read powerful narratives on the experiences of Aboriginal children. "More Than Just a Skit" allowed participants and actors to take part in a wrap-up discussion of how to incorporate drama into history teaching.



Small Projects Grants

THEN/HiER recently awarded two Small Projects Grants:

- *Translation Services for the International Didactics of History, Geography and Citizenship Education Symposium.* THEN/HiER will partially fund translation services for this upcoming symposium which will be held from October 26 to 28, 2012 at the Université Laval in Québec City. Preliminary program.
- *The War of 1812: Whose War was It, Anyway?* This is the title of a workshop organized by Active History and the Canadian Historical Association (CHA) which will be held on May 30, 2012 in Waterloo, Ontario. THEN/HiER is sponsoring the evening keynote roundtable which will bring together historians, educators and the public to consider the legacies of the war.

What's new with our partners?

* **The Multicultural History Society of Ontario (MHSO)** recently received a multi-year Ontario Trillium Foundation (OTF) grant to create an online archive of its collection of oral testimony and historical photographs to help scholars, teachers, students, and community researchers gain a greater understanding of the immigrant experience in Canada. Since the grant does not cover the costs of digitizing the collection, the MHSO has embarked on a fund-raising initiative to help with these costs. For more information and to donate.



* **The Laboratoire de muséologie et d'ingénierie de la culture (LAMIC)** is an organization based at the Université Laval that specializes in experimental museology supported by information and communications technology (ITC). LAMIC has recently put out a call for projects in any area related to museology. For more information (in French only).

* **The Ojibwe Cultural Foundation** offers a series of workshops on Anishinaabek history, one of which is centred on the role of the Anishinaabek prior to and during the War of 1812. For more information.



Graduate Student Committees

The end of the year brings reflection on our projects, membership and networking. The Anglophone Graduate Student Committee is pleased to announce that the proposed graduate student "Reading/Responding" club will begin in the new year. This will allow graduate students and others to critically reflect on and engage in discussion and debate about key works in history and history education through blog posts on our website. The first book we will be discussing is *New Possibilities for the Past: Shaping History Education in Canada* (Vancouver: UBC Press, 2011), the first publication in the THEN/HiER book series, edited by Penney Clark, THEN/HiER Director. In 2012, we also will be adding new bloggers to our Teaching the Past roster and will have a blogging "event" to encourage discussion and interaction among bloggers and our readers. We continue to expand the Graduate Student Committee webpage to highlight regional events, committee activities, and opportunities for graduate students. This page is a type of "bulletin board" for students across the country to feel more connected to our work. If you would like to become a committee member, please contact us! We wish you all a joyful holiday!

Samantha Cutrara and Rose Fine-Meyer.



Rose Fine-Meyer



Samantha Cutrara



Catherine Duquette

The Francophone Graduate Student Committee is finishing up the year nicely with new articles on the Enseigner l'histoire blog. This month, Julie Ratté posted "The historian's toolbox" which was written by doctoral students at the École des hautes études en sciences sociales (EHESS). Bruno-Pierre Guillette has also posted his final piece in a series of articles on using images to teach history. In this fourth article he discusses the use of web-based archival films. Marie-Hélène Brunet, always at the forefront of what's new, has posted a review of a new resource for teaching history in elementary classrooms published by ERPI. Lastly, Marc-André Lauzon has begun a new series of articles on the relationship between historical thinking and historical consciousness. In this final month of the year, we wish to congratulate Viateur Karwera for recently completing his doctorate. We would also like to wish everyone a happy holiday, and we look forward to a new year together! Catherine Duquette.

Research Snapshots

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

Jean-François Cardin
Professor, Faculty of Education
Université Laval



Research, Yes, But for What Purpose? “Action Research Training” with Teachers in the Field

For the past few years I have been in a very active phase of my career in terms of research. I am currently the principal investigator of three research projects which, although taking an incredible amount of time, give me great satisfaction. This is all the more true since many results of this research are or will be incorporated into my classes for future history teachers with whom I participate closely in their training and who constitute the cornerstone of my work.

For several years I have been interested in the relationship between citizenship education and history teaching, along with other researchers such as Marc-André Éthier, David Lefrançois and Marie-Claude Larouche, who are all well-acquainted with THEN/HiER. In order to coordinate and support this research, we and other colleagues from several Québec universities founded the Groupe de recherche sur l'éducation à la citoyenneté et l'enseignement de l'histoire (GRECEH) (Citizenship Education and History Teaching Research Group). I am also conducting research to better understand the effects of recent curriculum changes in Québec on the practice and professional life of teachers, particularly in history teaching, with colleagues from the Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) (Inter-university Research Centre on Teacher Training and the Teaching Profession). Within the sphere of this research I have recently focussed more specifically on my latest research project on concept learning.

In collaboration with educational consultants in the Québec region, this past fall I received a grant from the Québec Ministry of Education to investigate teaching and learning concepts such as “democracy” or “the industrial revolution,” which are at the heart of the new secondary social studies curriculum (history, geography, and citizenship education). From grade one through to the end of secondary school, these concepts are presented according to a logical progression and are the organizing principles for all social studies programs. At the same time, we all recognize that learning them is not easy.

The goal of this project, referred to in university jargon as “Action Research Training,” is for a team of educational consultants to provide support and training strategies to teachers. In its initial stage the project focussed on the upper secondary Histoire et éducation à la citoyenneté (HÉC) (History and Citizenship Education) curriculum, and eventually this expertise was generalized throughout secondary social studies courses. The team of educational consultants had already been working for several years on the problem of concept teaching, notably by the creation of exemplars for teaching and learning to support teachers in the classroom. I joined this team in the winter of 2011.

The fundamental research question developed from the fact that the consultants found that teachers did not always grasp the progression and role of concepts in the curriculum and they felt ill-equipped to gain a greater understanding of them. We therefore focussed on three objectives: 1) support teachers to become more knowledgeable about the concepts and their role in teaching them to students; 2) to this end, endorse existing requirements and create new ones, and revise teacher and student materials accordingly; 3) develop and implement teacher training on theoretical and practical fundamentals of concept learning in the history and citizenship education curriculum. With the help of a graduate student research assistant, this partnership allowed us to revise requirements that had already been created by educational consultants, endorse them (particularly in regards to their appropriateness to program training objectives), and create others. The overall goal was to provide teachers with a collaborative professional development opportunity to gain the necessary tools for concept teaching and learning while maintaining their individual teaching style.

I am especially pleased with the project's aspect of partnership with teachers within the school environment. There is no denying that we often have a tendency, as university academics, to sit in our ivory towers and hope that teachers will adopt our vision and concept of history teaching, but without getting our own hands dirty. This project is an opportunity for me to learn alongside teachers, taking into consideration their constraints and putting myself in their shoes!



Happy Holidays, everyone!