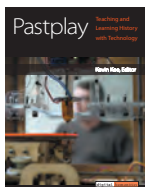


*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*

## What's new with THEN/HiER?



\* **Kevin Kee** is pleased to announce the publication of his edited collection *Pastplay: Teaching and Learning History with Technology* (University of Michigan Press, 2014). This second title in the THEN/HiER book series includes essays by leading history and humanities researchers and teachers. Read more about the series.

\* **Catherine Duquette**, with co-author Christine Couture and graphic artist Laurence Lemieux, has published *Innu Meshkenu tome 1: Tracer son chemin* (Centre des Premières Nations Nikanité, 2014), the first volume in a series of graphic novels about the life of Dr. Stanley Vollant, an Innu who became the first Aboriginal surgeon in Québec. An accompanying teachers' guide is also available.



## Blog Contest

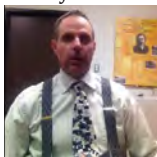
The deadline for submissions to the *Teaching the Past* blog contest has been extended to April 15. THEN/HiER invites you to engage with a major issue in history education by blogging about it. Blogs will be judged by members of THEN/HiER's Executive Board.

## New Videos and Podcasts

Raphaël Gani, Francophone Graduate Student Committee member, uploaded the following videos and podcasts to the THEN/HiER website this past month:

### Videos

• *Les jeunes savent sans connaître* – a presentation by Jocelyn Létourneau at the 2013 AQEUS Conference in Bromont, Québec, on Québec students' knowledge of the past as reported in his recent book, *Je me souviens? Le passé du Québec dans la conscience de sa jeunesse* (Fides, 2014).



• #OPENTélé – Débat sur l'enseignement de l'histoire au Québec – a short clip with Stéphane Lévesque discussing the debate about the state of history teaching in Québec.

• English high school students on Québec history – a short clip of anglophone students in Montréal asked to summarize Québec history in one sentence.



### Podcasts

• *Causerie: Je me souviens? Le passé du Québec dans la conscience de sa jeunesse* – a talk by Jocelyn Létourneau on this book, recorded at the Librairie Olivieri in Montréal.

• Youth have negative understanding of Québec's history – an interview with Jocelyn Létourneau on CBC Daybreak Montréal (link to CBC website).

## What's new with our partners?

\* **The Association for Canadian Studies (ACS)** has published a special issue of *Canadian Issues*, titled *Towards a New Blueprint for Canada's Recorded Memory*, dedicated to the issues raised during the Canadian Archives Summit which took place January 17, 2014. The summit was organized by the Association of Canadian Archivists, the Association des archivistes du Québec, the Canadian Council of Archives, and Ian E. Wilson, former Librarian and Archivist of Canada.



\* **The Critical Thinking Consortium (TC<sup>2</sup>)** has posted an article by Giovanna Longhi, a secondary teacher at St. Michael School in Calgary, Alberta, as part of its *Stories from the Classroom* collection. In Canadian history comes alive through inquiry and technology, Ms. Longhi describes how her students were empowered to deepen their understanding of First Nations treaty issues.

### Stories from the Classroom

\* **The Museum of Vancouver (MOV)** is holding several events from April to August related to its current exhibition *Rewilding Vancouver*, the first major exhibition in Canada to explore our relationship with nature through the lens of historical ecology using Vancouver as the subject. Calendar of events.



\* **Active History** published a series of articles this month on historical thinking following the announcement of the end of the Historical Thinking Project, led by Peter Seixas, director of the Centre for the Study of Historical Consciousness. The articles were written by Tom Peace (Active History), Heather McGregor (UBC), Lindsay Gibson (UBC), Stanley Hallman-Chong (Toronto District School Board), Carla Peck (University of Alberta), Ruth Sandwell (OISE/UofT), Elizabeth Tower (Canadian Museum of Immigration at Pier 21), Delphin Muise, Margaret Conrad, and Gerald Friesen (Canadians and Their Pasts), Jocelyn Létourneau (Université Laval), Jill Colyer (Historical Thinking Project), and Peter Seixas. Direct links to the articles are available on our website.

## Graduate Student Committees

The pedagogical power of framing history as a mystery was the focus of many of the posts on the Anglophone Graduate Student Committee's *Teaching the Past* blog this month. We also learned a little more about the conference *Understanding Atrocities: Remembering, Representing, and Teaching Genocide* held at Mount Royal University in February. Other blog posts dealt with fun ways to engage students with archival documents. Many thanks to our bloggers for all their creative ideas. Stay tuned for our blog contest entries on current issues in history education! Next month's blogs will focus on working class histories: are they still relevant? In the spirit of our next blog topic, April's *Object of the Month* is a photo of the Winnipeg General Strike, 1919. We also look forward to your Facebook comments! Contact Kate Zankowicz.



Kate Zankowicz

During the month of March members of the Francophone Graduate Student Committee participated in various activities. Congratulations to Geneviève Goulet for presenting her research at a lunch time talk at the St-Jérôme campus of the Université du Québec en Outaouais on March 26. There are great opportunities to submit your contributions in the area of history education to the *HistoireEngagée* website or to the journal *Traces* of the Société des professeurs d'histoire du Québec (SPHQ), a THEN/HiER partner. The recent controversy over proposed changes to Québec's secondary and CEGEP national history programs might also encourage you to participate in our blog contest. The deadline has been extended to April 15, so don't hesitate to contact us to participate! Finally, we would like to draw your attention to two new articles on the blog *Enseigner l'histoire*: Geneviève Goulet discusses the importance of using primary sources, and Raphaël Gani has posted his first blog which is about the relationship between his research and the recent book by Jocelyn Létourneau on Québec students' historical narratives, *Je me souviens? Le passé du Québec dans la conscience de sa jeunesse*. Happy reading! Contact Marie-Hélène Brunet.

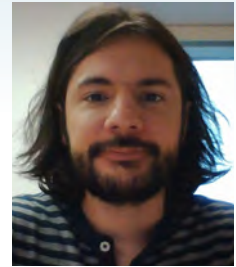


Marie-Hélène Brunet

## Research Snapshots

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

**Vincent Boutonnet, Professor**  
**Department of Education**  
**Université du Québec en Outaouais**



### Teaching History through Cultural Media

We do not have to look very far into the recesses of our memories to remember hearing in history class (from elementary to university): "Open your textbook to page 145." Some students might be quick to do this, while others take great pleasure in taking their textbook out as slowly as possible, or purposefully forgetting it in their lockers in hopes of getting out of class for a few minutes...

This might make us smile, as it should (!), but in all seriousness we could also ask ourselves about the survival of such a tool in our classrooms with the advent of the internet, tablets, interactive whiteboards, and all the other new digital tools available in the contemporary classroom. In fact, in the area of history education, textbooks are very popular and relevant as a research topic, particularly with regard to analysis of their content, biases, errors, silences, etc. However, few researchers are interested in their classroom use, even though we have many statistics from all over the world that demonstrate that their use is still widespread. Having said that, knowledge of this widespread usage tells us very little about the different ways they are actually integrated and used in classrooms.

This is why, beyond my interest in research on textbook content (and having collaborated on various projects of this nature), my inquiry has also been in the area of teaching practices. Investigating this issue was precisely the objective of my doctoral dissertation, *Les ressources didactiques : typologie d'usages en lien avec la méthode historique et l'intervention éducative d'enseignants d'histoire au secondaire* (Educational Resources: Typology of Uses Related to the Historical Method and Secondary History Teachers' Educative Intervention). Through a survey, semi-structured interviews and several classroom observations of the use of textbooks and other available resources (maps, written sources, films, etc.), class interactions and other methods (teacher reading aloud, individual reading in order to complete an exercise, student viewing of photographs, etc.), it became evident that teaching practices in secondary history classes are complex and diverse. The importance of three resource usage types were identified by this research: *intensive*, *extensive* and *critical*, where educational resources are used in an intensive manner, as illustration for the teacher's narrative, or as support for using the historical method, respectively. Furthermore, teaching methods can be linked to teachers' conceptions of history teaching and learning. This is further explicated in the dissertation.

Many teachers prefer to take what is helpful to them from textbooks. The textbooks themselves may remain on the shelf without being actually used. In fact, these teachers claim that they gradually stopped using textbooks in order to organize and use their own materials. Reasons for this partial and often spontaneous usage are usually institutional or social time constraints (e.g., lack of time, density of the curriculum, exam pressure). It is therefore convenient for them to continue using diverse practices according to their diverse conceptions that evolve throughout their experience.

The logical follow-up to my doctoral research is to investigate early teacher training in order to understand how future teachers envisage their use of various educational resources. This current research will soon be published.

Historical films and video games are also used for various classroom projects. Video games are popular with young people and technological development allows realistic immersion in and simulation of specific historical contexts. In the same vein, historical films offer interesting reconstructions of events. It is important to examine the influence of these cultural media on historical representations for young people. For example, an historical video game such as *Assassin's Creed III*, in spite of its fictional scenario, re-creates an open and realistic universe at the time of the American Revolution. It must be stated however that the scenario follows historical events and characters without actually distinguishing fiction from history. I and my colleagues therefore propose examining how students make this distinction and how they perceive historical agency through this medium. This project is currently in the developmental stage and the subject of a SSHRC Insight Development grant application. More to follow...



By Thepipe 101 (Own work)  
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**\* MORE TO COME NEXT MONTH!**