

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



What's new with THEN/HiER?



* **Penney Clark** has published "History Education Research in Canada: A Late Bloomer," in *Researching History Education: International Perspectives and Disciplinary Traditions*, edited by Manuel Köster, Holger Thünemann, and Meik Zülsdorf-Kersting, 81-103 (Schwalbach/Ts: Wochenschau Verlag, 2014). This publication discusses the state of history education in a number of countries. Read the abstract in the Research Resources section of our website.

* **Maria Grever, THEN/HiER member**, and Director of the Center for Historical Culture at Erasmus University in Rotterdam, The Netherlands, would like to draw your attention to new publications by the Center's members and several major conferences in which they are involved. Read about them in the Center's biannual newsletter.

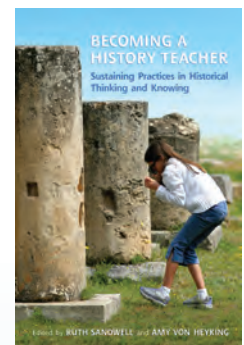


* **Kristina Llewellyn, THEN/HiER member**, has issued a Call for Papers for a volume she is editing with Nicholas Ng-A-Fook, titled *Oral History and Education*. The collection will address oral history as "best practice" for researching and engaging the past with students. The deadline is September 30.

* **Madeline Knickerbocker, SFU doctoral candidate and THEN/HiER member**, has been awarded the the Canadian Historical Association's Best Article Prize for the *Journal of the Canadian Historical Association/Revue de la Société historique du Canada*. The award was for "'What We've Said Can Be Proven in the Ground': Stó:lo Sovereignty and Historical Narratives at Xá:ytem, 1990-2006," vol. 24, no.1, pp. 297-342 (2013). The awards committee noted that: "The compelling analysis, methodological plurality, eloquent prose, and contemporary significance led the awards committee to unanimously choose this article for the JCHA prize."

Third Title in the THEN/HiER Book Series

Ruth Sandwell and **Amy von Heyking**, editors of *Becoming a History Teacher: Sustaining Practices in Historical Thinking and Knowing* (University of Toronto Press, 2014), the next title in the THEN/HiER book series, are delighted that the collection will be available this fall. Authors explore how to best provide teachers with the sustaining environments that they need in order to know and teach history through a richer and deeper disciplinary understanding that comes from knowing how history is made.



Small Projects Grants

The Graphic History Collective has completed the THEN/HiER Small Projects Grants funded portion of the ongoing Graphic History Project, which now has eight issues in its series of graphic history comics available for free on its website. Read the project report.

What's new with our partners?



* **The Association for Canadian Studies (ACS)** conference *(Re)Making Confederation: (Re)Imagining Canada* will be held on November 21 and 22 in Charlottetown, PEI. The University of Prince Edward Island and the PEI Social Studies Teachers' Association are partners in the conference, which aims to examine effective methods to engage students in Canadian history and social studies and address current issues regarding the relevance of history in our daily lives.

* Upcoming Teachers' Associations Conferences

- Social Studies Saskatchewan, October 3-5, Canadian Museum for Human Rights, Winnipeg
- L'Association québécoise pour l'enseignement en univers social, October 16-17, Trois-Rivières
- La Société des professeurs d'histoire du Québec, October 23-24, Sainte-Adèle
- Alberta Social Studies Council, October 23-25, Lethbridge
- British Columbia Social Studies Teachers' Association, October 24, Vancouver
- Manitoba Social Sciences Teachers' Association, October 24, Winnipeg
- Nova Scotia Social Studies Teachers' Association, October 24, Fall River
- Ontario History and Social Sciences Teachers' Association, November 14-15, Scarborough

* **The Canadian History of Education Association (CHEA)** will hold its 18th Biennial Conference in Saskatoon from October 23 to 26. *Regulations, Resistances and Reconciliations: Histories of Education* will explore whether these "Three Rs" are significant concepts in understanding change and continuity in the history of education.

Graduate Student Committees

Hello THEN/HiER Community! I am very pleased to be taking over from Kate Zankowicz as the Anglophone Graduate Student Committee coordinator. I have served on the committee for the last 3 years and learned a lot from Kate, and her predecessors, about building graduate student (and other) connections across the country. I wish Kate all the best as she moves beyond her graduate student status



Heather McGregor

– but hopefully stays very close! My interest in THEN/HiER has come from a passion for history and education that began with visiting museums as a child, and has since been extended by taking an undergraduate course in Canadian History with Margaret Conrad at Acadia University, completing a Master's degree with Ruth Sandwell at OISE/UT, and pursuing doctoral studies with Penney Clark, Peter Seixas and Michael Marker at UBC. But the most important thing I bring to THEN/HiER is my goal of increasing the representation of Indigenous and Arctic peoples (and places) in conversations about the Canadian past.

So my journey has been coast, to coast, to coast, and through a bit of the middle too! As the Anglophone Graduate Student committee looks towards 2014-15, I am excited about welcoming new members, new bloggers and new ideas for sharing our work. More to come next month as the school year gets underway. Until then! Contact Heather McGregor.

Happy end of summer to all! On our blog *Enseigner l'histoire*, Frédéric Yelle describes a classroom activity developed by participants at the Historical Thinking Summer Institute in Vancouver in July. The activity, based on nationalist effervescence in Quebec during the 1960s, utilizes two historical thinking concepts, historical significance and using primary sources. Don't miss it! With a new school year fast approaching, many events related to teaching history will be taking place. Please send us any that you know of and we will post them on our webpage. The Francophone Graduate Student Committee is also looking for new members to help us organize a bilingual panel for Congress 2015 so we hope that you will join us! Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

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

Jill Colyer
Education Consultant and
Continuing Education Instructor
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Finding Avenues to Implement Historical Thinking Into the Classroom

The Historical Thinking Project (2009-2014)

For five years I was the national coordinator of the Historical Thinking Project (HTP). In this role, I was the bridge between the research on historical thinking – as conceptualized by Professor Peter Seixas and his colleagues at the Centre for the Study of Historical Consciousness (CSHC) at the University of British Columbia – and the school community in Canada. Among other things, this meant that I worked with curriculum specialists at ministries of education across the country as they revised their social studies and history guidelines, and facilitated large-scale professional development (PD) sessions with educators on how to integrate historical thinking concepts into instruction and assessment practices.

The Historical Thinking Project was unique in that it was able to take the theory and research on how best to learn history and then work to have that research implemented into classrooms. All too often the excellent research that is conducted by academics stays within the academic community and does not have a chance to change practice in classrooms.



Participants at archaeological site at
2013 Halifax HTP Summer Institute

Federal funding for the Historical Thinking Project with its vision of developing historical thinking in students was discontinued and the Project went into hiatus on March 31, 2014. Peter Seixas and staff at the CSHC maintain the HTP website and continue to run summer institutes for educators, but other initiatives of the Project are on hold until other sources of funding are located.

Growth of Historical Thinking Implementation (2014 and beyond)

Fears that the end of the HTP would stall the integration of historical thinking into classrooms across Canada have proven to be largely unfounded. Because curriculum adoptions of historical thinking had occurred in six provinces – with another two currently under revision/adoption – ministry officials and educators in these provinces and territories are driving the creation of new resources and professional development for teachers.

In Manitoba, for example, a comprehensive adoption of the historical thinking concepts into the curriculum guidelines for Grade Eleven Canadian History was followed by the production of a Grade Eleven History textbook for students and supporting resources for teachers. The Manitoba Social Studies Teachers' Association conference always features a number of presenters working with historical thinking at the primary/junior, intermediate, and secondary levels, and in museum exhibits and installations.

In Ontario, the Ministry of Education has adopted the historical thinking concepts across all twelve grade levels. This means that students begin working with these concepts in Grade One and develop increasingly sophisticated understandings of the concepts as they proceed through subsequent grade levels.

Since the end of the project, I have been working as an independent consultant and can see that just as the Historical Thinking Project was a bridge between historical thinking research and classroom practice, I continue to be a link between the theory that underpins disciplinary thinking and inquiry and the nuts and bolts implementation in the classroom. I continue to work with educational publishers who are trying to develop resources to support students and teachers in classrooms, run PD workshops that focus on helping educators understand and teach with the concepts, and teach Additional Qualifications (AQ) courses at faculties of education that feature the historical thinking concepts – in fact, the Ontario College of Teachers mandates that the concepts be taught in all history AQ courses in that province.

My current work with the Ontario Ministry of Education is to develop a series of teaching and learning examples that focus on integrating both Aboriginal ways of knowing and disciplinary thinking concepts into social studies and history classrooms. In the fall, the focus of my work will shift to assessment and evaluation at the Ministry.

I think that the Historical Thinking Project acts as an excellent model for all academic disciplines to integrate knowledge of best practice instructional and assessment models into classrooms. I know that at least one other subject-discipline is working towards establishing such a project, but it would be great to see others as well so that we can all help to facilitate the creation of a culture of exploration, curiosity, and deep thinking in classrooms across Canada.

*** MORE TO COME NEXT MONTH!**