

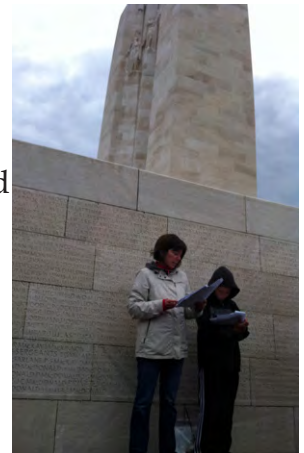
*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*

## What's new with THEN/HiER?

\* **Carla Peck**, THEN/HiER member, and **Terrie Epstein** (Hunter College/CUNY Graduate Centre), co-organized the conference, *Research on Teaching and Learning Difficult Histories: Global Concepts and Contexts*, which took place from June 24 to 26. Supported by an Education Research Conference Grant from the American Educational Research Association, Hunter College and the University of Alberta, the conference included 20 scholars from 14 countries who gathered at The Roosevelt House in New York City. Several THEN/HiER members presented papers at the conference, including **Sirkka Ahonen** (University of Helsinki), **Anna Clark** (University of Technology, Sydney), **Maria Grever** (Erasmus University Rotterdam), **Peter Seixas** (University of British Columbia), and **Jennifer Tinkham** (Acadia University).



\* **Katherine Ireland**, THEN/HiER member, is participating in an educational materials working group with colleagues at Gregg Centre for the Study of War and Society at the University of New Brunswick to support the teaching of World Wars One and Two in Canadian classrooms. The Toll of War project incorporates major Canadian campaigns and contributions to the wars, and materials from the Lest We Forget project and Historical Thinking Project. The working group is currently looking for interested teachers and researchers to provide input on teaching materials and to implement them in the classroom. How to get involved.



Teacher Jenn Yake and her son deliver a biography of their soldier at the Vimy monument on the 2014 teachers' tour.

## Visiting Doctoral Student Program

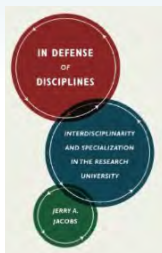
Three doctoral students recently completed their visits through this program:

- **David Bussell**, OISE/University of Toronto, with Stéphane Lévesque, Faculty of Education, University of Ottawa, Using the Virtual Historian to Teach Historical Thinking
- **Raphaël Gani**, University of Ottawa, with Kent den Heyer, Faculty of Education, University of Alberta, Reconsidering Canadians' Ignorance of History
- **Jane Griffith**, York University, with Dwayne Donald, Faculty of Education, University of Alberta, Linguicide and the School Newspapers of Nineteenth-Century Residential School

## New Francophone Graduate Student Committee Coordinator

Marie-Hélène Brunet, doctoral candidate at the Université de Montréal, has resigned as the Francophone Graduate Student Committee Coordinator to focus on completing her dissertation. Everyone at THEN/HiER would like to express their gratitude for her excellent work over the past three years. We would like to welcome Raphaël Gani, doctoral student at the University of Ottawa, as the new coordinator.

## Feature Blog



This month's feature blog on *Teaching the Past* is Scott Pollock's review of Jerry Jacobs' book, *In Defence of Disciplines: Interdisciplinarity and Specialization in the Research University* (University of Chicago Press, 2014). While not specific to history or history education, Jacobs' work should be of interest to many scholars as discussions regarding interdisciplinarity continue to increase.

## What's new with our partners?

\* **The Centre for the Study of Historical Consciousness (CSHC)** held its 2015 Historical Thinking Summer Institute from July 6 to 11 at the Museum of Vancouver and UBC. Participants explored the six historical thinking concepts through the substantive themes of migrations, contact and cultural exchange over time.



\* **The British Columbia Historical Federation (BCHF)** has announced the winners of its 2014 Lieutenant-Governor's Medal for Historical Writing:

• **First Prize:** Mark Forsythe and Greg Dickson, *From the West Coast to the Western Front: British Columbians and the Great War* (Harbour Publishing, 2014)

• **Second Prize:** Robert Budd, *Echoes of British Columbia: Voices from the Frontier* (Harbour Publishing, 2014)

• **Third Prize:** Lily Siewsan Chow, *Blood and Sweat Over the Railway Tracks: Chinese Labourers Constructing the Canadian Pacific Railway* (UBC and Chinese Canadian Historical Society, 2014)



\* **The Canadian Heritage Information Network (CHIN)** has posted the article *Fostering Open Content* on its website, which discusses the pros and cons of allowing publicly available user-generated content in museum exhibitions. It uses the *God(s)* exhibition from the Canadian Museum of History as an example of a successful effort to generate valuable open content.



## Graduate Student Committees



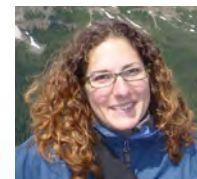
Scott Pollock

Not surprisingly, the month of July has been somewhat quieter for members of the Anglophone Graduate Student Committee, many of whom are recuperating from a busy final term of school and conference season. Plans are developing (and will be shared soon) for Toronto's upcoming *Approaching the Past* series. We hope that once announced you will be as excited as we are about next year's ATP! And be sure to check the *Teaching the Past* blog next month for a series of *Where are you now?* updates from former Graduate Student Committee members. Contact Scott Pollock.

The month of July 2015 marks the end of my position as coordinator of the Francophone Graduate Student Committee. I am now devoting my entire time to writing my dissertation. I would like to thank THEN/HIER for all the opportunities it has offered me over the course of the last few years, and I am sure to remain active in the network! I am pleased to announce that I am passing the torch to Raphaël Gani, doctoral student at the University of Ottawa. He has made numerous contributions to the blogs *Enseigner l'histoire* and *Teaching the Past*. He recently posted an article that he published in June in *La Presse+* which deals with how and why partisan politics is part of our history curricula. You will also find my latest post where I relate my experience as a doctoral student in terms of data analysis. Contact Marie-Hélène Brunet. Contact Raphaël Gani.



Raphaël Gani



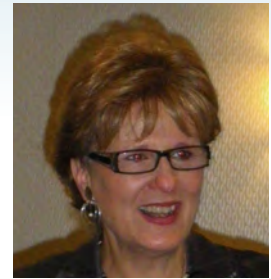
Marie-Hélène Brunet



## Research Snapshots

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

**Penney Clark, Professor**  
**Director, THEN/HiER**  
**Department of Curriculum and Pedagogy**  
**University of British Columbia**



### What Brings Us to Our Research and What Sustains Us?

This is #67 in the THEN/HiER collection of research snapshots which appear in our monthly *e-Bulletin* and on our website. I look forward to reading the snapshot each month because of the insights they offer not only into what people are investigating, but what it is that inspires them. In his snapshot, Christopher Dummitt talks about being "prepared to be surprised." Margaret Conrad reveals her scholarly passions. As she puts it, "old historians never give up doing research, they just find new projects to inspire their energies." Alan MacEachern declares, "I love what I do." Alan Sears points to the role of personal connections and unexpected opportunities. Sirkka Ahonen describes her mission to seek ways to avoid "divisive 'double talk' about history." In his chapter in *New Possibilities for the Past: Shaping History Education in Canada* (UBC Press, 2011), historian Gerry Friesen describes his efforts to nurture a sense of wonder in his undergraduate history students. Ultimately, it is this sense of wonder that underpins our research.

My interest in the history of educational publishing in Canada grew out of my experiences as a textbook and teacher guide author for several publishers. I began to wonder about the relationship between textbooks as an economic commodity and their place in classrooms intended to offer equality of opportunity. It was also spurred by the kind of happenstance mentioned by Alan Sears. Janet Friskney from the History of the Book in Canada project heard me give a conference presentation in 2004 and subsequently, I was invited to contribute to that project. I have not looked back since.

This research can be depressing because, as it turns out, I am documenting the rise and eventual demise over time of Canadian educational publishers, which have inevitably been purchased by multinational giants. (See Penney Clark and Wayne Knights, "'Fratricidal Warfare': English-Canadian Textbook Publishers Take on the Americans, 1970-1980," in *History of Education* [2013]; and Penney Clark, "'A Precarious Enterprise': A Case Study of Western Canadian Regional Educational Publishing, 1980-1989," in *Historical Studies in Education* [2013].) Regardless, it remains fascinating. As I note in the conclusion of the latter article, "This case study demonstrates that textbooks are far more than merely instruments of pedagogy. They are artifacts situated at a busy intersection where culture, economics, politics, and pedagogy mutter expletives, sound their horns, shake their fists, and shout out in outrage. Textbook publishing must be negotiated with care" (p. 22).



My work on educational publishing falls within the area of history of education. So, too, does my work on the history of history education in Canada. One encouraging development here is increased empirical research into how teachers teach and students learn history. Scholars are investigating areas such as the use of technology (e.g., gaming, virtual environments), how to teach with primary sources, and how to assess student progression in historical thinking and historical consciousness. You may wish to read my chapter, "History Education Research in Canada: A Late Bloomer," in *Researching History Education: International Perspectives and Disciplinary Traditions* (Wochenschau Verlag, 2014).

My other research area is the dissemination of research rather than its performance. This involves mobilization of research related to history education (the teaching and learning of history in various settings) with the purpose of informing practice. I am Director of The History Education Network/Histoire et éducation en réseau (THEN/HiER), which is funded by a SSHRC Strategic Knowledge Clusters Grant. The Network has been instrumental in promoting dialogue across the chasms dividing teachers, history education scholars, historians, and museum scholars. It has achieved this largely through its symposia, regional conferences, scholarly edited books, educational resources, grassroots projects across the country, and monthly electronic communications. Its bilingual website provides a clearinghouse for research findings and opportunities to engage in debates about implications and applications of these findings.

One of my proudest accomplishments with regard to the Network is the publication of five edited volumes. The first collection, which I edited, is *New Possibilities for the Past*. It is a broad look at the field, examining the contested terrains of Canadian historiography and debates about history education in English Canada and in Quebec, and the inclusion of indigenous perspectives. It considers implications of research for history learning in a variety of settings, including K-12 schools. The sixth book, which Alan Sears and I will co-author, will be called *Historical F(r)ictions* (working title). It will consider current and potential roles for the arts in history education, as well as ways the arts use history.

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