

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**, presented at the Hong Kong Institute of Education on August 6 and served as the Academy of Singapore Teachers' *Outstanding Educator in Residence (OEIR)* from August 11 to 21. As OEIR she worked with students and teachers on teaching historical thinking. Read a full description of Carla's OEIR activities (scroll to bottom of page).

* **Jocelyn Létourneau** and his colleague Arthur Chapman, University College London Institute of Education, have put out a call for papers for a special issue of the *London Review of Education* with the theme, "Negotiating the Nation: Young people, national narratives and history education." Papers will explore young people's knowledge of history in relation to schools, identity, and culture in a global context using empirical and theoretical approaches. The deadline for proposals is January 31, 2016.

* **David Lefrançois, Stéphanie Demers, and Marc-André Éthier, THEN/HiER members**, have published the edited volume, *Les fondements de l'éducation : perspectives critiques* (Éditions Multimondes, 2015). Chapters address topics such as the history of Western education, social ideologies in school settings, learning and human development, and the development of critical thinking in schools, to name just a few. See the complete list of topics and authors.



* **Four THEN/HiER members** have been recognized as *Education's 100* alumni by the UBC Faculty of Education as the university celebrates its 100th year:

- **Penney Clark**, University of British Columbia
- **Kristina Llewellyn**, University of Waterloo
- **Alan Sears**, University of New Brunswick
- **Elizabeth Tower**, Canadian Museum of Immigration at Pier 21

Education's 100

Congratulations to them all!

* **Stéphane Lévesque**, as well as **Robert Parkes** and **Mario Carretero, THEN/HiER members**, are among the authors who contribute to *Public History Weekly: Multilingual Blogjournal for History and Civics Education*. Their posts include *Why Historical Narrative Matters?*, *Between Memory Recall and Historical Consciousness: Implications for Education* (Lévesque); *Decoding Da Vinci? A Public History Affair*, *Big History: Can Life Go on Without a Meta-narrative?* (Parkes); and *Lenin and Marx as Symbols of Liberation?* (Carretero).

Small Projects Grants

Three projects have recently been completed under this program:

- Lake Country Museum, BC - *Lake Country: Origins in Time and Place*
- Inverness Mining Museum - *The Inverness Interactive Archives Project*
- The Manitoba Museum - *44 Months of Hell: The Story of the Winnipeg Grenadiers*

Read all project reports.



Geneviève Goulet

New Video

A video of a THEN/HiER graduate student panel at the 2015 Canadian Historical Association Conference titled *Why should history education research matter to historians?* is now available on our website. The panel, which took place on June 3, 2015, includes presentations by Raphaël Gani, David Scott, Cynthia Wallace-Casey, Geneviève Goulet, Marie-Hélène Brunet, and Mary Chaktsiris.



Feature Blog

This month's *Feature Blog* is by David Bussell who discusses the misconceptions teacher candidates often bring with them into their BEd classrooms and offers some helpful suggestions for addressing them. Many THEN/HiER members will find this topic of interest and you are encouraged to comment on his post as well as other blogs.

What's new with our partners?

* **Canada's History** is holding a forum titled *Telling the Story of Canadian Women from Exceptional to Everyday Life* at the Canadian Museum of History on October 15. The event will focus on the Canadian women's suffrage movement, which led to women achieving the right to vote in this country in the early twentieth century.



* **The Canadian Museum of Immigration at Pier 21** is holding two important events in October: an *Educators' Open House* on October 6 and its *Fourth Annual Public Meeting* on October 21. Click on the links for more information.

* **The Centre for the Study of Historical Consciousness (CSHC)** will hold a talk through its Visiting Scholars Program by Nobuyoshi Takashima, University of the Ryukyus, titled "The Threat of Revisionism to Japanese History Textbooks: State Intervention and Citizen Resistance," on October 14 at UBC. The talk is supported by the CSHC, UBC's Centre for Japanese Research, Department of History, and Department of Language and Literacy Education.



UNIVERSITY OF BRITISH COLUMBIA

**Centre for the Study of
Historical Consciousness**

* **The Association for Canadian Studies (ACS)** is co-hosting a conference with the Canadian Ethnic Studies Association titled *Immigration, Ethnicity and Diversity in 150 Years of Canada: Looking Back, Going Forward*, to be held October 23 and 24. More information and to register.

Graduate Student Committees

Anglophone Graduate Student Committee member Cynthia Wallace-Casey is busy preparing for a panel presentation at the upcoming annual conference of the Canadian Museums Association in April 2016. The panel will be discussing "Historical Thinking in Museums: Embracing a New Paradigm in Social Studies Education." Cynthia will also be presenting some research from her dissertation at Mount Allison University on October 15. Please read a blog I wrote on *Teaching the Past* about assessing historical thinking, and be sure to check out the blogs in the *Where are you now?* series by former Graduate Student Committee members Jennifer Bonnell, Samantha Cutrara, Kate Zankowicz, and Rose Fine-Meyer. Contact Scott Pollock.



Scott Pollock

The new academic year got well underway with a Francophone Graduate Student Committee teleconference where new and seasoned committee members got to know each other. On the blog *Enseigner l'histoire*, new members shared their academic backgrounds and research interests. For example, Nathalie Popa discusses the Italian city of Bologna where her interest in historical consciousness was born. Invited blogger post-doctoral student Alexandre Turgeon writes about his research on collective memory in the Twitter age. Québec history teachers will gather at two conferences in October, the SPHQ in Orford and the joint AQEUS/ACS in Gatineau. Several committee members will attend the conferences, including Marc-André Lauzon who will facilitate a few workshops at AQEUS. Please join us! Contact Raphaël Gani.



Raphaël Gani

Research Snapshots

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

Tsafrir Goldberg, Lecturer
Dept. of Learning, Instruction and Teacher Education
University of Haifa, Israel
Mount Carmel, Haifa



Cutting Across Time: Histories, Identity and Inter-group Relations

In the past decade, I have been exploring the relations of historical reasoning, learners' identity and peer deliberation of charged historical topics. My interest in this line of research stemmed from my work as an Israeli high school history teacher working in a desegregated, highly diverse school. As a teacher of the history AP class, I had my students focus their inquiry projects on controversial national historical issues. With time, I started using students' controversy projects as topics for peer discussion in the regular classes. These peer discussions of conflicting views and sources aroused learners' interest and became the focus of my Ph.D.

My initial work was cognitive in focus, influenced by new ideas in history education (Lee; Wineburg; Perfetti et al.'s work) and argumentative theory (such as Deanna Kuhn). I traced the beneficial effects of learning through conflicting sources and peer deliberation. Learners evaluating contradictory and biased sources, and using these sources to engage in controversy with their peers, elaborated their historical reasoning and changed their narrative schemes. However, the cognitive perspective did not suffice to depict or explain all that took place in peer discussions. This was true especially in charged topics bearing upon learners' ethnicity and interethnic relations, such as the Israeli "Melting Pot" policy of remolding immigrants' identity and culture.

It was at this point that I was inspired by Terrie Epstein's work on students' ethnic identity and their stance towards historical information. In almost every phase of students' learning process and application of historical disciplinary practices, I found the mark of identity. Some of the effects seemed quite straightforward, such as a preference for sources depicting the learners' group favorably. Other effects seemed counter commonsensical, such as the privileged students' stronger criticism of their ancestors' role in historical events. Identity also interacted with disciplinary practice in complex ways, both biasing learners' understanding and facilitating more articulate and introspective reasoning. Students of diverse ethnicities deliberated historical intergroup conflicts and inequalities but also used history as a way to reflect on their current relations and identity. I delved into this role of history in intergroup relations (deeply influenced by Keith Barton and Alan McCully's work) later in my career due to an unfortunate incident.

Following the appointment of a conservative hawkish Minister of Education, a textbook I co-authored was criticized for presenting a Palestinian historian's outlook alongside the Israeli official and academic perspectives in a historical controversy exercise. Right wing educators voiced anxiety that "Our students won't be able to tell apart Palestinian propaganda from the truth." The minister, who later claimed that acknowledging the Palestinian narrative amounts to disloyalty to our nation and enhances the conflict, pressured the publishers to shred the book and reproduce it in a cleansed version closely guided by the ministry to insure a "clear narrative."



Learning Each Other's Historical Narrative by Prime Institute, one of the multi-perspective approaches used in the study.

Turning lemons into lemonade, I attempted to transform accusations into research questions: how would students apply disciplinary practice to charged conflicting perspectives? Would teaching conflicting historical perspectives harm in-group loyalty and intergroup relations compared to the clear official narrative? With the support of the National Academy of Education's Spencer postdoctoral fellowship and the help of 200 Israeli Arab and Jewish high school students, I set out to explore the effects of studying the history of the Israeli-Palestinian conflict in a multi-perspective approach versus single official narrative.

Using social identity research methods, we could track both impact on learners' identification with their nation and attitudes toward the "other." The results of the study came as a mixed blessing. On the one hand, history teaching did make a difference, affecting attitudes towards the adversary's perspective, and even actual intergroup interaction. On the other hand, findings showed that the single official narrative teaching, most common in our schools, had a distinct negative effect on both learners' intergroup attitudes and interactions.

The findings of this study currently influence my work in two directions. The first is in systematically analyzing the relations between social identification and historical reasoning. The second is in following the implications of studying intergroup history on intergroup relations. I am currently involved in action research with teachers exploring the effect of studying the rise of Islam and medieval interfaith relations on students' Islamophobia and stereotypes.

*** MORE TO COME NEXT MONTH!**