

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

## What's new with THEN/HiER?



\* **Geneviève Goulet, THEN/HiER Francophone Graduate Student Committee member**, has received a *History Now: Government of Canada History Award for Teachers* for her lesson plan, « Analyse de documents de la Seconde Guerre mondiale », in which students study visual documents using two historical thinking concepts: *use primary source evidence* and *take historical perspectives*. Congratulations, Geneviève!

\* **Carla Peck, THEN/HiER member**, and **David Scott, Anglophone Graduate Student Committee member**, both appear in the October issue of *Focus Newsletter*, a publication of the Social Studies Council of The Alberta Teachers' Association, a THEN/HiER partner. The items include a transcript of an interview with Carla, "Teaching Diversity in the K-12 Social Studies Classroom," and the *From the Editor* column, "In Search of Good Citizens" by David.



\* **David Anderson and Lisa McIntosh, THEN/HiER members**, with Alex de Cosson, University of British Columbia, have co-edited a new book, *Research Informing the Practice of Museum Educators: Diverse Audiences, Challenging Topics, and Reflective Praxis* (Sense Publishers, 2015). The authors in this collection report on a series of independent research projects related to the role of institutions such as natural and social history museums, anthropology museums, science centres, art galleries, and gardens as sites of learning. More information and to order.

\* **Stéphane Lévesque, Raphaël Gani, THEN/HiER Francophone Graduate Student Committee Coordinator**, and Jean-Philippe Croteau, University of Ottawa, have published « La conscience historique de jeunes franco-ontariens d'Ottawa : histoire et sentiment d'appartenance » in *Historical Studies in Education* 27, no. 2 (Fall 2015).

## Approaching the Past (ATP)

The most recent *ATP - Vancouver* took place on November 26 at the Vancouver Maritime Museum where participants learned about the museum's education programs and enjoyed a tour of the *St. Roch* ship, a national historic site. The next *ATP - Vancouver* will be on March 2, 2016 at the Roedde House Museum. At the first event of *ATP - Fredericton* on November 2, Diane MacLeod, James Rowinski, Mark Perry and Alan Sears shared their experiences using soldier biographies in the classroom. The next event, *À qui l'histoire? Identité et témoignages francophones dans l'étude des guerres mondiales*, will take place on December 7 at the Musée acadien de l'Université de Moncton and feature speakers Greg Kennedy and Jeanne-Mance Cormier (bilingual event).

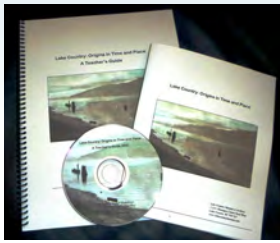


Vancouver Maritime Museum.  
By User:Another Believer (Own work), via Wikimedia Commons

## New Video



Nobuyoshi Takashima, Professor Emeritus at the University of the Ryukyus in Japan, gave a talk at UBC on October 14 titled *The Threat of Revisionism to Japanese History Textbooks: State Intervention and Citizen Resistance*. The presentation was supported by the Centre for the Study of Historical Consciousness, the Centre for Japanese Research, the Department of History, and the Department of Language and Literacy Education. We have also posted the link to an interview with Professor Takashima which appears on the Asia Pacific Memo website, *Investigating Evidence: Japan's War Responsibility in Southeast Asia*.



### **THEN/HiER Small Project in the News**

A project funded through THEN/HiER's Small Projects Grants program, *Lake Country: Origins in Time and Place*, has been reported on in the *Lake Country Calendar*. The project involved the development of an inquiry based student book and teacher's guide on the history of Lake Country, B.C. The stories follow the events and sites in Lake Country that convey a sense of the past and reflect the stories of the people who have lived there.

### **Feature Blog**

In this month's *Feature Blog*, Cynthia Wallace-Casey discusses student narratives and public memory in museums. This interesting piece includes some of Cynthia's recent research in which she followed a class of seventh graders as they made use of a material history framework for historical thinking. The framework was specifically designed to assist students to critically examine museum pieces in order to develop individual narratives around them, as opposed to blindly adopting the historical narrative suggested by the museum. Please take a moment to read and comment on this very timely blog.



By PPun (Own work), via Wikimedia Commons

### **What's new with our partners?**



\* **The British Columbia Historical Federation (BCHF)** has a new interactive website that includes an improved navigation system, interactive map and community calendar, which will allow increased collaboration between the BCHF and its members. Read more.

\* **The Canadian Historical Association (CHA)** is accepting nominations for its 2016 Sir John A. Macdonald, Wallace K. Ferguson, Clio, Albert B. Corey, John Bullen, and Jean-Marie Fecteau prizes, which will be conferred at the CHA Annual Meeting at the University of Calgary on May 31, 2016. The deadline for submissions is December 31, 2015.



### **Graduate Student Committees**



Scott Pollock

The past month has been busy for many members of the Anglophone Graduate Student Committee who presented at, or participated in, local history and social studies teachers' conferences. Congratulations should be given to all those involved in these events. They are of tremendous benefit to all the teachers who attend them. Several committee members have also been busy preparing applications for upcoming conferences, particularly CSSE 2016. This month bloggers covered a wide range of topics on *Teaching the Past*. Angelica Radjenovic and Chris Pedersen both contributed incisive pieces on the purpose of history education, while Eric Poitras contributed his post to the series, "Where are they now?" which provides the opportunity to catch up on the activities of former committee members. Check back soon for our next "Where are they now?" blogs by Lindsay Gibson and Heather McGregor. Contact Scott Pollock.

In the latest blog posts on *Enseigner l'histoire*, Marc-André Lauzon continues his series on the new Québec/Canada history curriculum in Québec where he summarizes the presentation by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MÉESR) at the recent AQEUS conference. Sandra Hennay, teacher in Belgium and invited blogger, describes a research project where she integrates neuroscience and primary history education. In her post, Nathalie Popa provides details of her project on historical consciousness and higher education. Finally, in *Rendre visible les perspectives historiques*, I discuss an educational activity David Scott and I conducted with future teachers. And as you read about on page one, congratulations to Geneviève Goulet for receiving a history teaching award from the Government of Canada! Contact Raphaël Gani.



Raphaël Gani



## Research Snapshots

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

**Per Eliasson**  
Professor of History and History Didactics  
Malmö University, Sweden



### Historical Consciousness and History Curricula in Sweden

Being a history teacher in Sweden in the 1980s was not an easy thing. The subject of history was under heavy pressure from school politicians, on both national and local levels, to give up its identity and in the curriculum it had disappeared under the heading *Activities of Man – the Perspective of Time*. The ideal then was an education with a mix of many different subjects organized under certain themes, e.g., water or friendship. The key phrase was “reality is not organized in subjects.” Although the idea of finding ways to meet new problems, such as environmental issues, with a multifaceted approach was praiseworthy, the result was very often meager and still more fragmented. The cause of these failures was the usual preconceived assumptions that certain subjects *must* be involved in the education project at hand, and in order to achieve this, certain narrow themes were chosen. Frustrated by these conditions, some teachers sought their way back to teaching subjects as before, but took a new starting point in questions that called for collaboration with other subjects. At that time a history teacher in a small town in southern Sweden, I collaborated with biology, crafts, chemistry and mathematics teachers in a project spanning 400 years of the forest history of a small village. From this experience of multiperspective education and research grew an interest in environmental history. Moreover, when I started my doctoral studies I chose this as the subject for my research and the topic for my dissertation. The question at stake was why state forestry started in Sweden during the first decades of the nineteenth century. Partial results of this study were published in an article I co-authored with Sven G. Nilsson, “‘You Should Hate Young Oaks and Young Noblemen’: The Environmental History of Oaks in Eighteenth- and Nineteenth-Century Sweden” (*Environmental History* 7 [2002]: 659-74).

During the 1990s, history as a school subject made its way back into the curriculum, and the new concept *historical consciousness* was introduced. This concept became the focal point of the developing cooperation among history educators in the Nordic countries, on what was now called history didactics. With the concept of historical consciousness, history as a school subject was opened up to much wider studies of the use of history in many different forms and within various sectors of society. When the government reformed the curricula in both compulsory and upper secondary school in 2011, the concept of historical consciousness became the focal point and organizing principle for history.

The essential competence of historical consciousness, according to the German history philosopher Jörn Rüsen, is narrative competence, which is divided into three competencies: experience connected to content, interpretation connected to form, and historical orientation connected to function. Accordingly, the curriculum was divided into three competencies: to experience the past as history, which means to know something about the past; to interpret what one knows about the past and how one knows it; and to reflect on the use of history in order to orient oneself in the present and for the future. The use of concepts provides students with competence to do this.



Curriculum for the compulsory school, preschool class and the leisure-time centre 2011

Skolverket

I was the coordinator in the 2011 reformation in compulsory and upper secondary school, with a certain responsibility to develop a line of progression between these two stages. This was a challenge. How can a progression of history over 12 years with the aim to develop students' historical consciousness be developed? A key factor was using concepts in an increasingly advanced way. For example, concepts such as *continuity and change* or *identity* are first introduced in compulsory school, and then structure the teaching of history in upper secondary school. But working with concepts is new to many teachers, and especially challenging is working with the use of history in one's own life or in society. However, the new national tests, compulsory and optional at different stages, facilitate the implementation by concretizing the new approaches. But they also pose new problems on how to assess progression in history. For example, how can students' competences in interpretation and sourcing in relation to contextual knowledge be assessed? And what is progression in reflecting on the uses of history? In *New Directions in Assessing Historical Thinking*, edited by Kadriye Ercikan and Peter Seixas (Routledge, 2015), I and my research fellows present the national test in history and some questions from our research on assessment and progression.

Looking back a decade or so, the school subject of history in Sweden has not only been revived but revitalized. With the concept of historical consciousness and teaching the uses of history, it has also been integrated in society outside school, in a way that makes it a vital part of our history culture. It is probably still not an easy thing to be a history teacher, but today it may be for the right reasons!

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