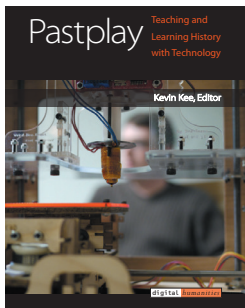


**Book One – *New Possibilities for the Past: Shaping History Education in Canada*, edited by Penney Clark, University of British Columbia (UBC Press, 2011)**  
[thenhier.ca/en/content/available-ubc-press-first-publication-thenhier-book-series-new-possibilities-past-0](http://thenhier.ca/en/content/available-ubc-press-first-publication-thenhier-book-series-new-possibilities-past-0)

This collection explores and articulates the landscape of history education research and practice in Canada to help define and refine the research agenda in history teaching and practice. It is crucial that scholarly research be pursued thoughtfully and in a cohesive manner and that classroom practice is informed by the findings of this research.



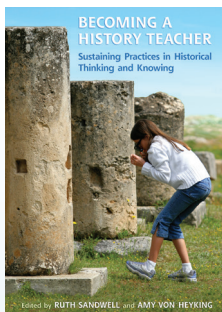
**Book Two – *Pastplay: Teaching and Learning History with Technology*, edited by Kevin Kee, Brock University (University of Michigan Press, 2014)**  
[thenhier.ca/en/content/available-michigan-university-press-second-publication-thenhier-book-series-pastplay](http://thenhier.ca/en/content/available-michigan-university-press-second-publication-thenhier-book-series-pastplay)



Historians have always been interactive with the content that they study, constantly challenging, reworking, and remixing information to 'do history,' and have incorporated that interactivity into their teaching, analyzing primary and secondary sources with students, and helping them draw on those sources to craft their own narratives. This edited collection considers how computer technology can help create new ways of interacting with the content and practices of history.

**Book Three – *Becoming a History Teacher: Sustaining Practices in Historical Thinking and Knowing*, edited by Ruth Sandwell, OISE/UT and Amy von Heyking, University of Lethbridge (University of Toronto Press, 2014)**  
[thenhier.ca/en/content/available-university-toronto-press-third-publication-thenhier-book-series-becoming-history-t](http://thenhier.ca/en/content/available-university-toronto-press-third-publication-thenhier-book-series-becoming-history-t)

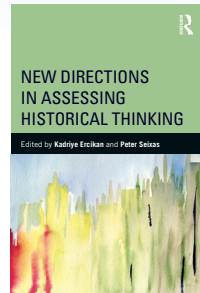
Teachers, university teacher education programs, schools and Ministries of Education across Canada are embracing a new approach to history teaching and learning, one that promises to replace rote learning and memorization with the richer and deeper disciplinary understanding that comes from knowing how history is made. At the centre of the new approach is the supposition that knowing history means knowing how to think historically. The essays in this collection explore how to best provide teachers with the sustaining environments that they need in order to know and teach history differently.



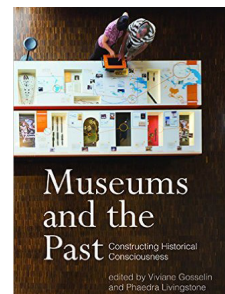
**Book Four – *New Directions in Assessing Historical Thinking*, edited by Kadriye Ercikan and Peter Seixas, UBC (Routledge, 2015)**  
[thenhier.ca/en/content/new-directions-assessing-historical-thinking-fourth-title-thenhier-book-series](http://thenhier.ca/en/content/new-directions-assessing-historical-thinking-fourth-title-thenhier-book-series)

Even as more Canadian jurisdictions adopt history curricula that specify historical thinking as a goal, valid assessments of historical thinking remain elusive. This challenge is being confronted not only in Canada, but elsewhere around the world.

Too often, history tests are simply measures either of factual knowledge or generic reading and writing skills. This edited collection has contributions from leading international assessment and measurement theorists, history education scholars, and history assessment practitioners.



**Book Five – *Museums and the Past: Constructing Historical Consciousness*, edited by Viviane Gosselin, Museum of Vancouver and Phaedra Livingstone, Museologist (UBC Press, 2016)**  
<http://thenhier.ca/en/content/museums-and-past-constructing-historical-consciousness-fifth-title-thenhier-book-series>



Bridging contemporary discussions on the relationship between historical consciousness and museum practice, the contributors reflect on the challenges, controversies, and changing technologies used in maintaining and developing museums and heritage sites as meaningful places of memory and learning. The result is an engaging and dynamic range of new perspectives on the modern museum's narrative and pedagogical responsibilities as well as on how Canadian museums continue to shape the way we make sense of the past and of ourselves. The book contributes to the ongoing dialogue about the function of public museums in civil society in Canada and elsewhere.

**Book Six – *Historical F(r)ictions*, by Penney Clark, UBC and Alan Sears, University of New Brunswick (in progress)**

This book will address the pedagogical possibilities of investigating the ways history is conveyed through various art forms such as fiction, paintings, and film. This final book in the series will be a launching pad to new directions in history education.

