

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

## What's new with THEN/HiER?

\* **Kevin Kee** was a keynote speaker at the Royal Society of Canada's *Lunch and Learn Big Thinking Lecture* on November 15 in Banff, Alberta. In *Borders without Boundaries*, he discussed how technology can be harnessed to push the boundaries of teaching, bring the past to life and foster academic-private sector partnerships.

\* **Stéphane Lévesque** participated in the *Journée de formation professionnelle pour les enseignants/es francophones de l'Ontario (Professional Development Day for Ontario Francophone Teachers)* at Glendon College in Toronto. He and Aurélien Bonin of the Azrieli Foundation co-presented the talk "Enseigner la pensée historique à travers les récits de témoins d'évènements historiques" (Teaching Historical Thinking through Eyewitness Accounts of Historical Events).

\* **Viviane Gosselin** has received the 2013 Educator Award from Options for Sexual Health BC for her work in curating the exhibition *Sex Talk in the City* at the Museum of Vancouver, a THEN/HiER partner. The award recognizes "an individual whose skill and accomplishments have significantly advanced the role of education in the achievement of Opt's mission."



Suzanne Langlois (Glendon College), Boris Cyrulnik (UToulon-Var), Stéphane Lévesque (UOttawa), Aurélien Bonin (Azrieli Foundation)



\* **Jonathan Anuik, University of Alberta, THEN/HiER member**, is now the book reviews editor for the *Alberta Journal of Educational Research (AJER)*, and is currently looking for book reviewers to contribute to the journal. More details.

## Approaching the Past

The second Toronto area *Approaching the Past* event took place on November 5 at Colborne Lodge in High Park. "Exploring Landscapes of Leisure" began with a tour of historic Colborne Lodge followed by two talks. The first talk by museum educator Catherine Raven provided insight into the history and geography of the land and environment of the park. For the second talk, Toronto teacher Katy Whitfield showed photographic evidence of the diverse uses of the park's land as an important historic space, and shared a curriculum activity she developed that incorporates historical thinking concepts using a hand-made Big Six die, described in our blog.



## New Videos

Two new videos have been posted to our website this month:

### • *Objects Matter: Making Histories in Museums*



Terry Point

A video of the presentations at THEN/HiER's Fourth Annual Regional Conference which includes Terry Point, Musqueam Cultural Centre; Jennifer Kramer and Jill Baird, UBC Museum of Anthropology; Viviane Gosselin, Museum of Vancouver; Emily Ooi and Kimberly Baker, Museum of Richmond; and Madeline Knickerbocker, Simon Fraser University.

### • *Battle Lines in the Schools: Teaching the History of War and Society for the Common Good*

A video of a Gregg Centre public lecture given by Alan Sears on October 15 at the Beaverbrook Art Gallery in Fredericton, New Brunswick, which explored how the history of war is taught in both the public school and university classroom. The video replaces the podcast of this talk.



## What's new with our partners?

\* **Canada's History** has announced the winners of the 2013 Governor General's History Awards for Excellence in Teaching: Rachel Collishaw, Glebe Collegiate Institute, ON; Romy Cooper and Graeme Cotton, General Gordon Elementary, BC; Matt Henderson, St. John's-Ravenscourt School, MB; Luci Jean-Mercier, Académie Lafontaine, QC; Catherine MacDonald, Fr. L. J. Austin Catholic Secondary School, ON; and Neil Orford, Centre Dufferin District High School, ON.



\* **Nicole Tutiaux-Guillon of the Institut Universitaire de Formation des Maîtres-Nord Pas de Calais** has recently co-edited, with secondary social studies teacher Yannick Mével, *Didactique et enseignement de l'Histoire-Géographie au Collège et au Lycée* (History-Geography Pedagogy and Teaching in College and Secondary School) (Paris: Éditions Publibook, 2013). Read more.



\* **BC Heritage Fairs Society** is very pleased to announce that two Vancouver students were among the winners of Young Citizens Awards for videos that they created to complement their Heritage Fairs project. *The Dark Legacy* by Helena Kantowicz is about Canada's residential schools; Nicolas Cain's *Sir Samuel Steele* recounts the activities of a member of the Northwest Mounted Police during the Yukon goldrush. Another Vancouver student, Emily Mittertreiner, was given honourable mention for her *Search for the Northwest Passage*. Congratulations to all three!



\* **Museums Association of Saskatchewan (MAS)** invites proposals for presentations at their annual conference, *Re-forming the Museum*, May 22-24, 2014. Papers should focus on how your museum or organization is ensuring its relevance by addressing the constant change in the makeup of your local community. MAS is encouraging cultural institutions of all sizes to share their experiences and ideas relating to new ways of engaging with their changing communities. The deadline for proposals is December 20.



\* **Canadian History of Education Association (CHEA)** invites proposals for its 2014 conference in Saskatoon, October 23-26, 2014. The conference theme is *Regulations, Resistances and Reconciliations: Histories of Education*. In addressing these "Three Rs," conference presenters and attendees will explore whether regulation, resistance and/or reconciliation are significant concepts in understanding change and continuity in the history of formal and informal education. The deadline for proposals is February 17.



## Graduate Student Committees



Kate Zankowicz

I hope everyone has their warmest mitts on for our blast of winter weather! The Anglophone Graduate Student Committee has posted several new blogs this month of interest to THEN/HiER members. We feature an interview with Terry Point of the Musqueam Cultural Centre who participated in last month's *Objects Matter* conference and *Approaching the Past* in Vancouver. We hope you enjoy the insightful blogs about using imagination to teach history by Mary Chaktsiris and Kate Ireland. Neal Adolph's latest instalment of *Diary of a History TA* highlights the virtues of thematic courses – he states that his students are much more engaged when they can discuss a theme over time and space, rather than look at history regionally and chronologically. Does anyone have an *Object of the Month* they would like to contribute to our Facebook page? If so, please contact me. Also contact me if you have ideas for next month's blog theme, *Using Family History/Biography to Teach History*, or if you would like to review the Google Cultural Institute's World Wonders website for our blog. There are lots of ways to get involved! Contact Kate Zankowicz.

The Francophone Graduate Student Committee took the opportunity in November to continue its various projects. First, we remind you to visit our webpage often where you will find our objectives, news items (for example, calls for papers for conferences), and biographies of our members. If you are on Twitter, we invite you to follow THEN/HiER to keep up to date on the activities of the committee which from now on will use this platform for publishing along with, of course, our Facebook page. On our blog, you can continue to follow Marc-André Lauzon who shares difficulties his students experience with conceptualization, and who welcomes your response to the evaluation of students' historical consciousness he has developed. I also suggest that you reflect on the current debate in Québec on teaching national history where the representation of women is often left out. We are pleased to announce that Ariane Bigras, a sessional instructor at the Université du Québec en Outaouais, will be periodically contributing to our blog starting in December. We are looking forward to reading your blogs, Ariane! Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Joan Pagès and Antoni Santisteban**  
Professors, Social Science Education  
Universidad Autónoma de Barcelona



Joan Pagès



Antoni Santisteban

### The GREDICS Group: Research in Historical Consciousness and Citizens' Consciousness

Here we describe two research projects of the GREDICS group (Grup de Recerca en Didàctica de les Ciències Socials – Social Sciences Education Research Group) at the Universidad Autónoma de Barcelona. Members of the group include Joan Pagès (Principal Investigator), Antoni Santisteban (Coordinator), Neus González, Montserrat Oller, Cecília Llobet, Edda Sant, Marta Canal, Roser Canals, and Joan Llusà.

In one project, the GREDICS group participated in research for the “Reception and Production of National History Narratives Seminar” coordinated by Dr. Françoise Lantheaume. This research was conducted on compulsory education (between 6 and 16 years of age in Spain), and post-compulsory education, including teachers in training. We will provide a summary of the findings from the latter group. The research is based on students' accounts of the history of Catalonia, on people and facts they remembered, and how they construct the historical narrative. Participants were undergraduate students in elementary teaching and Master's students in secondary teaching, with 200 students in total.

Students cited symbolic elements, and people and facts in national Catalan history: the flag, national anthem, the national holiday (September 11), etc. There were other references such as facts and people from contemporary history: the origins of Catalan nationalism, Catalan literature and art (modernism, the architect Antoni Gaudí), the Second Spanish Republic, the Civil War, etc. Most of the facts were “political” or “military.” There were few references to social and economic problems. The people who were cited were men, mostly dominant politicians. No minorities. No women.

The narratives are linear and discontinuous. Thirty percent are not accounts, but lists of events. These results indicate that we need to improve teacher training. It is equally important to teach the history of Catalonia as a land where different cultures meet and commingle. Historical thinking must be developed in order to understand the present and think about the future. History is an indispensable resource for citizenship education.

Another group research project, led by Antoni Santisteban, has as its central question: how can we develop social and citizenship competence through working with societal problems? The research phases were: a) establish a theoretical framework; b) analyze secondary students' social representations of societal problems; c) develop and test teaching sequences based on current societal issues.

a) Research findings demonstrate two main conclusions. The first indicates that any academic content can be problematized. The second supports a social sciences curriculum based on societal problems, such as “controversial issues,” “issues-centred education,” or “questions socialement vives” (QSV) (important societal issues).

b) What were students' representations of societal problems? How did they interpret them? Three hundred thirty-nine students participated. We observed that the students perceive these problems to be far removed from their reality. Their solutions demonstrate a tendency towards individual measures, with little confidence in public institutions. Older students have a better understanding of the complexity of the issues, but they also find it more difficult to think of solutions.

c) From these findings two teaching sequences were developed for different secondary grades. One of the sequences, titled “Limits, Borders, and Walls,” was tested in five teaching institutions in Catalonia. Two hundred seventy-four students participated (between 12 and 17 years old). It is based on: a) a conceptual reflection on the meaning of limits, borders, and walls; b) walls throughout history; c) a map of border conflicts throughout the world; d) case studies, such as Palestine, United States/Mexico, Spain/Morocco, North Korea/South Korea; e) invisible walls within cities; f) ‘us’ and those on the other side of the wall: argument and counter-argument based on a scenario or a simulation.

Some conclusions: a) it was demonstrated that it is necessary to use important societal issues; b) conceptual reflection is paramount; c) it is important to provide a historical view of controversial subjects; d) students improved their perceptions of the complexity of the issues, but they lacked the tools to make decisions; e) interactive methods, such as debate, simulation, argument and counter-argument are essential for the development of social and citizenship competence.

The group is currently engaged in a research project on the development of historical-social thinking. The results of this research, along with research results of other international groups, will be presented at the 25<sup>th</sup> International Social Sciences Education Symposium organized by GREDICS. We hope to see you all in Barcelona from April 8 to 10, 2014!

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

