CV's of Participants


Dr. Eugenia Alexaki, Hellenic Open University, Adjunct Lecturer, Eugenia Alexaki is an art historian, holding a Ph.D. from Freie Universität Berlin (1996). As a Fulbright Art Scholar at the Columbia University in New York (2012), she researched issues of critical visual literacy. Since 2001, she teaches History of European Art at the Hellenic Open University. Her current research and publications focus on the concept of “counter-monuments” as well as on the role of art on processing the painful and traumatic historical past.

Prof. Dr. Sebastian Barsch, Kiel University, Germany, Professor for History Education, Inclusive history lessons, historical learning and material culture, professionalization of history teachers, disability history

Prof. Dr. Karl Benziger, Department of History, Rhode Island College, Professor of History, Cold War, Hungary, Vietnam, Civil Rights, Historical/Political Memory Studies, History Education.

M.A. Philipp Bernhard, University of Augsburg, Research Assistant, -postcolonial theory and (post-) colonial history in history teaching - global history and history teaching - memory studies and historical culture - race, class and gender in history teaching

Shraddha Bhatawadekar, Brandenburg University of Technology, Cottbus-Senftenberg, Research Assistant, Shraddha Bhatawadekar is an archaeologist and working in the field of heritage conservation and management. She is currently affiliated with the DFG-Research Training Group GRK1913 at Brandenburg University Technology, Cottbus-Senftenberg, Germany and pursuing PhD in heritage conservation with focus on railway heritage. She is also actively engaged in heritage education and outreach and interested in exploring the questions of engendering critical thinking and empathy through heritage education.


Dr. Andrea Brait, University of Innsbruck, Ass.-Prof., Andrea Brait, MMag. Dr., Assistant Professor at the Department of Contemporary History and the Department of Subject-Specific Education of the University of Innsbruck, Austria; Main research interests: extracurricular learning sites, museums, history textbooks, cultural diplomacy
PhD candidate Justin Burwood, University of Fribourg, PhD candidate, With an education background in European languages and area studies, Justin Burwood’s current research interests focus on identity representations and identification, history and language education, and institutional bilingualism from a transatlantic perspective.

Prof. Dr. Jennifer Clark, University of Adelaide, Head of School of Humanities, Jennifer Clark is an historian of American and Australian History. Her most recent publication is Nye and Clark eds, Teaching History for the Contemporary World: Tensions, Challenges and Classroom Experiences in Higher Education (2021).

Dr. Aurélie De Mestral, Haute école pédagogique du canton de Vaud, Post-doctorante, Aurélie De Mestral is completing a post-doc. in history didactics at HEP Vaud and in history of education at the University of Geneva. She is the author of a thesis on the transformation of school knowledge in history since the 19th century, in French-speaking Switzerland, from a didactic and historical point of view. Her work focuses on historical and current questions, in particular on the role of school disciplines and knowledge in their social function and their relationship to societies.

Prof. Dr. Eugene Desire Eloundou, University of Yaounde 1, Cameroon, Lecturer, Professor of African History, High School Teacher Trainer, Teacher of History Didactics, Specialist on German Colonial Rule in Kamerun (Cameroon)


MA Andreas Fannin, Universität Zürich, PhD Candidate in History Didactics, Researching on the History of History Education in Switzerland since the 1960s

Prof. Dr. Nadine Fink, University of Teacher Education in Lausanne, Switzerland. She is professor for History and Citizenship Education. She has a master’s degree in history and a doctorate in educational sciences (University of Geneva). She is editorial director of Didactica Historica. Swiss Journal for History Teaching and co-president of the Swiss Conference on Didactics. Her main research interests focus on the teaching and learning practices of history and the exploration of new learning modalities; the relationship between memory, history and identity in the development of conceptions about the past; the use of oral history and audiovisual testimonies for implementing the historian inquiry process and critical thinking in history class.

Prof. Dr. Markus Furrer, University of Teacher Education of Lucerne, Switzerland. He is there a professor of contemporary history and history didactics, since 2003. After receiving his doctorate from the University of Fribourg, he worked as a history teacher (1999-2003) and as vice rector (1996-2002) at a teacher training college in Lucerne; he joined the University of Fribourg in 1998 as a part-time lecturer and held a position there as a covering professor (2003-2006) with the completion of his
habilitation. His principal fields of research are European and Swiss contemporary history, with an emphasis on politics, culture, and social history and the communication of history to the public. Publications have appeared mainly on historical analyses of history textbooks and in the field of political and social history.

Dr. Panayotis Gatsotis, Greek Ministry of Education, Teacher, Panayotis Gatsotis was born in Athens (1964) and works in the Greek public secondary education. He has studied contemporary European history (postgraduate diploma) and history didactics (PhD). He is the author or co-author of many books, journals’ articles, and history teaching material, mostly in Greek, and a member of various scientific groups, inside and outside Greece, that promote history education. His most recent work focuses on contemporary history curricula.

Prof. Dr. Peter Gautschi, University of Teacher Education of Lucerne, Switzerland. He is a professor of history education. His research focuses primarily on history teaching, history textbooks and media, and Public History. He is the author of several history books and textbooks, which have been translated into multiple languages, and is the recipient of a number of prizes. For several years, he also worked as a history school teacher. He is a member of different scientific committees, co-editor of the Journal for Didactics of Social Sciences, and Director of the Executive Board of Public History Weekly, the international and multilingual blog journal.

Dr. Kaarel Haav, Tallinn University of Technology (retired). Estonian Society of History and Civic Teachers., Teacher of social sciences. Member of ESHCT., I have studied social, political and educational problems in Estonia in four decades. I have used these studies in teaching students. On this basis, I have designed a system of main social theoretical concepts. I have analyzed civic syllabuses and textbooks in Estonia in 1920-2020. I have been willing to introduce this conceptual system into syllabuses and textbooks of civics, social studies and history. It would enable to replace the current eclectic curriculum model by a scientific one.

Prof. Dr. Terry Haydn, University of East Anglia, Norwich UK Emeritus, Professor of Education, Terry Haydn is Emeritus Professor of Education at the University of East Anglia. He is lead author of Learning to Teach History in the Secondary School, a standard text for history student teachers in the UK, and has published widely in the field of history education. His research interests are in the purposes of school history, the use of new technology in history education and issues relating to values and dispositions in the teaching of history.

Hanna-Liis Kaarlõp, Tallinn University, Phd student, History didactics, controversial and sensitive topics.

Prof. Dr. Sun Joo Kang, Gyeongin National University of Education, South Korea, Teaching and Researching, History education : curriculum, teaching and learning, world history and Korean history, student's perception of history and history reading. Heritage education, museum education

Prof. Dr. Lyonel Kaufmann, Haute école pédagogique du canton de Vaud (HEP Vaud), Associate Professor, Lyonel Kaufmann is the author of a doctoral thesis on the authority of discourse in history textbooks in the canton of Vaud (Kaufmann, 2013). Her work focuses in particular on controversies in Swiss history and on the analysis of textbooks and teaching materials from a cultural and historical perspective. He is also responsible for the project "Makerspace: what basic learning and what humanities in the age of 'Do it Yourself' (P8-Swissuniversities).

Dr. Urite Kocka, Free University Berlin, Fdr.Meinecke-Inst, Teaching History Didactics, retired, Work focus: integrating the global perspective into the teaching of history. Recent publication: "Die globale Perspektive im Geschichtsunterricht” in: Brennpunkte heutigen Geschichtsunterrichts 2021; other
articles in "Yearbook of the International Society of History Didactics", e.g. "Rethinking the Local and National in a Global Perspective" 2016; at the moment, working on problems of environment and the Anthropocene and how to bring them to history classes.

Prof. Dr. George Kokkinos, University of the Aegean - Pedagogical Department of Primary Education, Professor, George Kokkinos is a professor of History and History Didactics at the P.D.P.E. of the University of the Aegean since 1997. Recently he was the scientific editor of the collective volumes History and Justice, together with Panayotis Kimourtzis and Marko Karasarini (Asini, 2020), and For a Comprehensive and Multidimensional Historical Education (Pedio, 2020) together with Panayotis Gatsotis. His monograph "Worthy" and "Unworthy" Life [...] (Taxideftis, 2021) has just been published.


Prof. Dr. Elli Lemonidou, University of Patras, Associate Professor, Associate Professor of History at the Department of History and Archeology in the University of Patras. Her research interests include the history of the two world wars, Public History and History Didactics. She edited the collective work 100 years after: The Memory of the First World War (École française d’Athènes, Athens 2018) and published recently History and Memory of World War I in Europe (2019) and The First World War (1914-1918). History of a Universal Catastrophe (2020).

Dr. Jan Löfström, University of Turku, Associate Professor, History and social studies education, moral education, teacher education, historical consciousness, moral consciousness, intercultural education, uses of history, historical apologies and reparations

Dr. Bob Mark, Achva Academic College, Lecturer in multicultural education, My research focuses on multi-cultural education and on diversity in the classroom in general. I am interested in how power relations are reproduced even in the most well-intentioned educational settings. I researched the Arab-Jewish primary school in Israel in which I also taught for many years, and I have been working with Rutgers and Seton Hall Universities on a comparative study of challenges that teachers face working with diversity in the classroom.


Prof. Dr. Christian Mathis, Zurich University of Teacher Education, Professor in History Education, I currently hold the post of a Professor of History Education at Zurich University of Teacher Education (PHZH). My research interests include: teaching and learning of history; history didactics and history education; learning history in the public space; history cultures; history teacher education; Holocaust Education (distinguished by Dr Kurt Bigler Prize). My current scholarly projects focus in various ways on students', teacher students', and teachers' conceptions and epistemic cognition.
Prof. Dr. Franziska Metzger, University of Teacher Education Lucerne, Switzerland. She has been a professor of history there since 2014 and the director of the Master study programme “Public History” since 2020. She represents the research focus memory cultures at the Institute for History Education and Memory Cultures and is chief editor of Schweizerische Zeitschrift für Religions- und Kulturgeschichte / Swiss Journal for Religious and Cultural History (SZRKG). Her main fields of research and publication are memory studies, religious history, especially religion and memory, religious transformations in transnational perspectives, history of historiography and theory of history, fin de siècle cultural and intellectual history.

Prof. Dr. Sabrina Moisan, Université de Sherbrooke, Professor in history didactics and citizenship education History education; collective memory; diversity; genocide education; epistemolog


Dr. Eva Müller, University of Würzburg, Lecturer, Historical textbooks and exercise books; Historical knowledge, the educational system and politics by the example of fascist Italy; Italian contemporary history, especially fascism and the communist party;

Dr. Victor Nemchinov, Department of Comparative Culturology, Institute of Oriental studies, RAS, Senior Research Fellow, Formation of personal identity and images of the world in new conditions of multicultural unverifiable digitalized realities. Communicative skills in: awareness of faked and manipulated narratives, cognitive reformulation of stale stereotypes in search of veracity, understanding the Other, selfless dialoguing, empathy and intuitive practices for dignified living

Johanna Norppa, University of Helsinki, Doctoral student, teacher, Focusing on teacher education, curriculum studies and history education.

Dr. Adele Nye, University of New England, NSW Australia, Senior Lecturer in Education, Adele's research focus is the teaching of history in universities with her latest co-edited book; Teaching history for contemporary world: Tensions, challenges and classroom experiences (2021). This book foregrounds the urgency, agility and value of historical work in precarious times and builds on an earlier edited book; Teaching the discipline of history in an age of standards (2018) which spoke to the energy and diversity of the discipline in a period of regulation.

Dr. Mare Oja, Tallinn University, lecturer of didactics, History of education, textbook analyses, assessment in history and civics, e-testing in social studies, teaching history, heritage in history education, including museum education


Liene Ozoliņa, University of Latvia, PhD student, preparing and conducting teacher in-service training, Work focus: didactics of history, relations of history with other dimensions of Social and civic study area, core concepts of current history teaching paradigm in Latvia. Publication: Ozolina, L. The Students’ Visual Literacy for Knowledge Construction in the History of Latvia and the World. P.334.-

Prof. Dr. Angelos Palikidis, DEMOCRITUS UNIVERSITY OF THRACE, History Didactics, History Curricula in Primary and Secondary Education, Research in History Textbooks, Local History Teaching, Teaching History in Divided Societies, Teaching Trauma and Controversial Issues Art in History Teaching, Museums and History Education

Dr. Piotr Podemski, University of Warsaw, Assistant Professor, Piotr Podemski teaches history and cultural studies at the University of Warsaw, Poland. His research focus has been on modern Italian history and society as well as history education in Poland within the European context. He has held research grants from the Fulbright Commission, the European University Institute and the Italian Government, and acted as history education expert for the Council of Europe and the Polish President's Chancellery.

Prof. Dr. Susanne Popp, University of Augsburg, Professor and Chair of History Didactics, Theory and practice of global history teaching Popular History Magazines in Europe Public History and History Education Chronological Orientation as Challenge of Early History Education Visual Sources in Textbooks

MA Ana Radaković, Faculty of Philosophy in Belgrade, teaching assistant, - history teaching - methods and didactics - culture of remembrance - historical heritage - contemporary history

M. A. Dennis Röder, Teacher Training College, Stade (Northern Germany); University of Augsburg, Teacher (Englisch/History); Teacher Trainer for History, History Education Teaching "How to teach History" Global History in History Education Category "Race" and "Racism" in History Education and History lessons

Dr. Aimilia Salvanou, Hellenic Open Univerzit, Appointed Lecturer, I work on contemporary Greek and European history, migration, memory and historical culture and theory of history. Apart from papers in journals and chapters in edited volumes mainly on issues of refugee memory and historical culture, I am the author of two monographs: - The shaping of refugee memory, Polis:Athens 2018 (in Greek) -How do we learn history without being taught about it? Public history, history education and historical culture, Asini: Athens September 2021 (forthoming, in greek)


Prof. Dr. Marko Šuica, Faculty of Philosophy University of Belgrade, professor, Research field covers medieval history, especially Serbian-Ottoman relations, history of nobility and reception of medieval legacy in different contexts, as well as, the research and designing of history curricula and other educational framework documents (standards, competences, recommendations), writing, editing textbooks and analyzing different aspects of history teaching including the representation of national minorities in history education.

Tanja Taivalantti, University of Helsinki, PhD student, Tanja Taivalantti is history teacher and a PhD student at the University of Helsinki. Her research interests include historical thinking of young people at the secondary school level.
**Dr. Nimrod Tal**, Kibbutzim College of Education, Lecturer, History Department; Manager, The Israeli Institute of History Education, Nimrod Tal’s interest lies in the role of historical consciousness in shaping public behaviour. He is the author of The American Civil War in British Culture (Palgrave, 2015), and co-editor of Cultures of War in Graphic Novels (Rutgers University Press, 2018). Tal is also the manager of the Israeli Institute of History Education at Kibbutzim College. He published an article on history teaching in Israel in the 1970s and he is now co-editing a collection of essays on history education in Israel.

**Dr. Petros Trantas**, University of the Peloponnese, Department of Social and Education Policy, Post Doc Researcher Participation in various Congress, in Greece and abroad and numerous publications in Congress proceedings, collective volumes and scientific journals in Greek and other languages. Scientific areas of interest: Educational policy, Social and Educational Research, History of the education, Statistics and Data Analysis

**Prof. Dr. Barnabas Vajda**, Faculty of Education J. Selye University Slovakia, historian, Dr. habil. Barnabás Vajda, PhD. Associate Professor at the Faculty of Education of J. Selye University, Komárno, Slovakia. Main research interest: international relations of the Cold War, history of Radio Free Europe, and History Didactics, including research of history school textbooks. E-mail: [vajdab@ujs.sk]

**Drs. Joris Van Doorsselaere**, Ghent University, Research assistant, I am active as a history and cultural sciences teacher in secondary education in Flanders since 2011. In 2020, I started a PhD dissertation on heritage education and its relation to teaching history. The project depends strongly on action research to develop an evidence-based didactical framework and relevant good practices.

**Prof. Dr. Elize S Van Eeden**, North-West University, Deputy Director School of Social Science, Elize S van Eeden is a full Professor of History and Deputy Director in the School of Social Science, North-West University. She is currently involved in several local area and other multidisciplinary research projects aimed at community engagement and contributing to establish sustainable societies. Elize She authored/co-authored more than 80 peer reviewed indexed articles and edit/co-contributed in 28 book publications.

**Prof. Dr. Karel Van Nieuwenhuyse**, University of Leuven, associate professor, My history education research focuses on: (1) the position of the present and uses of the past, (2) students’ historical narratives and connections with their identifications, (3) the position and use of historical sources and film, (4) representation of and opinions on the concept of ‘agency’, (5) the interplay between students’ historical narratives, their identification, their civic attitudes and their historical thinking ability, and (6) fostering historical thinking ins museum contexts.

**Prof. Dr. Polina Verbytska**, Lviv Polytechnic National University, Lecturer, History and Civic Education, Cultural Heritage and Intercultural Dialogue

**Prof. Dr. Pieter Warnich**, North-West University, Deputy Director for School of Commerce and Social studies in Education, Dr Pieter Warnich is the deputy-director of the School of Commerce and Social Studies at the NWU in SA. He is involved in the teaching and training of pre-service history students and provides supervision to postgraduate students. Main areas of specialisation are history teaching, learning and assessment. In this field he published extensively in journals and chapters in books, and is also the editor of books on teaching and assessment. He serves on the Editorial Board of the JHEC journal.
Prof. Dr. Johan Wassermann, University of Pretoria, No, History textbooks in an African context; Youth and the teaching of School History; Teaching controversial and difficult issues in School History; Teacher autoethnographies

M.A. Roy Weintraub, Tel Aviv University, PhD Candidate, Roy Weintraub is a Ph.D. candidate at the School of Historical Studies at Tel Aviv University, specializing in history education in Israel. His current research, advised by Professor Eyal Naveh, focuses on the development of historical consciousness in Israel’s State-Religious education system. Weintraub is the leading organizer of cooperation between Tel Aviv University and the State Education System and recently he won the Tami Steinmetz Center for Peace Research scholarship.

Prof. Dr. Joanna Wojdon, University of Wroclaw, associate professor, history didactics (editor of JHEC: Yearbook of the ISHD), public history, history of Polish Americans after WWII and history of propaganda in education; recent publications: Public in Public History (ed., with Dorota Wiśniewska), Routledge 2021; Communist Propaganda at School. The World of the Reading Primers from the Soviet Bloc, 1949-1989, Routledge 2021