

Abstracts

Anitha Oforiwah Adu-Boahen, University of Education, Winneba & Prof. Dr. Cosmas Cobbold & Dr. Charles Adabo Oppong, University of Cape Coast, Ghana

Testing the Understanding of Historical Significance among pre-service Teachers in Ghana

The study examined how pre-service teachers understand historical significance as a second-order concept and its implication for teaching history. Two objectives guided the study. First, to find out the events and personalities student-teachers regarded as significant in Ghana's history. Second, to identify the criteria student-teachers employ in attributing significance in history. A descriptive case study research design was employed for the study. The census method made use of all final year history student-teachers in the two public Universities. Questionnaire and a Think-Aloud Protocol were used for data collection. Descriptive statistics were used to analyze the quantitative data while data reduction, data display, and drawing conclusions formed the analytic framework for the qualitative data. The findings established the following events as significant in Ghana's history: Ghana's independence; introduction of cocoa into Ghana; the abolition of the slave trade by the British in 1807. In terms of personalities, Dr. Kwame Nkrumah (the first President of Ghana); Flight lieutenant Jerry John Rawlings and Yaa Asantewaa were regarded as significant in the history of Ghana. Again, the findings showed history pre-service teachers employed 'relevance' and 'importance' criteria to ascribe significance to events and personalities in the past.

Prof. Dr. Sebastian Barsch, Kiel University, Germany

Environmental history from an interdisciplinary perspective: Conception of time between the sciences and the humanities

Climate change, the global problems associated with the exploitation of natural resources and the ecological crisis, which is manifested, for example, in the worldwide extinction of species, are currently and increasingly becoming some of the most prominent topics of public debate. In this context, the argumentation in these discourses often refer to concepts that address temporality (heritage of mankind, future, change, etc.). Nevertheless, historical scholarship has so far only dealt with this phenomenon in a rudimentary manner. This may certainly have methodological and epistemological reasons, since the focus here is on periods and objects that do not necessarily have to do with the remains of human societies. Nevertheless, for some time now, stories about climate change as a history of conflict and the influence it has had on people have been told from a historical perspective and discussed in the academia. The paper will present the theoretical aspects of an interdisciplinary project of history and biology didactics. It focusses on different concepts of time in both subjects. 'Time' is an abstract concept that plays a central role both in history (culturally shaped time) and in biology (e.g. evolution). At the conference these different concepts of time and theoretical implications resulting from it for history education will be presented.

Prof. Dr. Karl Benziger, Department of History, Rhode Island College

"Civil Society and the Resurrection of Strong State Politics...It Can't Happen Here"

One of the critical issues facing History educators today has been not only the emergence of Strong State regimes that trumpet the illiberal state, but their propagation of national myths that connect the legitimacy of the state to an imagined past greatness. The narratives are often based on tragic loss and produce an ethos of aggrievement in which victims and perpetrators can be clearly identified that seems to set the stage for a return to the nation's lost glory. This messianic journey is facilitated by a protagonist unafraid to tear down rational legal institutions to bring about the ecstasy of a millennial like authoritarianism. Hungary and the United States have strong political undercurrents guided by

“Lost Cause” memory narratives that have become deeply embedded in substantial parts of the polity. What is the attraction? Hungary is currently under the sway of strong state politics while the United States has experienced an attempted coup d’état staged by those swayed by the illiberal politics of Donald Trump. This paper studies the embedded “Lost Cause” narratives that directly challenge civil society in both countries. What role can history education play in challenging “Lost Cause” narratives? How do we reconnect students to the moral imperative to individuate as expressed by the likes of Erich Fromm to counter the allure of the strong state? What is the meaning of civitas in the twenty first century?

M.A. Philipp Bernhard, University of Augsburg

Postcolonial theory as one step towards decolonizing (German) history curricula

In my presentation I would like to do two things. In the first part, I will present key findings of my PhD project on the implications of postcolonial theory for history curricula and history teaching. I will argue that – as far as teaching about ‘modern’ European colonial history and its legacy is concerned – there are four goals that history curricula have to aim for, if they want to do justice to insights from postcolonial theory. Firstly they have to widen the scope of what they understand by colonialism, secondly they have to focus on how to overcome Eurocentrism, thirdly they have to address ‘colonial vestiges’ and ‘colonial continuities’ in the present, and lastly they have to include the history and ongoing impact of colonial racism. In the second part of my talk I want to argue however – focusing on the existing German history curricula – that changing only the chapters on modern colonialism (from ‘1492’ to the present) as outlined above is insufficient. I will claim that decolonizing (German) history curricula will remain incomplete as long as its base narrative (centered on the nation-state and/or the history of Western Europe) is not challenged from the very beginning. Decolonizing the curriculum in this way can in my opinion only be achieved through the compulsory inclusion of global history perspectives into existing curricula at every level, also in all chapters preceding and succeeding the history of ‘modern’ European colonialism in the narrow sense.

M.A. Shraddha Bhatawadekar, Brandenburg University of Technology, Cottbus-Senftenberg

Integrating Heritage Education into Academic Curriculum. Building an Experiential Education Model for Teaching History in India

Teaching history in schools is always a challenge. In India, questions about the relevance of the subject and the ways of teaching history come to the fore time and again. History is often stuck in the what, when, who rather than asking questions of how and why, which would allow one to get a deeper understanding of the subject. This sense of critical thinking and inquiry and the use of existing cultural material needs to be brought into the teaching and learning system. This presentation proposes the use of ‘heritage education’ as an approach to teaching history in schools, in order to engage students with the past in an experiential way. This will make learning enjoyable and will help build soft skills among students. The critical inquiry of history introduced through this approach will help to go beyond the compartmentalised or politicised versions of history, and develop a broader, comparative understanding of the society and its past. This integration will not only help establish the relevance of history in the present and for future, but will also ensure that heritage acquires use and application in teaching that creates awareness about the importance of heritage, thereby promoting its safeguard and conservation.

Prof. Dr. Vincent Boutonnet, University of Québec in Outaouais

Gamers talk about truth, historical representations and collective memory in Assassin’s Creed

Assassin’s Creed (Ubisoft) is a very popular action/adventure game with fictive protagonists and actions, but its historical setting blurs the lines between fiction and historical facts. The game challenges the traditional historical narrative found in textbooks and some people find it alarming.

Many media outbursts made it clear that it was not just another video game, but also one that was potentially changing the fabric of collective memory and history. But what about the gamers? What they think about history? Our communication focus on gamers' voices in public forums about the game and its depiction of history. We analysed over 180 forums with topics about history, authenticity and collective memory in French and in English. Those voices could shine a light over a serious public debate about identity, collective memory and uses of the past through a commercial video game. We argue that such a video game sparks a lot of interest for history and could lead some gamers to learn more from the past. Nonetheless, it's also interesting to find that many gamers are actually not interested in history and just want to experience the game. We should advocate for a more critical use in classroom and not just dismiss a video game for its inherent imperfections. If school does not partake in this debate, forums or traditional medias won't be enough to foster historical and critical thinking.

Dr. Andrea Brait, University of Innsbruck

Teaching History in Subject Combinations – The Example of Austria

In Austria, history has not been taught as an independent subject since the 1960s. In 1962, the subject was combined with social studies, and in 2001 with civic education. The lecture will present the development of the curricula with a focus on lower secondary level. It will look at the extent to which there has been a shift in priorities over the course of time. There is no doubt that contemporary history has become increasingly important in this respect. Probably the biggest break, however, came with the introduction of competence orientation in 2008 and the abandonment of chronology in 2016. But also in terms of topics, new research paradigms are evident, especially in the most recent curriculum; for example, clear references to global history can be seen. Finally, the lecture will show, on the basis of 65 interviews, how teachers evaluate the last curriculum reform. The presentation concludes with an outlook on the curriculum that will be valid in 2023, in which social history will no longer be part of the combination of subjects.

PhD candidate Justin Burwood, University of Fribourg

Our New Brunswick Story: History instruction and identification in Canada's only officially bilingual province (1960-2020)

Largely overlooked as a subject of history education research in international circles, this paper focuses on how history is taught in Canada's only officially bilingual province, New Brunswick. Drawing on prescribed textbooks and curricula, as well as on legislation and archival materials such as school handbooks and curriculum committee meeting minutes, it shows how history education strategies and the ways history education has been justified have evolved since the 1960s, first into 'social studies', before becoming a system that is now characterised by two largely autonomous 'sectors' – one for each of the province's two historically predominant colonial linguistic communities – each with its own distinct curriculum and materials. Using content and semiotic analysis, it also seeks to demonstrate and contrast the delicate balance that is currently maintained in the social studies curricula of both linguistic groups, alternating between preserving a distinct memory culture and encouraging historical thinking or consciousness, with varying outcomes. Finally, this paper seeks to highlight what room, if any, has been created in prescribed textbooks regarding the identification of historically marginalised groups. In particular on the last front, it shows that there is still much work left to be done.

Dr. Aurélie De Mestral, Haute école pédagogique du canton de Vaud

History? "Sometimes I like to say it's useless"

Why history teaching? Asking this question means, among other things, questioning the purposes assigned to school history. Those have been multiples over time, and diverse according to their assignment by school and political authorities, by intellectual sphere or even by public space. The

multiplicity of purposes assigned to school history has been classified by De Cock (2014) into three categories: civic, intellectual and identity-related, reflecting tensions who are running through its teaching. In this contribution, we want to give voices to teachers in French-speaking Switzerland by presenting a collective research entitled "The teaching of the history of one's own country". To achieve this international research in a comparative perspective, we conducted and collected 12 interviews with teachers (four in secondary I and eight in secondary II), as well as 15 lessons observations (five in secondary I and ten in secondary II), in the cantons of Vaud, Neuchâtel and Fribourg. Our empirical results allow us to show that the way to convey contents is mostly subordinated to the aims teachers assign to school discipline. We suggest to discuss the typology that emerges: a pleasant history, an emancipatory history and/or a civic history, in the light of this assertion: "school discipline doesn't always need an utilitarian purpose" (teacher N.).

Prof. Dr. Michael Ndobegang Mbapndah, & Prof. Dr. Eugene Desire Eloundou, University of Yaounde, Cameroon

History Education, History Teaching and Political Power: the Manipulation and Usurpation of History Teaching and Learning in Cameroon Secondary Schools

In Cameroon, the teaching and learning of history in secondary schools is carried out using official programs prescribed by ministerial texts which also define the content and methodology of history teaching. History teaching is aimed at enhancing the intellectual formation of learners who are expected to become responsible citizens armed with analytical and critical minds and capable of facing the challenges of the modern world with discernment and proper judgment. Also, history education and teaching is expected to be carried out in strict respect for the canons of the discipline which include objectivity, neutrality, and a reverence for the facts and the truth. The above notwithstanding, a wide gulf exists between the official orientation, guidance and instructions and what is concretely carried out. The purpose of this contribution is to show how the control of state power and authority has led to the usurpation and manipulation of the teaching and learning of history at the secondary school level in Cameroon. History teaching has increasingly emerged as being at the service of those in power in flagrant and total disregard for the purpose of the discipline. The outcome is the sustained production of falsified and distorted falsehoods and counter-truths, leaving teachers and learners completely distraught, and unable to contribute in meaningful ways to discussions and articulations concerning important issues of national life

Prof. em. Dr. Elisabeth Erdmann, Friedrich-Alexander-University Erlangen-Nürnberg

History as an independent subject or in a subject network?

Again and again the question is raised as to whether it would not be more sensible to teach history no longer as a separate subject but together with other subjects such as social studies and/or geography. When asked about the reasons, cognitive psychology is often referred to and the need to network knowledge. Savings are mentioned less frequently, although they play an important role. In my experience with the introduction and implementation of the subject History/Politics/Geography in Bavaria and after discussions with teachers, I would like to mention the prerequisites which I think are necessary to achieve good results. This includes the possibility to study all subjects of the subject group during the teacher training course in order to avoid having to teach one or two subjects from outside the subject area. On the other hand, a combination of subjects should not be accompanied by a reduction of the available hours. Moreover, the subjects should not be unconnected, as is often the case. An integration of the subjects is also not desirable, since in this way the specificity of a subject is lost and there is a risk that the subjects become a mere collection of material or even a collection of examples. Cooperation would be desirable, but it would require a lot of work and coordination between the subjects involved. Whether it is at all possible must be thoroughly examined. If this is not possible, history should be preserved as an independent school subject with its own merits. Elisabeth Erdmann

M.A. Andreas Fannin, Universität Zürich

History Teaching and Subject Formation

Pedagogy and didactics are strongly connected with the subject ideals, the values and the consciousness of a time. This can be reconstructed excellently in historical education research. The great social upheaval of the 1970s, which is also reflected in the content and methods of history teaching, goes hand in hand with new subject ideals. Until the 1960s, pedagogy aimed to educate patriotic, disciplined students and good housewives. For example, in so-called Heimatkunde, students learned about their surroundings as an idyll, a local and national space of identification. Starting in the 1970s, the New Left developed an immense influence on shifting the canon of values. In 1962, the neo-Marxist thought leader of the 1968 movement, Theodor W. Adorno, formulated the dictum that "Auschwitz nicht noch einmal sei" as the dictum of all education. He thus set the pedagogical direction that slowly began to establish itself in the 1970s. The national-authoritarian disappeared from the pedagogical discussion, discipline and duty lost importance. The New Left saw itself as responsible for not making the same mistakes as its parents' generation and sought answers to the pressing questions of the present. Thus, numerous concerns of the New Left are now naturally part of everyday school life: the equal education of boys and girls, education against racism and nationalism, education for the acceptance of homosexuality or for ecological awareness.

Prof. Dr. Peter Gautschi, University of Teacher Education of Lucerne

Producing History in a Broad Present – a Great Challenge for Education

The present-orientedness of many people seems to have intensified once again in our time. This may be related to two phenomena: Firstly, the world is changing blazing fast today. New things are constantly emerging that cannot be explained with the past. Secondly, the future today appears more as a threat. It is no longer an optimistic promise. Thus, the question arises with new urgency why we should deal with the past today, especially in school history classes. – In order to answer this question, it helps to refer to the Didactic Triangle as a structural model of teaching. This shows that there are three directions of justification for school-based history education. Reasons for this can be found in society, in the science of history, in learners. - The present contribution argues primarily from the learners' point of view and shows that history education helps people to be able to deal competently with history, responsibly with society and reflectively with themselves. In these three dimensions, a number of aspects can be identified that need to be stimulated with mediation stagings. This will be explained by means of the app "Fleeing the Holocaust" and the video game "When We Disappear." In any case, what is important is the fact that learners appropriate history, use it - and that they make meaning, produce stories. Finally, it is shown that history education can enable both emancipation and tradition and can be either more reflexively or more normatively accentuated.

Dr. Kaarel Haav, Tallinn University of Technology (retired). Estonian Society of History and Civic Teachers.

A social theoretical framework for integration of history and social studies.

In general, Estonian history teaching is instrumentalized for reinforcing authoritarian national identity. The study of history might contribute to the understanding of the present and the functioning of society. First, the social studies or civics should rely on a social scientific framework. Second, on this basis, the social studies and history could be integrated. I have elaborated and disseminated this framework in the last 20 years (Haav 2012, 2018 etc.). The most general concepts: man and society, man and culture, social actors and structures, social equality, effectiveness and justice, social value orientations, political ideologies and scientific paradigms. This conceptual system enables to describe both functioning of the society and its development in the history. I have used it for development of both the social science curricula and the students at some universities in Estonia. I have also analyzed civic syllabuses and textbooks in Estonia (Haav 2008, 2010, 2018). Civic education is subordinated to historical institutes in Estonia. Social science institutes are not interested in social studies at schools.

Civic syllabuses and textbooks describe social institutions, but they don't rely on any social scientific framework. Haav, K. (2012) - JSST, St. Petersburg, (3) 3: 54-73.

<http://cyberleninka.ru/article/n/history-of-curricula-and-development-of-sociological-curriculum-theory-in-estonia> Haav, K. (2018) European Identity & Citizenship in Estonia: Analyses of Textbooks & Theoretical Developments. – <http://www.jsse.org/index.php/jsse/author/submission/1728>

Prof. Dr. Terry Haydn, University of East Anglia, Norwich UK

The history teacher's dilemma: 'Fundamental British Values' and telling the truth about the national past

History education in schools has been going in differing directions in various parts of the world. In some countries, there has been an increasing prominence given to issues of multi-perspectivity, global citizenship and the role of second order concepts in developing young people's understanding of the past, in others, calls for a return to emphasis on the transmission of a (positive) narrative about the national past. From 2014, the Department for Education stipulated that all teachers and schools must promote 'Fundamental British Values', defined as democracy, the rule of law, individual liberty, mutual understanding of those with differing beliefs, and tolerance. In 2017, Her Majesty's Chief Inspector of Schools stated that 'pupils should learn how we became the country we are today and how our values make us a beacon of liberalism, tolerance and fairness'. This requirement poses problems for history educators, given that there is a tension between the various purposes of school history. Part of the discipline of history is respect for evidence and truth, and the historical record suggests that the UK has not always been 'a beacon of liberalism, tolerance and fairness.' How can history teachers respond to these tensions intelligently, and in a way that respects the discipline of their subject? The paper considers these tensions in the context of recent debates in the UK about the purposes of school history. Although the paper focuses predominantly on the British context, the issues are relevant to history educators in many other countries.

Hanna-Liis Kaarlõp, Tallinn University

Learning Controversial and Sensitive Topics in History: Students' Epistemic Beliefs about History and Conceptual Change

The years following the Second World War brought major demographic changes to Estonia; in fact, by the 1980s, nearly half a million Russian-speaking immigrants had moved to Estonia. Even today, the Estonian Russian-speaking community is still a closed community made up of individuals that mainly identify as Russian. Besides the Russian-speaking community, other cultural groups live in Estonia, and in recent years, the number of new immigrants has risen. In ethnically diverse societies, a major concern in the school system is the instruction of subjects that directly influence students' cultural identities. One of the most controversial subjects for students can be history. This empirical study investigates the characteristics of Estonian students' epistemic beliefs about history, how students perceive history teaching and which topics are controversial for them in the current context. The theoretical part of this work discusses how students' epistemic beliefs about history influence their learning of controversial and sensitive topics and possible conceptual change. The empirical part that employs mixed methods shows that the most controversial and sensitive topics for students are topics from the 20th century. The development of complex epistemic interpretation schemata about history helps students to learn controversial topics, but when the sensitivity of a topic relates to students' cultural identities, both emotions and students' previous interpretation schemata can impede learning.

Prof. Dr. Sun Joo Kang, Gyeongin National University of Education, South Korea

History as Insights or History for Democratic Citizenship?: how to make History Relevant to Students

Recently, in the South Korea, identity has been the main issue that has spurred debates among the groups of different cultural positions in the curriculum development of history. These debates have arisen because school history can never be free from the issue of historical significance, which has been intertwined with identity politics. Some Western scholars have sought the resolution in 'the essentially non-political position of the educationalists' who presents historical thinking as the main purpose of history education. However, historical thinking cannot be separated from historical knowledge or a historical narrative. Both identity and thinking are the central elements to consider when history education professionals configure school history curriculum. In South Korea, history teaching has been perceived as teaching substantive knowledge and forming identities. Many scholars, however, have proposed that history teaching should be reconfigured to weighting more on epistemological and procedural knowledge of history than before, taking disciplinary approaches. The proponents of disciplinary approaches in South Korea have also called for more inclusive history and global history referring to changing Korean society and the world. However, currently, the disciplinary approaches have been challenged by the proponents of history for democratic citizenship. In this presentation, I will elaborate the debates between the two approaches and propose how to reorganize history curriculum in the South Korean context.

Prof. Dr. Lyonel Kaufmann, Haute école pédagogique du canton de Vaud (HEP Vaud)

Lordships, cities and cantons in Switzerland: how many actors and "motors" in the history of one's own country?

Between the writing of the chapter "Mittendrin" oder "ausser vor"?, written jointly with Markus Furer, and the publication of "The Teaching of the History of One's Own Country", the French-speaking (MER) history teaching resources in 9th Harnos have changed in August 2019 from probationary material to definitive material. This definitive material introduced two new chapters. They deserve an examination in relation to our conclusions from "Mittendrin" oder "ausser vor"?* where we indicated the disappearance of a canonical account of the development of Switzerland from 1291 onwards and its replacement by a form of "Europeanisation" of Swiss history allowing its integration into European and global processes.. We offer a perspective on one of the two new chapters entitled «Seigneuries, villes et cantons en Suisse» in connection with our conclusions, the probative material of the MERs and the previous collections of textbooks used in French-speaking Switzerland. In relation to the questions of this call, our proposal prolongs the reflection on the univocity - multiperspectivity of the history of one's own country at school. It reexamines the different fields (national history, continental history, world history) present in the transmission of history offered by the teaching means as well as the role expected of history teaching in terms of political education or national issues.

Dr. Urte Kocka, Free University Berlin, Frdr.Meinecke-Inst.

Historical Consciousness and Change

The question "Why History Classes" has been answered many times. One of the last answers in history didactics is: To gain a reflexive and self-reflective historical consciousness! Historical consciousness is not innate, but is developing from childhood on depending on one's social and cultural lifeworld, outside school. But in school history classes it can and should be trained in a critical and reflective way. As historical consciousness is a special kind of time consciousness which connects past, present and future, it may be trained to recognize and reflect the permanent change of occurrences in everyday-life, society, nation, the world, and historical consciousness itself. From history the knowledge may be gained how and why changes have taken place, are taking place, and will occur. It makes life easier to understand, reflect, judge, decide and tolerate new and unforeseen events and changes. Knowing the past shows possibilities for solving problems of the present and making decisions for the future. History classes which teach students to be aware of change in time, have a chance to make students ready for

dealing and living responsibly with current transformations in their society. They are present every day as problems of globalization, digitalization, worldwide social disparity, gender inequality, climate change, and the problems of the Anthropocene and much more. In all these respects history classes are needed.

Prof. Dr. George Kokkinos, University of the Aegean & Dr. Eugenia Alexaki, Hellenic Open University & Dr. Panayotis Gatsotis, Greek Ministry of Education, Greece & Petros Trantas, University of the Peloponnese, Greece

The sick body. Revisiting history education through the history of disease and art history

An important aspect of the historicity regime of post-modern presentism is the ignorance and indifference of students towards disease (the sick body). If the alienation of death consists one of the features of modern societies, while the “difficult” experiences and expectancies of generations prior to World War II do not easily appear in contemporary historical culture, the illusory perception of time as unhindered progress has de-familiarized the students of the western world with the “darker” aspects of the past. However, the Covid-19 pandemic gives us the chance, once again, to confront the fragile nature of human life, to critically re-evaluate the consequences of infectious diseases and epidemics through time, as well as the ways in which they are interpreted culturally. However, this re-evaluation underscores the inefficiency of a history education model closely connected to ethnocentric narratives. Art history, especially the history of painting, can be a reliable guide to this research, since it creates meanings that function as testimonies to both the experience and the cultural representation of the disease. In other words, the depiction of illness in art can become a useful didactic tool and a means towards overcoming the social stigma surrounding illness. Within the school context, this can be achieved through developing a teaching methodology empowering the values of social justice and solidarity. The proposal will be accompanied by a small pilot research on University students, aiming to investigate their perceptions around the aforementioned issues.

Prof. Dr. Elli Lemonidou, University of Patras

History education in Greece: New faces of an old controversy

School history in Greece has a long tradition of controversies over the content of curricula and textbooks, often discussed even beyond the educational community. Such controversies reflect the confrontation between two different conceptions of historical education, the one considering it as a vehicle for cultivating national consciousness and patriotism, and the other one advocating a structural, transnational and comprehensive approach to the historical past, following contemporary ideas of historiography worldwide. Meanwhile, from 2010 onwards Greece has seen a series of crises (economy, immigration, pandemic) affecting profoundly and in various ways the country. Among other issues, this period has witnessed the rapid growth and popularity of Public History initiatives, especially with regard to aspects of the past (mainly from the 1940s) considered useful for the understanding of present events. The rich public discourse about the past has been further strengthened recently, in view of two major anniversaries: 2021 for the beginning of the Greek War of Independence in 1821; 2022 for the disastrous end of the Asia Minor Campaign in 1922. Considering the above, the paper presents an overview of history teaching in the Greek educational system, strongly focusing on the more recent developments, with a further emphasis on existing or potential connections between curricula and textbooks, academic history, as well as current public images and perceptions of the past.

Dr. Jan Löffström, University of Turku

Third-order concepts and the meaningful history in the curriculum: reflections on the disciplinary and the cross-disciplinary

In many countries the skills of historical reasoning have been increasingly emphasised as an aim of history teaching and learning. Studies have shown that there is a lot to improve in students' skills in

this regard. The 'first-order concepts' of history often appear to remain central in the classroom also when the history curriculum give weight to epistemological 'second-order concepts' of history. It is relevant, however, to consider also to the 'third-order concepts' of history, i.e. concepts that relate to historical consciousness and cultural and social meanings that history is invested with. In these meaning-giving concepts could be listed tentatively, for example: memory, remembrance, identity, narratives, progress, ethics of history, uses of history, and politics of history. They connect with students' ability to reflect their relationship with history and its uses. In the paper it is discussed where such meaning-giving concepts are visible in the Finnish history curriculum, how students value the different levels of historical concepts, and to what extent such third-order concepts are cross-disciplinary rather than disciplinary. It is asked what are the implications of the answers to how the school subject history is demarcated and what is seen as essential in the training of history teachers.

Dr. Bob Mark, Achva Academic College

Challenging Official History in Israel

In Israel, a country in active conflict, history teaching is an arena of struggle. In this context there can be little doubt that history education is political. Challenging official narratives in the public sphere is an act that can raise questions about your loyalties. As a teacher in the classroom, challenging these narratives may cost you your job. I will elaborate on my contribution to the book, *The Teaching of the History of One's Own Country*, and discuss how it connects to the questions of this conference. The questions that concern me are not "why history," but how we can respond to perceptions of history that children bring to school long before they open a history textbook. These perceptions are shaped through a discourse that permeates the public sphere: the media, the routine of national ceremonies and holiday celebrations, school trips, informal education and more. My chapter, "Undermining National Narratives with Family Stories," describes a history project that responds to a story that is already out there. Based on this work I will address the challenge of giving voice to silenced histories, and the implications of this work for developing a critical reading of history and of our present socio-political reality.

Dr. Georg Marschnig, University of Graz

„Sometimes it is enough to look back to see the future clearly.“ Dealing with memory cultures to learn about the past. ...and about the future.

Based on a case study of a 11th grade History class in Graz, Austria, which dealt with the commemoration of the bombings of their hometown in Graz in 1945, the question of dealing with memory culture in school projects is raised. Within two years, the students concentrated on an event, which took place in early March 1945, when six American pilots were executed after their plane was shot down over Graz. The aim of the project was to redesign a memorial stone for the pilots, which was erected right after the war, but more or less forgotten and neglected since then, because it questioned the master narrative of the suffering city, „tortured“ by American air raids. (Dick/Goll/Hoffmann, 2017) In course of the project, the students had to work with primary sources, deal with ethical questions and understand the various perspectives on the case. To raise and solve their own questions on the events of March 4th 1945, the had to develop historical thinking (Seixas, 2012). In presenting and discussing the students' findings and questions, the presentation will focus on the benefits and limitations of such a didactic approach to memory culture. It will be shown that there must be no contradiction between learning in memory culture and the development of critical historical thinking. Rather, the project can be used to show how to motivate young people to critically and reflectively deal with contemporary history and its collective memory

Prof. Dr. Christian Mathis, Zurich University of Teacher Education

“Why History Education?” – Answers from Swiss Primary Teacher Students

There is empirical evidence that the teachers’ epistemic cognition in history has an influence on the planning, teaching and evaluation of learning processes. In order to be able to link up with the relevant epistemic cognition of the students, lecturers must be familiar with the students’ epistemic cognition in history. Our study is based on a matrix on "Epistemic historical beliefs". It follows Hofer and Pintrich's (1997) distinction between "nature of knowledge" and "nature of knowing" but has been expanded based on historical-theoretical considerations. The data were collected in writing using qualitative questionnaires at the beginning of the study (n = 120). The evaluation is based on a Reflexive Grounded Theory (Breuer et al. 2017). My input focuses on the question relevant to the conference "Why History Education?": Why should we engage with history? - It is thus about the beliefs about the purpose of history. For Swiss primary teacher students, the concept of history is limited to the history to be taught at school. This “to-be-taught history” has in particular the purpose of a “*historia magistra vitae*”; and here specifically to avoid mistakes made in the past. Another dominant purpose of history is the “understanding of the present”. However, there doesn’t seem to be almost no kind of purpose regarding the shaping of the longer-term future. The input reflects upon these empirically reconstructed conceptions with those of history and history education and asks for consequences for primary teacher education.

Prof. Dr. Sabrina Moisan, Université de Sherbrooke

The teaching of "national" history in turmoil - a discipline in search of a new legitimacy?

Research on history education, whether it concerns content, aims (e.g., critical thinking) or the means to achieve them (e.g., historical method), adapts and models the work of historians. In fact, although school history is not a simplified replica of university history, its epistemological pole is closely related to it ((Dicamillo and College, 2010; Doussot, 2014; Seixas, 1999; Turk et al., 2010; Wineburg, 2001). This includes its referential knowledge, in terms of methodology, ways of thinking and content matter that are specific to the academic discipline (Berstein, 1971; Hasni, 2000). To reflect on the “why” of history teaching and its epistemological underpinnings, we examine twenty-two historians’ representations of history and its teaching, to then focus on the role they attribute to themselves as “teachers of history”. In doing so, our participants present the principles that guide the construction of the history courses they teach, which also enable them to select content matter and to identify their educational aims. From the results obtained, convergences and divergences emerge between the teaching of history at both university and secondary school levels. As such, the need arises for questioning the existent (or non-existent) relationship between the scientific fields of history education and history.

Dr. Knysna Motumi & Prof. Dr. Elize van Eeden & Prof. Dr. Pieter Warnich, North-West University, South Africa

Voices from a South African community on why history education matters

The focus of this paper is to share the voices from a community of Parys, South Africa on why History matters and the necessity to practicalise History teaching and learning much more robustly in and outside the classroom. Through a “history-is-all-around-us” this approach more emphasis is placed on the consideration of local and regional people’s histories (tangible and intangible legacies and events) as footprints of an area’s past in history classrooms as outdoor experience. The paper is also suggesting on how the “history-is-all-around-us” approach (also inspired by Dewey’s theory of place-based education) which can be an opportunity to involve the habitual establishment of experiences for learners within their own teaching and learning environments. The research reported on, outplays in the Fezile Dabi region of the Free State, South Africa. Apart from some theoretical foundation that will be covered to contextualise the scholarly and historical basis for the research, the emphasis mostly

will be on the voices of the community and learners themselves (directly and indirectly) on why History matters. A concise impression on the value of History Education in South Africa will also be deliberated.

Dr. Eva Müller, University of Würzburg

"Iconic Knowledge" as a tool for history education

Today national history seems rather anachronistic, as the belief in individuality contradicts both the ideas of (financial) inheritance and cultural heritage. On the contrary empirical research has recently shown that historical mentalities continue to exist and that the importance of material inheritances even grows. Meanwhile, because of the new media gatekeeping changes. Therefore history education does not only have to make clear how we became who we are but also how our knowledge is influenced by historical prejudices and "trending" ideas. In addition it has to teach young generations how to evaluate information (concerning history). Based on my research regarding the structure of textbook knowledge in the 20th century by the example of Italy I would like to show what knowledge should not be like. My concept of "iconic knowledge" can be applied in order to recognize one-sided, simplified or purely emotional judgements. History education is important to show the limits and possibilities of academic history and different sources. It has to introduce to the multiple-perspectives of history and can finally be understood as a part of media education.

Dr. Victor Nemchinov, Department of Comparative Culturology, Institute of Oriental studies, RAS

History Education Culture

Pandemic splits contemporary generations dividing children and pupils from their elderly family members, classmates, schoolteachers and parents. This challenge coincides with opportunity of instant access to an ad hoc variety data representing a range of virtual realities. So: "What is history indeed?" History is scholarly discipline till it retains an impartial study of events' sequence and a critical attitude towards available evidences before they can be qualified as reliable facts. If the narrative of the past is loaded with emotional charge, to reinforce a tendency in the present and to justify its prevalence over other critical historical accounts, it ceases to be history and turns into Instrumentalized ideology. With demise of the Second World hitherto approved textbook narratives naturally had lost authority in shaping new individual and collective identities. Internet has removed monopoly over veracity and prudent fact verification. Our school subject itself has acquired a status of historical artifact. Absence of proven historical veracity on the web and on approved textbooks puts on trial legitimized, the time-tested offline developmental enculturation and the didactic authority of history teachers. Try to save face and tenure by making pupils to get into the shoes of researchers. Pupils get in charge of thematic data selection, facts' interpretation, extracting sense and convincingly filing their reports about the studied past events. There is a dozen didactic strategies that would be interesting to deliver to ISHD audience and to discuss with colleagues.

Johanna Norppa, University of Helsinki, Finland

Teacher students choices in the dissonance of curricula and teaching traditions.

In this presentation I analyse the challenges history student teachers face when making choices in their teaching. The main question is how teacher students make choices in their teacher training teaching lessons to engage either the traditions or curricula. Does the dissonance affect their objective setting? It is a component of the teacher's expertise in the growth process, one of the areas that I followed for the selected student group during their pedagogical studies with an ethnographic approach. This study will especially focus on teacher students studying history as a primary teaching subject and how they assign between teaching objectives in the history of curricula and the teaching theory of the subject during the didactic studies and teaching practice. During the last fifteen years, the goals of teaching history have shifted in Finnish curricula from content to skill-oriented know-how. In the background, there is a change in the learning view towards an active learner whose knowledge-based thinking is

strengthened. In teaching, however, the change is shifting relatively slow. It has been noted that teachers do not systematically internalize and transfer to their teaching the role of teaching in the curriculum and the skills goals contained therein. They easily repeat the tradition, which is often not affected by the teacher's own discipline based knowledge, education or background.

Dr. Adele Nye, University of New England, NSW Australia & Prof. Dr. Jennifer Clark, University of Adelaide

Why History Education – Now?

The responsibility of 'now' weighs heavily on those who teach history. The past is not locked away from the present or the future as if in a hermetically sealed time capsule. The past is omnipresent and seeps through the cracks of time in memory and story, landscape and material culture, events and commemorations, and the interpretations we privilege over those we neglect. It is our job as history teachers to reach back into the past and to identify those connections that help us to explain what happened then, as well as to understand what is happening now. We will explore the urgency of history education. The rapidly changing COVID climate has made the imperative to act quickly and decisively even more apparent. There is a sense that we are teaching about the past in response to a present that is tumbling into an unimagined future. At a time when governments dismiss history as not part of the job-ready agenda, the discipline has carved out for itself an urgent, demonstrative role that is nothing short of revolutionary. If the sense of urgency is there, and the acknowledgement that, perhaps, we even stand at a point of no return, what will be the intellectual drivers for teaching history in the post-COVID world? What lies beyond the now and the knowledge that the discipline must be part of re-imagining the future by re-working the past. One of the biggest questions for the future must be the nature of truth and the value of trust in expertise. There will be new issues to explain, new questions to ask and new knowledge and perspectives to share.

PhD student Liene Ozoliņa, University of Latvia

Current history teaching paradigm shift in secondary education of Latvia

History teachers in Latvia are being confronted with challenging ideas regarding history education at secondary school. Since September 2020 new secondary education curriculum and approach are implemented in secondary education in Latvia. That leads to administrative, methodological, and theoretical challenges. Ongoing changes in curriculum regarding history in a secondary school challenges traditional understanding and perception of history education in a school environment in Latvia. The goal of this paper is to analyze the consequences of it by discussing several issues. One of the fundamental changes in secondary school is that history is being integrated into the larger subject group - it leads to confusion amid history educators. The current situation poses several crucial questions discussed in this paper - what are the main changes regarding history education in Latvia? How best to facilitate discussions between secondary education teachers whose work regards history teaching? How to ensure adequate professional development of teachers who teaches history and related subjects in secondary school? Keywords: integrated subject, the role of history education, history teaching, professional development.

Prof. Dr. Angelos Palikidis, Democritus University of Thrace, Greece

Teaching the nation in the 200 years' celebration of the Greek War of Independence (1821-2021): in between Public History and modern Historiography

2021 marks the 200th anniversary of the beginning of the 1821 national revolution that led to the Greek state establishment. 1821 was not only a national identity decisive national identity agent but also a controversial event as well. The majority of the people, in and out of Greek territory, were convinced that the Revolution was only the starting point of the liberation of the Greeks and the building of a new Greek empire, equal to the ancient and medieval ones; also, that the vision of the

Greek rebels to establish a liberal and democratic state hasn't come true yet, since the Great Powers of Europe imposed a monarchy under the rule of a foreign king, the minor son of the king of Bavaria Otto. Among others critical questions are raised, such as: Was the Greek Revolution only national or socially subversive as well? To whom do the Greeks owe their freedom? To themselves or to the European "protectorate" powers (England, France and Russia)? Even after the Greeks gained their freedom from the Ottoman Turks, did they really become independent of the "protectorate" powers? The answers to the above questions still produce public controversy and opposing historical narratives that seriously affect history education, formal and non-formal. Although modern Greek Historiography made remarkable progress, the state-controlled History Education is still too far to deal with such issues. This paper attempts to discuss the current situation through the lens of three -more or less-disciplinary fields: Historiography, Public History and History Education.

Dr. Piotr Podemski, University of Warsaw

Unity in Diversity? The Perceived Sense(s) of History Education in Poland as Revealed in Regional History Competitions

History Education is clearly a key point in the public debate in Poland. While the ruling conservatives stress the need to use it as a vehicle for promoting national pride and identity, the liberal opposition's view is that the country needs a more critical approach to its own past. The paper will investigate how these political conflicts translate into the practice of history education in Poland's 16 regions through an analysis of question papers locally developed for the regional history competitions, sponsored by local education authorities. These are prestigious contests meant for the most successful elementary school students, granting free access to the best secondary schools without entry examinations. An analysis of the published requirements, declared goals and the actual tests (question papers) will enable the author to draw conclusions concerning the prescribed canon of knowledge and the very sense of history education (monumental or critical?), as perceived by the local education authorities and thus actually implemented in the region's schools, be it in line with or against official government-imposed political visions.

Prof. Dr. Susanne Popp, University of Augsburg & Dennis Röder, M.A. History Teacher Training seminar (Stade), Germany

"Why history education?" – Exploring popular Youtube videos on school history topics

For some years now, online channels offering free explanatory videos on historical topics in school lessons have enjoyed great popularity among school students. Very often, they place great trust in those history presentations and use them uncritically as a supplement to school history lessons (e.g., performance assessments, papers, repetition). In their comments, the majority of young users praise the didactic quality of the videos as superior to that of their history lessons. The question 'Why History Education?' can also be asked with reference to mass media communication about topics of history lessons in video channels. For example, one can examine the following questions: 1. What concept of history and history education do those videos reflect? 2. What implicit and explicit justifications for history education do the videos provide? 3. What tasks for history education in schools can be derived from the fact that the reception of explanatory videos has become an integral part of students' everyday life? The contribution deals theoretically and empirically with a hitherto little researched phenomenon of public history or popular history culture, whose characteristic feature is that it explicitly refers to school history lessons in a complementary way and derives a specific credibility from this.

Dr. Aimilia Salvanou, Hellenic Open University, Greece

Memory cultures and historical education: A challenging relationship

History education often has an uneasy relation with memory, especially with memories that are not dominant. Nevertheless, memory and history are both important paths through which contemporary societies approach their pasts and make meaning of them. Moreover, current upsurge of memory cultures connected to social movements, such as in the case of Black Lives Matter, prove that memory is an important agent in the shaping of collective identities. This given, the two paths, memory and history, presuppose different qualities in the way we relate to the past, with the prerequisite of the dynamics between distancing and re-intimacy of the past being central in the shaping of historical thinking, as opposed to the central role of emotions in the case of memory. As a result, history education often finds itself in aporia, how to deal with difficult memories, or cultural memories that oppose one another, and yet coexist in the classroom. The proposed paper aims to discuss how on the one hand memory cultures should be included in historical education, and on the other how to retain the balance between memory as a form of cultural identity and historical thinking as a way of discursive thinking. The argumentation upon this paper is based on, touches on a revised approach of the concept of “historical culture”. It suggests that both the historical discipline and history education should be conceived as knots of the historical culture, along with memory and other forms of relating with the past.

Mgr. Václav Sixta, The Institute for the Study of Totalitarian Regimes, Czech Republic

Creating historical textbook: the current challenges and opportunities

The paper focuses on the process of creating a history textbook in the second decade of the 21st century. How could a textbook based on pedagogical constructivism look? History teaching in the Czech Republic is traditionally based on transmitting a national metanarrative. This applies to the interwar period of democratic Czechoslovakia, state socialism, and the last thirty years of Czech Republic. One of the most important media for this approach to history teaching is the history textbook. Within this context, the team at the Educational Department of the Institute for the Study of Totalitarian Regimes is preparing a new textbook of the 20th century for primary schools. This paper will share our ongoing experience. The paper will aim to present how to deal with contemporary issues such as nationalism, the development of memory cultures, or climate change within the framework of the history textbook currently under development. It will present the structure of the textbook, its theoretical background, and examples of particular chapters. It will especially reflect on the tension between our theoretical background and the obstacles to its application. The textbook will serve here as a place where the most important (and often controversial) issues of contemporary history didactics mirror in. In the end, the paper will raise the question of how to create a tool for developing students' historical literacy through textbooks, along with several potential answers.

Prof. Dr. Marko Šuica & Ana Radaković, University of Belgrade, Serbia

Reformed History Education under Revision – Case of Serbia 2021

This paper would reflect upon the existing sensitive status and great importance of history teaching in Serbia within a wider political, social and educational framework. Although designed by the state institutions and experts from the field, some state officials recently required a reassessment of the newly reformed outcome-orientated curricula for subject history. Due to the sensitive regional post-conflict political setting, various ambiguous national aspirations, and self-determination, historical topics from national history emerged as an important communication vehicle between the state authorities and certain societal groups. Furthermore, this broadband channel drew attention to history teaching as a weak link in the construction of national identity. The state authorities came to the conclusion that the lack of national substance, content and consistent narrative in existing history textbooks deteriorate national integrity. The societal exchange of “historical” messages between public memorialization, political connotations, tabloid media, and the system of education will be

explicated in the paper. Another proof that underpins the wide-ranging significance of history teaching is the decision of the state to change the law on textbooks with the aim to exclude private publishers and allow only state publishing house to organize writing and printing of textbooks for the subjects of “particular national interest”, i.e. history, although all existing textbooks are approved by the state institutions with the Ministry of education on the top. Marko Šuica

Tanja Taivalantti, University of Helsinki

Extra scholar learning of history by Finnish speaking young people and the importance of learning history at school

This paper discusses the different ways in which young people learn history themselves, and analyses from this perspective why history education at schools is necessary. I interviewed 15-year old Finnish speaking adolescents (n=9) in spring 2020 as part of a broader study and asked them where they learned history in addition to the school. The results suggest that young people obtain information about history through movies, museums, video games, and more and more independently online. Particularly the young people interested in history should have good critical skills in dealing with historical knowledge and narratives.

Prof. Dr. Barnabás Vajda, J. Selye University, Slovakia

A school subject that lost its way. A view from Eastern Europe

Question ‘Why do we teach / learn history at school?’ is more actual than ever. This very question pops up regularly at teacher training programmes, and teachers from everyday practise often have to face the question ‘What is the point in learning history?’ It seems that we are on the turn of ages once again, and we either find a sensible answer to the question, or history as school subject in a form as we have known it for almost 200 years, may cease. How does the Slovak National Curriculum reflect on our central question? Why do we teach / learn specific historical topics such as the Holocaust, the Great War, colonialism, etc. And for comparison, why do we learn other subjects? (e.g. Maths, Biology, Languages?) We have to acknowledge that the issue ‘Why do we teach / learn history at school?’ has a very wide spectrum of legitimate perspectives, such as state regulation, the intention of school communities, teachers opinions, scholars, etc. From these, in my contribution I would like to pick only was, i.e. potential history teachers, i. e. current undergraduates, for I think they are the key target group as far as both potential research should take place and also as the future of school history teaching is concerned.

Dr. Joris Van Doorselaere, Ghent University

Teaching history using heritage in Flanders. Tensions between an imposed top-down model and a bottom-up participative process.

In Flanders, recently, a curriculum reform took shape. Although teaching history came under pressure during past reforms, in the new framework it succeeded in consolidating itself. What are its opportunities for heritage education? Heritage education is not explicitly conceptualised in the framework. However, opportunities are undoubtedly present. Much attention has been paid to reflect on the relationship between the past, the present, and the future. Heritage can play a role in making the curriculum socially relevant, and in encouraging schools to engage in local contexts. However, a recent study shows that teachers in Flanders are not familiar with introducing heritage into the classroom. Hence, they seem in need of a didactic framework to tackle the challenges, and to fully grasp its potential. This concern is further raised by the decision of the government to establish a canon as a (non-committal) tool. How will the tension between a top-down imposed model of heritage and collective memory, and a bottom-up and participative process, affect classroom practice? Can the essentialism be reconciled with a dynamic approach to heritage, which is considered crucial in acquiring critical thinking skills and learning to take various (historical) perspectives?

Prof. Dr. Karel Van Nieuwenhuyse, University of Leuven

History education in Flanders: a battlefield of contradictory expectations, competing identities, and rival canons

The recent Flemish coalition agreement (October 2019) states that "we" must be able to experience the Flemish identity in a complex way, including through shared symbols. To this end "we", following the Dutch example of the Netherlands, will set up a Canon of Flanders: "the" story of the historical and cultural development of Flanders as a European nation. History education as a handmaiden of the nation: the idea is not new, yet problematic all the more so... After all, how can this nationalist approach be reconciled with historical thinking (the recently decreed final goal of history education)? And how does the Flemish historical canon relate to the Eurocentric master narrative that has been underlying the history curriculum for decades? In this lecture, first 'identity' will be reflected upon. For this concept has many and varied meanings, making it a complex, even deceiving notion. Next, the triangular relationship between identity-nation-history education for Belgium (a nation-state in decline) and Flanders (a nation-state in the making) is interpreted in a historical perspective, including multiple attempts to construct historical canons. Ultimately, the existential question raises as to what goal(s) history education should serve in this increasingly global and diverse 21st century society. In this respect, historical thinking is reflected upon, as well as its relationship to identity construction, canonized historical representations, and community-building.

Prof. Dr. Polina Verbytska, Lviv Polytechnic National University

Cultural Heritage reinterpretation and Assets for Education in Society in Transition: case of Ukraine

History education plays an important role in the process of integration across society in constructing civic identity. The mission is about developing respect for different identities on the basis of democratic values and recognition of human rights. It includes not only the content of the curriculum, but also the educational process, pedagogical methods and the learning environment. The paper focus on evolution of memory discourses and their representation in history education during the period of independence in Ukraine, analyzing trends in the coexistence of memory culture and memory policy on the example of the imperial, Soviet, national cultural heritage, a variety of heritage of different ethnic groups. Soviet discourse and the problem of the perception of the Soviet past will be also considered. Monuments and places of remembrance, museums and commemoration practices in schools are the demonstration sites for students history education outside of classroom. Finally, it is also aimed at reinterpreting cultural heritage and finding out its potential for heritage education in the sustainable democratic development and integration of local community in modern society.

Prof. Dr. Johan Wassermann, University of Pretoria

Forward to the past – moves towards making School History compulsory

After the end of apartheid, School History in South Africa was radically transformed. The most radical of these transformations was to abandon School History as a memory discipline and its overtly white nationalistic politically-orientated foci. This was replaced, by means of a succession of curricula, by School History as an analytically orientated disciplinary discipline with an integrated thematic inclination. However, since late 2016, School History came under sustained criticism from the ruling African National Congress Party and its allies. In response a Ministerial Task Team (MTT) was appointed to investigate the possibility of making School History a compulsory subject for all learners up to Grade 12. The MTT, in 2018, recommended that the subject be made compulsory asking specifically that an African focus be foregrounded. The process as outlined signaled the envisaged death of a liberal School History in favour of a return to an apartheid era like memory orientated nationalistic School History, but this time with a patriotic African slant. In this paper I will argue that the envisaged return to School History as a memory discipline, although multifaceted and complex in nature, are driven by three

major imperatives: the experiences of School History under apartheid; to inculcate a sense of patriotism and political appreciation amongst the restless youth which post-apartheid and an ideological departure from the post-apartheid liberal political settlement in favour of a greater authoritarianism.

M.A. Roy Weintraub, Tel Aviv University

Panel: Legitimacy of History Education in Israel: Past, Present, and Future

Against the background of the clearing of the sky and the blossoming of spring, April 2021 brought intense public storms regarding the future of history education in Israel. A new reform that challenges the legitimacy of the study of history in schools has again brought the subject necessity to the center of the political, academic, and media debate. In this Panel, we would like to contextualize the new reform and the public outcry in international theoretical, historical, and thematic aspects. We will explore the Israeli turmoil in the context of a worldwide state of discontent over historical education, which has developed following social, geopolitical, economic, and cultural changes in the last four decades. At the same time, we will point out the unique characteristics of the Israeli case: the nature of history as a civic religion, the erosion of the traditional canon, and the rise of two diametrically opposing narratives - civic post-Zionism on one hand and religious redemptive-Zionism on the other. Prof. Naveh will place the Israeli controversies in an international perspective and outline analytical categories for exploring the changes that the field is undergoing around the world. Afterward, Dr. Tal and Mr. Weintraub will chronologically examine the status of history teaching in the two main education systems of Jewish society in Israel - the secular and the religious. The integrative panel will allow for an in-depth discussion of the unique Israeli case, but at the same time will link it to central issues in history education around the world.

Prof. Dr. Eyal Naveh, Tel Aviv University, Kibbutzim College, Israel

History education and discontent: the uniqueness of the Israeli case

Dr. Nimrod Tal, Kibbutzim College, Israel

From a hegemonic canon to a worn-out narrative: history education for the Israeli secular education system

Roy Weintraub, Tel Aviv University, Kibbutzim College, Israel

The Bible, The Settlements and The Redemption: history education for the Israeli religious education system

Dr. Joanna Wojdon, University of Wroclaw

Teachers' beliefs on history education seen through the lenses of social media

With the development of social media new channels of formal, informal and semi-formal exchange of information, advice and opinions between history teachers emerged and developed, which may also serve as a research tool that allows to "eavesdrop" teachers in their natural environment, without disturbing or embarrassing them, and thus obtaining first-hand working knowledge of their attitudes and practices. The paper will be based on the content analysis of three Facebook groups addressed to history teachers and run by history teachers or educators: two of them are in Polish and one in English (run by Euroclio). The findings on the topics, problems, issues of concern, opinions expressed in posts, references (links to the outside sources) and comments will be confronted with the existing literature of the subject, related to teachers' beliefs (e.g. Jaskułowski; Berg&Christou). Thus, while addressing the issue of teachers' beliefs on history education the paper will propose an analytical framework for such a source of information.