

HISTORY EDUCATORS INTERNATIONAL RESEARCH NETWORK [HEIRNET]

15th Annual Conference

www.HEIRNET-HEIRJ.com

Friday 31st August to Sunday 2nd September 2018
Faculty of History, The Ionian University,
Corfu, Greece



The Rectorate, The Ionian University



HEIRNET brings together colleagues from around the world interested in History Education and its civilising, cultural, educational, social, political and citizenship roles. **CORFU** is the perfect location for considering HEIRNET 2018's focus and rationale on;

HISTORY EDUCATION AND MEETING THE CHALLENGES OF IMMIGRATION, REGIONALISM AND SECTARIANISM

Greece and neighbouring states are experiencing a resurgent Mediterranean, Middle Eastern and North African crisis that deep seated social, cultural, political, religious, sectarian, populist, and economic factors fuel. Daily the extent and depth of the crisis played out through the mass media reveal the full horrors of extremism, bigotry, internecine conflict, civil war and the destruction of civic society. Here History Education has a crucial role in educating for a better future through equipping teachers, pupils and students with the thinking tools to examine critically and constructively the wide-ranging problems all societies face.

HEIRNET 2018 THEMES, TOPICS AND GREEK STRAND

The conference has twelve themes, each with from 5-13 strands, pages 4-8 cover most aspects of History Education.

CONFERENCE PROGRAMME: SUBMISSIONS, PROPOSALS AND ABSTRACTS

1. Historical Culture
2. History Education in the Age of Corporate Imperialism, Nationalism, Regionalism, Globalisation and Issues of Identity
3. History across the Curriculum:
4. History Around Us: Community, Heritage and the Environment and Issues of Identity
5. Public History
6. Thinking Historically / Cognition
7. Assessment – its Nature, Purpose and Role
8. Statutory Curriculum Documents, National Curricula and National Examinations/Testing
9. Professional Knowledge - The History Teacher's Craft
10. The History of History Education:
11. History Education in the Early Years and Primary Phases [ages 3-11]
12. History Educational Research

DELEGATE CREATED SESSIONS - THEMES AND TOPICS

If a delegate or group of delegates wish to present a 45 or 90 minute session on a theme or topic of its own choice, consult www.heirnet-heirj.com to see what this involves.

We recommend that it might help if such delegates give an introductory 15 minute paper in a papers session before their 45 or 90 minute presentation.

GREEK CONFERENCE STRAND - SATURDAY 1ST SEPTEMBER

On Saturday there will be a conference strand in Greek from 11.00-17.30 for Greek teachers and history educators, for details see www.heirnet-heirj.com

CONFERENCE PROGRAMME: SUBMISSIONS - PROPOSALS AND ABSTRACTS

To make a presentation at the conference, please complete and submit a proposal and abstract *submission form*, see www.heirnet-heirj.com

The conference papers committee aims to respond to submissions within three weeks of receipt

CONFERENCE FEES

Full Delegate Fee	£ 300 sterling
Student fee	£ 150 sterling
Greek Strand - Sat 1st September	£ 110 sterling

- The full delegate and student fees cover refreshments, a reception on 31st August, lunch and the conference dinner on Saturday 1st September and the visit on Sunday 2nd September, free membership of HEIRNET from 2018/19 and free copies of the 2017/18 editions of the History Educators International Research Journal – HEIRJ, previously IJHLTR but not accommodation. Conference delegates may also attend the Greek strand free of charge.
- Others wishing to attend the conference dinner, including Greek strand delegates, should apply separately to the conference organisers at heirnet-heirj@gmail.com by Tuesday 28th August **who will collect the payment of €40 per head at the conference.**

CONFERENCE PATTERN: SESSION, PRESENTATIONS & A CONFERENCE VISIT

Parallel Sessions

The conference will have parallel strands in lecture theatres and seminar rooms

Sessions last for 90 minutes. They take the form of:

Papers	Seminars	Round Tables
Workshops	Debates	Discussions

- **Paper Sessions** allow 15 minutes for each paper's presentation with up to five speakers
- **Debates, discussions, round tables and seminar presenters** organise their own pattern and timing of presentations lasting 45 half-session or 90 minutes full-session.
- **Workshops** last 45 or 90 minutes according to the wishes of the presenters. They also organise and manage them as they desire.

Presentations can be in the mother tongue + a handout of the main points in English. n.b. There will be a Greek Strand that will be delivered in Greek.

Conference Visit

Half day Corfu historical visit on the afternoon of Sunday, 2nd September

TRAVEL

Delegates are responsible for their own travel arrangements.

Corfu Airport is some 10 minutes from Corfu city centre. For delegates travelling by car, bicycle, foot or quadruped, Corfu is also a port with excellent ferry links to the Greek islands, mainland and Italy.

ACCOMMODATION

Delegates arrange their own accommodation.

For information, including hotels, university accommodation and AirB&B consult www.HEIRNET-HEIRJ.com.

REGISTRATION

Delegates making presentations must register by 6th August using the conference website: www.heirnet-heirj.com.

KEY DATES

30 Nov 2017	Website opens for submitting proposed conference presentations and registration for conference attendance. For details of submission and registration, see www.heirnet-heirj.com .
23 July 2018	Closing date for submissions for conference presentations and their abstracts.
30 July 2018	Final date of notification of acceptance of proposals for conference presentations.
06 August 2018	Deadline for registration of delegates to attend the conference with arrangements for payment.
31 Aug-02 Sep 2018	The HEIRNET Conference at the Ionian University.
30 November 2018	Submission of papers for publication in the History Educators International Research Journal



CONFERENCE TITLE, THEMES AND TOPICS

TITLE

HISTORY EDUCATION AND MEETING THE CHALLENGES OF IMMIGRATION, REGIONALISM AND SECTARIANISM

THEMES AND TOPICS

1 HISTORICAL CULTURE

1. The Internet: The World Wide Web
2. Social Media, Interactivity [e.g. conferences, symposia, tutoring, virtual reality]
3. Mass Media
4. Print: Film: TV: Video: Audio
5. Art, Drama, Literature and Music
6. Association and organisations
7. Museums – see Theme 4

2 HISTORY EDUCATION IN THE AGE OF NATIONALISM, REGIONALISM, SECTARIANISM, POPULISM, GLOBALISATION AND ISSUES OF IDENTITY

1. History Education in polities with violent, traumatic and socially fractured pasts
2. The role of history education in conflict or post conflict communities: peace and reconciliation
3. History Education and historical culture
4. 'Public History' and History Education
5. Teaching history in divided societies with separate curricula, resources, professional development and cultures
6. Holocaust, diaspora and genocide education from earliest times to the modern day
7. History Education and:
 - o Formal, informal, social and cultural learning
 - o Multi-faith, multi-ethnic and culturally diverse societies
 - o Values, beliefs, human rights and social justice
 - o History, culture and social class
 - o History and gender
 - o Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education
 - o History Education in post-colonial societies
 - o History Education and supra-nationalism: multi-national corporations and agencies
8. The historical identity agenda, see also Theme 3.
 - o Historical consciousness – its nature and significance
 - o Identity and historical consciousness and citizenship: cultural, economic, ethnic, political and citizenship dimensions
 - o Legend, myth & narrative and their educational significance
 - o Invisible histories/stories. The unheard voices: the unknown, the disregarded, the marginalised, including women's history. History from below, as well as those 'airbrushed' out of the history that overwhelmingly the victors write.
9. International networking and cooperation including Africa, South America, Austral-Asia and Europe

3 HISTORY ACROSS THE CURRICULUM:

1. History and Citizenship Education – Its relevance, importance and significance in an era of:
 - o Migration, immigration and refugee and migrant education
 - o Terrorism and resistance movements in Europe, Africa and the wider world
 - o Inequality, poverty and social exclusion,
 - o Racism and diversity
 - o Democratic participation
2. History and the teaching of controversial issues
3. History and integrated, humanities, social studies, thematic and conceptual curricula
4. History's response to the challenge of ICT and the digital age
5. History and the Creative Curriculum

6. History and Literacy and the Language of History
7. Measuring and developing Progression in historical learning
8. The challenge of Differentiation [see also Theme 6, Topic 5]
9. History and Special Educational Needs, including Gifted & Talented Education

4 HISTORY AROUND US: COMMUNITY, HERITAGE AND THE ENVIRONMENT AND ISSUES OF IDENTITY – SEE ALSO THEMES 5, 7 AND 9

1. Young people and historical knowledge: collective memory, social conversation and the formal history classroom
2. Teachers' historical knowledge: individual and collective memory, consciousness and understanding and the taught curriculum – classroom history [see also Themes 7 and 9]
3. History Education relationship to and support of communal memory as transmitted through:
4. Ceremonies, anniversaries, memorials, commemorations and celebrations
 - o Museums, monuments, memorials, art galleries, churches
 - o Family history, memory and identity
 - o Local, school and communal history
 - o Oral history, oral history education
 - o Regional history
 - o Understanding of heritage
 - o Heritage and the creation of pedagogic tools

5 PUBLIC HISTORY – SEE ALSO THEME 4

1. Commemorative history
2. Developing historical understanding through engaging with media representations of history
3. Museums as sites of historical learning
4. Teaching history through historic sites
5. Using historical sites and monuments to explore local and global histories
6. Public history and the political use of the past
7. The impact of political discourse on history education
8. Using social media to promote historical learning
9. History Education and History outside and beyond educational settings
10. History consumption beyond educational settings:
 - History for the general public and its presence in the public sphere
11. Public History and Identity: nationalism, populism and a sense of belonging

6 THINKING HISTORICALLY / COGNITION – SEE ALSO THEMES 9 AND 11

1. Thinking Historically – as an antidote at the local, regional, national and international levels to the mentalities of 'closed societies' grounded in personal, communal, regional and national values and beliefs that enshrine, for example,
 - o their ethnic, faith, civic and cultural roots; bigotry, discrimination, hatred, human rights denial and its criminalisation,
 - o sectarianism, racism, totalitarianism and sanctioned violence [e.g. torture, murder, acts of terrorism], war and xenophobia (see also Theme 2)
2. History Education's role in creating mind-sets that value, support and implement reconciliation, peace education with a focus on participatory citizenship, multi-culturalism and associated human rights education.
3. Counter factuials, simulation and drama and the development of historical knowledge and understanding
4. History and the development of educational competences

5. Empathetic understanding
6. Social learning: peer interaction
7. Situated cognition, cognitive apprenticeship and the social learning paradigm – Vygotsky et. al
8. The historical imagination
9. Historical Cognition: From Piaget to Neural Science, i.e. what does thinking historically mean from the development psychological perspective
10. Competence Orientation (historical thinking) in History Didactics
11. Thinking historically – what does thinking historically mean from the academic historians' perspective: past and present [see also Themes 9 & 10]
12. Pupil and student understanding of historical concepts both substantive [propositional – substantive – first order] and syntactic [procedural – second order] and their inter-relationship in historical understanding
13. Thinking Historically and 'Doing History': Constructing history in a post-modern world

7 ASSESSMENT - ITS NATURE, PURPOSE AND ROLE [SEE ALSO THEME 8, TOPIC 5]

1. The recording, monitoring and reporting of historical teaching and learning
2. Peer assessment, formative, summative and diagnostic assessment
3. Criterion based and norm-referenced assessment
4. Assessment based learning [teaching to the test] and its impact upon the curriculum and its implementation, i.e. teaching and learning
5. The impact of government inspection and examinations, testing and assessment
6. Assessment Based Learning or Learning Based Assessment

8 STATUTORY CURRICULUM DOCUMENTS, NATIONAL CURRICULA AND NATIONAL EXAMINATIONS/TESTING:

1. National curricula in countries with regional and communal histories that are in conflict with the national master narrative or canon
2. The implementation and interpretation of statutory curriculum documents in classroom contexts
3. The correlation between national curricula, their implementation and pupil's classroom experiences
4. National and other curricula's impact upon teaching materials and classroom practice/pedagogy
6. The PISA [Programme of International Student Assessment], the OECD and PISA's impact upon History Education through governments' overt politicisation of national curricula.

9 PROFESSIONAL KNOWLEDGE - THE HISTORY TEACHER'S CRAFT PROFESSIONAL KNOWLEDGE - THE HISTORY TEACHER'S CRAFT [PEDAGOGY, DIDACTICS & PRAXIS]

1. The History Teacher's craft: pedagogy/didactics/praxis
2. History teachers' knowledge bases: academic/cultural/education and social [the long-term impact and influence of Shulman et. al]
3. Academic history into classroom history
4. Ethics, Beliefs, Values and Behaviours: the role of fairy stories, myths, legends, tales, stories and narratives
5. Target setting, educational competencies, goals, concept framed professional development, inspection
6. Planning, Resourcing, Teaching activities and scripts, Assessing, Evaluating
7. Literacy, Oracy, Dialogic teaching, Social learning, Peer interaction
8. Discursive & Creative composition, Genres, Multi-modality, Visual and Enactive learning
9. Initial and Continuing Teacher Training & Professional Development programmes
10. The instructions [work order] for a pedagogic/didactic task or activity that determines the nature and quality of the pupil's thinking and historical knowledge and understanding
11. The language of history: the linguistic and the conceptual
12. Textbooks, teaching materials and resources: role and purpose
13. International perspectives on Teacher Training and Professional Development

10 PRACTITIONER-RESEARCH: THE INTEGRATION OF THEORY AND PRACTICE – PAPERS AND WORKSHOPS

In all educational phases from Early Years [3-5] to Higher Education the interface between scholarship, theory, research and teaching can take multiple forms. One of the most internationally successful and widely adopted is practitioner-research with its focus upon evidence-based practice within the teaching and learning environment.

We welcome conference papers on the following related practitioner-research topics, either individually or combined, with an option of an additional, complementary workshop based upon the paper.

Workshops enable the presenter[s] to elaborate upon their paper. Workshops are required to include the presentation of a conference paper on the practitioner research that the workshop is based upon.

11 HISTORY EDUCATION IN THE EARLY YEARS AND PRIMARY PHASES [AGES 3-11] SEE ALSO THEMES 6 AND 9

1. Children's epistemic beliefs about history
2. Fables, fairy stories, myths, legends, sagas; accounts, chronicles, histories, narratives, stories and tales; anniversaries, ceremonies, festivals and rituals. Their role in and impact upon:
 - the identity agenda: personal, familial, social, ethnic, religious, local, regional, national and global: a sense of belonging
 - constructing the past
 - ethics, values, attitudes, beliefs and behaviours
3. The curriculum: what is taught, i.e. which topics are introduced, why chosen? sequence & content
4. Children's textbooks, resourcing and their influence
5. Primary history in the digital age: on-line and digital media, resourcing and their influence on pedagogy and pupils – see also theme 3, topic 4
6. Children's understanding of historical concepts both substantive [propositional – substantive – first order] and syntactic [procedural – second order]
7. Children's understanding of the nature of history
8. History across and in the curriculum: disciplinary, social science and humanities perspectives
9. Linking local, national and global history
10. Promoting and developing historical thinking in young children: 'Doing History' thinking skills, disciplinary concepts, procedures, protocols and cognition
11. Creativity and the informed imagination
12. Classroom Strategies: re-enactment, drama, role-play, simulation and the informed imagination
13. Story-telling, narrative and reconstruction: bringing the past to life

12 HISTORY EDUCATIONAL RESEARCH RESEARCH AND EVIDENCE BASED HISTORY EDUCATION

1. Research design and approaches for both new and experienced researchers
2. New frontiers in History Educational Research: theory, scholarship and practice
3. University research collaboration with teachers in schools over learning,
4. Researching Impact: control and pilot groups
5. policy & practice
6. Qualitative research including Action and Case-study research
7. Quantitative Research
8. Evidence led policy and practice including the researcher's orientation
9. Empirical methods in Textbook Research
10. Research design and approaches for both new and experienced researchers
11. Collaboration and partnerships between schools and universities and other agencies [see Topics section below]

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TOPICS

- o Action research
- o Case Study Research
- o Curriculum Development – institutionally based
- o Initial and continuing professional development
- o Qualitative research - in the context of ‘cases’ based upon practitioner-research & evidence-based praxis
- o Quantitative research - in the context of ‘cases’ based upon practitioner-research & evidence-based praxis
- o Collaboration and partnerships between schools and universities and other agencies with a focus upon the overall impact of collaboration and partnership on all involved at institutional and personal levels from pupils to teachers and academics [n.b. a model widely adopted by the medical profession]

WORKSHOPS - COMPLEMENTARY PRACTITIONER RESEARCH WORKSHOPS

- o Practitioner research workshops will take place in a session in one of the conference’s parallel strands.
- o A single 90 minutes or two consecutive 45 minutes workshops can be held in a strand.
- o Workshops should be theoretical, empirically grounded and fully conversant with the related literature, scholarship and research.

Workshop proposers need to submit an abstract for their workshop by clicking on the Abstract Submissions button to complete and submit an abstract submission form: