

HISTORY EDUCATORS INTERNATIONAL RESEARCH NETWORK [HEIRNET] 14th Annual Conference www.heirnet2017.com

Wednesday 30th August to Friday 1st September 2017
Institute of Education, St. Patrick's Campus
Dublin City University, Ireland



THE HISTORY EDUCATORS INTERNATIONAL RESEARCH NETWORK [HEIRNET] brings together colleagues from around the world interested in History Education and its civilising, cultural, educational, social, political and citizenship roles.

The **HEIRNET 2017** conference **theme** and **rationale** are:

HISTORY EDUCATION IN CHALLENGING TIMES: MEETING 'THE OTHER' ACROSS TIME AND SPACE

History Education provides a critical space where children and young people can engage with the perspectives of others and encounter the many ways in which humans have made sense of the world over time and space. Having opportunities to deconstruct and interrogate received and dominant narratives, to recognise and challenge myths, to engage with worldviews different to one's own and to develop the capacity to think historically are fundamental components of education for democratic citizenship.

Responding to the current multiple crises of climate change, global conflict, mass migration and rising nationalism, the HEIRNET 2017 conference theme, History Education in Challenging Times: Meeting 'The Other' across Time and Space, will explore how History Education can meet these challenges, providing space for research-based examinations of practice and of historical learning and for critical discourse on policy, curriculum and the politics of History Education. Given its recent history of conflict and the ongoing focus on multiple narratives, contested histories and reconciliation, Ireland provides an ideal location for addressing the conference theme.

CONFERENCE THEMES AND TOPICS

The conference invites proposals on its wide ranging 10 themes, each with from 5 -13 topics, see pages 4-6 below and the conference website www.heirnet2017.com

CONFERENCE PROGRAMME: SUBMISSIONS, PROPOSALS AND ABSTRACTS

1. History Education in the Age of Globalisation and Issues of Citizenship and Identity
2. History across the Curriculum
3. History Around Us: Community, Heritage, the Environment and Issues of Identity
4. Thinking Historically and Cognition
5. Assessment - its nature, purpose and role
6. Statutory Curriculum Documents, National Curricula and National Examinations/Testing
7. Professional Knowledge - The History Teacher's Craft
8. The History of History Education
9. Research & Evidence Based History Education
10. Practitioner-Research: The Integration Of Theory And Practice - Papers and Workshops

Delegates' Own Theme Or Topic

If a group of delegates wishes to **present a session on a theme or topic of its own choice**, please complete and submit an abstract submission form, see below.

CONFERENCE PATTERN: SESSIONS, PRESENTATIONS & A CONFERENCE VISIT

Sessions take the form of:

Debates	Papers	Round Tables
Discussions	Seminars	Workshops

Presentations can be in the mother tongue + a handout of the main points in English

- **Sessions** last for 90 minutes allowing 15 minutes for each paper presentation. Seminars & Round tables organise their pattern and timing of presentations.
- **Workshops** last 45 or 90 minutes according to the wishes of the presenters.
- **Debates & Discussions** To be arranged in liaison with the conference team

Conference visit

Half day visit on Friday the 1st September ' Dublin and the Easter Rising, 1916'.

REGISTRATION see HEIRNET website www.heirnet2017.com

Delegates register on-line using the conference website www.heirnet2017.com

CONFERENCE FEES - £S STERLING

Full	£ 210 [student £80] (closing date, 21 st August 2017)
Early bird	£ 195 (closing date 3 rd July 2017)
Daily	£ 120 [student £ 40]
Half Day	£ 60 [student £ 20]

The **full fee** covers refreshments, a visit, lunches but not the conference dinner on Thursday, 31st August 2017 and accommodation.

The **student rate** only applies to students not in full time employment.

CONFERENCE PROGRAMME: SUBMISSIONS, PROPOSALS AND ABSTRACTS

To submit a proposal and abstract for the conference complete and submit an abstract submission form, see www.heirnet2017.com. Please use the same form for submitting a group proposal on a topic or theme of the group's choice.

TRAVEL

Full details are on the HEIRNET conference website www.heirnet2017.com

KEY DATES

- 30 Nov 2016 **Registration opens** – www.heirnet2017.com
- 03 July 2017 **Closing date for early bird** conference registrations
- 24 July 2017 **Closing date for submission of conference paper** and workshop proposals and their abstracts
- 21 Aug 2017 **Closing date for online registrations** for the conference
- 30 Aug 2017 Conference starts
- 01 Sep 2017 Conference ends
- 05 Nov 2017 **Submission of papers** for publication in the peer reviewed International Journal of Historical Learning, Teaching and Research.

ACCOMMODATION

Delegates will arrange their own accommodation. For details of recommended hotels offering a conference discount and other accommodation see the HEIRNET conference website www.heirnet2017.com

Dublin City University recommended accommodation is at Purcell House, All Hallows Campus, see aerial photograph.



CONFERENCE THEMES AND TOPICS

1 HISTORY EDUCATION IN THE AGE OF NATIONALISM, REGIONALISM, 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. Teaching history in divided societies with separate curricula, resources, professional development and cultures
4. Holocaust, diaspora and genocide education from earliest times to the modern day
5. History Education and:
 - Formal, informal, social and cultural learning
 - Multi-faith, multi-ethnic and culturally diverse societies
 - Values, beliefs, human rights and social justice
 - History, culture and social class
 - History and gender
 - Fundamentalism, nationalism, patriotism, regionalism, internationalism & liberal education
 - History Education in post colonial societies
 - History Education and supra-nationalism: multi-national corporations and agencies
6. The historical identity agenda, see also Theme 3.
 - Historical consciousness – its nature and significance
 - Identity and historical consciousness and citizenship: cultural, economic, ethnic, political and citizenship dimensions
 - Legend, myth & narrative and their educational significance
 - 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.

2 HISTORY ACROSS THE CURRICULUM:

1. History and Citizenship Education – Its relevance, importance and significance in an era of:
 - migration, immigration and refugee and migrant education
 - terrorism and resistance movements in Europe, Africa and the wider world
 - inequality, poverty and social exclusion,
 - racism and diversity
 - 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

3 HISTORY AROUND US: COMMUNITY, HERITAGE AND THE ENVIRONMENT AND ISSUES OF IDENTITY

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 Theme 7]
3. History Education relationship to and support of communal memory as transmitted through:
4. Ceremonies, anniversaries, memorials, commemorations and celebrations
 - Museums, monuments, memorials, art galleries, churches
 - Family history, memory and identity
 - Local, school and communal history
 - Oral history, oral history education
 - Regional history
 - Understanding of heritage
 - Heritage and the creation of pedagogic tools

4 THINKING HISTORICALLY / COGNITION

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 factuals, 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
10. Competence Orientation (historical thinking) in History Didactics
11. Thinking historically – the academic historians' perspective: past and present [see also [Theme 10](#)]

5 ASSESSMENT – ITS NATURE, PURPOSE AND ROLE [also see Theme 6, 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

6 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 interpretation of statutory curriculum documents in classroom contexts
3. The correlation between national curricula, their implementation and pupils classroom experiences
4. National curricula's impact upon teaching materials and classroom practice/pedagogy
5. The PISA [Programme of International Student Assessment], the OECD and PISA's impact upon History Education through governments' overt politicisation of national curricula.

7 PROFESSIONAL KNOWLEDGE - THE HISTORY TEACHER'S CRAFT

1. The History Teacher's craft: pedagogy/didactics/praxis
2. History teachers' knowledge bases: academic/cultural/education and social
3. Planning, Resourcing, Teaching activities and scripts, Assessing, Evaluating
4. Literacy, Oracy, Dialogic teaching, Social learning, Peer interaction
5. Discursive & Creative composition, Genres, Multi-modality, Visual and Enactive learning
6. Initial and Continuing Teacher Training & Professional Development programmes
7. The instructions [work order] for a pedagogic/didactic task or activity that determines the nature and quality of the pupil's thinking historical knowledge and understanding
8. The language of history: the linguistic and the conceptual
9. Textbooks, teaching materials and resources: role and purpose

8 THE HISTORY OF HISTORY EDUCATION:

1. Past and present debates, historiography;
2. The political dimension - The Right Kind of History with cultural, ethnic, faith and ethical connotations;
3. Philosophical origins and roots, seminal movements and initiatives, developments and key ideas.
4. National curricula – their nature and political role/function;
5. Educational reform and history education;
6. History textbooks, their nature, role and function;
7. Innovative resources for teaching history;
8. Pedagogical innovation, initiatives and approaches to teaching history;
9. Research and development projects;
10. Testing, assessment and public examinations;
11. Key figures and their contribution;
12. Cross-curricularity, Humanities and Social Studies;
13. A sense of identity and History Education's civic, communal, nationalistic and patriotic roles;

9 RESEARCH AND EVIDENCE BASED HISTORY EDUCATION

1. Research design and approaches for both new and experienced researchers
2. University research collaboration with teachers in schools over learning, policy & practice
3. Qualitative research including Action and Case-study research [also see [Theme 10](#)]
4. Quantitative Research
5. Evidence led policy and practice including the researcher's orientation · Empirical methods in Textbook Research

[Theme 10](#) relates closely to [Theme 9](#), but it is treated separately because of its central role in both curriculum development and the professional development of teachers at all phases of their career.

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 require the presentation of a conference paper on the practitioner research that the workshop is based upon.

TOPICS

1. Action research
2. Case Study Research
3. Curriculum Development – institutionally based
4. Initial and continuing professional development
5. Qualitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis
6. Quantitative research - in the context of 'cases' based upon practitioner-research & evidence-based praxis

WORKSHOPS - COMPLEMENTARY PRACTITIONER-RESEARCH WORKSHOPS

- The practitioner-research workshops will take place if possible within one of another conference session's two parallel strands.
- A single 90 minute or two consecutive 45 minute workshops can be held in a strand.
- 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** in addition to **their abstract for the related, introductory conference paper.**