

HEIRNET 2016

5th-7th September

UNIVERSITY OF MURCIA, MURCIA, SPAIN

Faculty of Education, Campus de Espinardo

The History Educators International Research Network [HEIRNET] brings together colleagues from all around the world involved in History Education, Citizenship and related issues. We are holding our 13th annual 2016 conference at the University of Murcia, Spain.

History Education In A Changing World: The Past As A Tool For The Future

History Education is political education. As such it is central to the development of children's sense of identity, consciousness and citizenship. Countries and communities use their frequently competing nationalistic master and other minor narratives, drawn from a canon of historical consciousness, memories, myths, legends, narratives, stories and accounts to promote, sustain and support dogmatic positions and beliefs. All too often these result in civil conflict, civil war, genocide, terrorism and international armed conflict.

The challenge to History Education is that, while teaching master and minor narratives, to develop pupils' historical thinking as an antidote to closed-mind xenophobia and jingoistic nationalism. Teaching about 'The Past As A Tool For The Future' centres on History Education's research based values, beliefs, policies, curricula and pedagogy/didactics that reflect the open-minded skills, processes, procedures and disciplinary concepts [second order] of history as a disputatious, debated and contested enquiry rooted in primary and secondary sources.

Conference Themes and Topics

The conference has 8 themes, each with 6-8 topics, see pages 4 & 5 and the HEIRNET 2016 website www.heirnet2016.com

- 1 History Education in the Age of Globalisation
- 2 History across the Curriculum
- 3 History Around Us: Community, Heritage and the Environment
- 4 Historical Thinking 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 Research & Evidence Based History Education

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 Programme Abstracts and proposals.**

Conference pattern: Sessions & Visit

Sessions take the form of:

Debates	Papers	Round Tables
Discussions	Posters	Seminars
Keynotes	Research consultations	Workshops

Presentations can be in the mother tongue + handout of 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
Research consultations To be arranged in liaison with the conference team
Conference visit Half day visit on 7th. September to *Cartagena*

Registration see HEIRNET website www.heirnet2016.com

Delegates can register on-line using the website.

Conference Fees

Full	€ 300/£210/\$320 [student €120/£80/\$130]
Early bird	€ 270/£190/\$290 [closing date 5 th July 2016]
Daily	€ 150/£100/\$160 [student € 60/£40/\$65]
Half day	€ 075/£50/\$80 [student € 30/£20/\$32]

The full fee covers refreshments, a visit, lunches & conference dinner but not accommodation.

The student rate only applies to students not in full time employment. it does not include the conference dinner.

Conference Programme Abstracts and Proposals

To submit an abstract for the conference complete and submit an *abstract submission form*, see www.heirnet2016.com. Please use the same form for submitting a group proposal on a topic of the group's choice.

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.heirnet2016.com.

Travel

Full details are on the HEIRNET conference website www.heirnet2016.com.

Key dates:

05 July 2016	Closing date for early bird registrations for the conference
19 July 2016	Closing date for abstracts for conference presentations
18 Aug 2016	Closing date for registrations for the conference
07 Sep 2016	Conference opens

05 Nov 2016 **Submission of papers for publication** in the *International Journal of Historical Learning, Teaching and Research*



Conference Topics

1 History Education in the Age of Globalisation

- History Education in polities with violent, traumatic and socially fractured pasts
- The role of history education in conflict or post conflict communities: peace and reconciliation
- Teaching history in divided societies with separate curricula, resources, professional development and cultures
- Holocaust, diaspora and genocide education from earliest times to the modern day
- 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, internationalism & liberal education
- 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:

- History and Citizenship Education – The relevance of history
- History's response to the challenge of ICT and the digital age
- History and the Creative Curriculum
- History and integrated, humanities, social studies, thematic and conceptual curricula
- History and Literacy and the Language of History
- Measuring and developing Progression in historical learning
- The challenge of Differentiation
- History and Special Educational Needs, including Gifted & Talented Education

3 History Around Us: Community, Heritage and the Environment

- Young people and historical knowledge: collective memory, social conversation and the formal history classroom
- Teachers' historical knowledge: individual and collective memory, consciousness and understanding and the taught curriculum – classroom history [see topic 7]
- History Education relationship to and support of communal memory as transmitted through:
 - 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 Historical Thinking / Cognition

- Counter factuials, simulation and drama and the development of historical knowledge and understanding
- History and the development of educational competences
- Empathetic understanding
- Social learning: peer interaction
- Situated cognition
- The historical imagination
- Historical Cognition: From Piaget to Neural Science
- Competence Orientation (historical thinking) in History Didactics

5 Assessment – its nature, purpose and role

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

6 Statutory curriculum documents, national curricula and national examinations/testing

- National curricula in countries with regional and communal histories that are in conflict with the national master narrative or canon
- The interpretation of statutory curriculum documents in classroom contexts
- The correlation between national curricula, their implementation and pupils classroom experiences
- National curricula's impact upon teaching materials and classroom practice/pedagogy

7 Professional Knowledge - The History Teacher's Craft

- The History Teacher's craft: pedagogy/didactics/praxis
- History teachers' knowledge bases: academic/cultural/education and social
- Planning, Resourcing, Teaching activities and scripts, Assessing, Evaluating
- Literacy, Oracy, Dialogic teaching, Social learning, Peer interaction
- Discursive & Creative composition, Genres, Multi-modality, Visual and Enactive learning
- Initial and Continuing Teacher Training & Professional Development programmes
- 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
- The language of history: the linguistic and the conceptual
- Textbooks, teaching materials and resources: role and purpose

8 Research and Evidence Based History Education

- Research design and approaches for both new and experienced researchers
- University research collaboration with teachers in schools over learning, policy & practice
- Qualitative research including Action and Case-study research
- Quantitative Research
- Evidence led policy and practice including the researcher's orientation
- Empirical methods in Textbook Research