

**UCL INSTITUTE OF EDUCATION  
LONDON – ENGLAND**

**HISTORY EDUCATORS INTERNATIONAL  
RESEARCH NETWORK [HEIRNET]  
12<sup>th</sup> INTERNATIONAL CONFERENCE**

**7<sup>th</sup>-9<sup>th</sup> SEPTEMBER 2015**

**PROGRAMME**





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## **WELCOME: HEIRNET 2015**

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A warm welcome to London, to University College Institute of Education and to the twelfth History Educators International Research Network conference (HEIRNET).

Welcome to colleagues who have been to most HEIRNET conferences, since 2004 and become old friends and especially welcome to many of you who are new to HEIRNET. We were amazed that thirty-four people attended our first conference in Ambleside, a small town in the north of England, from places as far away as Brazil, South Africa, Singapore, Turkey, Romania and the United States. And every year since the number of participants has increased, in cities as diverse as Capetown, Yaroslavl, New York, Curitiba, Istanbul, Nicosia and last year, Ljubljana.

This seems convincing evidence that there is an enormous interest in sharing different ideas about common issues in history education and in researching exciting new methodologies for teaching and learning our dynamic subject. The world around us continues to challenge us with constantly changing scenarios to which history educators must respond. If further evidence were needed it is interesting that three symposia at this conference launch recently published, collaboratively written books, each by contributors from a range of countries, which explore a rich variety of topical questions and concerns.

We are grateful to the University of Cumbria for producing our biannual publication, *The International Journal of Historical Teaching Learning and Research*, (which is about to publish Volume 13 Issue 1) and to the *Historical Association* of Great Britain for disseminating the journal on its website. Many of the papers were first presented at HEIRNET conferences, so please do not forget to submit papers from this conference.

People have said that they enjoy HEIRNET conferences because the discussions are serious but there are also opportunities for light-hearted fun (!), because although, and rightly, people hold different views, everyone is friendly and respectful of each other, whether they are research students or eminent professors. So please relish this, possibly unusual ethos – and enjoy the conference.

HEIRNET Organising Committee

Arthur Chapman,  
Marc Andre-Ethier  
Hilary Cooper  
Terrie Epstein  
Mike Mitchell  
Jon Nichol  
Danijela Trškan  
Lukas Perikleous

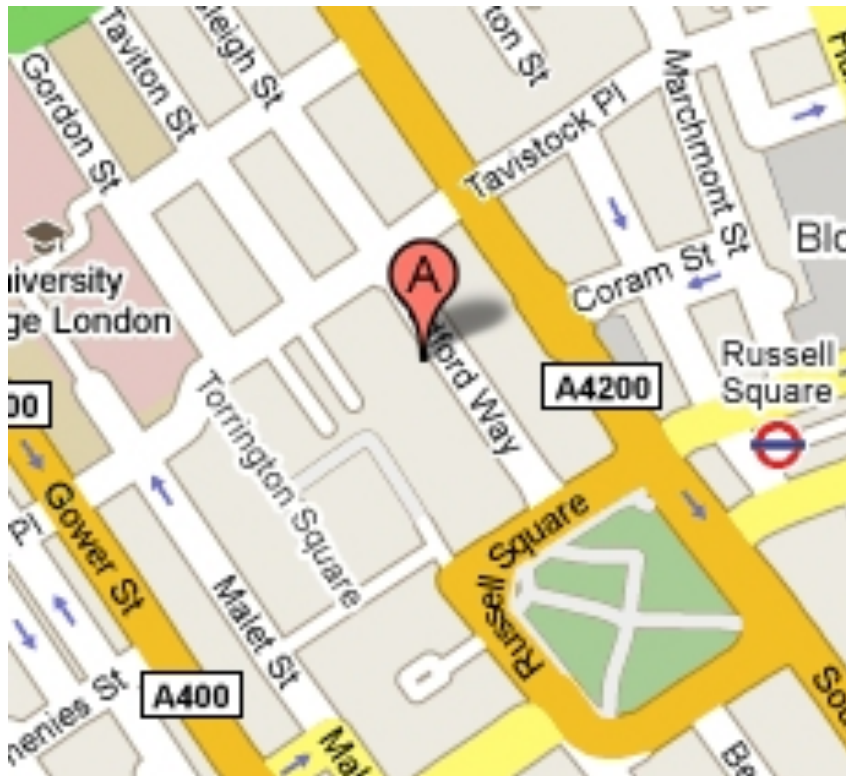
## USEFUL & ESSENTIAL INFORMATION

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### LOCATION INFORMATION

#### Institute of Education

UCL Institute of Education,  
20 Bedford Way,  
London, UK



The conference is being held in rooms **731**, **736** and **728**. The venue will be signposted – and displayed on the public TV screens. If you need further assistance, ask the reception desk in the main entrance.

#### Conference Dinner - Il Fornello

Il Fornello,  
50 Southampton Row,  
London WC1B 5AN

020 7837 4584

#### British Museum

British Museum, Great Russell Street, London, WC1B 3DG  
For a map, download:

[http://www.britishmuseum.org/visiting/getting\\_here.aspx](http://www.britishmuseum.org/visiting/getting_here.aspx)

## **TRAVEL ADVICE to UCL Institute of Education**

### **Bus**

Bus stops, within a 5 to 15-minute walk, are located on Euston Road, Gower Street, Tottenham Court Road, Woburn Place and Southampton Row.  
The closest are on Woburn Place and Southampton Row.

### **Tube (underground)**

Tube stations, within a 5 to 15-minute walk, include: Euston; Euston Square; Goodge Street; Russell Square; Tottenham Court Road and Warren Street.  
The closest is Russell Square.

### **Train**

London's principal railway stations are all within a 30-minute journey, by bus or tube.  
The closest is Euston.

### **Aeroplane**

London's airports are all within a 1 to 2-hour journey, by bus or tube.  
The closest is Heathrow.  
Private parking is offered by [National Car Parks \(NCP\)](#).

### **Bicycle**

There is a [cycle-hire](#) docking station on the east side of our main building, in Bedford Way. It is managed by [Transport for London](#).  
Visitors arriving on their own bikes may lock them to the perimeter railing of the concourse, on the west side of our main building.

## **WEBSITE**

The conference programme and abstracts are posted on the conference website:  
[www.heirnet2015.com](http://www.heirnet2015.com)

## **ACCOMMODATION**

For details of accommodation consult the conference website  
[www.heirnet2015.com](http://www.heirnet2015.com)

## **COMPUTER / INTERNET PROVISION**

- Please note that delegates should bring their own computers if they need Internet access at all times.
- The UCL Institute of Education is connected to Eudoram (education roaming).
- We have also arranged for 10 guest Wi-Fi logins per day for delegates who cannot access via EduRoam.
- Conference files: Microsoft Office PowerPoint etc. Please bring these on memory sticks or equivalent.
- Technical support is available as and when required. Please let us know in advance if this is needed.

## **CONTACT**

For additional local information / help / advice please contact Arthur Chapman at:

[a.chapman@ioe.ac.uk](mailto:a.chapman@ioe.ac.uk)  
[constructinghistory@googlemail.com](mailto:constructinghistory@googlemail.com)

# CONFERENCE ORGANISATION

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## PAPERS, SEMINARS or ROUND TABLE DISCUSSIONS

The conference will run in an informal way that enables colleagues to mingle, exchange information and enhance insights into and understanding of history education's common issues and concerns.

Delegates can decide how they would like to run their sessions.

Before or at the conference delegates for sessions can communicate with each other and the session's chair and each other to sort out in detail the form they would like the session to take. You can find contact details on pages 8-9.

Delegates can also give their presentations in their mother tongue: if so, please provide an A4 one side handout of main points in English or as a PowerPoint slide Please bring 40 copies of hand-outs with you.

There are four types of conference session. All allow discussion and consideration of themes.

Please note that the conference papers' abstracts are posted on the conference website: [www.heirnet2015.com](http://www.heirnet2015.com).

### 1 Paper Sessions, from. 4-6 papers per session

Paper presentation last for fifteen minutes maximum per paper (see abstracts and the website, [www.heirnet2015.com](http://www.heirnet2015.com)).

This leaves up to 30 minutes for discussion of papers: either at the end of a paper or if two to three papers as a group or at the end of the session for all the papers.

### 2 Seminars, from. 4-6 papers per session

Seminars enable discuss and consider themes that the seminar organisers have decided. The seminar organisers decide on how to turn their session.

### 3 Round Table Discussions:

The Round Table organisers determine the form of these sessions. This year we have a number of Round Table book launches, see sessions 2, p. 13; Session 4, p. 15 and Session 7. P. 18.

### 4 Keynote

Keynote lectures last for 45 minutes with subsequent time for questions and discussion.

## DELEGATES

No	Surname, Forename	Email	Session	Abstract
1.	Angier, Kate	Kate.angier@uct.ac.za	4B	1
2.	Apostolidou, Eleni	apostolidouxx@hotmail.com	6B	2
3.	Aronovsky, Ilona	hec@harappa.com	6A	3
4.	Barca, Isabel	Isabar@lep.Uminho.pt	4B	10, 36
5.	Beckles, Lloyd		3B	5
6.	Bernhard, Roland	roland.bernhard@gmail.com	3B	4
7.	Bittan, Bonnie	Bonnie.Bittman@ucf.edu	3B	5
8.	Capita, Carol	carol.capita@istorie.unibuc.ro	7A	6
9.	Capita, Laura-Elena	capita.laura@gmail.com	7A	7
10.	Caruana, Kimberley	Isabar@lep.Uminho.pt	6A	55
11.	Chang, Ghulamulah	golarchi2007@yahoo.com		
12.	Chapman, Arthur	a.chapman@ioe.ac.uk	2A, 4B	9, 10
13.	Chhabra, Meenakshi	meenakshi.chhabra@gmail.com	1A	8
14.	Chughtai, Mariam	mariam_chughtai@post.harvard.edu		
15.	Constantinidou, Myria	myriamcyprus@gmail.com	3B	11
16.	Cooper, Hilary	hilary.cooper@sky.com	4B	13, 37
17.	Counsell, Christine	cc247@cam.ac.uk	2A	10
18.	De Leur, Tessa Leonie	t.l.deleur@uva.nl	3A	22
19.	Dillenburg, Maria	dillenburgmargie@gmail.com	5B	14
20.	Domínguez, Jesús	jdomingu@nebrija.es	3B	15
21.	Donnelly, Debra	debra.donnelly@newcastle.edu.au	6a	16
22.	Firth, Barry	barryfirth29@gmail.com		
23.	Fronza, Marcelo	fronzam34@yahoo.com.br	4B	17
24.	Gevaerd, Rosi	rosifgevaerd@yahoo.com.br	7A	18
25.	Gouws, Brenda	bgouws@iafrica.com	5A	19
26.	Guyver, Margaret	jmguyver@btinternet.com		
27.	Guyver, Robert	guyverrobert@gmail.com	4A	20
28.	Havekes, Harry	h.havekes@docentenacademie.ru.nl	3A	22
29.	Haydn, Terry	t.haydn@uea.ac.uk	2B 5B	23 24
30.	Hilliard, Diana	danihilliard1@btinternet.com		
31.	Holmes, Sylwia	sylwiaholmes@hotmail.co.uk	5A	25
32.	Holthuis, Paul	p.holthuis@home.nl	3A	26
33.	Houwen, Annemiek	a.houwen@singelland.nl		
34.	Huijgen, Tim	t.d.huijgen@rug.nl	6A	27
35.	Jackson, Darius	holocaust@ioe.ac.uk	5A	28
36.	Kasvikis, Kostas	kkasvikis@uowm.gr	3B	29
37.	Keynes, Matilda	matilda.keynes@gmail.com	2B	30
38.	Kgari-Masondo, Maserole Christina	Kgarimasondo@ukzn.ac.za	1A	31
39.	Kimberley, Caruana	Isabar@lep.Uminho.pt	6A	55
40.	Kitson, Alison	A.Kitson@ioe.ac.uk	2B	32
41.	Korres, Kostas	kkorres78@gmail.com	1A	34
42.	Laffins, Diana	diana@laffins.net	1A	35



No	Surname, Forename	Email	Session	Abstract
43.	Lagarto, Mariana	cied@ie.uminho.pt	4B	36
44.	Legari, Mansoor Ahmed	csnarc_ngo@yahoo.com		
45.	Letourneau, Jocelyn	Jocelyn.Letourneau@celat.ula.val.ca	5B	37, 38
46.	Lopez Skoknic, Montserrat	Mlopezskoknic@gmail.com	6B	22
47.	Mohammad Hassan	fhrrda_ngo@hotmail.com		
48.	stevenjamesmastin@yahoo.co.uk	stevenjamesmastin@yahoo.co.uk	1B	39
49.	Mathis, Christian	christian.mathis@fhnw.ch	5B	40
50.	McCrory, Catherine	c.mccrory@ioe.ac.uk	5B	41
51.	Mitchell, Mike	mnmitchell@me.com		
52.	Naser-Najjab, Nadia	nasernajjab@gmail.com	4A	20
53.	Nichol, Jon	jonnichol17@gmail.com		37
54.	Nichol, Rose	heirnet@gmail.com		
55.	O'Brien, Emma	e.obrien@ioe.ac.uk	5A	28
56.	Parkes, Robert	Robert.Parkes@newcastle.edu.au	7A	43
57.	Parkes, Vicki	Vicki.Parkes@newcastle.edu.au	2B	44
58.	Perikleous, Lukas	lukasp@ucy.ac.cy	1A, 2A	45
59.	Pickles, Elizabeth	e.pickles@highworth.kent.sch.uk	2A	10
60.	Pilgrim, Katie	kpilgrim@holyltrinitycrawley.org.uk		
61.	Pinto, Helena	mhelenapinto@gmail.com	4A 5B	20, 46
62.	Pydd Nechi, Lucas	lucaspyddnechi@hotmail.com	6B	47
63.	R Awan, Mohammad Sachal	fhrrda_ngo@yahoo.com		
64.	Russell III, William	Russell@ucf.edu	3B	5
65.	Ruane, Brian	brian.ruane@dcu.ie		
66.	Sheehan, Mark	mark.sheehan@vuw.ac.nz	4A 2B	20 48
67.	Sieborger, Robert	rob.sieborger@uct.ac.za		
68.	Smith, Joe	joseph.smith@stir.ac.uk	6B	49
69.	Solé, Glória	gsole@ie.uminho.pt	6A	51
70.	Stoel, Gerhard	g.l.stoel@uva.nl	3A	22
71.	Stouraitis, Elias	estouraitis@ea.gr	6A	52
72.	Sugao, Hideyo	hideyonn@gmail.com	4B	13
73.	Timmis, James	jtimmis@cumnor.co.uk		
74.	Todd, Jason	jason.todd@education.ox.ac.uk	6B	53
75.	Trskan, Danijela	danijela.trskan@ff.uni-lj.si	7A	54
76.	Tuithoff, Hanneke	h.tuithof@uu.nl	3A	22
77.	Van Zandt, Carolyn		3B	5
78.	Vella, Yosanne	yosanne.vella@um.edu.mt	6A	37, 55
79.	Whelan, Peter	peter.whelan@dcu.ie		
80.	Waldron, Fionnula	Fionnuala.Waldron@spd.dcu.ie	4A	20, 37
81.	Wilshut, Arie	a.h.j.wilshut@hva.nl	2A	10

**PRESENTATIONS: Order of Sessions with Abstract Numbers and Preaenters in Alphabetical Order for each Session**

Ses	Ab s	Surname, Forename	Ses	Abs	Surname, Forename
1A	08	Chhabra, Meenakshi	4B	13	Cooper, Hilary
1A	31	Kgari-Masondo, Christina	4B	17	Fronza, Marcelo
1A	34	Korres, Kostas	5A	19	Gouws, Brenda
1A	35	Laffins, Diana			
1A,	45	Perikleous, Lukas	5A	25	Holmes, Sylwia
1B	39	Mastin, Steve	5A	28	Jackson, Darius
2A,	10	Chapman, Arthur	5A	28	O'brien, Emma
2A	10	Counsell, Christine	5A	33	Sakka, Vassiliki
2A	10	Perikleous, Lukas	5B	14	Dillenburg, Maria
2A	10	Pickles, Elizabeth	5B	38	Letourneau, Jocelyn
2A	10	Wilshut, Arie	5B	40	Mathis, Christian
2B, 5B	23, 24	Haydn, Terry	5B	41	Mccrory, Catherine
2B	30	Keynes, Matilda	5B	46	Pinto, Helena
2B	32	Kitson, Alison	6A	55	Caruana, Kimberley
2B	44	Parkes, Vicki	6A	16	Donnelly, Debra
2B	48	Sheehan, Mark	6A	27	Huijgen, Tim
3A	22	De Leur, Tessa Leonie	6A	51	Solé, Glória
3A	22	Havekes, Harry	6A	52	Stouraitis, Elias
3A	26	Holthuis, Paul	6A	55	Vella, Yosanne
3A	22	Stoel, Gerhard	6A	03	Aronovsky, Ilona
3A	22	Tuithoff, Hanneke	6B	22	Lopez Skoknic, Montserrat
3B	05	Beckles, Lloyd	6B	02	Apostolidou, Eleni
3B	04	Bernhard, Roland	6B	47	Pydd Nechi, Lucas
3B	05	Bittan, Bonnie	6B	49	Smith, Joe
3B	11	Constantinidou, Myria	6B	53	Todd, Jason
3B	15	Domínguez, Jesús	7A	06	Capita, Carol
3B	29	Kasvikis, Kostas	7A	07	Capita, Laura-Elena
3B	05	Russell Iii, William	7A	18	Gevaerd, Rosi
3B	05	Van Zandt, Carolyn	7A	43	Parkes, Robert
4A	20	Guyver, Robert	7A	54	Trskan, Danijela
4A	20	Naser-Najjab, Nadia	7B	37	Jocelyn Letourneau
4A	20,	Pinto, Helena	7B	37	Mark Sheehan
4A	20	Sheehan, Mark	7B	37	Yvonne Vella
4A	20	Waldron, Fionnula	7B	37	Fionnuala Waldron
4B	01	Angier, Kate	7B	37	Hilary Cooper Jon Nichol
4B	10, 36	Barca, Isabel	7B	37	Hilary Cooper Jon Nichol
4B	09	Chapman, Arthur			

<b>TIMETABLE: SUMMARY OF SESSIONS</b>		
<b>Monday 7<sup>th</sup> September</b>		<b>Venue</b>
13.00 +	Registration	Room 728
13.00-14.00	Buffet lunch	Room 728
15.30	Conference Opens	Room 728
15.45-16.30	Keynote lecture	Room 728
16.30-16.45	Coffee/tea break	Room 728
16.45-18.30	Session 1: Strands A and B	Rooms 731 & 728
19.00-19.45	Reception	Room 728
<b>Tuesday 8<sup>th</sup> September</b>		
08.00-14.00	Registration	Room 731
08.30	Coffee	
09.00-10.45	Session 2: Strands A & B [two rooms]	Rooms 731 & 736
10.45	Coffee/tea break	
11.15-13.00	Session 3: Strands A & B	Rooms 731 & 736
13.00-14.00	Buffet lunch	Room 728
14.00-15.45	Session 4: Strands A & B	Rooms 731 & 736
15.45-16.00	Coffee/tea break	Room 731
16.00-17.45	Session 5: Strands A & B	Room 728 and 731
19.00	Conference Dinner	IL Fornello, Holborn
<b>Wednesday 9<sup>th</sup> September</b>		
08.30	Coffee & registration	731
09.00-10.45	Session 6: Strands A & B [two rooms]	731 & 736
10.45-11.15	Coffee/tea break	
11.15-13.00	Session 7: Strands A & B [two rooms]	731 & 736
13.00	Conference paper sessions end	731
13.00	Lunch boxes (to take away)	
<b>14.00-15.00</b>	<b>VISIT</b>	<b>The British Museum</b>

## MONDAY 7<sup>TH</sup> SEPTEMBER

<b>13.00-19.00</b>	<b>Registration</b>	<b>Room 728</b>
<b>13.00-14.00</b>	<b>Buffet lunch</b>	<b>728</b>
<b>15.30</b>	<b>Conference Opens</b>	<b>728</b>
<b>Welcome</b>	<b>Arthur Chapman, Hilary Cooper &amp; Jon Nichol</b>	
<b>15.45-16.30</b>	<b>Keynote lecture</b>	<b>Room 728</b>
Chair Hilary Cooper		
Chris Husbands, Director UCL Institute of Education		
Title: “What is history teaching now: twenty years after…….”		
<b>16.30-16.45</b>	<b>Coffee/tea break</b>	
<b>16.45-18.30</b>	<b>SESSION 1: Strand A [papers] and Strand B [workshop]</b>	
<b>Strand 1A – Room 731</b>		
<b>Perspectives Upon History And History Education</b>		
Chair Mike Mitchell		
<b>Presenters and Titles [abstract number before presenter’s name]</b>		
1.	08 Meenakshi Chhabra	History Education And Memories Of Conflict - Tales From The Field
2.	31 Christina Kgari-Masondo	Pedagogical ‘Mischief’ In The Social Studies Learning Area In The South African Grade 4 To 9 Curriculum: Divided But One - Way Forward
3.	35 Diana Laffins	Friend Or Foe? Do Public Exams Help Or Hinder The Development Of Historical Thinking?
		INTERMISSION [5 minutes]
4.	45 Lukas Perikleous	Building A Tardis Or Just A Gas Balloon?: Episode II- New Developments In Greek Cypriot History Education
5.	34 Kostas Korres and George Kokkinos	Informal Historical Education In Museums: The Representations Of The First World War In “Historical De La Grande Guerre” Of France & In The Imperial War Museum Of London
6.	21 Miljenko Hajdarovic	“Is The internet Killing History Teaching?”
<b>Strand 1B [workshop] – Room 728</b>		
Chair and discussant: Christine Counsell		
<b>Workshop – Academic History Transformed Into Classroom History</b>		
Title Teaching The Reformation In England To 12/13 Year Olds: A Case Study Using <i>The Voices Of Morebath, Reformation And Rebellion In An English Village</i>		
1.	39 Steve Mastin	Workshop - The Voices of Morebath
<b>19.00-19.45 Reception: Room 728</b>		

## TUESDAY 8<sup>TH</sup> SEPTEMBER

<b>08.00-14.00</b>	<b>Registration</b>	<b>Room 731</b>
<b>08.30</b>	<b>Coffee</b>	

<b>09.00-10.45</b>	<b>SESSION 2: Strands A &amp; B</b>
<b>Rooms 731 &amp; 736</b>	

### Strand 2A – Room 731

#### ROUND TABLE: *Joined Up History* - Book Launch

**Chair** Arthur Chapman & Jon Nichol

#### **Presenters and Titles** [abstract numbers before presenters' names]

1.	10 Isabel Barca	History And Temporal Orientation: The Views Of Portuguese-Speaking Students
2.	10 Arthur Chapman and Emily Goldsmith	Dialogue Between The Source And The Historian's View Occurs': Mapping Change In Student Thinking About Historical Accounts In Expert And Peer Online Discussion
3.	10 Christine Counsell and Steve Mastin	Narrating Continuity: Investigating Knowledge And Narrative In A Lower Secondary School Study Of Sixteenth-Century Change
4.	10 Lukas Perikleous	A Brave New World: History Education Reform In The Greek Cypriot Educational System
5.	10 Elisabeth Pickles	English Students' Inferences About Motives From Historical Sources: How Far Do They Draw On Contextual Knowledge?
6.	10 Arie Wilschut	Testing Frame Of Reference Knowledge In National Examinations: Report On An Experiment In The Netherlands

### Strand 2B – Room 736

#### What Is History Education About?

**Chair** Lukas Perikleous

#### **Presenters and Titles** [abstract number before presenter's name]

1.	30 Matilda Keynes	A Writer Of The Remnants: Sven Lindqvist, Difficult Legacies, And The Educative Potential Of Ethical Remembrance
2.	48 Mark Sheehan	'... <i>Shaping Who We Are As A Nation</i> ': An Examination Of Young New Zealanders Understandings Of Gallipoli And National Identity.
3.	32 Alison Kitson	'We Don't Actually Know What Happened' Pupils' Understanding Of 9/11 And Its Wider Context Ten Years On
4.	44 Vicki Parkes	Constructions Of National Identity In Australian Children's Picture Books Commemorating WWII
5.	23 Terry Haydn	Ethical Dimensions Of School History: The Importance Of Trying To Tell The Truth

<b>10.45</b>	<b>Coffee /tea break</b>
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**TUESDAY 11.15-13.00 SESSION 3: Strands A & B**  
**Rooms 731 & 736**

**Strand 3A – Room 731**

**SYMPOSIUM: Dutch Research On Innovating Classroom Practice And Improving Student Historical Reasoning And Thinking [abstract 22]**

**Chair** Arthur Chapman

**Presenters and Titles** [abstract numbers before presenters' names]

1.	22 Tessa Leur Carla van Boxtel Arie Wilschut	Knowledge, imagination, interest? Exploring the yields of empathy tasks
2.	22 Gerhard Stoel Jannet van Drie, Carla van Boxtel	Let's make things explicit! The effects of explicit teaching on student's ability to reason causally in history
3.	22 Hanneke Tuithof Larika Bronkhorst Leen Dorsman, Jan van Tartwijk	Uncovering Dutch history teachers' Pedagogical Content Knowledge within the context of curriculum innovation
4.	22 Harry Havekes	Stimulating Historical Thinking in a Collaborative Learning Task. An analysis of student talk and written answers
and		
5.	26 Paul Holthius	Counterfactual History And Historical Reasoning. Arguing By Pre-University Students In The Classroom

**Strand 3B – Room 736**

**Historical Knowledge And Understanding – Mission Impossible?**

**Chair** Hilary Cooper

**Presenters and Titles** [abstract numbers before presenters' names]

1.	15 J. Dominguez and R. Facal	A Common Framework for the Assessment of Historical Thinking
2.	05 William Russell III Bonnie Bittman Lloyd Beckles Carolyn Van Zandt	Social Studies Teacher Education Programs In The United States: An Overview
3.	04 Roland Bernard	Aesthetic And Political Construction Of Meaning In Historical Culture. The Myth Of The Flat Earth In German History Textbooks.
4.	29 Kostas Kasvikis	Textbooks, Teachers, Historians And The Word Of Mouth: Greek Students' Ideas On How Historical Accounts Are Constructed
5.	11 Mariam Chugtai	"Identity Politics And Military Revisionism: A Longitudinal Study Of History Textbooks Of Pakistan (1938-2012)"

**13.00-14.00**      **Buffet lunch**      **Room 728**  
**Poster Presentation**      **Room 736**

Mohammad Hassan Mashori

**TUESDAY 14.00-15.45    SESSION 4: Strands A & B**  
**Rooms 731 & 736**

**Strand 4A – Room 731**

**ROUND TABLE: *Teaching History and the Changing Nation State – Transnational and Intranational Perspectives* - Book Launch [abstract 20]**

**Chair** Jon Nichol

**Presenters and Titles** [abstract numbers before presenters' names]

1.	20 Robert Guyver	Introduction and setting: An Overview Of The Book
2.	20 Nadia Naser-Naijabe	Zionist Settler Colonialism: Hegemony over Palestinian Education
3.	20 Fionnula Waldron	Shared Histories in Transnational and Intranational Post-Conflict Settings
4.	20 Helena Pinto & Gloria Sole	Shared Histories in Post-Colonial Settings
5.	20 Mark Sheehan	Shared History as a Transnational and Intranational Landmark with Questions

**Strand 4B – Room 736**

**History Education, Identity And Its Cultural Context**

**Chair** Terry Haydn

**Presenters and Titles** [abstract numbers before presenters' names]

1.	09 Arthur Chapman	Historians And School Students: An Exploration Of Identity And Widening Participation For Advanced Level History Students In London
2.	17 Marcelo Fronza	The Historical Culture Of Adult Subjects In Literacy And Formation Of Their Historical Identity In Brazil
3.	13 Hilary Cooper 13 Hideyo Sugao	An Investigation Of The Ability Of A Class Of 10-11 Year Old Children In England And In Japan To Make Deductions And Inferences About Previously Unseen Prehistoric Sources And To Understand That Some Things Cannot Be Known
4.	36 Mariana Lagarto Isabel Barca	"The Main Difference In Athens (5 <sup>th</sup> Century B. C.) Was About Government: It Was The First Democracy." Teaching And Learning Processes Inside A 7 <sup>th</sup> Grade History Class In Portugal
5.	01 Kate Angier	In Search Of History: An Analysis Of The South African Grade 12 History National Senior Certificate Examination 2014

**15.45-16.00                      Coffee/tea break**

**TUESDAY 16.00-17.45 SESSION 5: Strands A and B**  
**Rooms 728 and 731**

**Strand 5A – Room 728**

**Holocaust Education, Empathy, Values & Traumatic Memory**

**Chair** Danijela Trskan

**Presenters and Titles** [abstract numbers before presenters' names]

1.- 3.	28 Darius Jackson Emma O'Brien 16.00-16.45	Using research to inform CPD provision: sharing the work of the Centre for Holocaust Education
		INTERMISSION [5 minutes]
4.	25 Sylwia Holmes	Learning About And From: Perspectives On Educational Values And Pedagogical Challenges Of Teaching About The Holocaust.
5.	33 George Kokkinos Vassiliki Sakka	The Traumatic Memory Of The Holocaust. Reflection On Theory And Practice: From European Institutions And Pioneer Practices To The Case Of Greece
6.	19 Brenda Gouws	"So The Whole Of The Holocaust Is Based On Hatred. And Revenge." A South African History Teacher's Holocaust Teaching Story

**Strand 5B – Room 731**

**Chair** Hilary Cooper

**Curricular Issues in History Education**

**Presenters and Titles** [abstract numbers before presenters' names]

1.	14 Margie Dillenburg	Developing Empathy For Today By Teaching Empathy For The Past
2.	24 Terry Haydn	The Ehisto Project: What Constitutes 'Impact'?
3.	41 Catherine McCrory	Knower, Known And Knowing: Towards An Epistemology For Realising Historical Knowledge In The Classroom
		INTERMISSION [5 minutes]
5.	46 Helena Pinto	Local Heritage Approaches In History Education: Understanding How Decisions Of People In The Past Led To The Present
4.	38 Jocelyn Letourneau	Teaching History To K12 Kids: Reflections Based On A Large Scale Research Project
5.	40 Christian Mathis	"The Revolution Is Not Over Yet!" – German Speaking Swiss Ninth Graders' conceptions Of The French Revolution

**19.00**

**CONFERENCE DINNER - IL FORNELLO**

**Il Fornello, 50 Southampton Row, London WC1B 5AN**  
**020 7837 4584**

**Nearest underground/tube station: Russell Square**



## WEDNESDAY 9<sup>TH</sup> SEPTEMBER

<b>08.30-10.30</b>		<b>Registration</b>
<b>08.30</b>		<b>Coffee                      Room 731</b>
<b>09.00-10.45    SESSION 6: Strands A &amp; B</b>		
<b>Rooms 731 &amp; 736</b>		
<b>Strand 6A – Room 731</b>		
<b>Abstract into Applied Knowledge: Pedagogy &amp; the Classroom Reality</b>		
<b>Chair</b> Jon Nichol		
<b>Presenters and Titles</b> [abstract numbers before presenters’ names]		
1.	16 Debra Donnelly	The Pedagogical Promise Of Historical Feature Films In The History Classroom
2.	51 Gloria Sole	The Potentialities Of Using Historical Fiction And Legends In History Teaching: A Study With Primary Portuguese Students
3.	27 Tim Huijgen	Developing A Pedagogy For Promoting Historical Contextualization In Classrooms
		INTERMISSION [5 minutes]
4.	55 Yosanne Vella Kimberley Caruana	An Investigation Into Finding Effective Ways Of Presenting A Written Source To Students
5.	52 Elia Stouraitis	Fostering Creativity In The Sixth Grade At History Education Through A Story-Telling Digital Game: An Empirical Study
6.	03 Ilona Aronovsky	Sri-Lanka to Sutton Hoo - Tracking the Garnet Trail
<b>Strand 6B – Room 736</b>		
<b>Past Into Present And Vice Versa - Historical Consciousness, Memory, Commemoration, Gender and Democracy</b>		
<b>Chair</b> Hilary Cooper		
<b>Presenters and Titles</b> [abstract numbers before presenters’ names]		
1.	47 Lucas Pydd Nechi	“Historical Consciousness Of British And Brazilian Young Students: Ideas About The New Humanism
2.	02 Eleni Apostolidou	‘Truman Or Lincoln?’: Greek Students Debate On Commemoration Decisions Made By Their Community
3.	42 Montserrat Lopez	“Transitional Justice, Political Discourse And History Education: the Chilean Case”
		INTERMISSION [5 minutes]
4.	12 Myria Constantinodou	Gender Representations In Museum Education Programs Design And Conduct For Greek Cypriots
5.	53 Jason Todd	Social Remembering And Children’s Historical Consciousness
6.	49 Joe Smith	Parallel Discourses: Hegemony And Social Realism In The English History Curriculum Wars
<b>10.45                      Coffee/tea break</b>		

<b>WEDNESDAY 11.15-13.00      SESSION 7: Strands A &amp; B Rooms 731 and 736</b>		
<b>Strand 7A – Room 731</b>		
<b>Professional Development – The Key to Effective Historical Education</b>		
<b>Chair</b> Mike Mitchell		
<b>Presenters and Titles</b> [abstract numbers before presenters' names]		
1.	43 Robert Parkes	The Historiographic Gaze As A Goal Of Pre-Service History Teacher Education?
2.	07 Carol Capita	Learning Styles In Initial History Teacher Training. Romanian First-Year History Students, Their Learning Styles And Learner Confidence
		INTERMISSION [5 minutes]
3.	06 Laura Capita	Exploring History Student's Assumptions On Lesson Design As Indicators Of Their Interest In Teaching Materials
4.	18 Rosi Gevaerd	Teachers' Continuing Education On The Perspective Of Historical Education
5.	54 Danijela Trskan	Quality Indicators of Teaching Practice in History at the Faculty of Arts of University of Ljubljana

<b>Strand B – Room 736</b>		
<b>ROUND TABLE: <i>Identity, Trauma, Controversial Issues in the Teaching of History</i></b>		
<b>Book Launch</b>		
<b>Chair</b> Mike Mitchell		
<b>Presenters and Titles</b>		
1.	37 Jocelyn Letourneau,	Quebec Students and their Historical Consciousness of the Nation
2.	37 Yosanne Vella,	History in Malta's New National Curriculum
3.	37 Mark Sheehan	Learning to Think Historically Through Course Work: a new Zealand Case Study "A Giant with Clay Feet"
4.	37 Fionnuala Waldron	A question of identity: purpose policy and practice in the teaching of history in Northern Ireland and the Republic of Ireland
5.	37 Hilary Cooper and Jon Nichol	Overview: Identity, Trauma, Controversial Issues in the Teaching of History

13.00		Conference paper sessions end	
13.00		Lunch Boxes - to take away Room 731	
14.00-15.00		VISIT	British Museum Education Department Professional Development in Action

## **ABSTRACTS: Abstract Numbers, Authors & Presenters, Titles and Session**

No	Se	Author & Presenter	Titles
1.	4B	Kate Angier	In Search Of History: An Analysis Of The South African Grade 12 History National Senior Certificate Examination 2014
2.	6B	Eleni Apostolidou	'Truman Or Lincoln?' Greek Students Debate On Commemoration Decisions Made By Their Community
3.	6A	Ilona Aronovsky	Sri-Lanka To Sutton Hoo - Tracking The Garnet Trail
	2A	Isabel Barca	See Abstract 10: History And Temporal Orientation: The Views Of Portuguese-Speaking Students
	4B	Isabel Barca	See Abstract 36: "The Main Difference In Athens (5 <sup>th</sup> Century B. C.) Was About Government: It Was The First Democracy." Teaching And Learning Processes Inside A 7 <sup>th</sup> Grade History Class In Portugal
	3B	Beckles, Lloyd	See Abstract 5 Social Studies Teacher Education Programs In The United States: An Overview
4.	3B	Roland Bernhard	Aesthetic And Political Construction Of Meaning In Historical Culture. The Myth Of The Flat Earth In German History Textbooks
5.	3B	Bonnie L. Bittman,	Social Studies Teacher Education Programs In The United States: An Overview
6.	7A	Capita Carol	Exploring History Student's Assumptions On Lesson Design As Indicators Of Their Interest In Teaching Materials
7.	7A	Laura-Elena Capita	Exploring History Student's Assumptions On Lesson Design As Indicators Of Their Interest In Teaching Materials
	2A	Elsabeth Cercadillo	See Abstract 10: Seminar Teachers Teaching History In Spain: Aims, Perceptions And Practice On Second-Order Concepts
8.	1A	Meenakshi Chhabra	<a href="#">History Education And Memories Of Conflict - Tales From The Field</a>
9.	4B	Arthur Chapman	Historians And School Students: An Exploration Of Identity And Widening Participation For Advanced Level History Students In London
10.	2A	Round Table - Book Launch <i>Joined-Up-History – International Review Of History Education</i>	
	o	o 10 Isabel Barca	History And Temporal Orientation: The Views Of Portuguese-Speaking Students
	o	o 10 Arthur Chapman and Emily Goldsmith	Dialogue Between The Source And The Historian's View Occurs': Mapping Change In Student Thinking About Historical Accounts In Expert And Peer Online Discussion

	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ 10 Christine Counsell and Steve Mastin</li> <li>○ 10 Lukas Perikleous</li> <li>○ 10 Elisabeth Pickles</li> </ul>	<p>Narrating Continuity: Investigating Knowledge And Narrative In A Lower Secondary School Study Of Sixteenth-Century Change</p> <p>A Brave New World: History Education Reform In The Greek Cypriot Educational System</p> <p>English Students' Inferences About Motives From Historical Sources: How Far Do They Draw On Contextual Knowledge?</p>
11.	3B	Mariam Chughtai	"Identity Politics And Military Revisionism: A Longitudinal Study Of History Textbooks Of Pakistan (1938-2012)"
12.	6B	Myria Constantinidou	Gender Representations In Museum Education Programs Design And Conduct For Greek Cypriot
13.	4B	Hilary Cooper Hideyo Sugao	An Investigation Of The Ability Of A Class Of 10-11 Year Old Children In England And In Japan To Make Deductions And Inferences About Previously Unseen Prehistoric Sources And To Understand That Some Things Cannot Be Known
	7B	Hilary Cooper	See Abstract 37 Overview: Identity, Trauma, Controversial Issues in the Teaching of History
	2A	Christine Counsell and Steve Mastin	See Abstract 10: Seminar Narrating Continuity: Investigating Knowledge And Narrative In A Lower Secondary School Study Of Sixteenth-Century Change
	3A	Tessa de Leur	See Abstract 22: Round Table paper Knowledge, Imagination, Interest? Exploring The Yields Of Empathy Tasks
14.	5B	Margie Dillenburg	Developing Empathy For Today By Teaching Empathy For The Past
15.	3B	J. Domínguez,	A Common Framework For The Assessment Of Historical Thinking
16.	6A	Debra Donnelly	The Pedagogical Promise Of Historical Feature Films In The History Classroom
17.	4B	Marcelo Fronza	The Historical Culture Of Adult Subjects In Literacy And Formation Of Their Historical Identity In Brazil
18.	7A	Rosi Gevaerd,	Teachers' Continuing Education On The Perspective Of Historical Education
19.	5A	Brenda Gouws	"So The Whole Of The Holocaust Is Based On Hatred. And Revenge." A South African History Teacher's Holocaust Teaching Story

20.	4A	Round Table – Book Launch <i>Teaching History And The Changing Nation State – Reflections On A Transnational And Intranational Project</i>	
	<ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Robert Guyver</li> <li>○ Nadia Naser-Najjab</li> <li>○ Helena Pinto and Glória Solé</li> <li>○ Mark Sheehan</li> <li>○ Fionnuala Waldron</li> </ul>	<p>An Overview Of The Book</p> <p>Zionist Settler Colonialism: Hegemony Over Palestinian Education (Shared Histories In Transnational And Intranational Post-Conflict Settings)</p> <p>Portugal And Brazil - Shared Histories In Post-Colonial Settings</p> <p>New Zealand And Australia - Shared History As A Transnational And Intranational Landmark With Questions</p> <p>Shared Histories In Transnational And Intranational Post-Conflict Settings</p>
21.	-	Miljenko Hajdarovic	"Is The Internet Killing History Teaching?"
22.	3A	Harry Havekes Arnoud Aardema Gerhard Stoel Hanneke Tuithof Tessa de Leur	Round Table Papers A Janus Head Or The Same Side Of The Medallion. Dutch Research On Innovating Classroom Practice And Improving Student Historical Reasoning And Thinking
	○ 3A	○ Hanneke Tuithof	Uncovering Dutch History Teachers' Pedagogical Content Knowledge Within The Context Of Curriculum Innovation
	○ 3A	○ Gerhard Stoel	Let's Make Things Explicit! The Effects Of Explicit Teaching On Student's Ability To Reason Causally In History
	○ 3A	○ Tessa de Leur	Knowledge, Imagination, Interest? Exploring The Yields Of Empathy Tasks
	○ 3A	○ Harry Havekes	Stimulating Historical Thinking In A Collaborative Learning Task. An Analysis Of Student Talk And Written Answers
23.	2B	Terry Haydn	Ethical Dimensions Of School History: The Importance Of Trying To Tell The Truth
24.	5B	Terry Haydn	The Ehisto Project: What Constitutes 'Impact'?
25.	5A	Sylwia Holmes,	Learning About And From: Perspectives On Educational Values And Pedagogical Challenges Of Teaching About The Holocaust
26.	3A	Paul Holthuis	Counterfactual History And Historical Reasoning. Arguing By Pre-University Students In The Classroom
27.	6A	Tim Huijgen	Developing A Pedagogy For Promoting Historical Contextualization In Classrooms
28.	5A	Darius Jackson Emma O'Brien	Using Research To Inform Continuing Professional Development [CPD] Provision: Sharing The Work Of The Centre For Holocaust Education
29.	3B	Kostas Kasvikis	Textbooks, Teachers, Historians And The Word Of Mouth: Greek Students' Ideas On How Historical Accounts Are Constructed

30.	2B	Matilda Keynes	A Writer Of The Remnants: Sven Lindqvist, Difficult Legacies, And The Educative Potential Of Ethical Remembrance
31.	1A	Christina Maserole Kgari-Masondo	Pedagogical 'Mischief' In The Social Studies Learning Area In The South African Grade 4 To 9 Curriculum: Divided But One - Way Forward
32.	2B	Alison Kitson	'We Don't Actually Know What Happened' Pupils' Understanding Of 9/11 And Its Wider Context Ten Years On
33.	-	George Kokkinos And Vassiliki Sakka	The Traumatic Memory Of The Holocaust. Reflection On Theory And Practice: From European Institutions And Pioneer Practices To The Case Of Greece
34.	1A	Kostas Korres And George Kokkinos	Informal Historical Education In Museum: The Representations Of First World War In "Historial De La Grande Guerre" Of France & In Imperial War Museum Of London
35.	1A	Diana Laffin	Friend Or Foe? Do Public Exams Help Or Hinder The Development Of Historical Thinking?
36.	4B	Mariana Lagarto Isabel Barca	"The Main Difference In Athens (5 <sup>th</sup> Century B. C.) Was About Government: It Was The First Democracy." Teaching And Learning Processes Inside A 7 <sup>th</sup> Grade History Class In Portugal
37.	7B	Round Table – Book launch Identity, Trauma, Controversial Issues in the Teaching of History	
	o	o Jocelyn Letourneau o Mark Sheehan o Yvonne Vella o Fionnuala Waldron o Hilary Cooper & Jon Nichol	"A Giant With Clay Feet": Quebec Students and their Historical Consciousness of the Nation Learning to Think Historically Through Course Work: a new Zealand Case Study History in Malta's New National Curriculum Framework A question of identity: purpose policy and practice in the teaching of history in Northern Ireland and the Republic of Ireland Overview: Identity, Trauma, Controversial Issues in the Teaching of History
38.	5B	Jocelyn Letourenau	Teaching History To K12 Kids: Reflections Based On A Large Scale Research Project
39.	6B	Montserrat Lopez	"Transitional Justice, Political Discourse And History Education: Chilean Case"
40.	1B	Steve Mastin	Reformation And Rebellion In An English Village: Using Historical Scholarship To Shape A Year 8 Enquiry That Explores A National Story Through An Aberrant Local Lens
41.	5B	Christian Mathis	"The Revolution Is Not Over Yet!" – German Speaking Swiss Ninth Graders' Conceptions Of The French Revolution
42.	5B	Catherine Mccrory	Knower, Known And Knowing: Towards An Epistemology For Realising Historical Knowledge In The Classroom

	4A	Nadia Naser-Najjab	See Abstract 20. Seminar paper Zionist Settler Colonialism: Hegemony Over Palestinian Education (Shared Histories In Transnational And Intranational Post-Conflict Settings)
	7B	Jon Nichol	See Abstract 37
	5A	Emma O'Brien	See Abstract 28 Paper Using Research To Inform Continuing Professional Development [CPD] Provision: Sharing The Work Of The Centre For Holocaust Education
43.	7A	Robert Parkes	The Historiographic Gaze As A Goal Of Pre- Service History Teacher Education?
44.	2B	Vicki Parkes	Constructions Of National Identity In Australian Children's Picture Books Commemorating WWII
45.	1A	Lukas Perikleous	Building A Tardis Or Just A Gas Balloon?: Episode II - New Developments In Greek Cypriot History Education
	2A	Lukas Perikleous	See Abstract 10: Seminar paper A Brave New World: History Education Reform In The Greek Cypriot Educational System
	2A	Elisabeth Pickles	See Abstract 10: Seminar paper I English students' inferences about motives from historical sources: How far do they draw on contextual knowledge?
46.	5B	Helena Pinto	Local Heritage Approaches In History Education: Understanding How Decisions Of People In The Past Led To The Present
	4A	Helena Pinto and Glória Solé	See Abstract 20. Seminar Portugal And Brazil - Shared Histories In Post-Colonial Settings
47.	6B	Lucas Pydd Nechi	Historical Consciousness Of British And Brazilian Young Students: Ideas About The New Humanism
	7A	Rusell III, William	See Abstract 5. Paper Social Studies Teacher Education Programs In The United States: An Overview
48.	2B	Mark Sheehan	'... <i>Shaping Who We Are As A Nation</i> ' An Examination Of Young New Zealanders Understandings Of Gallipoli And National Identity
	4A		See Abstract 20: Seminar paper New Zealand And Australia - Shared History As A Transnational And Intranational Landmark With Questions
	7B		See Abstract 37: Round Table - Learning to Think Historically Through Course Work: a new Zealand Case Study
49.	6B	Joe Smith	Parallel Discourses: Hegemony And Social Realism In The English History Curriculum Wars

50.	-	Maria, Smyrni	What Research In Greece Has To Tell Us About The History Curriculum That Allows Better Treatment, Recognition And Economic Integration Of Immigrant Groups?
51.	<b>6A</b>	Glória Solé	The Potentialities Of Using Historical Fiction And Legends In History Teaching: A Study With Primary Portuguese Students
	4A	Helena Pinto and Glória Solé	See Abstract 20: Seminar paper Portugal And Brazil - Shared Histories In Post-Colonial Settings
	3A	Gerhard Stoel	See Abstract 22. Round Table Let's Make Things Explicit! The Effects Of Explicit Teaching On Student's Ability To Reason Causally In History
52.	6A	Elias Stouraitis	Fostering Creativity In The Sixth Grade At History Education Through A Story-Telling Digital Game: An Empirical Study
	4B	Hideyo Sugao	See Abstract 13. Paper An Investigation Of The Ability Of A Class Of 10-11 Year Old Children In England And In Japan To Make Deductions And Inferences About Previously Unseen Prehistoric Sources And To Understand That Some Things Cannot Be Known
53.	6B	Jason Todd	Social Remembering And Children's Historical Consciousness
54.	7A	Danijela Trskan	Quality Indicators Of Teaching Practice In History At Faculty Of Arts Of University Of Ljubljana
	<b>3A</b>	Hanneke Tuithof	See Abstract 22: Round Table paper Uncovering Dutch History Teachers' Pedagogical Content Knowledge Within The Context Of Curriculum Innovation
	7A	Van Zandt, Carolyn	See Abstract 5. Social Studies Teacher Education Programs In The United States: An Overview
55.	6A	Yosanne Vella Kimberley Caruana	An Investigation Into Finding Effective Ways Of Presenting A Written Source To Students
	4A	Fionnuala Waldron	See Abstract 20: Round Table paper Shared Histories In Transnational And Intranational Post-Conflict Settings
	7B	Fionnuala Waldron	See Abstract 37: Round Table - A question of identity: purpose policy and practice in the teaching of history in Northern Ireland and the Republic of Ireland
	2A	Arie Wilshut	See Abstract 10: Seminar paper Testing frame of reference knowledge in national examinations: Report on an experiment in the Netherlands