



**The History Education Network/Histoire et Éducation en Réseau
THEN/HiER**

SSHRC Strategic Knowledge Clusters Grant

**Year One Report
Penney Clark, Director
April, 2009**

This report highlights THEN/HiER activities between April 1, 2008 and March 31, 2009.

THEN/HiER is the first pan-Canadian organization devoted to promoting—and improving—history teaching and learning by bringing together the multiple and varied constituencies involved in history education: academic historians; public historians in museums, archives and historic sites; practicing teachers; history education scholars; and curriculum policy-makers. Our goal is to create more research-informed practice (from kindergarten to graduate school) and more practice-informed research through engagement involving these various communities.

Project Goals

Stated in SSHRC Proposal (November 2007)

- Nurture a community of inquiry among academic historians; public historians in museums, archives and historic sites; practicing teachers; researchers based in faculties of education; graduate students; policy makers and other stakeholders.
- Provide opportunities for engagement with, and critique of, existing research in the field of history education, with the aim of bridging research and practice.
- Encourage research in classrooms involving collaboration between academics and teachers.
- Transform classroom practice through pro-active connections with ministries of education, textbook publishers, other curriculum developers, and practicing teachers. We will collaboratively develop textbook publications, teacher resource materials and on-line museum-based activities and other digital resources, for schools.
- Disseminate current Canadian and international research on history education out of the universities to broader communities of stakeholders.
- Establish and nurture fertile research connections with international stakeholders.
- Engage in the development of authentic approaches to assessment of students' historical literacy through a partnership with the Benchmarks of Historical Thinking project, developed by the Centre for the Study of Historical Consciousness, UBC. Well conceived assessments, in conjunction with curriculum materials and professional development, are a powerful driver of the reform of history education itself.

Project Goals

Modified in Year One (August 2008)

At a two-day retreat, August 13th and 14th, 2008, the Board modified the goal statements to the following:

1. Create a more robust history education **research** culture in Canada as defined by:
 - Increasing the level of production and collaboration among scholars, educators, and other stakeholders
 - Increasing circulation of research findings – Canadian and international
2. Improve history education **policy** across Canada by:
 - Promoting research on history education policy
 - Promoting research-informed history education policy
 - Nurturing dialogue among education stakeholders about history education policy
3. Improve history education **practice** by:
 - Increasing communication and collaborations among history education stakeholders
 - Disseminating research findings into educational settings
 - Encouraging teachers to apply history education research
 - Identifying and nurturing communities of practitioners
 - Promoting informed uses of new media within history education
4. Develop research-informed **assessment** of history learning by:
 - Promoting research on history assessment
 - Disseminating research on assessment among policy makers and teachers
5. Provide **advocacy** by:
 - Serving as a public voice for history education in Canada
 - Generating research-informed policy briefs

At the August retreat, the Board concluded that the completion of the activities outlined below would meet Year One goals:

- Hiring of a Network Manager and Administrative Assistant
- Hiring of two graduate student assistants
- Appointment of partner representative on Executive Board
- Revision of goal statements
- Development of logo
- Development of interactive website
- Organization of one or two small invited symposia (historians and book contributors)
- Submission of edited collection to publisher
- Writing of thesis and dissertation summaries
- Writing and compilation of article abstracts
- Collaboration with the Benchmarks of Historical Thinking project
- Collaboration in publication of two curriculum materials with partner, The Critical Thinking Consortium (TC²)
- Collaboration with partner, Begbie Contest Society

The remainder of this report outlines Year One THEN/HiER activities. All of the above goals were addressed in Year One.

Infrastructure

Governance

At the first Executive Board meeting on June 1, 2008, the decision was made to endorse the governance structure outlined in the proposal to SSHRC. It was stated there that: “This project will be organized in a manner that fits most closely to the ‘cohesive’ model of cluster formation. This model, as described in the SSHRC support document, *Very Well Connected*, proposed a ‘hub and spoke’ design, ‘in which one lead node is envisioned as occupying the central point of a conceptual circle, on whose circumference the remaining nodes are conceived as being situated, with each being tightly linked to the hub’ (Graham, 2005, p. 16). However, we intend to avoid the drawback of the cluster model, which is that there is a clear centre from which the energy of the project is generated. Our intention is that this energy be more diffused. Thus, the Project Director will encourage the generation of projects from the partners and other stakeholders, with guidance and support from the hub.”

A second major decision made at this meeting was to have an Executive Board rather than an Advisory Board, with the Director taking responsibility for making final decisions when necessary. The Executive Board would consist of the Principal Applicant, who would become the Director, and the seven co-applicants. The decision was also made to include two doctoral students. When the Network Manager was hired in January 2009, she also joined the Board.

THEN/HiER Executive Board

Penney Clark, Director, Associate Professor, UBC



Jennifer Bonnell, Program Coordinator, Doctoral Candidate, OISE/UT



Margaret Conrad, Professor and CRC, University of New Brunswick



Anne Marie Goodfellow, PhD, Network Manager



Viviane Gosselin, Program Coordinator, Doctoral Candidate, UBC



Kevin Kee, Associate Professor and CRC, Brock University



Jocelyn Létourneau, Professor and CRC, Université Laval



Stéphane Lévesque, Associate Professor, University of Ottawa



Ruth Sandwell, Associate Professor, OISE/University of Toronto



Peter Seixas, Professor and CRC, University of British Columbia



Amy von Heyking, Associate Professor, University of Lethbridge



Kevin Kee (Simulating History), Jocelyn Letourneau (Canadians and Their Pasts) and Peter Seixas (Centre for the Study of Historical Consciousness) serve also as partner representatives on the Board.

The Executive Board held eight meetings over the course of the year. The Board was able to hold four face-to-face meetings, although only one was anticipated in the proposal. These took place in June, August and October 2008, and February 2009. With the exception of the two-day August retreat, all were held in conjunction with other conferences and symposia, resulting in significant savings on transportation and accommodation. In addition to the four face-to-face meetings, the Board held four meetings by teleconference in intervening months.

Facilities

THEN/HiER shares office space with the Centre for the Study of Historical Consciousness (one of its partners) at the University of British Columbia. The Department of Curriculum & Pedagogy, UBC, provided funds to support the creation of a new office for Penney Clark.

Support Staff

Network Manager, Anne Marie Goodfellow, was hired in December 2008, worked two days per week in January 2009, and began full-time employment on February 1st. Anne Marie is the only full-time individual attached to the network and handles both major projects and day-to-day activities.

Webmaster/Administrative Assistant, Ulrike Spitzer, was hired in October 2008. She works one and one-half days per week. Much of her time has been spent with website management involving the existing website. Most of her time during the first half of our second fiscal year will be spent uploading content onto the new website.

Communication

Logo

We developed a logo with the help of designer Johanna Goodyear. It will be used on all of our communication vehicles.

Brochure

The brochure went through several versions over the course of the year as we evolved as an organization. It is in a state now that should be relatively easy to update as needed. We have made it available at a number of conferences and presentations.

Newsletter



Our first newsletter was sent to all members and partner organizations via an e-mail pdf attachment, followed by a hardcopy. Its purpose was to give partners and members a summary of our activities over the course of the year and a sense of what is to come. With the help of graphic designer, Johanna Goodyear, we were able to create a document that is visually appealing, using a format that will provide a template for future issues. Our intention is to produce two newsletters per year, in April and October. This document serves an extremely

important purpose in terms of maintaining a visible presence with our target groups. We also intend to send out a monthly e-bulletin, beginning in June 2009.



Website

This is our most crucial form of communication. Therefore, we have devoted considerable resources, both in terms of time and budget, to it. Viviane Gosselin took on the role of Project Manager. Website committee members are: Executive Board Members Penney Clark, Ruth Sandwell, Jennifer Bonnell, Anne Marie Goodfellow, Stéphane Lévesque and Kevin Kee; UBC Dept. of Curriculum & Pedagogy User Support Specialist Robert Hapke; Faculty of Education Communications and Web Coordinator Bjorn Thompson; and graduate student Gabrielle Trepanier.

After receiving 22 proposals, we chose Idéeclic, located in Gatineau, as our design firm. Our first face-to-face meeting took place at UBC over two days on January 7 and 8, 2009. Our second face-to-face meeting took place again at UBC on March 2, 2009. These face-to-face meetings have been accompanied by weekly teleconferences. The project is proceeding smoothly, with a soft launch anticipated for mid-June and a final version available by mid-September. Website address will be: www.thenhier.ca.

We have updated the existing website (www.historyeducation.ca), adding Executive Board bios, partner profiles, news and events and information about the funding opportunities we are offering. This site will be disabled once the new site is available.

Networking Activities

Reception

THEN/HiER held a celebratory reception attended by approximately 85 people on June 2, 2008. The reception was held at UBC in conjunction with the Canadian Historical Association and the Canadian Society for the Study of Education annual conferences.

A launch for *The Anthology of Social Studies: Issues and Strategies for Elementary Teachers*, edited by Roland Case and Penney Clark, was held as part of the reception. The publisher, Pacific Educational Press, contributed wine coupons for participants.

Presentations

Presentations with a Focus on THEN/HiER

Clark, P. and P. Seixas. "The History Education Network." Presentation to History Department Heads meeting in conjunction with the *Canadian Historical Association Annual Conference*, University of British Columbia, Vancouver, BC, June 1, 2008.

Clark, P. "The History Education Network/Histoire et Éducation en Réseau (THEN/HiER)." Presentation to *Faculty of Education Donor Reception*, Cecil Green House, University of British Columbia, Vancouver, BC, May 14, 2008.

Presentations Which Have Included Descriptions of THEN/HiER activities

Clark, P. Member of User Panel Presentation to *West Beyond the West: BC Digitization Symposium*, UBC, December 2, 2008. Summary of presentation available at: <http://symposium.westbeyondthewest.ca/programme.php>

Sandwell, R. "Households and Family in Rural Canada: Putting Women at the Centre of Rural History" in panel *New Directions in Women's History*, "Ontario Women's History Network conference", University of Waterloo, May 3, 2008.

Sandwell, R. Session Chair, "Private/Public Ventures in the Digital World: Open Text and the Canada Project" and workshop participant at "State of the World: Information Infrastructure Construction and Dissemination for Humanities and Social Science Research," Canadian Century Research Infrastructure Project, University of Alberta, Edmonton, Alberta, October 3-5, 2008.

Sandwell, R. “Pedagogical Precepts and Historical Practice in the Great Unsolved Mysteries in Canadian History Project,” for session “Historical Understanding Through Different Means: Looking Back at The Great Unsolved Mysteries in Canadian History,” *Association for Canadian Studies Conference*, Quebec City, October 24-26, 2008.

Sandwell, R. ““History is a Verb.” Keynote speaker as National Leader in History Education, 2008, *Ontario History and Social Sciences Teachers’ Association Annual Meeting*, Toronto, November 7, 2008.

Sandwell, R. OGCA-OHHSSCA Symposium, Toronto, March 8, 2009.

Presentations Sponsored by THEN/HiER

“What is the Shape and Place of Historical Thinking in High Schools?” *Association for Canadian Studies Conference*, Quebec City, QC, October 24, 2008.

Chair: Penney Clark. Presenters: Gerald Friesen, University of Manitoba; Peter Seixas, University of British Columbia; and Mark Perry, teacher, Fredericton, New Brunswick. A video of this presentation will be available at www.thenhier.ca.

Publications

Clark, P. (2009). “The History Education Network/Histoire et éducation en réseau.” *Dimensions* (Spring), 4-7.

Clark, P. (2009). “Bringing Diverse Groups Together to Enrich History Education.” *Canadian Diversity/Diversité canadienne* 7(1), 69-72.

Seixas, P. (in press). “Évaluation de la Réflexion historique.” In *Histoire scolaire, musées et l'éducation à la citoyenneté: recherches récentes*, ed. Jean-Francois Cardin, Anik Meunier, and Marc-André Éthier. Montréal: Multimondes.

This chapter was written for inclusion in *History Teaching and Learning in Canada: The State of the Art*. THEN/HiER provided funds for its translation into French. This should substantially increase our presence in Quebec history education.

Peer Reviewed Publication

Clark, P. ed. *History Teaching and Learning in Canada: The State of the Art*. (projected publication date, 2010). UBC Press has indicated strong interest in publishing this book. A revised Table of Contents is attached.

First versions of chapters were completed by January 15, 2009. A symposium to critique the chapters was held on February 9th. Authors submitted revisions by March 23rd. A complete manuscript will be sent to UBC Press in June. I would like to make special acknowledgement to Margaret Conrad and Mario Carretero for their contribution to the chapters between first and second drafts.

Invited Symposium

A one-day symposium was held on February 9, 2009. The purpose was to critique each chapter of our edited volume, *History Teaching and Learning in Canada: The State of the Art*. All participants read a draft of each chapter in preparation for the day. Attendees were: Jocelyn

Létourneau, Université Laval; Stéphane Lévesque, University of Ottawa; Peter Seixas, University of British Columbia; Kent den Heyer, University of Alberta; Amy von Heyking, University of Lethbridge; Tom Morton, retired teacher, Vancouver School Board; Ruth Sandwell, Ontario Institute for Studies in Education/ University of Toronto; Viviane Gosselin, doctoral student, University of British Columbia; Kevin Kee, Brock University; Carla Peck, University of Alberta; Marc André Ethier, Université de Montréal; Alan Sears, University of New Brunswick; and Anne Marie Goodfellow, Network Manager.

This session was followed by an evening presentation by Jocelyn Létourneau and Peter Seixas on the findings of their research project *Canadians and Their Pasts/Les Canadiens et leurs passés* (Community-University Research Alliance SSHRC project – Jocelyn Létourneau, Principal Investigator).

Other Outreach Activities

Port Moody Historical Society: Viviane Gosselin provided consultative services to the curator on behalf of THEN/HiER.

Burnaby Village Museum: Viviane Gosselin prepared and delivered a presentation regarding the use of concepts of historical thinking in museum exhibitions.

Four Board members, Penney Clark, Stéphane Lévesque, Ruth Sandwell and Amy Von Heyking, have agreed to serve as Associate Editors for the journal *Canadian Social Studies*. This opens up opportunities to develop theme issues related to history education.

Partners

THEN/HiER has increased its partner organizations from 23 to 28 over the course of the year. Historica, The Canadian Historical Association, the Canadian Museums Association, the Association for Canadian Studies and the Nova Scotia Social Studies Teachers' Association have all joined.

Partner organizations are:

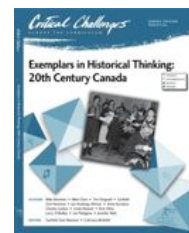
Association for Canadian Studies
Begbie Canadian History Contest Society
British Columbia Historical Federation
British Columbia Social Studies Teachers' Association
Canada's National History Society
Canadian Historical Association
Canadian Museums Association
Canadians and Their Pasts
Centre for the Study of Historical Consciousness
Centre for Media and Culture in Education, OISE/UT
The Critical Thinking Consortium (TC²)
Glenbow Museum
The Great Unsolved Mysteries in Canadian History
Historica
Institut Universitaire de Formation des Maîtres (France)
Laboratoire de muséologie et d'ingénierie de la culture (LAMIC)
Manitoba Social Science Teachers' Association

McCord Museum of Canadian History
 Multicultural History Society of Ontario
 Museum of Anthropology, UBC
 National Centre for History Education (Australia)
 Nova Scotia Social Studies Teachers' Association
 Ontario History and Social Science Teachers' Association (OHASSTA)
 Ontario History, Humanities and Social Science Consultants' Association
 Ojibwa Cultural Foundation
 Parks Canada
 Simulating History
 Surrey School District, British Columbia

Partner involvement has included:

- sharing of office equipment and support staff with the **Centre for the Study of Historical Consciousness**;
- financial contribution to our celebratory reception by the **Centre for the Study of Historical Consciousness**, June 2008;
- curriculum resource development with the **Critical Thinking Consortium**, the **Ontario History, Humanities and Social Science Consultants' Association (OHHSSCA)**, and the **Ontario History and Social Science Teachers' Association (OHASSTA)**;
- receipt of 100 copies of *Exemplars of Historical Thinking: 20th Century Canada* from the **Critical Thinking Consortium**;
- a panel presentation at the **Association for Canadian Studies** History Education Conference, October, 2008;
- financial contribution from **Association for Canadian Studies** for Viviane Gosselin's attendance at our October 24, 2008 meeting in Quebec City. This organization also provided a meeting room;
- "Can You Trust Your History Teacher?" Presentation by Peter Seixas at the National History Forum, February, 2009, sponsored by **Canada's National History Society** and the Library of Parliament's Teachers' Institute on Canadian Parliamentary Democracy;
- contribution to dissemination of **Begbie Canadian History Contest Society's** assessment packages to target faculty members in history departments and faculties of education;
- contribution of partner profiles by most partners;
- contribution of visuals for our website by the **McCord Museum**, the **Museum of Anthropology**, **Parks Canada**, **Historica**, and **Glenbow Museum**.

THEN/HiER provided each partner organization with a copy of *Exemplars of Historical Thinking: 20th Century Canada*, co-published with the Critical Thinking Consortium (TC²).



THEN/HiER has invited Jan Haskings-Winner, President of OHASSTA, to join the Executive Board in Year Two of the project, as a fourth partner organization representative.

Graduate Students

THEN/HiER has made substantial contributions to graduate students, both financially and in terms of their scholarly endeavours.

Employment

We have employed two graduate students, Jennifer Bonnell, OISE/UT and Viviane Gosselin, UBC, for 10 hours per week since receipt of the SSHRC Grant. Both have taken on leadership roles with the project and have provided invaluable assistance.

Ruth Sandwell donated the time of Melissa Otis-Dixon and Mary Chaktsiris, graduate students at OISE/UT, from May 2008 to April 2009. This time was devoted to the development of databases of funding organizations, history and history education programs and faculty members, as well as writing thesis and dissertation summaries and compiling article abstracts.

The Department of Curriculum & Pedagogy at UBC provided the project with 96 hours of work from Gabrielle Trepanier. Gabrielle spent most of her time providing assistance with website development, but also contributed museum article abstracts to our abstract database.

Visiting Doctoral Student Program

In an effort to promote collaboration between doctoral students in diverse disciplines related to history and history education, and faculty in Canadian universities other than those in which they are enrolled, THEN/HiER initiated a Visiting Doctoral Student Program. The adjudication committee (Penney Clark, Ruth Sandwell, Jennifer Bonnell) made three awards in Year One for exchanges which will take place in Year Two. Student reports about their exchanges will appear on the website. These awards went to:

- **Catherine Duquette, Université Laval**, who is researching the advantages of teaching controversial issues in social sciences to students. She will be working with **Dr. Peter Seixas** at the Centre for the Study of Historical Consciousness, UBC.
- **Meagan Gough, University of Saskatchewan**, who is conducting research on perspectives based on First Nations oral history accounts and how history has been told. She will be visiting Fraser Valley University and working with **Dr. Robin Anderson**, as well as **Stó:lô Elders Grand Chief Archie Charles** and **Tina Jack**. This research, largely carried out in a First Nations community setting, will have important implications for history education as it is disseminated within institutions.
- **Ana Laura Pauchulo, Ontario Institute for Studies in Education (OISE), University of Toronto**, is researching attempts by Argentinean human rights groups to establish a democratic society through different perspectives of the Argentina 1976-1983 dictatorship. She would like to integrate this study into Alberta's new social studies program's objective of establishing Aboriginal perspectives in classrooms. She will work with **Dr. Kent den Heyer** at the **University of Alberta**, as well as **Dr. Claudie Eppert**, **Dwayne Donald**, and **Dr. Diane Conrad**. This research has the potential to lead to increased collaboration between Canadian and Argentinean human rights groups and Aboriginal peoples, which will contribute to THEN/HiER's goal of establishing collaborative relationships.

Collaborative Projects

Curriculum Development

Exemplars in Historical Thinking: 20th Century Canada was co-published by THEN/HiER and The Critical Thinking Consortium, one of our partner organizations, in conjunction with two other partner organizations: Ontario History, Humanities and Social Science Consultants' Association (OHHSSCA); and the Ontario History and Social Science Teachers' Association (OHASSTA).

Small Projects Grants Program

A major focus this year was the development of our Small Projects Grants Program. Each year, this program will fund ten small projects related to history teaching and learning in Canada for up to \$2500 each. Our adjudication committee consisted of Executive Board members Penney Clark, Ruth Sandwell and Amy von Heyking. This year five projects were funded:

- **Alberta Social Studies Teacher Education Resource Online (ASTERO) led by Kent den Heyer, University of Alberta.** Dr. den Heyer will be developing and maintaining an interactive, collaborative online social studies and history education resource. This website will support social studies teacher education students at the University of Alberta, and, concurrently encourage deeper partnership and dialogue among practicing teachers, teacher educators and academics working in the field of social studies and history education. THEN/HiER funding will go towards hiring two graduate student assistants to develop, update, and revise the website.
- **Alberta-based Benchmarks of Historical Thinking Working Group led by Carla Peck, University of Alberta.** The purpose of this project is to assist with the dissemination of curriculum materials developed by teachers working on a Benchmarks of Historical Thinking Project in Alberta. THEN/HiER funds will be used to pay for a graduate student assistant or teacher to edit teacher-generated tasks and lesson plans to ensure that they are consistent with the principles and goals of the Benchmarks of Historical Thinking project.
- **MedSTEP (Medieval Students' Teaching Experience Program) led by Chris. L. Nighman, Wilfrid Laurier University.** In this project, third-year and fourth-year Medieval Studies students at Wilfred Laurier University, most of whom are intending to go into teacher education programs, will develop learning modules to deliver to grade 11 students in a one-day program at the Laurier campus. THEN/HiER funds will cover the costs of substitute teachers for those participating in the program, and transportation and food for grade 11 students and teachers who attend.
- **Virtual National Council of History Teachers led by Michael Clare, History Education Consultant, Ontario.** This project will draw together the presidents of each provincial social studies and history teachers' organization around a skill(s)-based common agenda. Physically bringing the provincial presidents together, although desirable, is fiscally prohibitive, so the meetings will be conducted through a videoconference series, enabling the presidents to meet each other and the members of THEN/HiER to discuss their common goals. THEN/HiER will cover the costs of webcam and microphone units and some administrative time devoted to coordinating the meetings.

- **Horses, Horsepower, and Horsing Around led by Rosaleen Ward, Museum Manager, Hudson's Hope Historical Society Museum, BC.** The project team aims to develop history education and research resource components to expand the scope of the museum's exhibit "Our Hudson's Hope Cowboys: Packers on the Trail" based on the 1934 Charles Bedaux Expedition. Wealthy Frenchman Charles Bedaux was captivated with the country surrounding Hudson's Hope after embarking on a hunting trip in 1932. His attempt, two years later, to take five motorized vehicles across the northern wilderness of British Columbia, known as the "Champagne Safari," ended in failure but left a lasting impression on the lives of many people in the Peace River area. The materials will be geared towards students, historians and genealogists. THEN/HiER funds will partially cover the education program development, including interpretive panels and technical design.

The adjudication committee was highly impressed with the quality of this particular proposal. We received permission to place it on our website as a model for others considering submission of a proposal.

An additional two proposals were submitted which were not considered suitable because they did not meet our criteria.

Funding recipients are expected to submit a report of project outcomes, which will be available on our website.

References

Graham, D. (2005). "Very well connected: Frameworks for strategic research clusters: A report on the clusters design grants process." Unpublished paper, Social Science and Humanities Research Council of Canada, Ottawa, ON.