

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

SSHRC Strategic Knowledge Clusters Grant

**Year Three Report
Penney Clark, Director
April 2011**

This report highlights THEN/HiER activities between April 1, 2010 and March 31, 2011.

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 Years One and Two

The current goals as outlined on our website (<http://thenhier.ca/en/content/about-us>) are as follows:

1. Create a more robust history education **research** culture in Canada as defined by:
 - increasing opportunities for collaboration among scholars, educators, and other stakeholders
 - increasing the circulation of Canadian and international research findings
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 (including 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) about history education policy
3. Improve history education **practice** by:
 - increasing communication and collaboration among history education stakeholders
 - disseminating research findings in 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

Infrastructure

Governance

THEN/HiER continues to be governed by Penney Clark, Director, and an Executive Board. Composition of the Board changed in 2010 with the addition of a new Board member, Alan Sears, Professor of Social Studies Education at the University of New Brunswick. Penney Clark was on medical leave from June to December 2010, although she was able to continue her leadership of the project on a part-time basis. Two Board members – Anne Marie Goodfellow, Network Manager, and Peter Seixas, Director of the Centre for the Study of Historical Consciousness – assumed functions that Penney was unable to perform during this time. In July 2010, Viviane Gosselin resigned her position as part-time Program Coordinator to take a curatorial position at the Museum of Vancouver, but remains on the Executive Board. In

February 2011, Jennifer Bonnell resigned her position as Graduate Student Coordinator and Executive Board member to pursue post-doctoral research at the University of Guelph. The makeup of the Graduate Student Committee has changed and is discussed below in another section.

THEN/HiER Executive Board as of March 31, 2011



Penney Clark, Director, Associate Professor, UBC



Margaret Conrad, Professor and CRC, University of New Brunswick



Anne Marie Goodfellow, PhD, Network Manager



Viviane Gosselin, Doctoral Candidate, UBC



Jan Haskings-Winner, President, OHASSTA



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



Alan Sears, Professor, Faculty of Education, University of New Brunswick



Peter Seixas, Professor and CRC, University of British Columbia



Amy von Heyking, Associate Professor, University of Lethbridge



Jan Haskings-Winner (Ontario History and Social Science Teachers' Association), Kevin Kee (Simulating History), Jocelyn Létourneau (Canadians and Their Pasts), and Peter Seixas (Centre for the Study of Historical Consciousness), serve as partner representatives on the Board.

The Executive Board held eight meetings over the course of the year, including two face-to-face meetings in June and December 2010. The June meeting was our AGM which was held in conjunction with the 2010 Congress of the Humanities and Social Sciences at Concordia University in Montreal. The December meeting was a two-day retreat held at the Museum of Vancouver, a THEN/HiER partner which provided the meeting space as part of their in-kind contribution to the project. The other six meetings were held by teleconference in intervening months.

Facilities

THEN/HiER continues to share 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 and Pedagogy, UBC, provides an office for Penney Clark, THEN/HiER Director.

Support Staff

Network Manager, Anne Marie Goodfellow, was hired in December 2008 and continues to work on a full-time basis. Anne Marie is the only full-time individual attached to the Network and handles both major projects and day-to-day activities, including administration of the interactive

website and writing the monthly *e-Bulletin*. She also keeps promotional materials up to date and is actively involved in dissemination of information about THEN/HiER at conferences throughout the country.

Webmaster/Administrative Assistant, Ulrike Spitzer, was hired in October 2008 and works one and one-half days per week. Much of her time is spent on administrative tasks including the financial operation of the organization. She also uploads materials to the website.

Communication

Banners (goals 1 and 3)



We added a third banner (a copy of one) to the two we previously had since we displayed them at three teacher conferences that were held on the same day in different provinces. The Network Manager and two graduate student committee members represented THEN/HiER at these conferences. The banners have images from two of our partners, Parks Canada and Museum of Vancouver, and are displayed at conferences along with other promotional materials.



Brochure (goals 1 and 3)

Our brochure is regularly updated and we make it available at conferences and presentations attended by THEN/HiER Board.



Newsletter and e-Bulletin (goals 2 and 3)

We published two *Newsletters*, in April and October 2010, which were sent to all members and partner organizations on the THEN/HiER listserv (approximately 750 in April, and 800 in October). Hard copies were sent to all those for whom we have an address (approximately 200 each mailing). At the December 2010 retreat the Board decided that we would reduce the newsletter from two to one annual issue with the

year's highlights, and increase *e-Bulletins* from ten to twelve per year (one per month). This will result in a savings of about \$3,500 per year. We will continue to send the annual newsletter, to be called the *THEN/HiER Review*, to select individuals and electronically to our listserv in April of each year. The *THEN/HiER Review* will highlight materials from the previous year's *e-Bulletins* in order to provide a summary of important activities over the course of the year. We sent out ten issues of our monthly *e-Bulletin* over the 2010/11 year for each month except April and October. All of our publications are bilingual.



THEN/HiER Website (goals 1, 2, 3, and 4)

Our interactive bilingual website (www.thenhier.ca) has over 300 people who have signed on as members. The menu categories are:

- About Us, which includes Partner Profiles, Executive Board Member Biographies, Executive Board Member Publications, Executive Board Member Activities, Graduate Student Committee, Member Profiles, Website Policies, and Credit Page;
- News and Resources, which includes News You Can Use, THEN/HiER Events, University and College Programs Related to History Education, THEN/HiER Funding Programs, Other Funding Programs and Agencies, archive of THEN/HiER *Newsletter* and *e-Bulletin*, Sites of Interest in History Education, and Jobs and Fellowships;
- Research, which includes Abstracts and Summaries, Research Snapshots, Selection of Journals Related to History Education, and Visiting Doctoral Student Program Reports. A new section titled Videos and Podcasts was added this year which includes materials related to research in history education. The Research Passages Project section was disabled since it was not being used by the membership.
- Practice, which includes Best Practices in History Education, Assessment Tools, Repertory of Primary Source Databases, Literature Databases, Small Projects Grants Program Reports, and Large Projects Grants Program Reports. A new section titled Videos and Podcasts was added this year which includes materials related to practice in history education.
- Curriculum, which includes Curriculum and Policy Documents and Draft Curriculum Documents. This menu's title was changed from Curriculum and Advocacy, and the sub-menus THEN/HiER Curriculum Recommendations and Advocacy Alerts were removed since we are planning to focus on these areas later in the project.
- Contribute, which includes a Discussion Forum, Videos and Podcasts (which includes videos and podcasts in the Research and Practice sections), Share Your Collaborative Projects, and Ask a Question. This section is where members can interact with other THEN/HiER members. This menu's title was changed from Make Your Voice Heard and the sub-menu Polls was removed since it was not being used by the membership.
- The Homepage features Headlines, Featured Collaboration, What People Are Talking About (which has a feed of the latest posts in the Discussion Forum), links to our social networking sites Facebook and Twitter, and a link to our new blogs *Teaching the Past/Enseigner l'Histoire* (see below) which are coordinated by our Graduate Student Committees. There are also alternative menu links titled Teaching History, Investigating History, and Exhibiting History which take visitors to items associated with these categories throughout the site.

In 2010/11, we set up two THEN/HiER blogs (one English, one French), and THEN/HiER Twitter and Facebook pages, all of which are linked through the website homepage.

Tavanayan Enterprises, located in North Vancouver, was hired to do website maintenance on a regular basis and troubleshooting.

At the December 2010 retreat a Website Committee (Chair, Penney Clark; Anne Marie Goodfellow; Jennifer Bonnell; Stéphane Lévesque; and Kevin Kee) was struck in order to address issues with the current organization of the website identified by members of the

Graduate Student Committees. Meetings were held between December 2010 and March 2011 regarding reorganizing the website to make content more accessible and inviting to members. Juliet Armstrong, a website designer proficient in Drupal, was hired to suggest changes to the homepage. Once the committee has decided on a format she will move the existing materials to their proper place in the new configuration. Here is a summary of the proposed major changes to be made to the homepage which will be finalized in early 2011/12:

- The main menu items will be About, Member Directory, Resources, Projects, Opportunities, and Contribute.
- There will be a section below the main menu and member login called Join Us which will give a brief description of THEN/HiER with a link for more information.
- Featured Project and Featured Member Profile will have photos and brief descriptions with links to more detailed descriptions.
- The bottom of the page will have four sections with headlines and links to more detail: News, Podcasts and Videos, Upcoming Events and Deadlines, and Blog.

Podcast Series (goals 2 and 3)

Kevin Kee initiated a THEN/HiER podcast series which will be posted on our website, titled “THEN – Now!” The format is an informal discussion about topics in history education with two or more interviewees rather than a formal one-on-one interview. The first discussion was recorded in February 2011 with Peter Seixas, Margaret Conrad, Kadriye Ercikan, Gerry Friesen, Jocelyn Létourneau, Delphin Muise, and David Northrup of the *Canadians and Their Pasts* project. It will be posted on the website shortly.

Networking Activities

Presentations (goals 2 and 3)

Presentations with a Focus on THEN/HiER

“THEN/HiER Collaborative Projects,” **Anne Marie Goodfellow**, Saskatchewan Council of Social Sciences Conference, Moose Jaw, March 3-4, 2011.

“THEN/HiER: A Major Opportunity,” **Penney Clark**, Benchmarks of Historical Thinking National Meeting, Toronto, February 10-12, 2011.

“The Governor’s Letters: Using Primary Sources to Engage Students in the History of British Columbia,” **Lindsay Gibson**, British Columbia Social Studies Teachers’ Association Conference, Coquitlam, October 22, 2010.

“THEN/HiER Small Projects Grants Program and School Projects,” **Anne Marie Goodfellow**, Nova Scotia Social Studies Teachers’ Association Conference, Halifax, October 22, 2010. Anne Marie was also part of keynote address.

“Collaborative Projects and THEN/HiER Funding Opportunities,” **Anne Marie Goodfellow**, Alberta Teachers’ Association Social Studies Conference, Jasper, October 15-17, 2010.

Canada and the American Curriculum Conference, Center for the Study of Canada at SUNY-Plattsburgh, May 24-25, 2010. Canadian Embassy, Washington, DC. **Stéphane Lévesque** was invited to participate and represent THEN/HiER's views on Canadian content in the American curriculum.

"A Short Introduction to THEN/HiER's Work," **Viviane Gosselin**, Training Museum Educators symposium sponsored by Vancouver Art Gallery and Lower Mainland Museum Educators, April 12, 2010.

"The History Education Network/Histoire et éducation en réseau: Connections across Constituencies," **Penney Clark**, Association for Canadian Studies/Ontario History and Social Sciences Teachers' Association Planning Conference, Lord Minto Suites, Ottawa, March 26, 2010.

Presentations Which Have Included Descriptions of THEN/HiER Activities

"On Historians and Their Audiences: An Argument for Teaching (and not just writing) History," **Ruth Sandwell**, keynote at *Where the Archive Ends: A Graduate Conference on History and Its Uses*, McGill-Queen's University Graduate Conference, Kingston, March 11, 2011.

"Fiddling While Rome Burns: Why Digital Humanists Should be More Like Nero," **Kevin Kee**, Hudson Strobe Program in Renaissance Studies Symposium on the Digital Humanities, University of Alabama, March 2011.

"Serious Games and Simulations for History and Heritage." Canada-EU Future Internet Workshop, National Research Council of Canada, Waterloo, Ontario, March 2011.

"New Opportunities for Encouraging Historical Thinking in Canadian Classrooms," panel moderated by **Jill Colyer, with Alan Sears, Lindsay Gibson, Janet Thompson, and Allan Hux**, ACS/OHASSTA Conference, Toronto, November 5-6, 2010.

"The Personal Side of a Country at War: Using the Canadian Letters and Images Project in the Classroom," **Paula Waatainen and Stephen Davies**, ACS/OHASSTA Conference, Toronto, November 5-6, 2010.

"Historical Consciousness: Emerging Definitions and Their Implications for Museum Practice," **Viviane Gosselin**, McFaddin-Ward House Conference, Beaumont, Texas, November 11-13, 2010.

"Best Practices for the Use of Digital Technologies for Heritage Learning," **Kevin Kee**, International Conference on Preservation and Promotion of Heritage, Penang, Malaysia, November 2010.

"Teaching the Contested and Controversial Nature of Democratic Ideas," **Alan Sears**, workshop for New Brunswick School District 14, Woodstock, November 2010.

“Thinking History : Development of Didactics of History Education in Canada,” **Stéphane Lévesque**, International Conference: Social Science Didactics. University of Karlstad, Center for Social Science Didactics, Sweden, November 2010.

“Research-Inspired Practice and Practice-Inspired Research: Productive Encounters,” **Viviane Gosselin, Jill Baird and Lisa McInctosh**, Annual Conference of the British Columbia Museum Association, Nanaimo, BC, October 28, 2010.

“The Canadian History ‘Crisis’ of the 1990s: The Public Debate and Its Legacy,” **Alan Sears**, panel presentation at the Canadian History of Education Association Biennial Conference, Toronto, October 21-24, 2010.

“Thinking Historically: What Does it Mean in the 21st Century?” **Stéphane Lévesque**, Digital Youth and Participatory Learning Workshop, Queen’s University, ON, October 2010.

“La enseñanza de la historia en Canadá: los problemas de la multiculturalidad », **Stéphane Lévesque**, Conférence internationale : La pensée historique à l’ère de la globalisation. Université Santiago de Compostella, Spain, July 2010.

“To the History Undergraduates,” **Ruth Sandwell**, in panel *So What IS the Story? Exploring Fragmentation and Synthesis in Current Canadian Historiography*, Canadian Historical Association, Montreal, June 2010.

“Fostering Historical Thinking in Elementary Social Studies,” **Alan Sears**, workshop for the New Brunswick Teachers’ Association Elementary Council, Fredericton, May 7, 2010.

“What is the Role of the British Columbia Historical Federation with Respect to the History Curriculum?” **Penney Clark**. British Columbia Historical Federation Conference, Vancouver, May 6-8, 2010.

“Why Can’t You Just Tell Me?: Learning History with the Virtual Historian.” **Stéphane Lévesque**, THEN/HiER symposium *Playing with History*, Niagara on the Lake, ON, May 2010.

“Interpreting More Complex Regional Identities at the Museum: An Examination of the Production and Reception of Two Exhibitions,” **Viviane Gosselin**, Taking Stock: Museums and Museum Practices in Canada, University of Toronto, April 24-26, 2010.

“Historical Meaning-Making in the Museum,” **Viviane Gosselin**, Taking Stock: Museums and Museum Practices in Canada, University of Toronto, April 24-26, 2010.

“Teaching Historical Thinking,” **Alan Sears**, workshop for middle and high school social studies teachers, New Brunswick School District 17, January 4, 2010.

THEN/HiER Information Tables

- Saskatchewan Council of Social Sciences Conference, Moose Jaw, March 3-4, 2011.
- ACS/OHASSTA Conference, November 5-6, 2010.
- British Columbia Social Studies Teachers' Association Conference, Coquitlam, October 22, 2010.
- Nova Scotia Social Studies Teachers' Association, Halifax, October 22, 2010.
- Museums Association of Saskatchewan, Saskatoon, May 27, 2010.
- British Columbia Historical Federation Conference, Vancouver, May 6-8, 2010.

THEN/HiER Publications (goals 1, 2, 3, and 4)

Peer Reviewed Publication

Clark, P. ed. *New Possibilities for the Past Shaping History Education in Canada* (title changed from *Cliffs and Chasms: The Landscape of History Education Research in Canada*) is in press with UBC Press and will be available in June 2011. A Table of Contents is attached.

Other Publications

Clark, Penney. "The History Education Network: Research-Informed Practice and Practice-Informed Research." *Rapport: Journal of the Ontario History and Social Sciences Teachers' Association* 31(2): 11-12.

THEN/HiER Symposia (goals 1, 2, 3, and 4)

Kevin Kee organized "Playing with Technology in History," an invited symposium, April 29-30, 2010, which resulted in a manuscript for an edited book with the working title *Pastplay*. This manuscript will be submitted to University of Michigan Press for review.

Ruth Sandwell and Amy vonHeyking began organizing "The Many Faces of History Teacher Education," an invited symposium, which will take place April 27-29, 2011. Each participant will contribute a chapter for an edited book on teacher education.

Viviane Gosselin began organizing an invited symposium involving people working in museums and historic sites which will take place in spring 2012. We anticipate this to involve more participants than the previous symposia, with only some of them being invited to contribute chapters for an edited book.

Partners (goals 1, 2, and 3)

We added four new partners in 2010/11: Active History, Alberta Teachers' Association Social Studies Council, Canadian Heritage Information Network (CHIN), and Société des professeurs d'histoire du Québec (SPHQ). We currently have 34 partner organizations:

Active History
Alberta Teachers' Association Social Studies Council
Association for Canadian Studies
Begbie Canadian History Contest Society
British Columbia Historical Federation
British Columbia Social Studies Teachers' Association

Canada's History
 Canadian Heritage Information Network (CHIN)
 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
 Critical Thinking Consortium (TC²)
 Glenbow Museum
 Great Unsolved Mysteries in Canadian History
 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
 Museum of Vancouver
 Museums Association of Saskatchewan
 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
 Ojibwe Cultural Foundation
 Parks Canada
 Saskatchewan Council of Social Sciences
 Simulating History
 Société des professeurs d'histoire du Québec (SPHQ)
 Surrey School District, British Columbia

Partner involvement has included:

- sharing of office equipment and one support staff position with the **Centre for the Study of Historical Consciousness**;
- **Museum of Vancouver** provided a venue for our December retreat;
- THEN/HiER provided funding for Benchmarks of Historical Thinking National Meeting, "Continuing the Momentum," February 2011, which involved provincial ministry of education representatives, academic historians, history education scholars, teachers, book publishers, and public historians. BHT is a project of the **Centre for the Study of Historical Consciousness**;
- **The Critical Thinking Consortium (TC²), Alberta Teachers' Association Social Studies Council, Ontario History and Social Science Teachers' Association, Saskatchewan Council for Social Sciences, Simulating History, Canada's History, British Columbia Social Studies Teachers' Association, and Manitoba Social Science Teachers' Association** participated in the Benchmarks of Historical Thinking National Meeting in February;
- **Centre for the Study of Historical Consciousness** held its Benchmarks of Historical Thinking Summer Institute in Ottawa, July 5-10, 2010. THEN/HiER provided bursaries

of up to \$2,500 to six participants. In 2011 the CSHC will be holding its Summer Institute in Vancouver, July 4-9, 2011. This six-day institute is jointly sponsored with the Faculty of Education and the CSHC. THEN/HiER is providing bursaries in the amount of \$7,000 for selected participants;

- Ruth Sandwell and Jan Haskings-Winner organized a panel titled “Teaching Teachers: The Case of History and Social Studies Education” for the jointly sponsored **ACS/OHASSTA** meeting in November 2010. Scott Pollock, teacher at St. Mildred’s Lightbourn School in Oakville, Ontario also participated on the panel;
- Jennifer Bonnell worked with Tom Peace of **Active History** to organize “Teaching History in Diverse Venues” workshop in November, the *Approaching the Past* workshop series, and the English language blog *Teaching the Past*.
- Anne Marie Goodfellow and Viviane Gosselin met with representatives of the **McCord Museum** and **Museum of Vancouver**, and Anne Marie met with a representative of the **Glenbow Museum**, regarding developing educational programming for which THEN/HiER is providing up to \$40,000 to each museum.
- Anne Marie Goodfellow attended conferences of the **Alberta Teachers’ Association**, **Social Studies Council**, **ACS/OHASSTA**, **British Columbia Historical Federation**, **Museums Association of Saskatchewan**, **Nova Scotia Social Studies Teachers’ Association**, and **Saskatchewan Council of Social Sciences**.
- Lindsay Gibson, Graduate Student Committee member, represented THEN/HiER at the **BC Social Studies Teachers’ Association** Annual Conference.
- We provided \$12,000 to the **Critical Thinking Consortium (TC²)** for a project to develop the *Take 2* video series which uses historical thinking concepts.

Graduate Students (goals 1 and 3)

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

Employment

Samantha Cutrara (Ph.D. candidate, York University), Ana Laura Pauchulo (Ph.D. candidate, OISE/UT), and Mary Chaktsiris (Ph.D. candidate, Queen’s University), are three graduate students that we employed on a contract basis to write thesis, dissertation, book and chapter summaries, and compile article abstracts. Su Thompson (M. Ed. student, UBC), whose time was provided by UBC’s Faculty of Education Department of Curriculum and Pedagogy, also worked for us on chapter and article abstracts. Lindsay Gibson (UBC) completed a repertory of primary source websites and a list of websites for BC classroom teachers by topic for our website. Julie Ratté (Université de Sherbrooke) is currently working on similar projects to compile French-language materials for Québec and New Brunswick francophone teachers. Samantha Cutrara was also hired to regularly post materials on the THEN/HiER Twitter and Facebook pages. Catherine Duquette is posting in French on these pages.

Graduate Student Committee

Jennifer Bonnell was the Graduate Student Committee coordinator until February 2011 when she resigned to pursue postdoctoral research. Rose Fine-Meyer, doctoral candidate at OISE/UT, became the new coordinator, and Samantha Cutrara was hired as assistant coordinator since the activities of the committee have expanded. In addition, at the December retreat the Executive

Board decided to create a francophone Graduate Student Committee to serve the needs of francophone graduate students. Catherine Duquette (Université Laval) was hired to coordinate this committee since she has been a committee member representing the Québec region and paid to do outreach work in that province. Sabrina Moisan (Université de Québec à Montréal) worked with Catherine on this but resigned her position once she completed her doctorate and accepted a full-time position at the Montréal Holocaust Memorial Centre.

Members of the graduate student committee interviewed people involved in history education for podcasts for the THEN/HiER website. This year two podcasts were posted by graduate students:

- Margaret Conrad shared her thoughts on *Atlantic Canadians and Their Pasts*, interviewed by Cynthia Wallace-Casey.
- Peter Seixas talks about history education and the growth of the Benchmarks of Historical Thinking project, interviewed by Lindsay Gibson.

The Graduate Student Committee coordinators are responsible for the following:

- coordinating committee members who act as representatives in their respective regions;
- holding regular teleconference meetings with committee members;
- coordinating and maintaining THEN/HiER blogs (the English blog *Teaching the Past* and the French blog *Enseigner le passé*);
- organizing an annual regional event;
- organizing series of local events;

Annual Regional Events

The annual regional event in 2010/11 was “Teaching History in Diverse Venues: A Workshop Linking Historians and Educators in Bettering History Education Practice” at the Holiday Inn, Toronto International Airport on November 4, 2010. The workshop, organized by THEN/HiER in partnership with ActiveHistory.ca and in conjunction with the Association for Canadian Studies (ACS) and the Ontario History and Social Sciences Teachers’ Association (OHASSTA) joint conference “Canada’s Diverse Histories,” was attended by 36 historians, educators, museum professionals and graduate students from across the country. The day began with a keynote presentation by Trent University assistant professor Christopher Dummitt, “After Inclusiveness: The Future of Canadian History.” The afternoon was spent at the Claireville Conservation Area, where staff of the Toronto District School Board welcomed the group to the Etobicoke Outdoor Education Centre and introduced them to a series of activities aimed at teaching aspects of Canadian history to school groups in outdoor environments. The day concluded by sharing individual reflections on what participants would take away from the day and how it might influence their individual teaching practices.

In their roles as representatives of Québec graduate students (the francophone Graduate Student Committee not yet having been established), Sabrina Moisan and Catherine Duquette organized and participated in various conferences in Montréal to introduce graduate students and educators in Québec to THEN/HiER. On October 21, six graduate students attended a workshop co-organized by THEN/HiER and GRUS (*Groupe des responsables en univers social*) at the Sheraton Centre. Ms. Moisan did a presentation about THEN/HiER to members of GRUS and

representatives of the Québec Ministry of Education. In the afternoon the participants discussed establishing connections between the various actors involved in history and citizenship education in Québec. At the *Association québécoise pour l'enseignement en univers social* (AQEUS) conference, October 22 and 23, and the *Société des professeurs d'histoire du Québec* (SPHQ) conference November 5, Sabrina and Catherine distributed information about THEN/HiER to participants and described benefits of membership in our organization.

Series of Local Events

Jennifer Bonnell, in association with Tom Peace of Active History, a THEN/HiER partner, organized the series *Approaching the Past* in the Toronto area. The first event was held on June 16 when 21 historians, graduate students and public history professionals gathered at Toronto's [Black Creek Pioneer Village](#). [Ruth Sandwell](#), THEN/HiER Executive Board member, gave a presentation on the state of history research and teaching in Canada. Then there was a tour of several 19th-century buildings led by Wendy Romney, Black Creek's Supervisor of Historic Programs. Participants then split into groups to examine selected artifacts in two of the historic buildings, and what these artifacts could tell us about the nature of their initial creation and use, the social relationships that surrounded that use, and the priorities and values of the mid-20th-century museum curators who used them to tell particular stories about the past. The evening concluded with a discussion about reading artifacts as evidence of the wider societies within which they were created and preserved.

The second workshop was held on September 30 at Montgomery's Inn Community Museum, a historic tavern in the Toronto suburb of Etobicoke. Twenty-six graduate students and faculty, teachers-in-training, and public history professionals attended. The evening began with a tour of the inn's historical rooms, restored to their heyday in the 1840s and 50s. Museum interpreters Iona Rose MacKay and Dienye Waboso led two groups on tours of the building's history, highlights being the large nineteenth-century kitchen and the restored tavern room. Then there was a presentation by University of Waterloo historian Julia Roberts titled "Tavern Tales and Tavern Spaces: Teaching History from inside the Colonial Taverns of Upper Canada." Drawing from her recent book, *In Mixed Company: Taverns and Public Life in Upper Canada* (UBC Press, 2009), Dr. Roberts talked about the wide range of tavern spaces in pre-Confederation Upper Canada, and their significant function as fundamentally public spaces that attracted a surprisingly diverse clientele. The evening included historically-appropriate foods prepared and curated by museum staff, including rice pudding, apple cider, spice cake, and a selection of artisanal cheeses from a local dairy.

The third workshop, "Experiencing History," was held on January 27, 2011 at High Park's Grenadier Café. Thirty-one Toronto-area teacher candidates; graduate students in history, education, and museum studies; and museum and non-profit sector professionals attended. Educator Bob Henderson, recently retired from the Department of Kinesiology at McMaster University, led a hands-on workshop focused on experiential methods of teaching and learning history. Activities included a mock trial, scripted by former students, based on the journals of explorer Leonidas Hubbard and his fateful expedition to Labrador's Ungava Peninsula. Other activities focused on attaching narrative elements to geographical representations. Participants worked together to create an outline of the boundaries of Canada and its seven largest rivers using a length of climbing rope. They then built in narrative elements with brief readings

outlining the nature and excerpts from the histories of these rivers. A similar activity mapped out the *Toronto Carrying Place*, an aboriginal portage route, and significant places and stories along its length. A smaller group of workshop participants took a guided tour of Colborne Lodge, a city museum in High Park. The lodge tells the story of the creation of High Park and the original 19th-century land holders Jemima and John Howard.

The fourth and final workshop in this series, “Teaching the War of 1812,” will be held on April 27, 2011 at Fort York. Rose Fine-Meyer, as new anglophone Graduate Student Committee coordinator, will assume responsibility for organizing the next series of workshops. The new francophone Graduate Student Committee will soon begin organizing a similar series in Québec.

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 continues its Visiting Doctoral Student Program. The adjudication committee (Alan Sears, Anne Marie Goodfellow, and Jennifer Bonnell¹) made three awards in Year Three for exchanges which will take place in Year Four. The committee was able to award three students rather than two since we reduced the time of the visits from between two weeks to one month to two weeks only, therefore students’ travel expenses will be lower. Student reports about their exchanges will appear on the website. These awards went to:

- **Marie-Hélène Brunet, Université de Montréal**, who is examining ways in which secondary school students in Québec interpret struggles for gender equality, as they are represented in Québec history textbooks. She will be working with **Dr. Penney Clark** at the Department of Curriculum and Pedagogy, UBC.
- **Samantha Cutrara, York University**, who is conducting research on the relationship between students’ ethnic identities and their construction of narratives of Canadian history. She will be working with **Dr. Carla Peck** at the University of Alberta.
- **Kate Zankowicz, OISE/UT**, who is exploring the history of tactile education in Toronto museums and exhibitions in terms of how particular knowledges and ways of learning have been legitimized over others, and how particular narratives of the past are privileged within gallery display modes. She will be working with **Dr. Brenda Trofanenko** at Acadia University.

Two doctoral student exchanges that were awarded in Year Two took place in Year Three:

- **Alexandre Lanoix, Université de Montréal**, with Dr. Peter Seixas at the Centre for the Study of Historical Consciousness, University of British Columbia, “The Relationship between History Education and the Development of National Identity: The Debate in Québec”;

¹ Penney Clark normally sits on these committees but declined due to conflict of interest since one of the students had applied to work with her.

- **Cynthia Wallace-Casey, University of New Brunswick**, with Dr. Peter Seixas at the Centre for the Study of Historical Consciousness, University of British Columbia, “What Does It Mean to Think Historically?”

Collaborative Projects (goals 1 and 3)

Small Projects Grants Program

Each year, this program funds up to ten small projects related to history teaching and learning in Canada to a total of \$2,500 each. For most of 2010/11 our adjudication committee consisted of Executive Board members Penney Clark, Ruth Sandwell and Amy von Heyking. In December 2010 the committee changed to Penney Clark, Margaret Conrad, and Peter Seixas. This year twelve projects were approved since we had funds left over from the previous year:

- **Developing Topics on Atlantic Canada for the Begbie Canadian History Contest led by Charles Hou, Begbie Contest Society.** Between May 24 and June 12, 2010, Charles and his colleague visited a number of archives, universities, museums, historical sites, art galleries and libraries in Atlantic Canada to search for primary source materials suitable for future Begbie Canadian History Contests.
- **Understanding Power, Appreciating Difference: Building Historical Understandings of Mental Health through E-Learning led by Megan Davies and Diane Purvey, York and Thompson Rivers Universities.** Through this project three teaching units were launched, collectively entitled *More for the Mind: Histories of Mental Health for the Classroom*, on the *History of Madness in Canada/ Histoire de la folie au Canada* website.
- **Revised version of the play *The Old Stock* led by Sean McQuaid, PEI Black Theatre Project.** The Black History Theatre Project developed a revised version of the theatrical play *The Old Stock* and accompanying educational materials. The first performances of the play took place on March 24, 25, and 26, 2011 at the Arts Guild in Charlottetown. The play will also be performed in a series of Island schools and communities, and there will be one public performance in Halifax.
- **Connecting Northern British Columbia Youth to Canada’s History through the BC Heritage Fair Program led by Mary Camponi, Coordinator, BC Heritage Fairs Society.** The BC Heritage fairs Society will offer a series of workshops for teachers and community-based educators in northern and eastern British Columbia to promote the activities of the society and increase participation in the provincial heritage fair program.
- **Making History-Faire Histoire Oral History Speaker Series led by Nicholas Ng-a-Fook and Alessandra Iozzo-Duval, University of Ottawa Faculty of Education.** This series of interactive workshops will produce educational material that will support the increased use of oral history in elementary, secondary and university classrooms across Canada. The workshop series will also promote a local historical network in order to

facilitate dialogue between students, educators and researchers both at the school and community level.

- **Cafés historiques led by Oliver Côté, Histoire engagée.** This was a series of talks in French by academic historians that brought Québec history to the public in various cafés in Québec City.
- **History, Identity and Diversity in the Secondary School Social Studies Classroom led by Scott Murray and Jennifer Pettit, Mount Royal University Department of Humanities.** This was a one-day history teachers' conference which aimed to strengthen how history is taught at both the secondary and post-secondary levels in Calgary.
- **Toronto Public Library's *History Matters* Public History Lecture Series led by Miriam Scribner, Lisa Rumié, and Jay Young, Toronto Public Library and McMaster University Department of History.** This is a free public lecture series which aims to develop dialogue and exchange between active Toronto historians and the broader Toronto community through presenting historical subjects in an accessible and engaging manner.
- **Where the Archive Ends: A Graduate Conference on History and its Uses led by Mary Chaktsiris, Queen's University Graduate Student Association.** This event brought together graduate students from history and related disciplines to present their research about the past in an interdisciplinary and bilingual environment. THEN/HiER paid for refreshments.
- **Let's Talk History! A Dialogue about Doing History led by Cynthia Wallace-Casey, Ph.D. Candidate, University of New Brunswick.** This was an activity planned by members of the faculty of Education and History Department in recognition of New Brunswick Heritage Week. It was a pragmatic occasion, designed to provide participants with an informal setting where they could pause and reflect upon how historians think historically.
- **Herstories Café Series led by Kate Zankowicz and Rose Fine-Meyer.** This will be a series of talks on women's history in the Toronto area.
- **Eat Your History: Student Enquiry Project led by Mary Gale Smith, UBC Faculty of Education.** The purpose of this project is to encourage students to explore Canadian heritage and history by conducting research related to food in their own communities.

An additional five 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, available on our website at <http://thenhier.ca/en/content/small-projects-grants-program-reports>.

Large Projects Grants Program

In Year Two THEN/HiER instituted a new Large Projects Grants Program for funding projects requiring between \$2,500 and \$15,000. We awarded two grants in Year Three:

- **The Canadian Letters and Images Project led by Stephen Davies, Department of History, Vancouver Island University.** The purpose of this project is to develop teacher resources for the online Canadian Letters and Images Project (www.canadianletters.ca). This will permit the creation, publication, and promotion of teaching lessons based on the primary documents found in the project database. They presented the progress of the project to date at the joint ACS/OHASSTA conference on November 6, 2010.
- **Telling the Story of the Nikkei led by Terry Taylor, Lucerne School.** In this project students from Lucerne School in New Denver BC studied the Japanese internment, reflected on their learning about the history of their own community, and created short documentary films and thoughtful artist statements about how they have distilled history into art.

THEN/HiER Bursaries for Benchmarks of Historical Thinking Summer Institute 2011

We are providing bursaries of up to \$750 each to eleven people to attend this Institute at UBC to cover airfare to Vancouver. This is a change from last year when we covered all travel and accommodation costs for fewer people. We did this to encourage applicants from outside the Vancouver area, and to be able to provide bursaries to more participants. The eleven recipients are:

Mark Batten, teacher at Queen Charlotte Secondary School, Haida Gwaii, and Master's student at the University of British Columbia;

Dee Beutel, PhD Candidate, University of Miami;

Stefano Fornazzari, teacher at York Region District School Board, Ontario;

Raphaël Gani, Master's student at Université Laval, Québec;

Anne Janhunnen, Master's student at the University of Oulu, Finland;

Véronique La Salle, teacher at Fredericton High School, New Brunswick;

Matthew Luthi, teacher at Westwood High School, Québec;

Craig Perrier, History and Social Studies Coordinator for Curriculum and Instruction at Virtual High School, and Adjunct Professor in History at Northeastern University, Massachusetts;

Kathleen Sharman, PhD candidate at University of Windsor, and teacher at Greater Essex County District School Board, Ontario;

Elisabeth Tower, Manager of Education Services at Canadian Museum of Immigration at Pier 21, Halifax, Nova Scotia, and student at the University of Victoria, British Columbia;

Yanic Viau, teacher at Cégep du Vieux Montréal, and Master's student at Université de Montréal, Québec.

New THEN/HiER Programs (goals 1 and 3)

We initiated two new programs this year that will take effect in Year Four:

1. **Graduate Student Projects Program.** This program will support projects related to history teaching and learning in Canada initiated, organized, and carried out by graduate students in history and history education. We will consider requests for support up to a maximum of \$2,500.

2. **Book, Article, and Dissertation Awards.** Prizes are offered in the following categories:

- an English-language article/original chapter
- a French-language article/original chapter
- an English-language book/anthology
- a French-language book/anthology
- a doctoral dissertation written in either English or French.

A nominal monetary award of \$200 will be given per prize.

Executive Board Member Publications in 2010 (goals 1 and 3)

Penney Clark, THEN/HiER Director, Associate Professor, University of British Columbia

“Review.” Leslie Howsam. *Past into Print: The Publishing of History in Britain, 1850-1950. Papers of the Bibliographical Society of Canada* 48(1) (2010): 221-24.

Jennifer Bonnell, Ph.D., Graduate Student Coordinator

“Review.” Christopher Armstrong, Matthew Evenden and H.V. Nelles. *The River Returns: An Environmental History of the Bow. Left History* 14(2) (2010): 98-100.

“Review.” Eric D. Olmanson. *The Future City on the Inland Sea: A History of Imaginative Geographies of Lake Superior. Environmental History* 15(3) (2010): 560-62.

Margaret Conrad, Professor and CRC, University of New Brunswick

With Natalie Dubé, David Northrup, and Keith Owre. “‘I Want to Know My Bloodline’: New Brunswickers and Their Pasts.” *Journal of New Brunswick Studies* 1 (2010), 1-28. Available at <http://journals.hil.unb.ca/index.php/JNBS/article/view/18188>.

“Remembering Firsts: Female Politicians in the Atlantic Provinces in the Twentieth Century.” In *Making Up the State: Women in 20th-Century Atlantic Canada*, edited by Janet Guildford and Suzanne Morton, 57-77. Fredericton: Acadiensis Press, 2010.

With Sasha Mullally. “Women, History, and Information and Communications Technologies.” *Atlantis* 32(4) (2010): 43-54.

With James K. Hiller. *Atlantic Canada: A History*, 2nd ed. Don Mills, ON: Oxford University Press, 2010.

Jan Haskings-Winner, President, OHASSTA

With Robert Mewhinney. *Making Economic Choices*. Toronto: Emond Montgomery, 2010.

Jocelyn Létourneau, Professor and CRC, Université Laval

Le Québec entre son passé et ses passages. Montréal: Fides, 2010.

« Quelle histoire d'avenir pour le Québec ? ». *Histoire de l'éducation* 126 (2010): 97-119.

« La langue médiatrice ». In *La geographia della mediazione linguistico-culturale*, edited by Donna R. Miller and Ana Pano, 61-85. Bologna: Dupress, 2010.

« Les jeunes et l'histoire du Québec ». In *L'école et la diversité : perspectives comparées*, edited by Marie McAndrew, 133-43. Québec: Presses de l'Université Laval, 2010.

“Quieter Revolutions.” *The Walrus Magazine* (October 2010): 50-54.

« Le Québec en transition ». *La Presse* 12 novembre 2010, A7.

« Que faire d'octobre 1970 ? ». *Le Devoir* 7 octobre 2010, A7.

Stéphane Lévesque, Associate Professor, University of Ottawa

« La pensée historique et l'enseignement d'enjeux contentieux : l'expérience des élèves qui étudient la Crise d'octobre ». Dans *L'école et la diversité : perspectives comparées*, sous la direction de A. McAndrew, 159-68. Québec : Presses de l'Université Laval, 2010.

“On Historical Literacy : Learning to Think like Historians.” *Canadian Issues/Thèmes canadiens* (Winter/Hiver 2010): 42-6.

Recension de *L'enseignement de l'histoire au début du XXI^e siècle au Québec* par Michel Sarra-Bournet et Félix Bouvier. *Recherches sociographiques* 51(1-2) (2010): 280-81.

“Developing Historical Literacy.” *Queen's Education Letter* (Autumn 2010): 7-10.

“Learning by Playing: Can Digital History Improve Students' Learning?” *THEN/HiER e-Bulletin*, March 2010. http://thenhier.ca/sites/default/files/THENHiER-bulletin9-March-2010_EN.pdf

Alan Sears, Professor, University of New Brunswick NEEDS UPDATING

“Fortified Silos or Interconnected Webs: The Relationship between History and Other Subjects in the Curriculum.” In *Debates in History Teaching*, edited by Ian Davies, 272-81. Oxon and New York: Routledge, 2010.

Edited with James Arthur and Liam Gearon. *Education, Politics and Religion: Reconciling the Civic and the Sacred in Education*. London and New York: Routledge, 2010.

Edited with Alan Reid and Judith Gill. *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education*. New York and London: Routledge, 2010.

“Possibilities and Problems: Citizenship Education in a Multinational State, the Case of Canada.” In *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education*, edited by Alan Reid, Judith Gill, and Alan Sears, 191-205. New York and London: Routledge, 2010.

With Alan Reid and Judith Gill. "Introduction: The Forming of Citizens in a Globalized World." In *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education*, edited by Alan Reid, Judith Gill, and Alan Sears, 3-16. New York and London: Routledge, 2010.

“Doing Educational Research.” In *The Routledge Education Studies Textbook*, edited by James Arthur and Ian Davies, 248-60. London and New York: Routledge, 2010.

With Carla Peck, Otilia Chareka, Laura Thompson and Reva Joshee. “From Getting Along to Democratic Engagement: Moving Toward Deep Diversity in Citizenship Education.” *Citizenship Teaching and Learning*, 6(1) (2010): 61-75.

With Andrew Hughes and Murray Print. “Curriculum Capacity and Citizenship Education: A Comparative Analysis.” *Compare* 40(3) (2010): 293-309.

With Emery J. Hyslop-Margison. “Enhancing Teacher Performance: The Role of Professional Autonomy.” *Interchange* 41(1) (2010): 1-15.

With Theodore Christou. "Rapprochement: Toward An Inclusive Approach to History And Citizenship Education In Canada." *Canadian Issues/Thèmes Canadiens* (Winter 2010), 17-21.

Negotiating the Maze of Educational Research. *Antistasis*, 1(1) (2010): 25-7.

With Mark Hirschhorn, Paula Kristmanson, Kathy Winslow, and Sharon Rich. "The Perfect Storm: Moving a Teacher Education Reform from Vision to Reality." *Education Canada* 50(1) (2010): 19-21.

Peter Seixas, Professor and CRC, University of British Columbia

“University-Based Research on History Didactics: A Canadian Story.” In J. Hodel & B. Ziegler (Hg.) *Forschungswerkstatt empirisch 09. Beiträge zur Tagung “geschichtsdidaktik empirisch 07”* (Geschichtsdidaktik heute, Band 3). Bern: hep, 2010.

With Kadriye Ercikan. “Historical Thinking in Schools in Canada.” *Education Letter* (Queen’s University) (Fall-Winter 2010): 11-14.

“A Modest Proposal for Change in Canadian History Education.” *International Review of History Education* 6 (2010): 11-26.

With Kadriye Ercikan and Viviane Gosselin. “Cuestionar el pasado: los canadienses ante las polémicas historiográficas.” *Ciudadania: Didáctica de las Ciencias Sociales, Geografía e Historia* 64 (2010): 58-66.

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New Possibilities for the Past Shaping History Education in Canada

Edited by Penney Clark

The place of history education in schools has sparked heated debate in Canada. Is history dead? Who killed it? Should history be put in the service of nation? Can any history be truly inclusive? This volume advances the debate by shifting the focus from what should be included in history education to how we should think about and teach the past. In this book historians and educators discuss the state of history education research and its implications for classrooms, museums, virtual environments, and public institutional settings. They develop a comprehensive research agenda both to help students learn about the past and to understand how we construct history from its infinite possibilities.

Penney Clark is an associate professor in the Department of Curriculum and Pedagogy at the University of British Columbia and director of the History Education Network/Histoire et éducation en réseau.

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