

I began my two-week visit at the Centre for the Study of Historical Consciousness at UBC with a mind open to new discoveries. I had the opportunity to work in collaboration with Penney Clark and her colleague Peter Seixas, as well as students in the department. This experience was professionally and personally enriching and I am convinced that the benefits from these two weeks in Vancouver will have an impact on my studies and future projects.



Having just begun my doctoral studies, I viewed this visit as a unique opportunity to enrich my knowledge in the field of history education and to work closely with well-known professors. You might say that I was pampered. I had the chance during the first week to attend the Historical Thinking Summer Institute (Benchmarks of Historical Thinking Summer Institute) at St. John's College. In addition to lectures, the course consisted of many group activities on the application of different historical thinking concepts. Group discussions were very fruitful since institute participants included teachers from all levels and museum professionals as well as professors and

university students. What's more, we had the opportunity to visit two museums: MOA, the Museum of Anthropology; and MOV, the Museum of Vancouver, and learned much about the backgrounds of specific exhibitions thanks to meeting museum curators like Viviane Gosselin at the MOV.

However, the activity that inspired me most was the visit to Chinatown with the historian Henry Yu who generously shared family stories, anecdotes, and historical knowledge that was totally new to me. These different visits allowed me to discover Vancouver in a more original light than if I had been just a tourist.



With the help of the Summer Institute and readings done during these two weeks, I have a greater mastery of the different historical thinking concepts. Of course I was already familiar with the concepts (historical significance, continuity and change, cause and consequence, the use of primary sources, the historical perspective, ethical dimension) in my doctoral readings, but the two weeks at UBC really allowed me to see possible applications of these concepts in the reality of classroom teaching. Without question this training will be useful to me in my role as lecturer for future teachers at the Université de Montréal.

The visit also helped me revise my dissertation topic. Since I am interested in the presence of women in textbooks, I gained a lot from the unmatched experience of Penney Clark in this area. The two weeks therefore allowed me to work on my research agenda.

On the one hand, Penney Clark suggested a series of readings related to the presence of different minorities in textbooks. Our discussions of these readings were very enriching. I was thus able to improve my understanding of the historical and current importance of textbooks, and their function and implications in classrooms and in society. The readings and accompanying intellectual exchanges will undoubtedly have an impact on my thesis development.

On the other hand, since Penney Clark's current research is about the history of textbooks, I had the chance to work with archival materials from the Ontario Ministry of Education. Documents dating from the end of the nineteenth and beginning of the twentieth century brought to light various debates about the content of textbooks as well as grants that were given with the aim of offering free textbooks in schools. While organizing these archival documents, I was reminded of my history studies (it is rarer, in teaching or in education studies, to find oneself in the archives), and this was a stimulating and unique experience.

I also had the opportunity to read the dissertation of Catherine Duquette (doctoral candidate at the Université Laval) with Peter Seixas. The research for this dissertation is fascinating and will surely advance research in the areas of historical thinking and historical consciousness. Catherine Duquette attempts to explain the relationship between historical thinking and historical consciousness through observing the use of different historical thinking concepts by secondary students. She compares the historical consciousness of students before and after they have been given a problem-solving task. Her results demonstrate to what extent learning history through an historical thinking approach can help students develop a critical historical consciousness.

I would like to thank Penney Clark and Peter Seixas for their warm welcome and their invaluable advice. Thanks also to Anne Marie Goodfellow for being so available and helpful with the more technical details of my visit. Finally, I'd like to thank Su Thompson, a Master's student who shared office space with me – I really appreciated your company, and our discussions!

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