

*Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.*



## What's new with THEN/HiER?

\* **New Look for the THEN/HiER website!** We have redesigned the THEN/HiER website to make it more interactive and easy to navigate, and will change over to our new look in July. We are keeping our existing content, and making some exciting changes to the homepage. Some of these include:



\* A new menu with *About*, *Directory*, *Resources*, *Projects*, *Opportunities*, and *Contribute* as the main categories.

\* *Featured Project* and *Featured Member Profile* boxes which will change periodically.

\* Feeds for relevant *News* and *Events* related to history and history education.

\* Upcoming *Deadlines* for funding programs and events of THEN/HiER and other organizations involved in history teaching and learning prominently displayed.

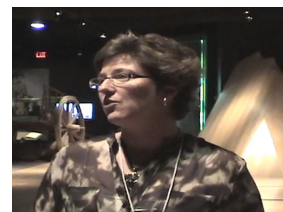
\* A feed for the most recent *Videos and Podcasts* uploaded to the THEN/HiER website.

\* Feeds for our English and French language *Blogs*.

\* Links to our *Twitter*, *Facebook*, and *Flickr* sites, as well as the ability to set up *RSS* and *Podcast* feeds.

Look for it in the weeks to come!

\* ***Becoming a History Teacher in Canada: Sustaining Practices in Historical Thinking and Knowing.*** This is the working title of another book in the THEN/HiER series edited by board members Ruth Sandwell (OISE/UT) and Amy von Heyking (University of Lethbridge). The chapters for this edited book were presented by the authors and critiqued by other contributors at the THEN/HiER invited symposium *The Many Faces of History Teacher Education* held in Calgary in April. According to the editors, "A revolution in history education in recent years is propelling historical thinking and knowing to the forefront of history and social studies education in North America and beyond. Teachers, university teacher education programs, schools and ministries of education across Canada are embracing a new approach to history teaching and learning, one that promises to replace rote learning and memorization with the richer and deeper disciplinary understanding that comes from knowing how history is made." More information about the book, including date of publication, will be in upcoming issues of the *e-Bulletin*, so stay tuned!



Amy von Heyking at the opening reception, Glenbow Museum

\* **Call for Papers for the American Education Research Association (AERA) conference in Vancouver, April 13 to 17, 2012.** Carla Peck, THEN/HiER member, is the History Teaching SIG Program Chair for this conference and invites you to submit an online proposal by July 22, 2011. UBC's Centre for the Study of Historical Consciousness and THEN/HiER have offered to sponsor a reception - including some sensational entertainment - during the conference! Read more here.

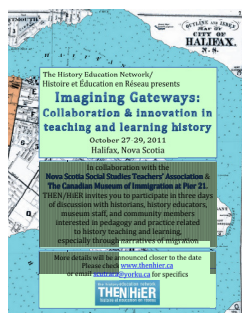
## What's new with our partners?

\* **Canadian Historical Association.** The Media and Communication History Committee of the CHA has recently launched a new website that includes events and links to other organizations involved in history-related media and communication, as well as an online bibliography of Canadian media history.

Link to website.

\* **Canada's History** website features a podcast by David Britton of **Parks Canada**, also a THEN/HiER partner, on the erosion occurring in the northern National Historic Sites of York Factory and Fort Prince of Wales which threatens their existence. Listen to the podcast here.

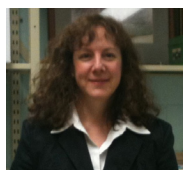
\* **Canadians and Their Pasts.** This Community-University Research Alliance (CURA) project is holding a conference titled *The Past around Us: Historical Consciousness in the XXI<sup>st</sup> Century* on September 29 to October 1, 2011 in Québec City. The preliminary program is available on our website.



\* **THEN/HiER's annual regional conference** will take place in Halifax, October 27-29, 2011 in collaboration with two of our partners, the **Nova Scotia Social Studies Teachers' Association** and the **Canadian Museum of Immigration at Pier 21**. At *Imagining Gateways: Collaboration and Innovation in Teaching and Learning History*, we will be bringing together history educators interested in pedagogy and practice. Panel discussions include historians Lisa Chilton, Afua Cooper and Jim Morrison. The event is being organized by Rose Fine-Meyer and Samantha Cutrara, Anglophone Graduate Student Committee Coordinators. More information and registration details will be posted on our website as they become available.

## Graduate Student Committees

The Anglophone Graduate Student Committee has had its first board meeting for the Toronto-based *Approaching the Past* series. Nine history educators, representing museums, archives, teachers and researchers came together to plan events for the 2011-2012 season. The conversation and food provided an outstanding opportunity for collaboration of ideas. At Congress this year some members of the Graduate Student Committee met to discuss our research projects as well as opportunities for upcoming collaborative projects. Check out our blog *Teaching the Past* for reflections on the history and social studies panels we were able to attend this year. We'll be blogging throughout the summer - if you want to contribute or have something to share with the community feel free to email Samantha Cutrara or Rose Fine-Meyer.



Rose Fine-Meyer



Samantha Cutrara

This past month the Francophone Graduate Student Committee welcomed a new member, Bruno-Pierre Guillette, who is completing a Master's degree in history at the Université de Sherbrooke. He is a great addition to our team! THEN/HiER members can read Bruno-Pierre's first article on the blog *Enseigner l'histoire*, which is about the role of iconographic documents in history classes. You can also find many other interesting articles: Marie-Hélène Brunet wonders if we teach a teleological version of history. This along with an article by Viateur Karwera on what we choose to teach in history and citizenship education should generate much commentary. Marc-André Lauzon completes his series on teaching historical empathy with an article on inherent difficulties in evaluating this historical thinking concept. And Julie Ratté tells us about her visit to the current exhibition *The Warrior Emperor and China's Terracotta Army* at the Montreal Museum of Fine Arts. We hope you will enjoy reading them. Have a great summer!



Catherine Duquette

Contact Catherine Duquette.

## Research Snapshots

*This section of our monthly e-Bulletin highlights our members' research projects.*



**Marc-André Éthier, Associate Professor  
 History Education  
 Université de Montréal**



**David Lefrançois, Assistant Professor  
 History and Theories of Education  
 Université du Québec en Outaouais**

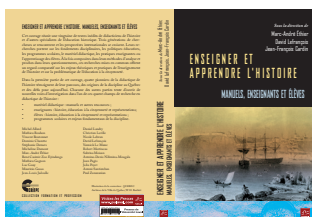
Marc-André Éthier and David Lefrançois are researchers within the Groupe de recherche sur l'éducation à la citoyenneté et l'enseignement de l'histoire (GRECEH) and the Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE) in Quebec.

Over the past four years, their research has revolved around four main thematic strands:

- Critical analysis of Québec history and citizenship programs at the elementary and secondary levels;
- The development of critical thinking in history;
- The transfer of learning to policy and community practice;
- Democratic deliberation in history classes and its problems.

More recently, they examined the contents and activities in one educational tool for students, the textbook, to see if they could be seen as presenting favourable or unfavourable conditions for learning sociohistorical and critical thinking.

They have presented some of their research findings to educators, co-facilitated professional development workshops for teachers, co-chaired seminars to bring together educational consultants, and co-edited two books which will be published this year:



*Enseigner et apprendre l'histoire : manuels, enseignants et élèves* (Teaching and Learning History: Textbooks, Teachers and Students). Québec: Presses de l'Université Laval.

*Contenus et idées pour enseigner l'univers social au primaire* (Topics and Ideas for Teaching Elementary Social Studies). Montréal: Éditions du Renouveau Pédagogique Inc.

They have written several popular articles which have been circulated in Canadian, Spanish, and French schools, among others, through widely available professional journals such as *Vivre le primaire* (Québec), *Aula de Innovación Educativa* (Spain), and *Textes et documents pour la classe* (France). Marc-André is a member of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) in Québec, Vice-president of the Canadian Society for the Study of Education, spokesperson for the Association québécoise pour la didactique de l'histoire et de la géographie (AQDHG) and Chair of the Département de didactique at the Université de Montréal. For the past decade, David's work has been situated at the intersection of ethical and political philosophy, and social studies and social sciences education. He is interested in the convergence and divergence between Québec's secondary social studies program and The Historical Thinking Project. The Conseil supérieur de l'éducation du Québec recently nominated David to participate in the Commission on University Education and Research.

**\* MORE TO COME NEXT MONTH!**