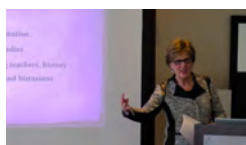


Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.

Welcome to the final edition of THEN/HiER's e-Bulletin! Our project funding has ended as of March 31, and therefore we will no longer be publishing these monthly updates. However, our website will continue to operate so check it periodically for further updates and for the resources that will continue to be located there. We would like to thank you, our members, for your support of our mandate of improving history education in Canada and around the world over the past eight years!



What's new with THEN/HiER?



* **Penney Clark** led THEN/HiER's final symposium, *THEN and Beyond/D'HiER à demain*, on March 11 in Vancouver. Presenters, past and current members of the Executive Board and Graduate Student Committees, reflected on how their association with the organization has influenced their research and lives.

* **Viviane Gosselin** is very pleased to announce the publication of the fifth edited volume in the THEN/HiER book series, *Museums and the Past: Constructing Historical Consciousness* (UBC Press, 2016), which she co-edited with Phaedra Livingstone. The collection explores the central role of museums as memory keepers and makers. More information and to order.



* **Peter Seixas** has published A History/Memory Matrix for History Education in the blogjournal *Public History Weekly*. In it he proposes a "history/memory matrix" that provides a way of thinking about the relationship between the discipline of history and the larger cultural circumstances within which the discipline is practiced. Most importantly, the matrix provides a way for analyzing and classifying school curricula. Several history education researchers have commented on the article, including Holger Thünemann, Jörn Rüsen and Robert Parkes.



* **John Lutz, THEN/HiER member**, has received a 2016 Provost's Engaged Scholar Award from the University of Victoria where he is Associate Professor of History. The award is in recognition of integrating research, service and community engagement. Read more.

Approaching the Past (ATP)

Two ATP events took place on March 2. At the Roedde House Museum in Vancouver, participants were introduced to the museum's school programs through a guided tour. At the New Brunswick Museum in Saint John, Maryanne Lewell (Saint John High School), Stephen Tobias (Saint John Theatre Company), and Dr. Cheryl Fury (University of New Brunswick) conducted a session called, "Understanding the Experience of War Through Drama and Theatre."



Feature Blog

This month's *Feature Blog* is Scott Pollock's Three Cheers for THEN/HiER. As the project is winding down, Scott's post is a very timely reminder of THEN/HiER's many contributions to the history education community. In it he discusses, for example, the unique nature of THEN/HiER as a pan-Canadian educational organization and its varied initiatives including the book series, funding programs and public events such as *Approaching the Past*.

What's new with our partners?

* **The Begbie History Contest Society** came to an end in 2013; however, since then its website has undergone continual revision. It provides an excellent database of primary sources on a wide variety of topics, with an emphasis on multiple perspectives. Recently added themes include New France, the Rebellions of 1837 and the Fur Brigade.



* **The Critical Thinking Consortium (TC²)** has recently completed a French-language curriculum resource titled *Leçons modèles de pensée historique : le XXe siècle au Canada*. The critical challenges in the collection introduce students to topics in 20th century Canadian history through the use of the six historical thinking concepts as articulated by Peter Seixas.

* **Parks Canada** held a Google Hangout event on March 23 to celebrate the launch of its micro-exhibit *The Franklin Expedition* at ten museums across the country. Parks Canada experts presented artifacts from the HMS Erebus and video clips of the ship's interior.

* **The Canadian History of Education Association's** journal *Historical Studies in Education/Revue d'histoire de l'éducation* has moved from York University to the University of British Columbia where it is now under the co-editorship of Penney Clark and Mona Gleason.

* **The Centre for the Study of Historical Consciousness** hosted a seminar and dinner celebrating the work and career of Peter Seixas on Saturday, March 12. Over 130 educators from Canada, the U.S., Europe and Australia took part in the events, culminating in an evening of lively dancing to an 11-piece R & B band.



Graduate Student Committees

March has been a busy month for Anglophone Graduate Student Committee members. Cynthia Wallace-Casey has just been appointed Honorary Research Associate in Education Studies at the University of New Brunswick (congratulations Cynthia!). Cynthia will be presenting at the upcoming annual conference for the Canadian Museums Association in Halifax and will also be presenting two papers at the Congress of the Humanities and Social Sciences in May. And I will be presenting a paper on Ontario's recently revised Canadian and World Studies curriculum at Congress. Be sure to check out Tom Peace's post on our blog *Teaching the Past* about his involvement with THEN/HiER through our partner Active History over the years. Contact Scott Pollock.



Scott Pollock

A seminar organized by and for members of the Francophone Graduate Student Committee and financed by THEN/HiER took place on March 9 in Montréal. *Young Researchers' Network: THEN and Beyond* included six current and past committee members, two young researchers not affiliated with THEN/HiER, and two university professors who are THEN/HiER members. The objectives of the event were to have committee members meet face-to-face to share and discuss their research, disseminate findings, and reflect on how THEN/HiER has contributed to young researchers' integration into the culture of research as represented by the organization. You can read a report about the event by Nathalie Popa on our blog *Enseigner l'histoire*. Contact Raphaël Gani.



Raphaël Gani

Research Snapshots

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

Penney Clark, Professor
Director, THEN/HiER
Department of Curriculum and Pedagogy
University of British Columbia

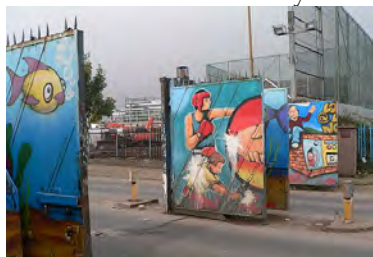


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 Copyright expired (Penney Clark)

Snapshots from a Network

For me, the Research Snapshot has been the highlight of each *e-Bulletin*. The researchers who have contributed the snapshots ply their trade in a multitude of research sites, including museums, archives, departments of history, faculties of education, and centres established to support scholarship in history education. They represent many nations and a range of expertise from new scholars through to Canada Research Chairs. I see our 75th and final snapshot as a wonderful opportunity to review the themes that have inspired contributors.

Students' historical thinking is of central interest. Peter Seixas, UBC Centre for the Study of Historical Consciousness, raises questions about how to measure progression in students' acquisition of historical understandings, as does Per Eliasson (SE). Amy von Heyking (CA) explores how students grapple with multiple perspectives on the past. Heather McGregor (CA) tackles the challenges of implementing a historical thinking approach in ways that are relevant to the Inuit population of Nunavut. In Québec, Catherine Duquette shares findings on the relationship between students' historical thinking and their level of historical consciousness; Jocelyn Létourneau collects young people's accounts of Québec history in order to determine their historical memory and historical consciousness; and Sabrina Moisan describes how teachers in her study, while acknowledging multiple perspectives, provided students with monolithic stories as if they were shared with all members of a particular group.



Gates in the "Peace Line" during the Northern Troubles. By {{{1}}} (Flickr: Gates in the 'Peace Line') [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0/>)], via Wikimedia Commons (Allan McCully)

Marc-André Éthier (CA) and David Lefrançois (CA), Ruth Sandwell (CA), Robert Parkes (AU), Tony Taylor (AU), Allan McCully (GB), and Sirkka Ahonen (FI) explore "history wars" in varying contexts and for different purposes. McCully, for example, provides a list of eight principles for teaching history in Northern Ireland, and by extension, other divided societies.

Many researchers consider pedagogical applications. Investigations are being carried out on the use of resources in history teaching: Scott Metzger (US) on media; Penney Clark (CA), Felicitas McGilchrist (DE), Katalina Morgan (ZA), Vincent Boutonnet (CA), and Ismail H. Demircioglu (TR) on authorized textbooks; Viviane Gosselin (CA) and Brenda Trofanenko (CA) on museum exhibitions; Lindsay Gibson (CA) on archives and historic sites; and Jeremy Stoddard (US) on film and museums. Stuart Foster (GB) describes two large-scale national history programs in the United Kingdom: the First World War Battlefield Tours and the Centre for Holocaust Education. Bruce VanSledright (US) discusses his research on the epistemic beliefs of both students and teachers and asks compelling questions about furthering this work. Alison Kitson (GB) points out that effective teaching needs to engage with students' pre-conceptions in order to help them analyze causes and consequences in more sophisticated ways. S.G. Grant (US) explores the notion of "ambitious teaching," while Bob Bain (US) looks at "Big History."



Reconstruction of Donnelly homestead, Lucan, Ontario (Jennifer Pettit)

Others, such as Jennifer Pettit (CA), Mona Gleason (CA), and Samantha Cutrara (CA) focus on student engagement with history. Mills Kelly (US) takes a uniquely light-hearted approach, describing ways to have "fun with history." Michael Dawson (CA) and Eric Damer (CA) describe innovative approaches to teaching history to undergraduate and adult students.

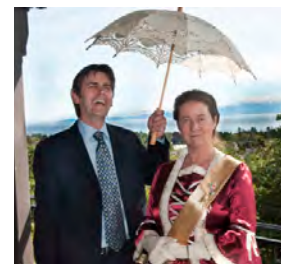


Students at Canadian War Memorial, Vimy Ridge (Stuart Foster)



"Captain McClintock's First Interview with the Esquimaux at Cape Victoria," *Illustrated London News*, Oct 8 1859 (Lyle Dick)

Other researchers consider use of evidence. Linda Levstik (US) describes the use of objects as evidence. Steven High (CA) makes a case for oral evidence. Lyle Dick (CA) comments on how primary source documents and Inuit oral history can be used as evidence in the context of the Finding Franklin mystery. John Lutz (CA) discusses primary documents and Gene Allan (CA) discusses archival research. Maria Grever (NL), whose research interest is heritage education, looks at how material and immaterial traces of the past are used as primary instructional resources. Christina Cameron's (CA) work centres on world heritage sites.



John Lutz with "Queen Victoria"

Still others are interested in the relationship between students' identities and history education. Mario Carretero (ES) and Anna Clark (AU) are both interested in national identity. Carla Peck (CA) looks at ethnic identities in Canada and Terrie Epstein (CA) at racial identities in the United States. Inspired by Epstein, Tsafir Goldberg (IL) has worked with both Arab and Jewish Israeli students to explore notions of historical reasoning, learners' identity, and peer deliberations of "charged" historical topics. Tim Stanley's (CA) goal is to help young people link their own histories to broader communities. Helen Raptis (CA) looks at how multicultural identities affect both teachers and students. Marginalization in the history curriculum is another topic of interest and is addressed by both Jonathan Anuik (CA) and Kristina Llewellyn (CA).



(Jean-François Cardin)

History teacher pre-service education and teacher professional development are of interest to a number of researchers, including Nicole Tutiaux-Guillon (FR), John Allison (CA), and Joan Pagès and Antoni Santisteban (ES). Paul Zanazanian (CA), for example, is interested in the impact teacher understandings and uses of history may have on the manner in which they negotiate their public role and responsibilities as future practitioners. Jean-François Cardin (CA) looks at teacher professional development designed to help teachers gain the necessary tools for teaching particular concepts. Jennifer Tupper (CA) looks at teacher preparedness to teach the curriculum mandate of treaty education in her province of Saskatchewan.

Several researchers tell readers about collaborative and large-scale projects. Abby Reisman (US) describes her work with the Stanford History Education Group. Jill Colyer (CA) describes her role as national coordinator of the Historical Thinking Project. Sharon Cook (CA) tells readers about the thriving research community established by members of the Educational Research Unit at the University of Ottawa, where researchers across disciplines have united to conduct research projects, organize events, and mentor graduate students.

Digital initiatives are a growing area for research. Henry Yu (CA) talks about the collaborative creation of "mobile museums and immersive video games." Stéphane Lévesque (CA), founder of the Virtual Historian, and the duo of Kevin Kee (CA) and Shawn Graham (US) at the Centre for Digital Humanities, describe their work in digital history. Sean Kheraj (CA) and Alan MacEachern, Director of the Network in Canadian History and Environment (NiCHE), a "sister-cluster" to THEN/HiER, talk separately about using the digital environment to experiment with approaches to knowledge mobilization. Historian Margaret Conrad (CA) uses two web-based initiatives in Atlantic Canada to highlight the potential of humanities computing.

Some researchers take more of a meta-perspective. Alan Sears (CA) writes about the professional experiences that led to his interest in history and citizenship education. Christopher Dummitt (CA) offers advice, suggesting that researchers "start with something we think we know, move backwards, ask open-ended questions, and be prepared to be surprised." Michael Marker (CA) asks how indigenous communities can benefit from research conducted by scholars who are based outside those communities.



Portage Island, Lummi Reservation (Michael Marker)

Several historians have described their own historical work. Thomas Peace (US) reports on his study of the work of Sawantanan, who was likely the first Native schoolteacher in what would become Canada. Rose Fine-Meyer (CA) examines the work of grassroots publishing organizations, community groups, and practicing teachers in infusing women's history into the Ontario curriculum in the 1970s and 1980s. Christabelle Sethna (CA) describes findings of her work on the history of contraception. Jennifer Bonnell (CA) looks at public memory and environmental history in the context of the Don River Valley.

I thank each and every one of these researchers for taking the time to share their work with us. I apologize for abbreviating their messages so severely and I encourage readers to read the complete snapshots on the Featured Members page of our website. I wish these scholars all the best as they move forward to investigate other intriguing questions.