



History teachers' epistemic considerations

A symposium on how teachers make sense of history

October 13–14, 2022, Umeå University

Triple Helix, University Management Building (*Universitetsledningshuset*)

Thursday 13 October

8:30–9:00	Arrival, registration and coffee
9:00–9:15	Welcome and opening address
9:15–10:00	Keynote 1: Liliana Maggioni
10:00–10:30	Coffee break
10:30–11:45	Session One: Elementary and primary school teachers
10:30–11:15	Paper presentations (15 minutes each) <i>Elementary school teachers' perspectives on history 1930–1946</i> Johan Samuelsson, Karlstad University, Sweden <i>Epistemic considerations of Swiss primary teaching students on historical interpretations</i> Christian Mathis, Zurich University, Switzerland <i>'I never thought about history this way': development of elementary teachers' beliefs about history and history education in the context of a professional learning community</i> Yolande Potjer, University of Amsterdam, the Netherlands Carla van Boxtel, University of Amsterdam, the Netherlands Marjolein Dobber, University of Amsterdam, the Netherlands
11:15–11:45	Session Discussion Moderator: Martin Nitsche
11:45–12:45	Lunch break Location: Universum

12:45–14:00	Session Two: Ethnic issues and global education
12:45–13:30	<p>Paper presentations (15 minutes each)</p> <p><i>Teaching history in a multi-ethnic context: the relationship between epistemological views and context-bound realization</i> Simon Lundberg, Umeå University, Sweden</p> <p><i>‘Both sides of the story’: epistemic nature of historical knowledge as understood by pre-service history teachers in a South African University</i> Sarah Godsell, University of Witwatersrand, South Africa</p> <p><i>Epistemology postures of history teachers in creating a global history course</i> Antoine Gauthier-Trepanier, University of Sherbrooke, Canada</p>
13:30–14:00	<p>Session Discussion</p> <p>Moderator: Paul Zanazanian</p>
14:00–14:45	Keynote 2: Martin Nitsche
14:45–15:15	Coffee break
15:15–16:30	Session Three: Teachers planning and doing history
15:15–16:00	<p>Paper presentations (15 minutes each)</p> <p><i>What does a history teacher do?: knowing, understanding, and enacting the work of teaching history</i> Richard Hughes, Illinois State University, USA</p> <p><i>Collegial planning: a longitudinal study of history teachers’ epistemic negotiations and deliberations</i> Kenneth Nordgren, Karlstad University, Sweden</p> <p><i>The interplay between teachers’ epistemological beliefs, conceptualisation of historical thinking and historical thinking practises: a case study with history teachers in Flanders</i> Marjolein Wilke, KU Leuven, Belgium Fine Depaepe, KU Leuven, Belgium Karel Van Nieuwenhuysse, KU Leuven, Belgium</p>
16:00–16:30	<p>Session Discussion</p> <p>Moderator: Robert Parkes</p>
16:30	End of program, day 1
19:00	Conference dinner

Friday 14 October

9:00–9:15	Welcome Day 2 / Housekeeping
9:15–10:30	Session Four: Teacher reflexivity
9:15–10:00	Paper presentations (15 minutes each) <i>Cause and consequence vs change and continuity: history teachers' epistemological reasoning on the relationship between past and present</i> Natasha Robinson, University of Oxford, UK <i>From supposed practice and theoretical language to epistemic beliefs and back: History + intervention</i> Vojtech Ripka, University of Prague, Czechia Pavla Sykorova, University of Prague, Czechia <i>The epistemic considerations of PGCE history students – a South African case study</i> Johan Wassermann, University of Pretoria, South Africa Katie Angier, University of Cape Town, South Africa
10:00–10:30	Session Discussion Moderator: Henrik Åström Elmersjö
10:30–11:00	Coffee break
11:00–12:15	Session Five: Categorization of epistemic beliefs
11:00–11:45	Paper presentations (15 minutes each) <i>Adaption of the historical epistemic belief scale into Turkish culture and investigating social studies student teachers' historical epistemic beliefs</i> Erkan Dinc, Anadolou University, Turkey Servet Ützemur, Gaziantep University, Turkey <i>Working towards a coming understanding: an analysis of Quebec high school teachers' discussions on the epistemology of history and its repercussions on assessment</i> Catherine Duquette, Université du Québec, Canada Marie-Hélène Brunet, University of Ottawa, Canada Benjamin Lille, Fédération des Établissements d'Éducation Privée du Québec, Canada <i>Adapting and testing Maggioni's BLTHQ to the Norwegian context</i> David Wagner, University of Stavanger, Norway
11:45–12:15	Session Discussion Moderator: Liliana Maggioni
12:15–13:15	Lunch break Location: Universum

13:15–14:00

Keynote 3: Robert Parkes

14:00–14:30

Closing discussion / Concluding remarks

14:30

End of program, day 2
