

<b>Session code</b>	<b>AC 18-3</b>	
<b>Category</b>	Affiliated Commissions	
<b>Name of the Commission</b>	<b>International Society for History Didactics (ISHD)</b>	
<b>Date/Time (please select the correct date)</b>	X Thursday from 14:00 to 17:30 with a half-hour coffee break	
<b>Place</b>	Collegium Historicum	
<b>Title of Session</b>	History education and public history	
<b>Organizers</b>	Prof. Joanna Wojdon (University of Wrocław) Markus Furrer (Teacher University of Lucerne) Commentator: Prof. David Dean (Carleton University)	
<b>Presentation characters]</b>	<b>[max. 1800</b>	Public history and history didactics are two subdisciplines of history that focus on reaching the world outside the academy. Both put an emphasis on “practicing” history while at the same time grounding practice on theoretical reflection and empirical research, with the ultimate goal of developing the most effective strategies of reaching diverse audiences to enhance historical knowledge and understanding. Both usually relate their areas of interest, their epistemologies and methodologies to “mainstream” historical research. The aim of our session is to refer these two subdisciplines to each other and encourage a conversation that will be beneficial to both as well as to the historical sciences in general. At least at a first glance, the two subdisciplines often overlap with each other and on various levels. Starting from the human factor: there are more than a handful researchers engaged in both (for example many of the authors of the “Public History Weekly”, an on-line blog-journal published by DeGruyter, come from the field of history didactics and conduct research on history education). Both history didactics and public history publications approach such issues as historical understanding, historical consciousness and historical culture. They both work with museums and exhibitions, media and entertainment. However, their approaches differ in many cases. For example, while public history would focus on producing, and the quality of historical representation in video games or in historical feature films or in graphic novels, history didactics would concentrate on using them to effectively teach history. History didactics would examine historical concepts of the young people in order to check how close they are to existing academic models while public history explores those concepts in order to address them in its own endeavors or to understand why particular choices were made in presenting the past to the public. In other words,

young people's historical concepts are the starting point for public history and the measure of effectiveness for history didactics. The panel brings together public historians, specialists in history education, and people who are active in both areas in order to discuss relationship between public history - doing history in public - history and its publics and historical education; to "delimit borders" and find common areas between public history and history education in terms of some general concepts (such as historical consciousness and historical understanding), research areas, research questions, but also practices, such as how history museums work for education and for public history, and what professional competences each of the sub-disciplines foster that might be of mutual benefit.

**Keywords:**

**Do you wish to organize the General Assembly during the Congress?**

*The General Assembly of ISHD will take place on Thursday, Friday, 25 August, from 6-8 pm. We need a room (with facilities for hybrid meetings) for about 15 people, as close as possible to the place of the sessions.*

**Lecture AC 18-3-a**

Title: Doing history at the edge of the map; the 'Digital Thrace' research project

Author: **Prof. Angelos Palikidis**

**Lecture AC 18-3-b**

Title: Confronting a colonial past: New Zealand's attempt to make history in schools compulsory by 2020.

Author: **Prof. Michael Belgrave**

**Lecture AC 18-3-c**

Title: "We" Historians and "They" History Teachers - Public History as a Tool to disrupt the Status quo

Author: **Dr. Alžbeta Šniežko**

**Lecture AC 18-3-d**

Title: The intersections of Public History and experimental pedagogies in the contemporary classroom

Author: **Dr. Adele Nye and Prof. Jennifer Clark**

**Lecture AC 18-3-e**

Title: Open learning environments

Author: **Dr. Mare Oja**