

<b>Session code</b>	IAO 18
<b>Name of the Commission</b>	International Society for History Didactics (ISHD)
<b>Do you wish to organize the General Assembly?</b> [if so, please specify the date]	Yes, Thursday from 17:45 to 20:00
<b>General Session Title</b>	Challenges of history education in the 21 <sup>st</sup> century
<b>Date/Time</b>	Panel 1 Thursday from 14:00 to 17:30 Panel 2 (in cooperation with the International Federation for Public History) Friday from 9:00 to 12:30 Panel 3 Friday from 14:00 to 17:30
<b>Place</b>	(This section will be filled by Congress organizers)
<b>Main Organizer(s)</b>	Susanne Popp (University of Augsburg); Terry Haydn (University of East Anglia), Markus Furrer (Teacher University of Lucerne), Joanna Wojdon (University of Wrocław)
<b>Abstract</b> [max. 1800 characters]	<p>The panels will discuss contemporary challenges of history education.</p> <p><b>Panel 1</b></p> <p>The principal research question is: How can the teaching of history prepare students to respond in an intelligent and well-informed manner to life under Anthropocene global conditions?</p> <p>Contributions to the symposium will include participants from countries at different points on the continuum between history curricula which retain an attachment to traditional ‘national story’ narratives about the past, and those that are moving towards a more global and human perspective, which acknowledges the shadow of the Anthropocene.</p> <p><b>Panel 2</b></p> <p>Public history and history didactics are two subdisciplines of history that focus on reaching the world outside the academy. The panel brings together public historians and specialists in history education in order to discuss relationship between public history and history didactics, in terms of general concepts (e.g. historical consciousness), research areas and 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.</p> <p><b>Panel 3</b></p> <p>With the end of the Cold War the supporting narratives of progress collapsed – the liberal-capitalistic one and the one of a communist ideology; and were replaced by a confusing multiplicity of histories and partial narrations. But we also know that “progress” as a figure of thinking is a social reality (Jörn Rüsen). The session will be dealing with the following questions:</p> <ul style="list-style-type: none"> <li>• How do actual textbooks deal with the end of progressive narratives since the end of the Cold War and with the actual phenomenon of crises of various kinds</li> <li>• How is progress used as a historical category and is connected with agency?</li> </ul>

**Keywords:** Anthropocene Era; History Education; Progressive Narratives, Historical Consciousness; Public History

**Panel 1**  
Title: The Anthropocene and history education  
Chair: Terry Haydn (University of East Anglia); Harry Haue (University of Southern Denmark)  
Papers:  
1. History teaching in an Anthropocene era.  
Harry Haue (University of Southern Denmark, emeritus)  
2. Where is the Anthropocene in school history? A view from the UK  
Terry Haydn (University of East Anglia)  
3. Big history in the history classroom – one response to the challenges of the Anthropocene Era?  
Susanne Popp (Augsburg University) and Philipp Bernhard (Augsburg University)  
4. The Anthropocene and New Challenges for Teaching History Classes  
Urte Kocka (FU Berlin, emerita)  
5. Sustainability perspectives in History - anthropological inspirations.  
Marianne Axelsen Leth (VIA University College)  
6. Comment l'enseignement de l'histoire devrait-il répondre à l'arrivée de l'ère Anthropocène?  
Jacques Ngong Atembone (Lycée de Bana-Ondom, Cameroon)

**Panel 2**  
Title: History education and public history (co-organized with IFPH)  
Chair: Joanna Wojdon (University of Wrocław); Markus Furrer (Teacher University of Lucerne)  
Papers:  
1. Doing history at the edge of the map: The 'Digital Thrace' research project  
Angelos Palikidis (University of Trace)  
2. Confronting a colonial past: New Zealand's attempt to make history in schools compulsory by 2020.  
Prof. Michael Belgrave (Massey University)  
3. "We" Historians and "They" History Teachers: Public History as a Tool to disrupt the status quo  
Alžbeta Šniežko (Pavol Jozef Šafárik University, Košice)  
4. The intersections of Public History and experimental pedagogies in the contemporary classroom  
Adele Nye (University of New England) and Jennifer Clark (University of Adelaide)  
5. Open learning environments  
Mare Oja (Tallinn University)  
Commentator: David Dean (Carleton University)

**Panel 3**  
Title: Progressive narratives in the post-Cold War area II  
Chair: Markus Furrer (Teacher University of Lucerne); Barnabás Vajda (University of J. Selye)  
Papers:  
1. Without progress? Alternatives and scope for action in history lessons.  
Elisabeth Erdmann (Friedrich-Alexander-Universität Erlangen-Nürnberg, emerita)  
2. Longstanding and New in Narratives on History in Russian Textbooks  
Alexander Khodnev (Yaroslavl State University)  
3. Presenting material and spiritual progress in history textbooks  
Barnabás Vajada (University of J. Selye)  
4. History in Ukraine: approach to progressive narrative in political transitions  
Polina Verbytska (Lviv Polytechnic University)  
5. Dealing with Nuclear War as a global problem in Post-Cold War Estonian history

textbooks

Anu Raudsepp (University of Tartu)

6. Missing the dictatorship: why people do this in Brazil and Portugal

Oldimar Cardoso (MSc Caio Lima)

7. The double end of history... in relation to an epoch with a beginning and an end

Wolfgang Hasberg (University of Cologne)

8. Title: Current Social Crises in Austrian Textbooks

Andrea Brait (University of Innsbruck)

9. Narratives of progress or threat? Europeanization and Globalization in Danish history textbooks

Katja Gorbahn (Aarhus University)