

University of Augsburg – Chair of History Didactics – D-86159 Augsburg

### Newsletter 14 (May 2019)

- Election of the ISHD board
- Registration for the conference in Tutzing

**Prof. Dr. Susanne Popp**

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of the International Society  
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Augsburg, 11. April 2023

Dear members of the ISHD,

This newsletter is primarily intended to inform you about the procedure for the forthcoming **election** of the ISHD board and the seven candidates who are gratefully willing to run for election. According to the statutes (see URL: <https://ishd.co/index.php/about-ishd/statutes-e/>), the board is made up of seven members. In the last newsletter (November 2018) I invited the members of the ISHD to run for the board.

Two members of the existing board, Katja Gorbahn and Harry Haue, no longer stand for election for different reasons, but remain closely associated with ISHD. I would like to thank both of them very much for their cooperation, which was very constructive and enriching both from a personal and factual point of view. At the same time I am very happy that Mare Oja and Dennis Röder are willing to run for election. I am sure that they too will work productively and committedly for the ISHD.

In general, two elections are held this summer. The first, which is the subject of today's newsletter, serves to elect the seven members of the board and is expected to be completed by the end of June. The second election, which follows, is for ISHD members to elect the president and the vice-president from the newly elected board. A second ballot paper will be sent to you by e-mail in July. The deadline for this second voting is expected to be the middle of August. (The long election period has been chosen with regard to the summer holiday period.)

The independent electoral supervisor will be the Honorary President of the ISHD Prof. Dr. Elisabeth Erdmann (Germany) in cooperation with Dr. Philipp Marti (Switzerland) who will critically control the counting of the votes and the final results. The board of the ISHD expresses its sincere thanks to Elisabeth and Philipp for their willingness to take over this responsible task again.

### The voting procedure

Please find below the profiles of the seven candidates and your ballot in the attachment.

Each ISHD member has seven votes. You do not have to use all your votes, but you may not give more than one vote to each candidate.

Please fill in the ballot (attachment) and seal it in a blank envelope.

Take a blank sheet of paper, write or stamp your name on it (legibly) and sign it. (This information is necessary to control the right to vote. The outer envelope and the signature sheet will be destroyed after the entitlement to vote has been verified and before the inner envelope is opened.)

Then insert the empty envelope and the signature sheet in a second envelope and send it – with priority if possible – to the election supervisor:

**Prof. Dr. Elisabeth Erdmann**  
**Alte Straße 21a**  
**D-79249 Merzhausen**  
**Germany**

The **deadline** for voting is **18 June 2019** (after the postmark).

The election manager will wait about two weeks to include the letters arriving late. The decisive factor for the validity of the vote, however, is that the postmark does not indicate a date after 18 June 2019.

On behalf of the board of the ISHD, I would like to express my sincere thanks to the candidates for their willingness to run for election and to the election supervisors for their kind cooperation.

#### **Conference in Tutzing, 9-11 September 2019 /Registration for the conference**

All information on the conference can be found on the ISHD website (<https://ishd.co/index.php/conf/next-conference/>). I would like to remind you that registration must be completed by **1 July 2019** at the latest.

The first preliminary conference program will be published on the ISHD website by June 15, 2019.

Cordially,  
Susanne Popp

## Candidates for the election of the ISHD Board

### 1. Elize van Eeden

	<p><b>Elize van Eeden</b>, professor, PhD, South Africa          URL: <a href="http://www.nwu.ac.za/bio-note-prof-elize-van-eeden-1">http://www.nwu.ac.za/bio-note-prof-elize-van-eeden-1</a>  <a href="http://elizevaneeden.co.za/">http://elizevaneeden.co.za/</a>  <i>Elize S van Eeden</i> (*1960), completed her studies in History, Psychology and History Teaching at the University of Johannesburg, 1981. In 1985 achieved the BA Honours in History (University of South Africa); in 1988 the MA in History with distinction (North-West University). Thereafter the PhD was obtained in 1992 in regional economic history. She started a professional career in 1982 as educator for History in Further Education and Training. After having made a short appearance as regional researcher at the Potchefstroom Museum, she further continued her career as research scientist in History, ...</p>
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... July 1986 at the present day North-West University, has since then been involved in multidisciplinary and regional history research, and also teaching History on Higher Education and Training level (Regional history; History of Africa and South Africa; World history; Research Methodology and Historiography). In 2000 she was promoted to associate professor and from 2002 employed at the Vaal Triangle Campus of the NWU, School for Basic Sciences. In 2009 Elize was promoted to full professor. Since 2012 Prof Van Eeden is the chair for History and coordinator of the School's research initiatives. She is sole author//co-author of more than 80 peer reviewed indexed articles and involved as sole author/editor/chapter contributor in 27 book publications. Currently Elize leads three research projects, and is editor of two peer reviewed journals while also serving on the board of seven other journals. Prof. van Eeden has been the chairperson of the South African Society for History Teaching (SASHT) from 2009 to 2017.

*Selected publications in the field of History teaching:* Didactical guidelines for teaching history in a changing South Africa (Potchefstroom, Keurkopie,1999); Juta Publishers, Moments in History, Grade 12 [Contribution 2 Chapters: Chapters 3 & 5] on SA History after 1960 in a global context (Teachers guides incl.), (Teacher's guide and Learner's guide, December 2007); Die jeug en Geskiedenis – vandag en gister, met verwysing na die Hertzog-era, Genl JBM Hertzoggedenklesing, XXXX, Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 2011; "Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday&Today*, 5, Oct. 2010, scielo.org.za, pp. 23-50; Impressions on publisher's approach to the revised South African History Curriculum on Globalism and National Narratives in Grade 12 textbooks", *Historia*, 55(1), May 2010, pp. 110-124; „Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday&Today*, 5, Oct. 2010, pp. 23-50; "Informing history students/learners regarding an understanding and experiencing of South Africa's colonial past from a regional/local context ", *Yesterday&Today*, 10, Dec 2013; "Challenging traditional ways of thinking and doing local/regional history research in South Africa: Some global learning and sharing", *International Journal of Regional and Local History*, 9(1), May 2014, pp. 27-43; The Miracle Rising® as source for teaching History: Theoretical and practical considerations, *Yesterday&Today*, 12, Dec 2014; "Studying History in South Africa; Reflections of yesterday to face, map and bridging diversity today and tomorrow", (a chapter contribution), in W Hasberg & E Erdman (Eds), *History Teacher Education. Global Interrelations* (Germany, Wochenschau-Geschichte, 2014); 74; ES van Eeden, "Thoughts about the historiography of veracity or 'truthfulness' in understanding and teaching History in South Africa", *Yesterday&Today*, 15, July 2016, pp. 37-65; Elize S van Eeden & PG Warnich, "Reflecting the 2018 History Ministerial Task Team Report on specifically compulsory

History in South Africa", Yesterday&Today, 20, Dec 2018, pp. 18-45; 27.S Popp, K Gorbahn & S Grindel (Eds), History Education and (Post-)Colonialism International Case Studies (Germany, Peter Lang Publishers), ES van Eeden contributed to a Chapter in Part 2 (pp. 115-151) on "Reviewing South Africa's colonial historiography and its visibility in Higher Education and Training", Published March 2019. ISBN 978-3-631-77425-0 (Print); ES van Eeden & PG Warnich (eds.), *Teaching and Learning History and Geography in the South African classroom* (Pretoria, Van Schaik, 2018) ISBN 978-0-627-03502-9).

### *Relationship with the ISHD*

I have become a member of the ISHD in 2008 and since also was nominated to serve as vice chair of the ISHD Scientific Board from 2013 to 2015. During this time I have also served as editorial member on the previously titled ISHD-inspired Journal: *Yearbook of the International Society of History Didactics*. In 2015 I was elected to serve on the Board. My portfolio in particular was to assist in extending the ISHD network. I was also privileged to host, on behalf of the ISHD, a first conference in Southern Africa with a good NWU- and South African support system.

### *Possible contribution to the ISHD-board and members of the ISHD*

If I am elected again to serve on the ISHD-Executive Board I will see my involvement as instilling further the ISHD network, also coming from Africa. To positively impact on the continuous emphasis on quality improvement and history teaching goals of the ISHD. The establishment of an ISHD forum in which educators of History Teaching and History can network regards matters of common interest, examples of excellence in classroom practice, and can even consider working together in exchange teaching programmes and co-supervising post graduate students.

Elize van Eeden, professor, PhD, South Africa

URL: <http://www.nwu.ac.za/bio-note-prof-elize-van-eeden-1>

Elize S van Eeden (\*1960), completed her studies in History, Psychology and History Teaching at the University of Johannesburg, 1981. In 1985 achieved the BA Honours in History (University of South Africa); in 1988 the MA in History with distinction (North-West University). Thereafter the PhD was obtained in 1992 in regional economic history.

She started a professional career in 1982 as educator for History in Further Education and Training. After having made a short appearance as regional researcher at the Potchefstroom Museum, she further continued her career as research scientist in History, ...

... July 1986 at the present day North-West University, has since then been involved in teaching History on Higher Education and Training level (Regional history; History of Africa and South Africa; World history; Research Methodology and Historiography).

In 2000 she was promoted to associate professor and from 2002 employed at the Vaal Triangle Campus of the NWU, School for Basic Sciences. In 2009 Elize was promoted to full professor. Since 2012 Prof Van Eeden is the chair for History and coordinator of the School's research initiatives. She is sole author/co-author of 75 scientific articles and 24 book publications. Currently Elize leads four research projects, and is editor of two peer reviewed journals while also serving on the board of seven other journals. Prof. van Eeden also is the chairperson of the South African Society for History Teaching (SASHT).

Selected publications in the field of History teaching: Didactical guidelines for teaching history in a changing South Africa (Potchefstroom, Keurkopie,1999); Juta Publishers, Moments in History, Grade 12 [Contribution 2 Chapters: Chapters 3 & 5] on SA History after 1960 in a global context (Teachers guides incl.), (Teacher's guide and Learner's guide, December 2007); Die jeug en Geskiedenis – vandag en gister, met verwysing na die Hertzog-era, Genl JBM Hertzoggedenklesing, XXXX, Suid-Afrikaanse

Akademie vir Wetenskap en Kuns, 2011; "Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday&Today*, 5, Oct. 2010, [scielo.org.za](http://scielo.org.za), pp. 23-50; Impressions on publisher's approach to the revised South African History Curriculum on Globalism and National Narratives in Grade 12 textbooks", *Historia*, 55(1), May 2010, pp. 110-124; ., "Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday&Today*, 5, Oct. 2010, pp. 23-50; "Informing history students/learners regarding an understanding and experiencing of South Africa's colonial past from a regional/local context ", *Yesterday&Today*, 10, Dec 2013; "Challenging traditional ways of thinking and doing local/regional history research in South Africa: Some global learning and sharing", *International Journal of Regional and Local History*, 9(1), May 2014, pp. 27-43; The Miracle Rising® as source for teaching History: Theoretical and practical considerations, *Yesterday&Today*, 12, Dec 2014; "Studying History in South Africa; Reflections of yesterday to face, map and bridging diversity today and tomorrow", (a chapter contribution), in W Hasberg & E Erdman (Eds), *History Teacher Education. Global Interrelations (Germany, Wochenschau-Geschichte, 2014)*.


#### *Relationship with the ISHD*

I have become a member of the ISHD in 2008 and since also was nominated to serve as vice chair of the ISHD Scientific Board from 2013. I also serve as editorial member on the Yearbook of the International Society of History Didactics.

#### *Possible contribution to the ISHD-board and members of the ISHD*

If I am nominated to serve on the ISHD-Executive Board I will see my involvement mainly as contributing to the newly suggested aims and functions of the Scientific Board, and also to positively impact on the continuous quality improvement goals of the ISHD-Journal with the rest of the editorial team. Recruiting History Educators from Africa to engage in a broader international podium related to the History Didactic profession such as the ISHD will be an ambition I will consciously follow up. Lastly, but not the least the establishment of a forum in which educators of History Teaching and educators of History per se can align regards matters of common interest.

## 2. Markus Furrer

	<p><b>Markus Furrer</b>, Professor, PhD, Switzerland</p> <p>Markus Furrer University of Teacher Education of Lucerne markus.furrer@phlu.ch</p> <p><a href="http://www.phlu.ch/markus-furrer">http://www.phlu.ch/markus-furrer</a></p>
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Dear colleagues

Since 2008 I have been a member and since 2012 a member of the board of the society in the functions of Vice-President and Treasurer. In this context, I would like to thank everyone for their confidence.

I would like to inform you that I will be running again as a candidate of the board of the International Society for History Didactics for the next period.


The following information may give some impressions about my actual position and activities: I am a Professor for History at the University of Teacher Education Lucerne and Private Docent at the University of Fribourg, Switzerland. My main interests in research lie in European Contemporary History with special focus on politics, culture and social history as well as on Remembrance Culture as a field of History Education.

Actual research project are about “Remembering and Recounting the Cold War”, “the Teaching of the History of One’s own Country” and “Adolescent in Care and the Acquisition of Human and Social Capital” (a project in social history, supported by the Swiss National Science Foundation SNF).

### **Some short educational remarks:**

- 2004: Habilitation (venia legendi) at the University of Fribourg (title: The Nation in the Textbook – Between Exaggeration and Repression. Concepts of Swiss National History in Swiss History Textbooks on the Post-war Period and the Present)
- 1993: PHD at the University of Fribourg (title: New Opposition Parties in Central Switzerland in the 1970s and 1980s)
- 1988: MA at the University of Fribourg (studies in Swiss History, Contemporary History, Journalism: 1984-1988)
- 1982 Teacher Certificate for Secondary School (studies at the Universities of Zurich and Neuchâtel: 1979-1982)

### 3. Terry Haydn

	<p><b>Terry Haydn</b>, professor, PhD, United Kingdom University of East Anglia, Norwich, England</p> <p>URL: <a href="https://www.uea.ac.uk/education/people/profile/t-haydn">https://www.uea.ac.uk/education/people/profile/t-haydn</a></p>
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I am a Professor of Education at the School of Education, University of East Anglia, England. My main research interests are in the history curriculum, the use of information technology in history education, and ideas about the purposes and benefits of school history.

I have been a member of the society since 2008, and a member of the board since 2009. I think that it is important that the society acts in a collegial, inclusive and supportive way to promote understanding of the importance to society of history didactics, the sharing of ideas and innovative practice in history education, high quality scholarship and research in our field, and a friendly and mutually supportive community of practice for our members.

I have undertaken research and consultancy work for a range of organisations in the field of history education and new technology, including the BBC, the British Library, the Historical Association, the Open University, the Council of Europe, UNESCO, OECD and BECTa.

Recent publications related to history education include The impact of social media on history education: a view from England, Yesterday and Today, Vol. 17 (1): 23-37, Social media, new technologies and history education, in S. Berger, M. Carretero and M. Grever (eds), International Handbook of Research in Historical Culture and Education, Basingstoke, Palgrave Macmillan: 735-54, Truth in history education, in I. Davies (ed.), Debates in history teaching, London, Routledge: 169-79.

#### 4. Susanne Popp

	<p><b>Susanne Popp</b>, professor, PhD, Germany</p> <p>University of Augsburg URL: <a href="https://www.philhist.uni-augsburg.de/lehrstuehle/geschichte/didaktik/popp/">https://www.philhist.uni-augsburg.de/lehrstuehle/geschichte/didaktik/popp/</a> <a href="mailto:Susanne.popp@philhist.uni-augsburg.de">Susanne.popp@philhist.uni-augsburg.de</a></p>
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I have been a member of ISHD since 1997 and a member of its board since 2006. From 2005 to 2011 I was the managing editor of the ISHD journal and have transformed it from ‘Information’ (which only long-standing members still know) into the ‘Yearbook’, which was renamed JHEC in 2015 and has been freely accessible online since then with a one-year delay (URL: <https://yearbook-ishd.wochenschauverlag.de/issues.htm>).

In 2011 I was elected president of the ISHD. The collaborative work on the board and with the Scientific Advisory Board, founded in 2013, as well as the confidence of the ISHD members have always been a great support to me. Thank you very much!

Before I specialized in the field of History Didactics, I was a history teacher for nine years. Since 2000 I have been professor of History Didactics at various universities; since 2006 at the University of Augsburg. My main research interests focus on teaching (national) history with trans-regional, transcultural, and global perspectives, ‘contested history’ (especially in the fields of textbooks and curricula debates), textbook research, and research on the mediation of history in the public (especially museums, popular history magazines, history explanatory online videos), often from an internationally comparative perspective. International projects broaden and deepen the international network of my research. I am active in many national and international committees as an expert in the field of History Didactics.

During my tenure as president of the ISHD, it was very important to me that the ‘Yearbook’ resp. JHEC (*International Journal of Research on History Didactics, History Education and History Culture*) should continue to develop in its scientific quality (double-blind peer reviewing, listing) and become internationally visible online journal. Here I would like to express my deepest thanks to Joanna Wojdon as managing editor and Terry Haydn as language editor for their hard and successful work. – The modernization of the ISHD online presence was also important to me. Since two years we have a redesigned website and are working on its further development (URL: [ishd.co](http://ishd.co)).

I am delighted that it has been possible to hold an international conference every year (except 2016 due to exceptional circumstances) (China 2015, South Africa 2017 and Canada 2018) and I sincerely thank the hosts for the great effort they have put in and the very fruitful cooperation with the board of the ISHD. For the second time after 2013, I will host the ISHD Conference 2019 in Tutzing (Germany), the place where ISHD was founded 39 years ago.

My major concern is to strengthen the international networking of the ISHD, to attract young scientists and history teachers who work scientifically to the ISHD and to strengthen scientific cooperation among its members. I believe that a strong international network of inspiring international cooperation will support each of us in academic research and teaching and strengthen the discipline of History Didactics.



## 5. Mare Oja



Mare Oja, lecturer, PhD  
Tallinn University, School of Humanities, Estonia

[https://www.etis.ee/CV/Mare\\_Oja\\_001/est?tabId=CV\\_ENG](https://www.etis.ee/CV/Mare_Oja_001/est?tabId=CV_ENG)

- *Career*

I am a lecturer of history didactics at the Tallinn University since 2004. I have also worked as a teacher of history, civics and philosophy (1983-2007). From 1993 till 2010 I worked in the system of the Estonian Ministry of Education as an advisor on history and social science. I coordinated the process of curriculum development in social science in 1996, 2002 and 2010, and developed the National Examination Test in history. I am also an author, co-author and editor of various teaching materials.

- *Education*

PhD on topic “Changes in history teaching since the 1980s up to nowadays” 2016  
MA „Development and assessment of skills in history teaching“ Tallinn University 2003  
Diploma: historian, teacher of history and civics Tartu State University 1983

- *Membership of associations*

I am member of the International Society of History Didactics since 2005. I have attended the annual conferences during last seven years and plan to organize the ISHD conference 2022 in Tallinn. I have published articles in the Yearbook/JHEC. I was the founder, chairman and member of the board of the History and Civic Teachers’ Association of Estonia (1993–2012), since 2018 I am a member of honour. As Estonian history teachers association is member of EUROCLIO, I have worked in close cooperation with EUROCLIO. In 2011 I was nominated as an ambassador of EUROCLIO. I would like to strengthen the cooperation between the two organisations in the field of history education, if I will be elected as a member of the board. In 2017 and 2018 I worked as a member of the steering committee of the LLL-Platform (European Commission). Since 2009 I am working on history education with the Council of Europe.

- *Research and area of interest*

Author, editor and reviewer of teaching materials: methodical instructions (2018) and materials on active methods in history teaching (2016), evaluation models (2018), reviewer of assessment tasks for *Foundation Innove* (2017-2019). The most recent project was the development of digital teaching material in social science 2017-2019. Co-projects (2018) with schools on topics „How to strengthen the cohesion of society through civic education“ and „How to integrate different subjects in teaching Industrial Revolution (electronic teaching material)“.

## 6. Dennis Röder



**Dennis Röder**, History and English teacher, PhD student, Germany

\*21 Nov 1977

- living in Hamburg, teaching in Stade, Northern Germany
- PhD student at the department of History Didactics, University of Augsburg

dennis.roeder@athenetz.de

I have been an active member of the ISHD since 2006, the year I also started my teacher training years in the Ruhr Valley. For more than 10 years now, I have been teaching History, English and Bilingual History at a school in Stade in Northern Germany. Besides that, I have recently started to be engaged in History teacher training seminars. My membership in the ISHD and the regular participation in our annual conferences have always fruitfully inspired my History teaching philosophy and lesson planning. My presentations at our conferences in Basel (2010), Tutzing (2013), Wrocław (2014), Johannesburg (2017) and Gatineau (2018) focused on the latest History teaching concepts and competences, on sourced-based learning, on the (mis-)use of media and technology in the History classroom and on international debates on “race” and (post-)colonial histories and the issues of “categorizing humans” in (global) historical perspectives.

For many years now, I have been a regular author of articles and reviews in our Yearbook, too. One of my latest research projects is described in our 2017 Yearbook: “A forgotten global history of WWI: Prisoners of war and the role of the International Committee of the Red Cross. Ideas for the history classroom”. Currently, I am working on my PhD in History Didactics on the question on how to teach the sensible issues of “race” and “racism” in a more multi-faceted and global way. As you can see, my research projects have particularly focused on international and global history perspectives in the History classroom for some time now. I do believe that the ISHD is a special place that is able to connect History Didactics researchers, history teachers and PhD students on an international level.

If I were elected to the board of the ISHD, I would be willing to engage in all tasks the board has to perform. In particular, I would like to represent the group of ISHD members teaching history at schools and at the same time carrying out their research in the field of History Didactics. I could imagine strengthening the ISHD’s connection to history teachers and teacher trainers in schools and also opening the ISHD even more for young scientists coming from the field of history education in schools. I believe that the ISHD should be engaged more vividly in an international network of forthcoming PhD students in History education and especially support those History students and teachers who have (recently) come under pressure since their projects and initiatives contradict political agendas etc. Due to my experiences in the field of teacher training, I would especially like to expand our international network to this group of young teachers-to-be and get them into closer contact with our society.

## 7. Joanna Wojdon



**Joanna Wojdon,**

PhD habil, associate professor at the Institute of History, University of Wrocław, Poland

URL:

<http://www.hist.uni.wroc.pl/starawww/wojdon.html>

I have been involved in the International Society for History Didactics for more than ten years now, focusing mostly on the development of our International Journal of Research on History Didactics, History Education, and History Culture. Yearbook of the International Society for History Didactics (JHEC). Thanks to the joint effort of the Authors, Peer-Reviewers, Editorial Board – with special thanks to Terry Haydn serving as English language proofreader – and the Publisher, JHEC is currently listed in ERIH+ and Scopus databases. If elected to the ISHD Board, I would love to continue the job, aiming at the highest academic quality and international recognition of the Journal.

My research interests in history didactics focus on relations between history didactics and public history, textbook studies and history-related edutainment. Besides that I conduct research in Poland and abroad (including Hoover Institution at Stanford, Loyola University in Chicago, Georg-Eckert-Institute in Braunschweig) on the post-WWII Polish American history and on communist propaganda in Poland and in other countries of the Soviet bloc, including propaganda in education, with focus on textbooks and particularly on reading primers.

Recent publications include Textbooks as propaganda. Poland under communist rule (Routledge, 2018), White and Red Umbrella. Polish American Congress in the Cold War Era (Helena History Press, 2015), “Between Public History and History Education” in A Companion to Public History, ed. by David Dean (Wiley, 2018).