

**“History Teacher Training, Trainers and Trainees”**

**International Society for History Didactics**

**Annual Conference**

**September 10–12, 2025**

**University of Wrocław, Poland**

**Call for Papers**

While history didactics is not limited to research on the process of history teaching at schools, there is a strong and long-term connection between research in history didactics and training of history teachers. We want the 2025 conference of the International Society for History Didactics in Wrocław to focus on this connection, seen from the perspective of various participants and stakeholders of the process of teacher training: **trainers**, who are often academics specialized in history didactics but sometimes also (currently or formerly) practicing teachers, with or without background in research in history didactics; and **trainees** – prospective or in-service teachers, or educators, or students enrolled in the programs without a clear vision of their professional careers; as well as **school teachers, pupils and other people** somehow engaged in the process.

**Prof. Arthur Chapman** (University College London) will deliver the keynote speech, ***The Idea of History Education: Aims, Purposes and Prospects***.

We invite theoretically or empirically research-based papers dealing with:

- the systems/models of history teacher training, on national or local levels, including but not limited to their structures, contents, theoretical foundations, evaluation criteria, good practices and challenges; balance between theory and practice and the role of the teacher training in transmitting and producing academic research in the field of history didactics;
- the trainers, their professional profiles, including qualifications in both didactical research and school practice, career paths, professional development and support on national and international level, their involvement in academic research and policymaking related to history education;
- the trainees, expectations of and from them, process of their recruitment, development and assessment criteria/measure(s) of success, their involvement in research in history didactics within and outside of the teacher training curriculum;

- the school environment(s) where teacher training is happening, both on collegiate and primary/secondary level; e.g. research on teaching materials (including textbooks and teachers' books, software and other tools), organizational forms such as size and composition of training cohorts, recruitment and award criteria, progress measurement and assessment, the role and organization of practical training at school, cooperation between teacher training institutions and schools – regulations, requirements, good practices, challenges.

Previous research conducted within the framework of the [Observatory of History Teaching in Europe](#) (released in 2023-4) or the CHE-Project coordinated from Vienna by Alois Ecker (doi: [10.4236/ce.2018.910115](#)) provide some insights into the state of the art and state of research in the area of history teacher training in Europe. Based on those findings, the following issues can be addressed: What can we learn from previous research and debates over history teacher training regulations, curricula and practices? How do trainers and trainees deal with academic research in their practices? What is the standing of academic research vis à vis state and other official regulations and vis à vis tradition(s), habits, and other informal approaches. How have these issues been dealt with in the past? What changes have been implemented in the field of teacher training recently in different countries, particularly due to new technologies and a massive spread of online meetings? What kind of changes are on-going or planned? What changes would be desirable but are not (yet?) introduced and why? How to conduct research on those topics? Where to focus? What tools and methods can be most effectively applied?

We welcome papers that address one of the broad themes and some of these questions or related ones in the context of historical and educational methodology and theory, reflection on curriculum development and implementation, or empirical research on classroom practice.

**Abstract proposals** not exceeding 1500 characters (including spaces) should be sent by **March 15, 2025** via email to Joanna Wojdon [joanna.wojdon@uwr.edu.pl](mailto:joanna.wojdon@uwr.edu.pl). Please indicate ISHD Conference 2025 and your abstract title in the Subject Line of your email. Be sure to include your name, title, institution, address, and email contact information in your abstract. The results of the peer review process will be announced on 31 March 2025.

There will be limited opportunities for hybrid participation, with the conference fee (the same for both on-line and on-site participants) of 50 EUR for ISHD members, and 70 EUR for all other participants.

Details about possible accommodation, meals and other practicalities will follow.