

# Flagship of history didactics: The yearbook of the International Society of history didactics

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## RESEARCH ARTICLE

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## ABSTRACT

In the third decade of the 21st century, the limitation of information has been replaced by the difficulty of selecting freely available information. Useful and irrelevant knowledge is available in enormous quantities on the online storage of increasingly growing server capacities. The world of education and history didactics are no exception either. Students, teachers and researchers share the need for key reference points that are solid in this field of science. As a discipline introducing sources and traces of the past and activities with higher order cognitive tasks, history didactics can be a promoter of the effective information selective process. Our study investigates the role and trends of *the International Journal of Research on History Didactics, History Education and History Culture* over the past decade and provides the reader with a mosaic of the most recent themes and approaches in the discipline. The most important objectives of our research are the detailed portrayal and analysis of the journal and outlining the key professional workshops, authors, current directions and issues of history didactics. As an annex to the study, we have created a thematic repertory containing the open-access online writings of the journal's archive between 2010 and 2021, thus allowing for thematic aggregation.

## KEYWORDS

history didactics, history teaching, journal research, international society for history didactics

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## 1. INTRODUCTION OF ISHD AND JHEC

Founded in 1980, the International Society for History Didactics (ISHD) is an academic organisation with nearly 200 members whose objective is to support and motivate research in the field of history didactics, focusing especially on historical thinking, historical consciousness and history teacher education (Fodor, 2019). The international nature of the organisation is also reflected by the fact that its partner organisations including EuroClio, Public History Weekly, the African Association of History Education, German and French organisations (e.g. Comité International des Sciences Historiques), and the Hungarian Történelemtanítás: Online Történelemdidaktikai Folyóirat (History Teaching: Online Journal of History Didactics) is also among its co-journals.

The governing body of the organisation is a seven-member Board. The current board comprises Susanne Popp (University of Augsburg) as president, Markus Furrer (Lucerne, Switzerland) as Vice President and Treasurer, Terry Haydn as Secretary (Norwich, England), Mare Oja (Tallinn, Estonia) and Eelize Van Eeden (Vanderbijlpark, South Africa), Public Relations, Dennis Röder (Hamburg, Germany), Social Media, and Joanna Wojdon (Wrocław, Poland), who is the Editor-in-Chief of the Yearbook.

The Society's annual scientific conferences serve as important meeting points for researchers in the field of history didactics. The most recent scientific event was held in 2021 by the University of Education in Lucerne online and was entitled *Why History Education?* (Tóth & Fodor, 2022; Vajda, 2023). The speakers at the conference gave a variety of answers to the question posed in the title, with democratic and active citizenship education, the development of historical consciousness, the deconstruction of myths and legends, and controversial historical examples all playing an important role.

The Society's official annual English-language journal is the International Journal of Research on History Didactics, History Education, and History Culture, Yearbook of the International Society for History Didactics (JHEC) bearing this name since 2016. The yearbook features papers that have undergone double-blind peer review, with abstracts appearing in three languages, English, French and German. The journal was founded in 1980 under the title "Information, Informationen, Informations" and was published in two issues per year until 2000. In 2001 the name of the journal was changed to "Yearbook - Jahrbuch - Annales" Journal of the International Society for History Didactics. The Yearbook has been included in the databases of the European Reference Index for the Humanities and the Social Sciences (ERIH PLUS) since 2015 and also in SCOPUS since June 2017.

Since 2018, the Yearbook has consistently been divided into three sections: the first section contains of papers that form the theme of the Yearbook, the second section, the Forum, contains papers on history didactics thematically non-related to the Yearbook, while the third section contains book reviews.

## 2. THE SCIENTIFIC PRESTIGE OF THE JOURNAL

Although each writing has its own and unrepeatable value, with the development of scientific public life and the acceleration of globalization, there has been a need to compare scientific works, including journals. In order to present the lesser-known scientific metrics of the journal



under study, it may be important to understand the background of the category system and classification.

JHEC yearbook is indexed in the SCOPUS database which is the largest abstract, journal and book database in the world. The database is operated by Dutch analytics company Elsevier. The strict admission requirements of SCOPUS are based on the evaluation and proofreading system, the professional and diverse editorial staff, and the not only transparent but also efficient publication process. In order to be listed in the SCOPUS database it is important to ensure the scientific advancement of editors, regular appearance and open access of the journal.

The basis for the evaluation and scientific classification of journals is *citation*. This standardized and objective value is measured in the form of an index that is calculated on the basis of different components. International scientific public opinion accepts several citation indices, one of which is the SJR indicator. The SJR indicator used by *the SCImago Journal Ranking* is based on the number of studies in a journal, the number and type of quotations pointing to them. According to the experts of the metrics of science, this index is intended to express how close a journal is to the scientific discourse of a given subfield of science (Guerrero-Bote & Moya-Aneón, 2012).

The index is therefore based on the registration of citations by authors. At the same time, the importance of this question is not addressed by all researchers. Another distortion is the publication practice of the journal. The JHEC issues become open access one year after their publication, before that they can be ordered from the website of the publisher Wochenschau Verlag. The 2021 JHEC yearbook index may have been attributable to these reasons at 0.11.

Journals are listed in international rankings based on citation, which are ranked from Q1 to Q4. The top 25% of the four-quarter ranking is for journals with the highest impact while the Q4 category comprises those with the lowest impact. From 2021, the JHEC yearbook is included in the Q3 category. This is the first year when it leaves the Q4 quadrant.

Despite the fact that quantified indicators such as citation do not give a complete and comprehensive picture of the scientific value of the journal and its impact on the field of science, a better position in similar rankings can increase its prestige. It may be worth paying more attention in the editorial staff to the registration and aggregation of quotations pointing to the studies of the journal. By doing so, the profile of the journal could be strengthened, and its impact among researchers and readers could be spread even more efficiently.

### 3. DESCRIPTION OF RESEARCH METHODOLOGY

The sample of the research was the corpus of the Journal of Research on History Didactics, History Education, and History Culture, Yearbook of the International Society for History Didactics (JHEC) published between 2011 and 2021, which comprises 137 papers. These issues are easily accessible online for free. The research method used was content analysis, which Éva Szabolcs (2004) defines as follows: '*Content analysis is the process of drawing conclusions from the recurring features of communications and messages by a systematic and objective procedure, which are not explicitly stated in the communication, but which can be deduced from the way the message is structured, i.e. encoded, and which may be confirmed by other means (not content analysis)*' (Antal L. 1, cited in Szabolcs, 2004, p. 332). In other words, in content analysis, first the sample is transformed into analysable data (coding), and then these data are analysed and interpreted quantitatively and qualitatively (Szabolcs, 2004). Weber, Robert, Philip (1985) calls



this process a method in which several procedures are used for text interpretation, to formulate generalisations and differences (cited in Zamir-Baratz, 2018). Content analysis can therefore cover visual, pictorial and textual data. However, with regard to qualitative content analysis, there is no consensus on whether this includes coding, the corpus of text as a whole, or the quantitative statistical procedure itself. According to Kálmán Sántha (2022) this reduces the appreciated position of this research methodology.

Although the journal has published reviews in the last few years, our analysis does not include them. We have summarized the data using the studies of thematic and forum sections, we compiled them in a database and got results using functions. The most important categorisation-classification criteria were *year of publication*, *thematic title of the yearbook*, *title of the studies*, *keywords used in the categorisation*, *authors*, *author affiliation*, *country of origin*, *continent of the authors*, *authors' gender* distribution and special attention was paid to the work of Hungarian authors.

Our aim of the analysis was to create a database from which the corpus could be used to explore the journal's themes, main subject areas and author correlations (gender, origin, co-authorship, affiliation). A further aim was to organise the material of these 11 years into a repertory providing a guide to one of the most respected academic journals in the field of history didactics. This repertory is included as an [appendix](#) to this study.

We formed five research questions as the basis of the analysis to which we formulated five hypotheses.

Our research questions are as follows:

1. What are the most prominent themes/topics of the journal?
2. What is the gender distribution of authors and co-authorship?
3. Who are the most published authors in the journal? In what subjects do they publish?
4. To which institution are the most published authors assigned? Are workshops on history didactics identifiable?
5. Which countries and continents play the most important role? Can a trend or pattern be identified?

The hypotheses of the research were these:

1. Our hypothesis is that textbook research is the most frequent thematic category.
2. No significant difference is shown between the two sexes. The proportion of males is higher, but the number of females is higher for some grades.
3. Germans-speaking authors publish the most, thanks to their widely acknowledged role in history didactics.
4. Workshops, institutional groupings are visible in Northern Europe.
5. German-speaking authors are the most prominent, they publish the most, but there is 'internationalisation', with an increase in the proportion of authors from outside Europe.

## 4. TOPICS/THEMES OF THE YEARBOOK

Despite the thematic nature of the journal, we felt it was important to create our own system of categories to classify the studies. In total, we have developed more than fifteen different



categories to ensure that each study has at least one thematic category. Some studies were assigned to 3–4 categories, others to 1–2. This also shows the diversity of the studies. Due to the size of our sample, the categorisation was based on the titles and abstracts of the studies.

The following concepts and keywords were used in the categorisation: *historical thinking, historical consciousness, teacher education, textbook research, curriculum, historical culture, historical narratives, memory culture, museum pedagogy, critical thinking, diversity, history didactics, ICT/media, identity, teaching methodology, other.*

As it can be seen, the list includes abstract concepts, conceptions, principles and approaches. To facilitate the interpretation of the results, the abstract concepts are briefly explained in the context of this study. The exact meaning of (history)didactics varies from author to author (Falus, 2000; F. Dárdai, 2006; Vajda, 2018). In this study, history didactics is interpreted as theoretical issues in history teaching, while teaching methodology is understood as a description of methodological ideas, innovations and approaches, as well as the implementation of practical techniques and methods of teaching history and civics.

Historical thinking: *'the analysis of the media of the past, the acquisition of information from them, their interpretation, evaluation, integration into the system of existing knowledge of the pupils, their oral and written expressions, reflection on issues of change, continuity, causality, the role of the individual, the perspective of the media, etc.'* (Gyertyánfy, 2022).

The concepts of historical culture, diversity, identity, memory culture are closely related. The ICT/media category has been treated as a separate category due to its importance in recent times. However, the diversity of the studies made it inevitable to create an 'other' category, which included studies on topics such as taxonomic task development, popular culture and board game pedagogy.

The results show that the most frequent theme was *textbook analysis*, which appeared 38 times out of 214 tags out of 137 studies (approximately 20% of the total). This is closely followed by *curriculum*, which is present in almost 15% (29 occurrences) of the studies. Several categories did not appear more than 20 times, but it is noteworthy that the categories *diversity* and *identity* together have reached 35 occurrences. Figure 1 shows the keywords, their size indicating their frequency.

In terms of the keyword categorization, there is of course a correlation between the occurrence of keywords and the theme/topic of Yearbook journals. The theme of the year 2011 JHEC for example was textbook analysis. In this yearbook we used 19 keywords to isolate studies, 11 of which relate to this topic, accounting for almost 60% of the keywords. On average, each cohort has at least 3 studies related to textbook analysis, but in 2017 and 2019 this number of items is 0, while in 2013–2014 it is above 6.

The themes of the remaining issues are generally broader (e.g. 2012: From Historical Research to School History: Problems, Relations, Challenges). The theme of the 2013 issue is also significant, focusing on the relationship between cultural and religious diversity and the teaching of history. We were able to assign the word "*diversity*" to 9 of the 15 papers. The other categories on average occur 10–10 times.



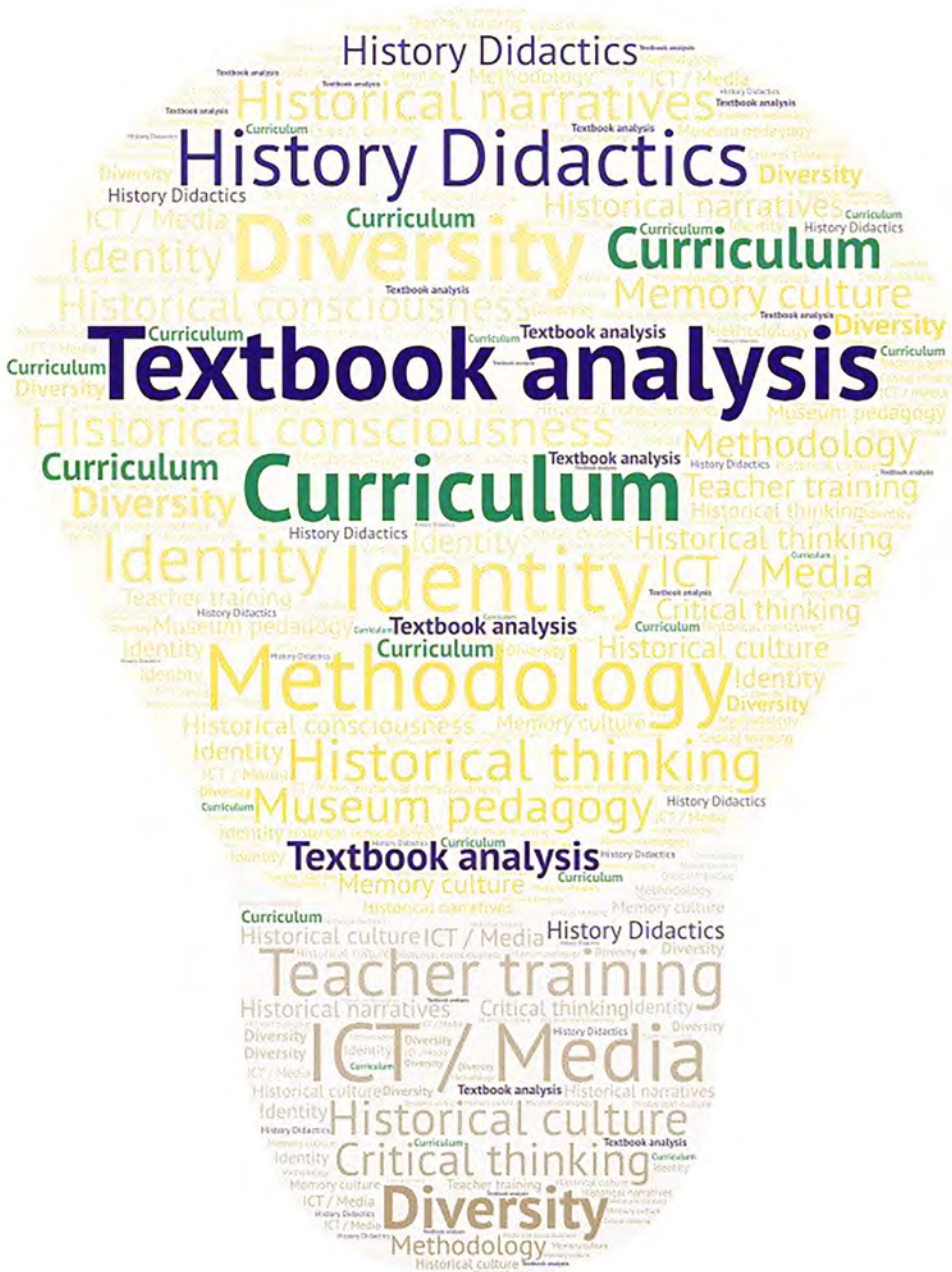


Fig. 1. Most frequent thematic keywords in ISHD yearbooks (2011–2021)



### 4.1. Authors: distribution of gender and co-authorship

In the examined period a total of 203 authors (135 different person) published in the journal, 105 men and 98 women, i.e. a nearly equal gender distribution. Having looked at the gender distribution by continent the results indicate that almost 80% of the 170 authors are European, 78 women and 92 men (Fig. 2). Figure 3 shows that the non-European authors' (20%) gender distribution between 2011 and 2021 is not significant, but there we can find more female authors (18 female, 15 male).

If we look at the relationship between co-authorship and papers, we find that both the number of authors and the number of papers have decreased in recent years (Fig. 4), but it can be assumed that this is strongly influenced by the theme of the issue and the COVID-19 epidemic.

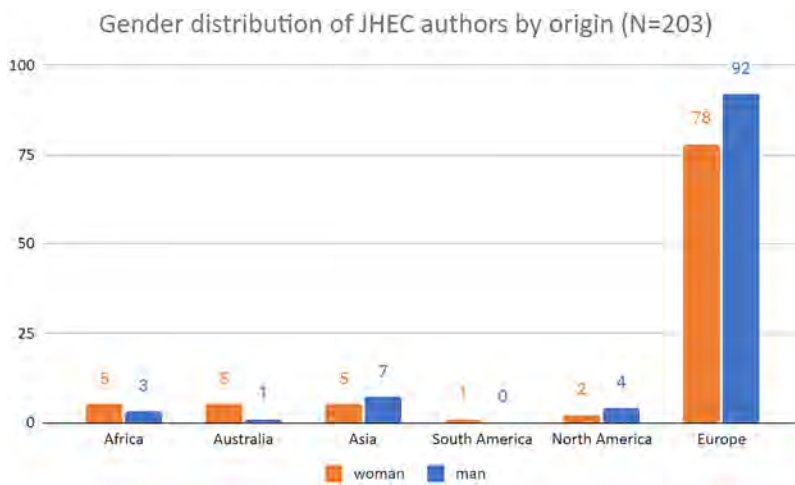


Fig. 2. Gender distribution of authors by origin

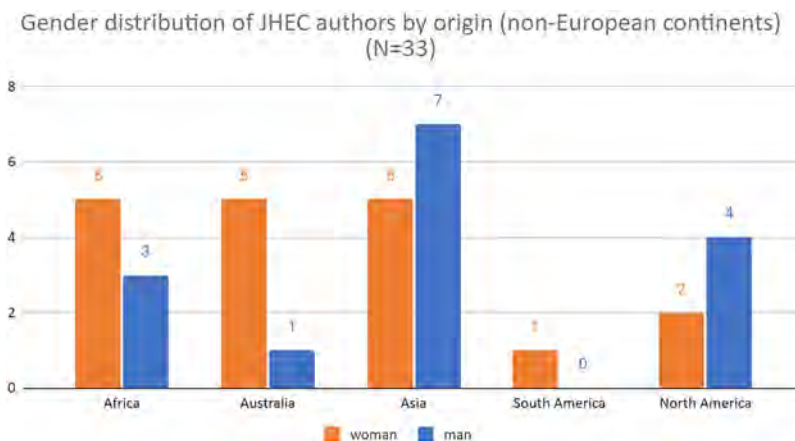


Fig. 3. Gender distribution of authors by origin (non-European continents)



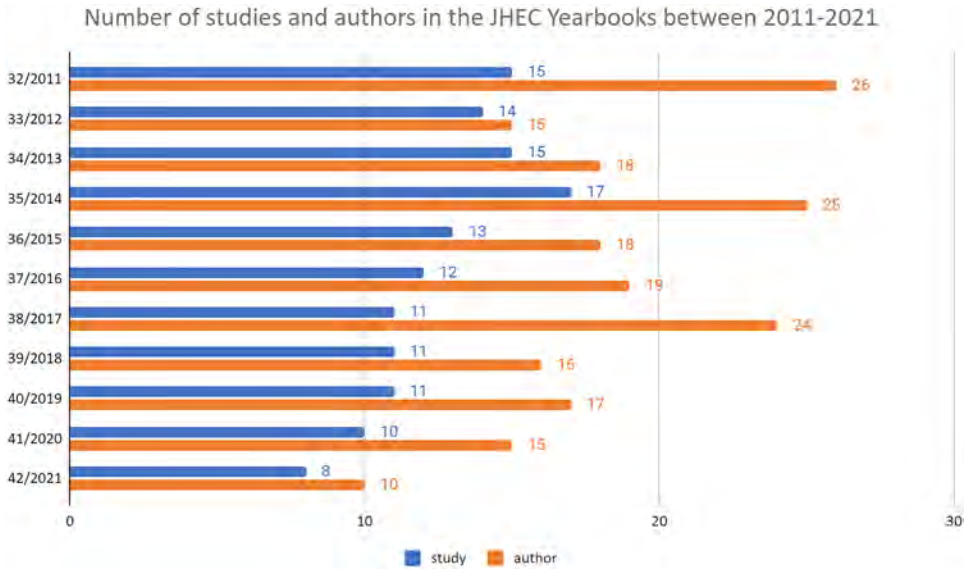


Fig. 4. Number of studies and authors in the JHEC Yearbooks in the examined period (2011–2021)

On average, there are one and a half authors per study. Co-authorship is highest in the 2017 issue, with 2.1 for each study with the highest number of authors in 2011, 2017, while the highest number of authors (as well as papers) can be seen in the issue in 2014.

The gender distribution of the yearbook authors is shown in Fig. 5. The data shows a slight fluctuation for both sexes. When averaging the results, no significant difference is found, but a

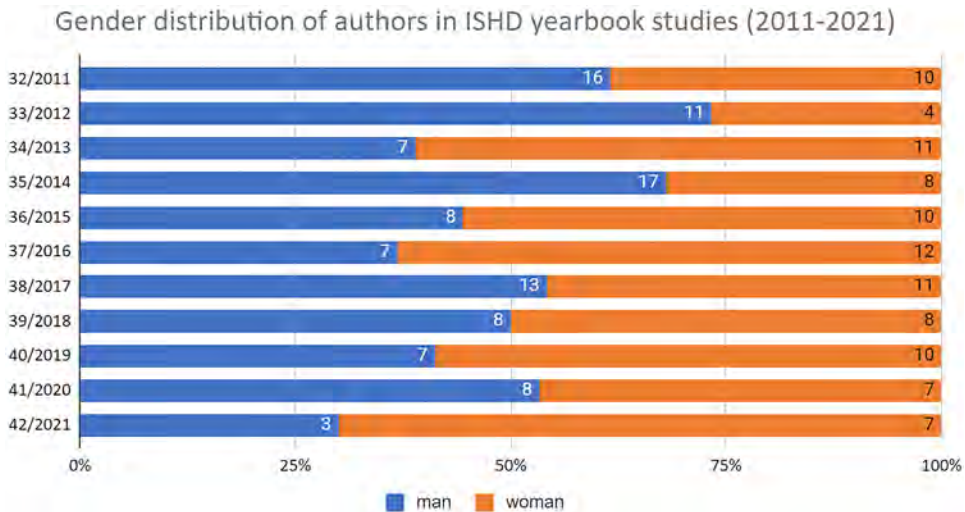


Fig. 5. Gender distribution of authors in ISHD yearbook studies per issue (2011–2021)





breakdown by year shows that the most recent year, 2021, not only has the lowest number of authors and papers from the examined period, but also has the highest number of female authors (70%). The highest proportion of male authors is found in 2012, where 75% of the authors were male. Most male authors published in the journal in 2011, while most female authors published in 2016.

## 5. COUNTRIES, UNIVERSITIES, WORKSHOPS-PATTERNS AND TRENDS

What are the birthplaces of professional innovation in the field of history didactics? What are the most significant international workshops with the outmost published papers?

Our database of JHEC yearbooks included author affiliations for both country and institution. In the following, we summarize these data.

Between 2011 and 2021, nearly 150 papers of 135 authors were published in the yearbooks. The authors were from 32 countries on 5 continents. The vast majority of these studies come from European researchers. However, the participation of researchers from the old continent is not equal, Germany and the United Kingdom have the highest number of history didactics workshops.

German, Polish and Estonian researchers published the most studies. Authors from 4 countries, Germany, Greece, Belgium and Poland, all appear in the yearbooks in numbers above 10 (Fig. 6).



Fig. 6. Number of studies published in the last 10 years of the ISHD yearbook by country, self-edited diagram



Outside Europe, researchers from South Africa are the most active with 4 studies related to the theme of African history teaching in the yearbook 2021. In addition, Canada, Israel, the USA and China have all contributed to the journal with 2 studies each (Figs. 7 and 8).

In addition to states, we also identified professional communities which we call *workshops* conducting research in the field of history didactics. We have found altogether 14 institutions (universities, research institutes, libraries) that have published at least 4 studies in the journal, or which are associated with at least 4 authors who have published in the journal.

The University of Leuven in Belgium, the University of Augsburg in Germany and the University of Tartu in Estonia have the most associates who published in the yearbook.

There are two German (Augsburg and Cologne) and one Belgian institution (Leuven) among the affiliated workshops with the most publications in the yearbook. Four of the most active institutions appear in the yearbook with only one associated researcher.

The workshops usually specialise in different subfields of the discipline. The most important themes of the University of Cologne's workshop include *diversity*, *teaching methodology*, *textbook research* and *teacher training*. Teaching students with *disabilities/hearing impairments* appears as a unique topic among authors (Sebastian Barsch, Wolfgang Hasberg). In the case of Turku University in Finland, the theme of *diversity* in schools stands out. With this focus, they examine the possibilities of *historical consciousness development* and *teaching transnational history*.

Mare Oja of Tallin University in Estonia appears alone among the authors from her community. Two-thirds of her six studies deal with national *core curriculum issues*, *regulation and textbook research*, as well as *identity* questions. The studies of 10 researchers from the University of Leuven in Belgium focus on *historical thinking*. The writings shed light on the importance of *curriculum and textbook research* issues of Belgian *national past and decolonisation*. 5 researchers of the University of Augsburg contributed to the journal in the topics of *methodology*, *the role of museum pedagogy*, as well as the examination, content and visual analysis of *historical magazines and textbooks*.

If we take a closer look at the origin of authors, although the dominance of European authors cannot be doubted, the importance of non-European continents, especially Asia and Africa, seems to become slightly significant, though it fluctuates. However, this may be related to the current theme of the journal. The authors' origin also implies the diversity of the fields of research and interest of history didactics.

As for the appearance of Hungarian researchers, during the period under review, Hungarian researchers published in the 2011, 2015, 2019, 2020 and 2021 numbers, a total of 7 authors 10 times. Ágnes Fischer Dárdai published 3 times and József Kaposi did 2 times, so they authored half of the contributions. László Kojanitz and Csaba Jancsák also published in the journal in a variety of topics (*textbook analysis*, *teaching methodology*). The authors are affiliated in three universities of the country which are located in the capital, Budapest and 2 provincial cities, Pécs and Szeged.<sup>1</sup>

The summary of countries and institutions was based on the self-reporting of the authors. Results may be nuanced by the free border crossing of the European Union, dual citizenship, overlap between institutions and the nature of more complex professional networks. Nevertheless, results based on available data may be suitable for outlining general trends concerning the workshops of history didactics.

<sup>1</sup>Even though Barnabás Vajda is a Hungarian history researcher, his professional affiliation, J. Selye University, links him to Slovakia.



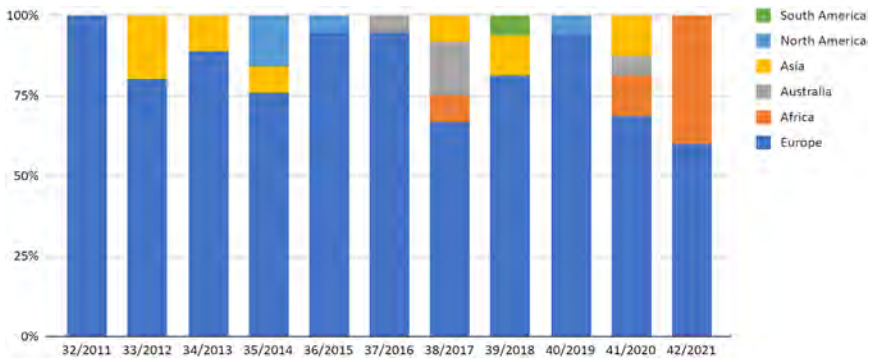


Fig. 7. The 'globalisation' of the authors of the JHEC Yearbook



Fig. 8. History didactics workshops in Europe (institutions publishing at least four studies or workshops with at least four associates who contributed to the yearbook), self-edited diagram



## 6. LIMITATIONS OF RESEARCH

The accuracy of our keyword analysis depends on the validity of the goodness-of-fit indicators of coding, in other words, whether the codes used are reliable and valid. The reliability of coding depends on three factors: accuracy, consistency and reproducibility. Accuracy is the degree to which the coding process can be considered standard, "reproducible". Consistency shows whether the coding can be performed in the same way regardless of the coding time. Reproducibility is a coding-reliability indicator, and validity is also an indicator of validity (Szabolcs, 2004).

In the design of keywords and repertory, all these goodness indicators may be compromised, since the concepts used in coding are abstract in history didactics and therefore may be interpreted differently by coders. For example, in the case of the term historical thinking, it can be strongly assumed that it appeared in most of the papers in the examined period, albeit not explicitly in the abstract and title, and that it was a predominant part of the writing. In addition, all these aspects of analysis, however, would be validated by the inclusion of complex corpus analysis software (e.g. Atlas, MAXQDA), which could also form the basis of the following research.

Nevertheless, the results based on the available data may be useful to outline general trends. Furthermore, they will also provide a good basis for deepening and extending the research.

In the course of the research, we contacted the editors of the Yearbook, who would have liked to provide us with data on visits to the publisher's website and downloads of individual studies, but due to a technical error, this was not monitored by the system earlier.

## 7. CONCLUSION

In our study, we analysed papers published in the last eleven issues of the *International Journal of Research on History Didactics, History Education, and History Culture, a yearbook format journal of the International Society for the Didactics of History*. Using the database made during the research, we have presented the most important content points of the journal, the current topics that most researchers have been concerned with during this period. We could confirm the hypotheses presented in the study. These were primarily textbook revision and curriculum regulation.

In our research, we also analysed the gender ratio of authors, the frequency of co-authorship, and the origin of Yearbook researchers. Although a higher number of co-authorship were found in some issues, this was usually related to the number of papers published in the related Yearbook. No significant difference in the gender distribution was found either, but a fluctuation can be observed per issue.

The study also attempted to outline the European professional network of history didactics. We have brought together the institutions that serve as important professional communities devoted to academic work within the discipline.

There are 16 European institutions whose staffs have submitted at least 4 papers to the journal in the last 11 years. A quarter of these are in Germany, traditionally considered the birthplace of history didactics. However, the map also includes the University of Pécs, an important centre for the field in Hungary.

In terms of Hungarian researchers, Ágnes Fischer Dárdai and József Kaposi have published the most studies, and the most influential history didactic workshops in Hungary are located in Budapest, Pécs and Szeged.



The results of the research clearly point to complex directions in the development of history didactics, which will presumably influence the scientific discourse of the near future.

A further line of investigation could be to compare the content and background of the journal with other internationally or nationally distributed journals and yearbooks. A further area of interest is to identify which researchers' work is most cited in the yearbooks, and to what extent the phenomenon of "cross-referencing" is present, and, from an examination of all these, which have the highest number of citations.

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- <https://ishd.co/index.php/journal/>.
- <https://www.scimagojr.com/files/SJR2.pdf>.



## Appendix Repertory

Year of publication	Authors	Title of papers
<b>Critical thinking</b>		
33/2012	Karel Van Nieuwenhuyse	'Remembrance Education' and the Historization of Holocaust Memories in History Education
34/2013	Edda Sant, Antoni Santisteban, Joan Pagès	How can we contribute to intercultural education through the teaching of history?
37/2016	Karel Van Nieuwenhuyse	Is seeing believing? On the educational use of mainstream historical films in the history classroom
<b>Curricula</b>		
33/2012	Nadine Ritzer	Between 'National Defense' and 'Peacekeeping' – History Education in Cold War Switzerland
33/2012	Sun Joo Kang	Transcending Eurocentric and Sino-centric Perspectives in the Middle School World History Curriculum in the Republic of Korea since 1945
33/2012	Chunmei Gu	World History in the College Entrance Examination in Shanghai
34/2013	Denisa Labischová	Intercultural dimension of history teaching in today's Czech secondary education curricula
34/2013	Arja Virta	Perspectives on 'other cultures' in Finnish history curricula, 1970–2004
35/2014	David Lefrançois, Marc-André Éthier, Stéphanie Demers	A theoretical framework for analysing discourse regarding postcolonial national identity in the context of history teaching in Quebec
35/2014	Karel Van Nieuwenhuyse	From triumphalism to amnesia. Belgian-Congolese (post)colonial history in Belgian secondary history education curricula and textbooks (1945–1989)
35/2014	Terry Haydn	How and what should we teach about the British empire in English schools?
35/2014	Alexander Khodnev	The history of colonialism and decolonization in the Russian educational curriculum and the challenges to history didactics
36/2015	Karel van Nieuwenhuyse	Increasing criticism and perspectivism: Belgian-Congolese (post)colonial history in Belgian secondary history education curricula and textbooks (1990-present)
37/2016	Anu Raudsepp, Karin Veski	Colonialism and decolonisation in Estonian history textbooks
37/2016	Mare Oja	Local, national and global level in history teaching in Estonia
38/2017	Mare Oja	Development of the history teacher curriculum in Tallinn university: trends and challenges

(continued)



## Continued

Year of publication	Authors	Title of papers
38/2017	Sara Zamir, Roni Reingold	History teaching curricula: Implications of implicit and explicit ethnocentric and multicultural educational policy in Israel
38/2017	Jean Leonard Buhigiro, Johan Wassermann	Revealing professional development needs through drawings: The case of Rwandan history teachers having to teach the genocide against the Tutsi
39/2018	Stanisław Roszak	Between dominance and democracy in the selection and content of textbooks in Poland
39/2018	Mare Oja, Grete Rohi, Merike Väs	History teaching at post-elementary school in Estonia – successes and challenges
39/2018	Sara Zamir, Lea Baratz	Victim themes in contemporary history curricula for state junior high schools in Israel – can the past construct future consciousness of victimhood?
40/2019	Terry Haydn	Changing ideas about the role of historical thinking in school history: A view from England
40/2019	Danuta Konieczka-Sliwinska	Concepts for teaching about regions in Polish schools at the beginning of the 21st century in the light of curricula
40/2019	Jukka Rantala, Najat Ouakrim-Soivio	Historical thinking skills: Finnish history teachers' contentment with their new curriculum
41/2020	Anitha Oforiwah Adu-Boahen	An evaluation of pre-service teachers' ability to source historical documents
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42/2021	Yvonne M. Kabombwe, Nelly Mwale	A silver line in curriculum reform: Reflections of teachers of history on the integration of history in social studies curriculum at junior school in Lusaka, Zambia
42/2021	Ágnes Fischer-Dárdai and József Kaposi	Changing history teaching in Hungary (1990–2010): Trends, mosaics, patterns
42/2021	Mare Oja	History teaching after the Cold War: The Estonian experience
42/2021	Barnabas Vajda	Teaching the Cold War in the post-Cold War era
<b>Diversity</b>		
32/2011	Panayotis Kimourtzis, Giorgos Kokkinos, Panayotis Gatsotis	Educational Policy for Minorities – New History Textbooks in Greece: Exclusion and Suppression of Otherness
33/2012	Karel Van Nieuwenhuysse	'Remembrance Education' and the Historization of Holocaust Memories in History Education

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Year of publication	Authors	Title of papers
33/2012	Daniel V. Moser-Léhot	From Different Theories of History to Textbook Presentations: Themes of Imperialism
34/2013	Helen Ting	History teaching and education for patriotic citizenship in Malaysia
34/2013	Edda Sant, Antoni Santisteban, Joan Pagès	How can we contribute to intercultural education through the teaching of history?
34/2013	Denisa Labischová	Intercultural dimension of history teaching in today's Czech secondary education curricula
34/2013	Urte Kocka	Is globalizing history topics in the classroom a way of dealing with increasing global diversity?
34/2013	Arja Virta	Perspectives on 'other cultures' in Finnish history curricula, 1970-2004
34/2013	Katja Gorbahn	Supporting eurocentrism or exploring diversity? Problems and potentials of the presentation of ancient Greece in history textbooks
34/2013	Mare Oja	The image of the other in the history of Estonia on the basis of contemporary textbook analysis
34/2013	Anu Raudsepp, Karin Hiimeaa	The image of the other: The example of the Russians and Germans on the basis of an analysis of Estonian history textbooks
34/2013	Wolfgang Hasberg	The religious dimension of social diversity and history education
35/2014	Jan Löfström	Lost encounters: a post-colonial view of the history course 'meeting of cultures', in the upper secondary school in Finland
35/2014	Sebastian Barsch	Silent stories of exclusion – teaching deaf history
38/2017	Sara Zamir, Roni Reingold	History teaching curricula: Implications of implicit and explicit ethnocentric and multicultural educational policy in Israel
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42/2021	Denise Bentreto	The everyday ellipsis in the edifice: The truncation of a unifying national narrative covering and revealing silenced realities in history education in post-independence Burundi
<b>Historical consciousness</b>		
33/2012	Denisa Labischová	Czech History in the Historical Consciousness of Students and History Teachers — Empirical Research
33/2012	Jan Löfström	The Finnish High School Students Speak on Historical Reparations: Notion of a Historical Consciousness Study
33/2012	Chunmei Gu	World History in the College Entrance Examination in Shanghai

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Year of publication	Authors	Title of papers
34/2013	Aleksey Bushuev	Contemporary history for the modern generation: the specificity of schoolchildren's historical consciousness formation in post-soviet Russia
34/2013	Terry Haydn	History magazines in the UK
34/2013	Robert Thorp	The concept of historical consciousness in Swedish history didactical research
35/2014	Harry Haue	Greenland – history teaching in a former Danish colony
37/2016	Barnabas Vajda	On the global – national – regional – local layers of Slovak secondary school history textbooks
38/2017	Eleni Apostolidou, Gloria Solé	The historical consciousness of students-prospective teachers: Greek and Portuguese aspects in the context of the current economic crisis
38/2017	Robert Thorp, Eleonore Törnqvist	Young children's historical consciousness: A Swedish case study
41/2020	Heather Sharp, Silvia Edling, Niklas Ammert, Jan Löström	A review of doctoral theses since 2000: Historical consciousness in the Australian context
41/2020	Lukas Greven	Research-based historical learning – a dynamic concept? Designing a retrospective longitudinal study of the Federal President's History Competition
<b>Historical culture</b>		
33/2012	Manfred Seidenfuß, Markus Daumüller	The Teacher: A Decisive Variable for Innovations in Teaching History
36/2015	Eleni Apostolidou	Affordances and constraints of history edutainment in relation to historical thinking
36/2015	Arja Virta	Seeing the past in pictures: children's historical picture books as an introduction to history
38/2017	Monika Vinterek, Debra Donnelly, Robert Thorp	Tell us about your nation's past: Swedish and Australian pre-service history teachers' conceptualisation of their national history
<b>Historical narrative</b>		
32/2011	Marie-Christine Baquès	Historical Narratives in French School Textbooks, and the Writers' Responsibility for the Pupils
34/2013	Arja Virta	Perspectives on 'other cultures' in Finnish history curricula, 1970–2004
36/2015	Karl Benziger	Music, minstrels, and the American Civil War: Entertainment, imagination, and historical Interpretation?
37/2016	Barnabas Vajda	On the global – national – regional – local layers of Slovak secondary school history textbooks
38/2017	Heather Sharp, Robert Parkes, Debra Donnelly	Competing discourses of national identity: History teacher education students' perspectives of the Kokoda and Gallipoli campaigns

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Year of publication	Authors	Title of papers
38/2017	Jean Leonard Buhigiro, Johan Wassermann	Revealing professional development needs through drawings: The case of Rwandan history teachers having to teach the genocide against the Tutsi
39/2018	Barbara Silva	History, narrative and the public: Towards a social dimension of history as a discipline
40/2019	Cynthia Wallace-Casey	'I want to remember': Student narratives and Canada's History Hall
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42/2021	Denise Bentreovato	The everyday ellipsis in the edifice: The truncation of a unifying national narrative covering and revealing silenced realities in history education in post-independence Burundi
<b>Historical thinking</b>		
32/2011	Kaat Wils, Andrea Schampaert, Geraldine Clarebout, Hans Cools, Alexander Albicher and Lieven Verschaffel	Past and Present in Contemporary History Education. An Exploratory Empirical Research on Prospective History Teachers
33/2012	Arthur Chapman	Developing an Understanding of Historical Thinking through Online Interaction with Academic Historians: Three Case Studies
37/2016	Adele Nye	Historical thinking and objects of nostalgia
40/2019	Cynthia Wallace-Casey	'I want to remember': Student narratives and Canada's History Hall
40/2019	Terry Haydn	Changing ideas about the role of historical thinking in school history: A view from England
40/2019	Maria Mavormmati	Enhancing historical film literacy: A practical framework and findings from an undergraduate classroom
40/2019	Jukka Rantala, Najat Ouakrim-Soivio	Historical thinking skills: Finnish history teachers' contentment with their new curriculum
40/2019	Georg Marschnig	Language matters: The hidden curriculum of historical thinking as a challenge in teacher training

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Year of publication	Authors	Title of papers
40/2019	Marjolein Wilke, Fien Depaepe, Karel Van Nieuwenhuysse	Teaching about historical agency: An intervention study examining changes in students' understanding and perception of agency in past and present
41/2020	Anitha Oforiwah Adu-Boahen	An evaluation of pre-service teachers' ability to source historical documents
41/2020	Lukas Greven	Research-based historical learning – a dynamic concept? Designing a retrospective longitudinal study of the Federal President's History Competition
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42/2021	Denise Bentreovato	The everyday ellipsis in the edifice: The truncation of a unifying national narrative covering and revealing silenced realities in history education in post-independence Burundi
<b>History didactics</b>		
32/2011	Cristòfol-A. Trepal, Pilar Rivero	Didactical Efficiency about Multimedia Instruction in History: Experimental Research in 1° ESO (Compulsory Secondary Education)
33/2012	Urte Kocka	Bringing Global History to the Classroom
33/2012	Zonghjie Meng	The World War II in History Didactics of Chinese Middle Schools in Our New Century — Characteristics and Reflections
34/2013	Robert Thorp	The concept of historical consciousness in Swedish history didactical research
34/2013	Joanna Wojdon	When history education outruns historical research
37/2016	Penelope Harnett	'The air raid shelter was great.' Nostalgic experiences or authentic historical learning? Analysing interactive approaches to learning about World War Two with primary aged pupils
37/2016	Elisabeth Erdmann, Arja Virta	Introduction: The pain and lightness of nostalgia
37/2016	Joanna Wojdon	Nostalgia of Polish political émigrés in America after WWII
37/2016	Urte Kocka	Rethinking the local and the national in a global perspective
38/2017	Blažena Gracová, Denisa Labischová	Undergraduate training of history teachers at Czech universities and prospects for future developments
39/2018	Denisa Labischová	The influence of the didactic structuring of learning tasks on the quality of perception, analysis and interpretation of a historical cartoon
40/2019	Christian Heuer	'Does the teacher matter?': Questions about the unknown perspectives from German-language history didactics

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Year of publication	Authors	Title of papers
42/2021	Ágnes Fischer-Dárdai and József Kaposi	Changing history teaching in Hungary (1990–2010): Trends, mosaics, patterns
<b>ICT, media</b>		
34/2013	Terry Haydn	History magazines in the UK
36/2015	Susanne Popp, Jutta Schumann, Miriam Hannig	'Histotainment' by popular history magazines. The 'edutaining' design of history and its challenges for media critical history education
36/2015	Urte Kocka	Edutainment in global history
36/2015	Barbara Wagner	The seriousness and fun, when edutainment is associated with history teaching
39/2018	Denisa Labischová	The influence of the didactic structuring of learning tasks on the quality of perception, analysis and interpretation of a historical cartoon
32/2011	Joanna Wojdon	Analysing and Evaluating Information Technology (IT) Resources for History Textbooks
36/2015	Piotr Podemski	Teaching middle school history through grand strategy video games: The case of Europa Universalis
40/2019	Csaba Jancsák, Eszter Szonyi and Ágnes Képiró	The impact of video testimonies in Holocaust education in Hungary
<b>Identity, memory culture</b>		
32/2011	Jutta Schumann, Susanne Popp	Reflections and Suggestions for the 'Europeanization' of National and Regional History Museums
33/2012	Andreas Wagner	Liviu Rebreanu's Novel 'The Forest of the Hanged' and its Reception in Romanian History Schoolbooks
34/2013	Helen Ting	History teaching and education for patriotic citizenship in Malaysia
35/2014	David Lefrançois, Marc-André Éthier, Stéphanie Demers	A theoretical framework for analysing discourse regarding postcolonial national identity in the context of history teaching in Quebec
35/2014	Harry Haue	Greenland – history teaching in a former Danish colony
37/2016	Joanna Wojdon	Nostalgia of Polish political émigrés in America after WWII
37/2016	Angela Bartie, Linda Fleming, Mark Freeman, Tom Hulme, Paul Readman, Charlotte Tupman	The redress of the past: historical pageants in twentieth-century England
38/2017	Heather Sharp, Robert Parkes, Debra Donnelly	Competing discourses of national identity: History teacher education students' perspectives of the Kokoda and Gallipoli campaigns
38/2017	Monika Vinterek, Debra Donnelly, Robert Thorp	Tell us about your nation's past: Swedish and Australian pre-service history teachers' conceptualisation of their national history
39/2018	Mare Oja, Grete Rohi, Merike Värs	History teaching at post-elementary school in Estonia – successes and challenges

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Year of publication	Authors	Title of papers
40/2019	Danuta Konieczka-Sliwiska	Concepts for teaching about regions in Polish schools at the beginning of the 21st century in the light of curricula
40/2019	Floor van Alphen, Karel Van Nieuwenhuysse	Conceptualizing 'identity' in history education research
41/2020	Maserole Christina Kgari-Masondo	In pursuit of a decolonised history teacher: Agency and boldness in fostering change
41/2020	Alexander Khodnev	Migrants in Russia through the educational viewpoint: Integrational, cultural and didactic problems
41/2020	Angelos Palikidis, Pinelopi Tsatsouli	Migration museums and history education in Greece
42/2021	Denise Bentreovato	The everyday ellipsis in the edifice: The truncation of a unifying national narrative covering and revealing silenced realities in history education in post-independence Burundi
36/2015	Markus Furrer	The modern contemporary witness and his double role as a 'histotainment'-figure and an object of oral history – a dilemma for history teaching?
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33/2012	Sebastian Barsch	'Bring the Noise' – The Issue of Sound in History Education
33/2012	Karel Van Nieuwenhuysse	'Remembrance Education' and the Historization of Holocaust Memories in History Education
33/2012	Manfred Seidenfuß, Markus Daumüller	The Teacher: A Decisive Variable for Innovations in Teaching History
34/2013	Urte Kocka	Is globalizing history topics in the classroom a way of dealing with increasing global diversity?
36/2015	Angelos Palikidis	'Discovering' 150 years of history in a portmanteau. An educational history programme at the Ethnological Museum of Thrace
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37/2016	Joanna Wojdon	Nostalgia of Polish political émigrés in America after WWII

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40/2019	Csaba Jancsák, Eszter Szonyi and Ágnes Képiró	The impact of video testimonies in Holocaust education in Hungary
41/2020	József Kaposi	Issues concerning education for democracy in contemporary Hungary
<b>Museum pedagogy</b>		
32/2011	Jutta Schumann, Susanne Popp	Reflections and Suggestions for the 'Europeanization' of National and Regional History Museums
35/2014	Jutta Schumann, Susanne Popp	Developing trans-regional perspectives in museums
36/2015	Angelos Palikidis	'Discovering' 150 years of history in a portmanteau. An educational history programme at the Ethnological Museum of Thrace
36/2015	Agnes Fischer-Dárdai, Krisztina Dezso	Edutainment in the museum. A place where you can experience the history of the University of Pécs in an interactive environment
39/2018	Joanna Wojdon	Museum lessons and the teacher's role
40/2019	Cynthia Wallace-Casey	'I want to remember': Student narratives and Canada's History Hall
41/2020	Angelos Palikidis, Pinelopi Tsatsouli	Migration museums and history education in Greece
42/2021	Andrea Brait	Embedding museum visits in school history education
42/2021	David Mbuthia	From decolonization towards inclusivity: The evolution of presentation of Kenya's history in the Nairobi National Museum
<b>Other</b>		
33/2012	Andreas Wagner	Liviu Rebreanu's Novel 'The Forest of the Hanged' and its Reception in Romanian History Schoolbooks
34/2013	Jutta Schumann	The Illustration of the Topic 'Islam' in German popular history magazines
35/2014	Mare Oja	Changing our approach toward the past. How do history teachers assess the changes in history education within general education in Estonia from the mid-1980s until today?
35/2014	Barnabas Vajda	Czechoslovakia, decolonization and some 'materiales de guerra'
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36/2015	Konrad Kochel, Maria Stinia	Educational Values of Traditional Board Games
36/2015	Arja Virta	Seeing the past in pictures: children's historical picture books as an introduction to history
37/2016	Wolfgang Hasberg	Fascination for dark: medieval history between edutainment and Vergangenheitsbewirtschaftung

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37/2016	Patrizia Audenino	Public compensation and private permanent loss: The memory of twentieth century European refugees
38/2017	Mario Resch, Manfred Seidenfuß	A taxonomic analysis of learning tasks in history lessons: Theoretical foundations and empirical testing
39/2018	Elias Stouraitis	Deconstructing the historical culture of Massively Multiplayer Online Games: A participatory interactive past
39/2018	Wolfgang Hasberg	Epoch – a useful parameter for measuring time? An urgent inquiry
39/2018	Barbara Silva	History, narrative and the public: Towards a social dimension of history as a discipline
39/2018	Karel van Nieuwenhuysse	The 'Great History Quiz': Measuring public historical knowledge and thinking in Flanders
39/2018	Karel van Nieuwenhuysse, Bernd Stienaers	The national past according to Flemish secondary school history teachers: Representations of Belgian history in the context of a nation state in decline
<b>Teacher training</b>		
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35/2014	Anu Raudsepp	Changes in initial training of history teachers at the university of Tartu in the post-Soviet period
36/2015	Elisabeth Erdmann, Wolfgang Hasberg	Proceedings in history teacher education? Results of a global study of the impacts of the Bologna Reform
38/2017	Mare Oja	Development of the history teacher curriculum in Tallinn university: trends and challenges
38/2017	Monika Vinterek, Debra Donnelly, Robert Thorp	Tell us about your nation's past: Swedish and Australian pre-service history teachers' conceptualisation of their national history
38/2017	Blažena Gracová, Denisa Labischová	Undergraduate training of history teachers at Czech universities and prospects for future developments
38/2017	Angelos Palikidis, Giorgos Kokkinos, Andreas Andreou, Petros Trantas	War and violence in history teaching: An empirical analysis of future teachers' perspectives in Greece
40/2019	Laura Triviño-Cabrera	Utopia, historical thought and multimodality for the media empowerment of pre-service trainee history teachers
41/2020	Anitha Oforiwah Adu-Boahen	An evaluation of pre-service teachers' ability to source historical documents
42/2021	Ágnes Fischer-Dárdai and József Kaposi	Changing history teaching in Hungary (1990–2010): Trends, mosaics, patterns
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32/2011	Joanna Wojdon	Analysing and Evaluating Information Technology (IT) Resources for History Textbooks

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32/2011	Marie-Christine Baquès	Historical Narratives in French School Textbooks, and the Writers' Responsibility for the Pupils
32/2011	Robert Maier	History Textbooks and the Acoustic Dimension. A New Field for Textbook Analysis?
32/2011	Anders Holmgren, Daniel Lindmark	Methods in Swedish History Textbooks Research
32/2011	Brigitte Morand	Questions on the Comparative Method of European and U.S. Textbooks: The Example of the Cold War and the Berlin Blockade
32/2011	Agnes Fischer-Dardai, László Kojanitz	Textbooks Analysis Methods for the Longitudinal Study of Textbook Contents (Research Conclusions)
32/2011	Terry Haydn	The Changing Form and Use of Textbooks in the History Classroom in the 21st Century: A View from the UK
32/2011	Grzegorz Chomicki	The Picture of the 'Saxonic Period' in History Textbooks. The Reception of Achievements in Historiography
32/2011	Jonathan Even-Zohar	World History in Dutch Textbooks: Measuring Words, Reconstructing Textbooks and the Future of Historical Visualization
33/2012	Wolfgang Hasberg	Closed or Broken Narrations? Work-orders as Elements of Historical Narrations in History Textbooks
33/2012	Daniel V. Moser-Léchet	From Different Theories of History to Textbook Presentations: Themes of Imperialism
33/2012	Chunmei Gu	World History in the College Entrance Examination in Shanghai
34/2013	Aleksey Bushuev	Contemporary history for the modern generation: the specificity of schoolchildren's historical consciousness formation in post-soviet Russia
34/2013	Elisabeth Erdmann	Crusades and peaceful co-existence in the Near East? And what do current history textbooks tell?
34/2013	Helen Ting	History teaching and education for patriotic citizenship in Malaysia
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35/2014	George Kokkinos, Panayotis Kimourtzis, Elli Lemonidou, Aggelos Palikidis, Panayotis Gatsotis, John Papageorgiou	Colonialism and decolonization in Greek school history textbooks for secondary and primary education
35/2014	Barbara Techmańska	Decolonisation issues in contemporary history textbooks for secondary schools in Poland
35/2014	Katja Gorbahn	From Carl Peters to the Maji Maji War – colonialism in current Tanzanian and German textbooks
35/2014	Karel Van Nieuwenhuysse	From triumphalism to amnesia. Belgian-Congolese (post)colonial history in Belgian secondary history education curricula and textbooks (1945–1989)
35/2014	Jan Löfström	Lost encounters: a post-colonial view of the history course ‘meeting of cultures’, in the upper secondary school in Finland
35/2014	Marat Gibatdinov	Post-Soviet or post-colonial history in contemporary Russian history textbooks?
35/2014	Michael Wobring	The visual depiction of Islam in European history textbooks (1970–2010)
36/2015	Karel van Nieuwenhuysse	Increasing criticism and perspectivism: Belgian-Congolese (post)colonial history in Belgian secondary history education curricula and textbooks (1990–present)
37/2016	Anu Raudsepp, Karin Veski	Colonialism and decolonisation in Estonian history textbooks
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41/2020	Markus Furrer	Migration: A difficult topic in history lessons?
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42/2021	Denisa Labischová	Different ways of presenting historical events in history textbooks from the Czech Republic and other countries: The 1938 Munich crisis
42/2021	Barnabas Vajda	Teaching the Cold War in the post-Cold War era



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1. Analysing Textbooks: Methodological Issues. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2011. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2011.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2011.pdf)
2. From Historical Research to School History: Problems, Relations, Challenges. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2012. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2012.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2012.pdf)
3. Cultural and religious Diversity and its Implications for History Education. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2013. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2013.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2013.pdf)
4. Colonialism, Decolonisation and Post-colonial Historical Perspectives – Challenges for History Didactics and History Teaching in a Globalising World. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2014. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2014.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2014.pdf)
5. History and Edutainment. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2015. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2015.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2015.pdf)
6. Nostalgia in Historical Consciousness and Culture/Developing Creative Interactions of Local, National, and Global Topics of History Education. International Journal of Research on History Didactics, History Education, And History Culture. Yearbook of the International Society for History Didactics. Wochenschau Verlag, Frankfurt, 2016. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2016.pdf](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2016.pdf)
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