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**Other team members:**

- 19 additional co-applicants, from Nova Scotia to British Columbia, including historians, curriculum & pedagogy scholars, and historians of education
- 6 collaborators serving in an advisory role

**31 Partners:**

- Public history organizations, social studies teacher organizations, educational districts/ departments/associations, Indigenous history/educational organizations & museums
- + 17 universities



The overall goals and objectives of the proposed partnership are to nurture a community of inquiry among academic historians, researchers based in faculties of education, Indigenous scholars, graduate students, educators in museums, archives, and historic sites, and practicing teachers to:

- map the terrain of history education in K–12 in diverse contexts;
- ascertain to what extent history and social studies teaching helps students engage with the key issues or problems facing Canadian society today;
- identify and/or develop evidenced-based practices in history teaching and learning, and evaluate their efficacy in providing powerful and engaging learning experiences for students;
- develop authentic, multifaceted approaches and tools to assess students' historical thinking;
- in collaboration with partners, cultivate teacher/educator communities of practice that are grounded in theoretical and empirical research on history education pedagogy to promote engaged and critical historical thinking;
- identify strengths and weaknesses of pre- and in-service teacher education for history teacher preparation;
- collaboratively develop teacher resource materials and other digital resources for K–12 history education that promote critical historical consciousness; and
- using findings that emerge from the research, make evidence-based policy recommendations for history curriculum, pedagogy, and assessment through proactive connections with ministries of education, faculties of education, museum educators, Indigenous organizations and stakeholders, publishers, other curriculum developers, and practicing teachers.

# Thinking Historically for Canada's Future

## SSHRC Partnership Grant, 2019-2026

## Research Clusters

Research will occur in two phases: *Mapping the Terrain/Identifying the Gaps* (Years 1-3) and *Knowledge Creation/Research* (Years 4-7) and will be organized into **three Research and KM Clusters**:

- Pedagogy
- Curriculum & Resources
- Teacher Education

Each research cluster will examine history education through **three inter-connected themes**:

- Historical Thinking
- Indigenous Knowledge
- Civic Engagement

## Significance

As more educational jurisdictions look to incorporate **historical thinking, Indigenous Knowledge** and link these to **civic engagement** in their curricula, a solid, thorough research base is crucially needed to support and inform this work. McGregor (2017) notes that “to date, there has been little overlap between the Indigenous education and historical thinking reform movements.” These concurrent yet separate movements have also highlighted the need for reforms to teacher education programs that will support pre- and in-service teachers to better understand both how to teach history using a historical thinking pedagogy and how history education can be used as a conduit for reconciliation and building civic competencies. A comprehensive research project that includes (a) a robust Canada-wide study of the state of history education and (b) investigations into cutting-edge pedagogical approaches that can best respond to the demands facing Canadian society is greatly needed. The key question that motivates our proposed partnership is, ***What approaches to teaching and learning history contribute to the development of critically and historically minded, engaged citizens?***

