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Leadership team: Penney Clark (UBC), James Doiron (UAlberta), Catherine Duquette (UQAC), Lindsay Gibson (UBC), Gabrielle Lindstrom (MRU), Kristina Llewellyn (Waterloo), James Miles (UAlberta), David Scott (UCalgary)

Partner Reps (2023-24): Catherine Boisvert (AQEUS), Joanna Dawson (CNHS), Craig Findlay (ATA-SSC)

Other team members:

- 23 additional co-investigators, stretching from Nova Scotia to British Columbia
- Co-investigators are from diverse fields: historians, curriculum & pedagogy scholars, and historians of education
- 12 collaborators serving in an advisory role

32 Partner Organizations:

- Public history organizations, social studies teacher organizations, educational districts/departments/associations, Indigenous history/educational organizations & museums
- 18 university partners



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;
- Ascertain to what extent history and social studies teaching helps students engage with the key issues or problems facing Canadian society today;
- Identify and develop evidenced-based practices in history teaching, learning, assessment, and resource development, and evaluate their efficacy in providing powerful and engaging learning experiences for students, particularly in terms of building trans-systemic understanding across knowledge systems;
- Cultivate communities of practice with pre- and in-service teachers that are grounded in theoretical and empirical research on history education pedagogy to promote civic engagement and critical historical thinking; and
- Use findings that emerge from the research to make evidence-based policy recommendations for history curriculum, pedagogy, and assessment through proactive connections with ministries of education, faculties of education, Indigenous organizations and stakeholders, publishers, curriculum developers, and practicing teachers.



SSHRC Partnership Grant 2019-2026/27

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:

- Curriculum & Resources
- Teaching & Learning in K-12
- Teacher Education

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

- Historical Thinking
- Indigenous Knowledges
- 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?*



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