Teaching history can be a lonely undertaking. Our students are not in a position to fully understand the challenges and the triumphs that we experience. And many of us are teaching in departments in which there is not an active community dedicated to the systematic exploration of teaching and learning history. We need a space in which to share ideas with those around the globe who are committed to making the riches of our discipline available to more students. Our students and our societies deserve no less, and we ourselves need the ideas of others and the emotional energy of knowing that we are part of a larger endeavor.

It is the mission of the International Society for the Scholarship of Teaching and Learning in History to bring together historians from around the world who share these concerns and to facilitate the spread of ideas about the pedagogy of history. In this newsletter we will be sharing some of what has happened in the last year and will provide information about opportunities to share ideas with others in the year ahead. We encourage you to join us in this effort by presenting papers at the conferences, providing us with information about events, activities, and publications that would be of interest to the other members of our organization. We also encourage you to share with us ideas about how we can work together to strengthen our efforts to bring an understanding of history to ever more students.

David Pace, President, ISSOTL in History

If this message has been forwarded to you, you may join the society and receive future emails by sending us your name and institutional affiliation to histotl@indiana.edu. You can find more information about the society at http://www.indiana.edu/~histotl/blog/.

To Skip to Particular Sections of this Newsletter click on the Appropriate Link Below:
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- Society News
- Future Conferences
- Previous Conferences

Historians on Teaching
www.historiansonteaching.tv

The ‘Historians on Teaching’ website features history lecturers talking about their practice as educators. It has recently added a postgraduate blog for those new to teaching in which a group of ‘rookie history tutors’ are recording their experiences as first-time university teachers. We invite you to add your comments to these blogs as they appear and help a new generation of historians. We would also welcome new video contributions to the site. If you would like to submit a short clip of yourself talking about your teaching, or know of video
content that we might use to enhance the site, please get in touch with Alan Booth: alan.booth@nottingham.ac.uk. If you use Twitter, follow on @historiansteach.

Society News

ISSOTL in History is in a period of transition. There is a great deal of activity in our field throughout the world, and we are exploring new ideas for ways to share these ideas and enthusiasm. We are looking for tools to make the work going on in the field more readily accessible and for helping our members collaborate on projects and conference presentations. There will be more news on this front in the near future.

There has also been a change of personnel since our last newsletter. Drew Koke, who has done such a fine job of managing our website and newsletter for the last several years, needs to devote his energies to other professional responsibilities. We greatly appreciate the work that he has done, and it is no exaggeration to say that our organization might not have survived without his generous contribution of time and expertise. We are, however, very happy that Lauren Poor has volunteered to serve as Communications Director until our next election of officers. She brings great energy, creativity, and experience with history SoTL to the post, and we look forward to her innovations in the ways that we use the society as a means of drawing together work in the field. (Lauren introduces herself in an appendix to this newsletter.)

Future Conferences

Here are some meetings at which there will be ample opportunities to share ideas about teaching and learning. We encourage you to consider joining us in participating in these events. They are arranged in the order of dates for submitting paper proposals, and the first is coming up very soon. We are working on a mechanism to help members find others to share sessions with. Information on that will be forthcoming very soon. If you do have a session on the scholarship of teaching and learning in history accepted for any of these conferences, please send us a message at histsotl@indiana.edu. In the future we hope to alert our members of sessions at future conferences that will be of particular interest.

American Historical Association, Denver, Colorado, January 5-8, 2017

The American Historical Association encourages the participation of historians from throughout the world at its annual meeting, and this conference has become a center for
presentations on teaching and learning. ISSOTL in History now has status as an affiliate of the organization, and we are working to generate a series of workshops and papers on teaching and learning. There will also be a meeting of our organization, as part of the larger conference, so it is a good opportunity for face-to-face meetings. If you do submit a proposal, please check the box to indicate that it is connected to our organization.

Information about the conference and the Call for Proposals are available at http://www.historians.org/annual-meeting/future-meetings. The deadline for submissions is February 15, 2016.

Bielefeld Conference on Teaching History in Higher Education, Bielefeld University, Germany, May 24-25, 2016

This conference, which builds on work done at a series of conferences in Sweden and the U.K., seeks to bring together historians involved with SoTL from across Europe and beyond. It is sponsored by the University of Bielefeld and ISSOTL in History. There will be papers on a wide range of topics involving the pedagogy of history and opportunities to network with others concerned with this work and to plan for the future. Among the presenters will be Leah Shopkow (Indiana University) and Peter d’Sena (Institute of Historical Research, University of London).

More information about the conference may be found at http://www.uni-bielefeld.de/geschichte/abteilung/nachrichten.html#Bielefeld-Conference-on-Teaching-History-in-Higher-Education. Proposals for papers, workshops and round-table discussions (150-word abstracts) and questions should be directed to friedericke.neumann@uni-bielefeld.de. The deadline for submissions is March 1.

13th Annual Meeting of the International Society for the Scholarship of Teaching and Learning, Los Angeles, California, USA, October 12-15, 2016

The annual meetings of the larger ISSOTL organization provide the premier opportunity for sharing ideas and making contacts with those doing the scholarship of teaching and learning in many fields. Hopefully there will be a number of sessions devoted to learning issues in our discipline, and there will definitely be a meeting of ISSOTL in History members. The date for submitting proposals has not been announced, but it will probably be in April. Further information will be made available at http://www.issotl.com/issotl15/node/28.

EuroSoTL 2 – Lund, Sweden, June 2017

Looking farther ahead there will be a SoTL conference in Lund, Sweden in the summer of 2017. Arrangements have not been finalized, but, like last June’s highly successful EuroSoTL conference, this will bring together scholars of teaching and learning from Europe and beyond.
Reports on Conferences on Teaching and Learning Over the Past Year

Teaching History: Fostering Historical Thinking Across the K-16 Continuum
University of California-Berkeley, May 2015

This past May, our research team of four doctoral students from Indiana University traveled to the Teaching History: Fostering Historical Thinking Across the K-16 Continuum conference held at the University of California-Berkeley. The conference was truly a coming together of diverse scholars all dedicated to history pedagogy. Our group, which includes three PhD students in the History Department and one PhD student in the School of Education, had been brought together and turned on to questions of teaching history in college by Dr. Leah Shopkow. At the conference, we remarked how amazingly welcome and supported we felt as graduate students, and that we were treated as peers with everyone else who attended and presented. Our group presented our own evidence-based research on teaching undergraduates with primary sources, but found even more value in attending other panels and keynote addresses that were uniformly dedicated to opening up dialogue across the K-16 continuum and all who teach history in between. In recalling the conference, we marvel at the much-needed opportunity to talk to people from many levels of education who are interested in teaching. As graduate students, we often do not get the chance to work with students outside our department, and often feel as if our pedagogical passion is a lonely journey. Spaces like the Teaching History conference not only reinvigorated us as teachers, but also gave us a much-needed justification that our priority on effective and engaging teaching is not only worthwhile, but crucial. We left the conference with new strategies in our toolboxes and a clearer vision for the importance of collaborating with teachers at many levels as well as being in a supportive community with those who are dedicated to teaching.

Kristen Hengtgen and Jessica Leach, Indiana University

EuroSoTL (Cork, June, 2015), ISSOTL Annual Conference (Melbourne, October 2015), and The American Historical Association Meetings (Atlanta, January, 2016)

All three of these meetings attracted scholars, who shared their work on teaching and learning. ISSOTL in History is an affiliate of the larger ISSOTL organization and of the American Historical Society, and at all three conferences members of our organization took part in general sessions and met separately to discuss plans for making expanding the community of historians doing work in this field. We are seeking to give history even greater representation in the presentations at the future conferences of all three groups, and the group in Atlanta began to develop a plan for a half-day workshop introducing historians, Ph.D. students, and high school history teachers new to the work teaching and learning in history to be proposed for the next meetings of the American Historical in Denver in January 2017.
Teaching History In Higher Education Conference

This annual conference was held at the Institute of Historical Research, London in September, 2015. Forty presenters from the UK, the United States, Ireland, Algeria, Russia, and Israel presented papers that addressed a varied range of matters, including curriculum design and assessment; approaches to learning and teaching; and linking high education historian with external communities. The conference was very well attended. The schedule of the meetings is included below.

Program for the TEACHING HISTORY IN HIGHER EDUCATION CONFERENCE

Keynote lectures

Reflections on teaching history in schools
Mike Maddison, Educational Consultant (Former Her Majesty’s Inspector of Schools and National Lead for History)

Politics, problems and possibilities: why teaching must really matter for historians
Maggie Andrews, University of Worcester.

Panel session

The Teaching Excellence Framework (TEF). Implications and possibilities for the teaching of history in higher education
Jane Longmore, Arthur Burns, Mike Maddison and Peter D’Sena

Workshops

Learning through practice: a participatory workshop exploring ways of teaching the ‘grammar’ of historical research
Diana Jeater, Goldsmiths University, London

Introducing history students to employability skills and reflection: a first-year approach.
Chris Corker, Sheffield Hallam University

Slow down! Teaching students to encode their close reading
Melodee Beals, Sheffield Hallam University.

How to develop a decision forming case in less than an hour
Bruce Gudmundsson, Case Method Project, Marine Corps University, Virginia, USA

Papers

Making Digital History: students constructing online learning objects at the University of Lincoln
Jamie Wood, University of Lincoln

Students as researchers – an arts placement module
Kevin Linch & Tess Hornsby-Smith, University of Leeds

Beyond the Portfolio revisited: assessing workplace learning in undergraduate history programmes across UK HEIs
Richard Hawkins & Harvey Woolf, University of Wolverhampton

HE historians and teaching history in schools; further deliberations
Geoff Timmins, University of Central Lancashire, Preston

Are you an ignorant schoolmaster? Using philosophy to construct pedagogy in the history classroom
Annmarie Valdes, Loyola University, Chicago

Argue to think: helping VIth formers to write more effective argument in their history essays
Diana Hilliard, Argue to Think Project

It ‘really makes you think critically’: The making of modern Britain: identity and community, 1901-1964
David Clampin & Steve Lawler, Liverpool John Moores University

Using independent research to turn first-year history students into historians
Chris Corker, Sheffield Hallam University

History and developing critical thinking in first-year college students
Don Langley, USAF Academy, Colorado, USA.

Teaching empathy: lessons from the 1890s
Peter Yeandle, Loughbrough University

Experiences in designing a course on the history of the book
Mac Nason, Algonquin College, Ottawa, Canada

Dual mentorship: how academics can help postgraduates to help undergraduates to develop final-year dissertations
Marcus Collins & Deena Ingham, Loughborough University & Katie Carpenter, Royal Holloway, London

Complementary paper: Passing it on: how postgraduates can help undergraduates to develop final-year dissertations
Jenna Townend, Katie Carpenter and other students from Loughborough University

Public history in Northern Ireland: dealing with the past, engaging with the future
Olwen Purdue, Queen’s University Belfast

Public history: marketing and presenting the past
Ian Whitehead & Ruth Larsen, University of Derby

‘British History’ in Algerian University EFL classrooms
Mohammed Afkir, Laghouat University, Algeria

*Making history work: the Heritage i-Teams Graduate attributes scheme at the University of Hertfordshire*
Caroline Nielsen, University of Northampton

*Natalia Khisamutdinova, Vladivostok state University, Russia*

*History as the core point of the Russian Far East course in Vladivostok*

*Teaching history backwards*
Annette Atkins, St John’s University/College of St Benedict, Minnesota, USA

*‘I wanted to do it right, because I knew you’d be watching’: video log assessments*
Elaine Farrell, Queen’s University, Belfast

*Asynchronous and remote teaching of ancient history: trial, error and future prospects*
Daniela Dueck, Bar Ilan University, Israel

*Creating a history curriculum for the 21st century*
Chris Szejnmann, Loughborough University

*Making Digital History*
Colin Thomas, Independent scholar/film producer, director and writer

*Teaching the history of Holocaust and genocides in multicultural classrooms*
Doron Avraham, Bar Ilan University, Israel

*Approaches to improve the teaching of European history*
Andreas Boldt, Maynooth University, National University of Ireland

**Introduction of Lauren Poor**
Communications Director of ISSOTL in History

I am a historian of early modern Britain and Europe with a particular interest in comparative history and transnational issues, including religious toleration, state formation and identity, and the Enlightenment in the Department of History at Baylor University (Waco, TX). I defended my dissertation “Refugee Nation: The Origins of Practicing English Toleration, 1660–1732” at Indiana University-Bloomington in July 2015. Under the direction of Dr. Dror Wahrman and Dr. Sarah Knott, my dissertation examined England’s response to religious refugees at the moment of burgeoning concepts of English toleration. I have begun working on my manuscript, which examines how utilizing the Atlantic as a corrective to the refugee “problem” enabled England to continue fashioning itself as a tolerant nation.

Since the Fall of 2014, I have taught full-time at Baylor (a 4/4 course load, roughly 135 per semester) including both sections of the U.S. history and world history survey, upper level courses on “Witchcraft, Toleration, and the Ideals of Enlightenment,” and “The History of United States Foreign Policy,” as well as co-teach for Baylor’s Interdisciplinary Core (BIC)
program in the Honors College. BIC World Cultures and History courses consist of more than 200 students per class, and its success is dependent on co-teaching with faculty members from various departments across campus.

As a teacher, I facilitate student learning by creating a supportive classroom environment that builds upon the pedagogical research I undertook as a junior research fellow with the History Learning Project at Indiana, an initiative to develop new assessment tools and implement new teaching instruction modules. I am passionate about continuing my research in the Scholarship of Teaching and Learning in History at Baylor, and have begun working on a new project, with support of Baylor’s Academy for Teaching and Learning (ATL), examining student populations in our classrooms and what correlation there might be with their approach and study of history. In addition, the director of Baylor’s ATL has asked me to offer a “Seminar for Excellence in Teaching” (SET) workshop in the Fall 2016 to introduce Baylor Faculty to the “Decoding the Disciplines” model, a pedagogical technique I was introduced to during my time as a junior research fellow for the History Learning Project, and which has come to directly influence my approach to teaching in my survey courses.