

European Studies in Didactics¹ of History

Editorship, contributors and reviewing

An initial network of experts has been developed and maintained in various European comparative studies by the Department for Didactics of History, Social Studies and Civic education at the University of Vienna². Expertise includes academic historians, sociologists and other interrelated disciplines; pedagogical specialists; inspectors of education and chief examiners. Editorial policy and decisions would be taken by the group of experts described below, led by Professor Alois Ecker of University of Vienna, in consultation with the publishers. The Department for Didactics of History, Social Studies and Civic education would undertake administrative tasks, co-ordinating the work of the editorial board. The editorial board would be representative of diverse interests and geographical locations within the relevant 'community of practice'.

A broader 'scientific board' representing the international and global community would include experts from Africa, North and South America, East Asia and will also build the caucus of reviewers.

Editorial Board (confirmed; others to be proposed)

Bettina Alavi (PU Heidelberg), Michele Barricelli (Uni Hannover), Katharine Burn (IOE, Uni London), Luigi Cajani (Uni Rom), Alois Ecker (Uni Wien), Klaus Edel (Uni Wien), Markus Furrer (PH Luzern), John Hamer (Alpha Plus Ltd.), Terry Haydn (Univ. of East Anglia, UK), Thomas Hellmuth (Uni Salzburg), Bärbel Kuhn (Uni Siegen), Bettina Paireder (Uni Wien), Falk Pingel (Bielefeld), Susanne Popp (Uni Augsburg), Andreja Richter (School of Museology, Celje), Yvonne Sinclair (Manchester Metropolitan Univ.), Hanna-Maria Suschnig (Uni Wien), Nicole Tutiaux-Guillon (IUFM Lille), Arja Virta (Uni Turku, FIN), Joanna Wojdon (Uni Wroclaw, PL), Beatrice Ziegler (PH Aarau).

Scientific Board:

Members of the International Civic and History Education Network (ICHEN), the International Society for History Didactics (ISHD), the International Association for Research in History and Social Sciences Education (IARHSSE)/Association Internationale de Recherche en Didactique de l'Histoire et des Sciences Sociales (AIRDHSS), European Association for History teachers (Euroclio), the Historical Association (UK), the International NGO History Forum for Peace in East Asia, the United Nations Alliance of Civilisations, the Research Centre for Islamic History, Art and Culture (IRCICA) as well as other networks and experts in the field of history didactics.

¹ The Euro-English term *didactics* of history is used throughout this proposal to denote concepts, theories, knowledge, understandings, traditions and practices connected with teaching and learning history. The term is used here synonymous with the German term "Geschichtsdidaktik", i.e. 'subject-specific teaching methodologies' and/or 'pedagogy of history' – As there is no cover term in the English-speaking countries for 'didactics of history' so far, the term 'didactics' is translated in various forms in the English speaking countries. Depending on the context, it could refer to 'theory and/or reflection upon teaching and learning history', to 'the concepts of teaching and learning history', to the methodology of teaching history, to the development and organisation of learning arrangements in subject 'history' and the reflection of such practices, or to 'the epistemological ground of teaching and learning 'history' as well. The relevance of such paradigmatic approach to the field of subject didactics is documented for the English speaking countries p.ex. in the 'Debates in Subject teaching Series', (edited by Susan Capel, Jon Davison, James Arthur and John Moss). Cf. for our topic: Davis, I. (Ed.) (2012) *Debates in History Teaching*, London, NY: Routledge/ Taylor & Francis; and Arthur, J. and Cremin, H. (Eds.) (2011) *Debates in Citizenship Education*, London, NY: Routledge/ Taylor & Francis.

² See www.che-itt-history.eu (20/09/2012)