SPECIAL SERIES CALL FOR PAPERS

History Education in Historical Perspective

Edited by Tyson Retz and Terry Haydn

For publication from Autumn/Winter 2024

Expressions of interest accepted until: 13 November 2023
Deadline for draft papers: 12 February 2024

History educators spend their days advocating the benefits of historical thinking, and yet, ironically, the field of history education research often lacks a historical perspective on the issues it investigates. This special series aims to address this shortcoming by situating history education within the history of educational thought. It is predicated on the idea that there is no question, issue, or problem into which we cannot gain more insight by looking at what has come before, and it invites submissions that reveal what paradigms of educational thought have shaped historical teaching and learning globally.

This special series aims to bring together high-quality papers that explore different national contexts of theory and practice, and the Editors particularly welcome submissions on the different intellectual traditions of educational thought that have made an impact across national borders. Contributors should reflect on the question: what, in the history of history education, remains a potentially valuable source of new insight? The editors regard histories of history education from beyond Europe and the anglosphere as particularly important in shedding light on this question.

Examples of such paradigms of educational thought include the ‘forms of knowledge’ educational philosophy that nurtured the development of ‘second order’ and ‘historical thinking’ concepts, as well as the German Bildung tradition from which the notion of ‘historical consciousness’ has entered history teaching phraseology worldwide. Contributors may elect to focus on the influence of a particular educational figure or school of educational thought; for example, Piaget’s ‘ages and stages’ research paradigm or Bruner’s contention that distilling the conceptual structure of a discipline offered a model for teaching the subject in schools. In addition to providing new historical insights, it is expected that contributors will bring their histories to bear on discussion of the current and future directions of historical teaching and learning.
**Submitting to this special series**

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Expressions of interest in the form of an abstract of 300-500 words, up to six references, and a 50-word biographical statement should be sent by email to the handling editors: Tyson Retz tyson.retz@uis.no and Terry Haydn T.Haydn@uea.ac.uk

**Formatting guidelines**  
Please consult the notes for authors on the journal’s webpage at https://uclpress.co.uk/herj.

**About the journal**  
The *History Education Research Journal* (HERJ) is an international, fully open-access, peer-reviewed journal that focuses on the global significance and impact of history education. It covers all aspects of history education theory, practice, scholarship, and pure and applied research. Publications in the journal address contemporary issues, concerns, policies and practice, drawing upon the full range of research methodologies relating to history education research.

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