

Die Perspektive der internationalen geschichtsdidaktischen Forschung / The perspective of international history education research

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Abstract:

Historical consciousness and historical thinking are key concepts in the international field of history education research. Despite the similarities, there are also differences in how scholars in, for example, the USA, Canada and European countries theorize and investigate these concepts (see also Körber & Meyer-Hamme, 2015; Seixas, 2016; Van Boxtel & Van Drie, forthcoming). In this contribution I will reflect upon the historical thinking model of the FUER group from the perspective of this international field of research.

I will discuss how the conceptualization of historical thinking in the FUER model and the research that uses this model (e.g. in the HITCH project) contributes to the field. This contribution is strongly connected to the underpinnings of the model: defining historical thinking as a competency (using the definition of Weinert) and the idea that historical consciousness is manifested through narrative that gives coherence, sense and direction. One of the strengths of the FUER model is its integrative nature. Furthermore, whereas most empirical studies in this field focus on the construction of a historical interpretation or argumentation, the FUER model makes a distinction between re-construction and de-construction and generates studies on how to develop and assess the ability to systematically assess given historical statements. Finally, a unique contribution is the attention for the ability to use historical experiences and interpretations to orientate in time (Orientierungskompetenz). This competence is gaining more attention outside the German speaking research community (see, for example, Lévesque, 2017).

Second, I will discuss some challenges, such as the further operationalization of the rather

abstract competencies that are defined in the FUER model (which are blends of subskills), the identification of levels of historical thinking and the role of underlying knowledge, understanding, attitudes and beliefs.

References:

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Seixas, P. (2016) Translation and its discontents: key concepts in English and German history education, *Journal of Curriculum Studies*, 48, 4, 427-439.

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