Over the past decades, what might be called the “first generation” of scholars in history didactics has worked with enthusiasm and patience on the development of core theories/theoretical frameworks and a basic set of analytic terms and methodological tools for describing and analyzing the field of history didactics and historical education. Core concepts in history didactics such as “historical consciousness”, “historical thinking” and “historical culture” have been the subject of various approaches and definitions in the national and regional networks and schools of history didactics and historical education. However, the intercultural, transnational and global dimensions of the core concepts of history didactics and historical education have not been elaborated extensively or compared systematically.

The dynamics of the digital revolution with its innovative forms of communication, interaction and media have provoked new relations and thus new perspectives on the idea of “historical consciousness”, “historical thinking” and “historical culture”. In view of the accelerated cultural change, right now seems to be a good moment in history didactics to revise and renew the debate on the core concepts. The Graz Conference aims to make essential steps forward in this direction by putting more emphasis on the intercultural, transnational and global dimensions of this discourse.

OBJECTIVES AND PURPOSES OF THE GRAZ CONFERENCE 2020

Starting from the assumption that the scientific discourse on core concepts of history didactics and historical education is still based primarily on national frameworks and networks, the Graz Conference offers an opportunity for deepening the theoretical and methodical discussions in an intercultural, global perspective.

The Graz Conference 2020 aims:
• to establish a scientific framework for an intercultural discourse on core concepts in the field of history didactics/historical education,
• to empower a global discourse on the theoretical understanding and on the empirical/practical dimensions of relevant concepts such as
  — Historical consciousness
  — Historical thinking
  — Historical culture (including public history),
• to create an opportunity for strengthening international collaborations and make them more robust in terms of intercultural comparison, exchange of information and results,
• to promote a sustainable network of scholars interested in enhancing the intercultural discourse on theory and methodology in history didactics/historical education,
• to identify shared, transnational research interests and trajectories, and/or to identify elements of a common research agenda among participants for intercultural comparative work,
• to promote the “Centre for Intercultural Comparative Research in History Didactics (CICR-Graz)” as a key partner in the global network of researchers in the field.
Participants are invited to apply for presentations and/or to act as respondents/discussants in one of the following sections:

I. »Historical Consciousness« in intercultural perspective
II. »Historical Thinking« in intercultural perspective
III. »Historical Culture« in intercultural perspective
IV. Core Concepts in their interrelation to »Historical Learning«
V. Core Concepts in their interrelation to (theories of) global political, social, economic or cultural developments
VI. Core Concepts of theory of history in relation to core concepts of history didactics/historical education
VII. The impact of the digital revolution on the core concepts of history didactics/historical education
VIII. Ethical aspects interrelated to the core concepts (human dignity, sustainability, social responsibility)

More details: www.grazconference2020.uni-graz.at