

AHE-SASHT
Final conference programme
Thursday-Friday, 26-27 September 2019

DAY 1: Thursday 26 September			
8.00 – 8.40	ARRIVAL AND REGISTRATION		
8.40 – 09.00	WELCOME AND OPENING REMARKS		
09.00 – 11.00	PANEL 1A: <i>HISTORY PEDAGOGIES AND COMPETENCIES</i> Chair: Marj Brown	PANEL 1B: <i>SENSITIVE ISSUES IN HISTORY EDUCATION IN POST-CONFLICT SOCIETIES IN AFRICA</i> Chair: Marshall Maposa	PANEL 1C: <i>HISTORICAL PERSPECTIVES ON HISTORY EDUCATION (1)</i> Chair: Johan Wassermann
	<p><i>Byron Bunt & Lance Bunt</i> Dogs of War: A historically themed trading card game that tangentially teaches World War II</p> <p><i>Manners Msongelwa</i> The Khoisan and the 21th century history teacher</p> <p><i>Doris Banda & Sarah Godsell</i> Teaching and learning history essay writing: how to get to the heart of critical thinking</p>	<p><i>Dominique du Toit</i> Creating victims? History education in a post-conflict society</p> <p><i>Linda Hackner</i> Holocaust and genocide pedagogy in South Africa: building a human rights culture in democratic South Africa</p> <p><i>Mduduzi Ntuli</i> Change Makers' Programme: challenging current and future African leaders to solve issues of African concern</p> <p><i>Denise Bentrovato & Jean-Leonard Buhighiro</i> State-sponsored history and the challenges of curriculum implementation after conflict: teachers' everyday discourses and practices around history education in post-genocide Rwanda</p>	<p><i>Bronwyn Strydom</i> Changing states: One hundred years of Humanities education at the University of Pretoria</p> <p><i>Yolandi Woest</i> "History games and games in history": An autoethnographic snapshot of Nationalist ideology in the hidden school curriculum during Apartheid</p> <p><i>Franklin Lewis</i> Re-experiencing music education at the University of Cape Town</p>
11.00 – 11.30	COFFEE BREAK		

11.30 – 13.00	PANEL 2A: <i>GENDER IN HISTORY EDUCATION</i> Chair: Yolandi Woest	PANEL 2B: <i>HISTORY EDUCATION AND IDENTITY CONSTRUCTION IN SOUTH AFRICA (1)</i> Chair: Franklin Lewis	PANEL 2C: <i>HISTORICAL PERSPECTIVES ON HISTORY EDUCATION (2)</i> Chair: Bronwyn Strydom
	<i>Nancy Rushohora</i> Foremothers in Tanzania history education <i>Jennifer Nkwera</i> Marginalisation of women in early postcolonial Tanzanian history education coverage	<i>Fezeka Cynthia Gxwayibeni</i> Selected millennial history teachers' engagement with Rainbow Nation Discourses in relation to post-apartheid South African History <i>Brian Jarvis</i> Rupturing the veil of the rainbow: some implications for educational practice <i>Elize Van Eeden</i> Repower local and regional histories in Africanising the South African historical narrative and history curricula	<i>Linda Chisholm</i> Teacher preparation during late-Apartheid South Africa <i>Delene Human</i> The proscription of visual artworks as a means to educate the perception of public morals: The Moses Kottler case (1957) <i>Will Gordon</i> Education in the South African Defence Force: Indoctrination or liberation?
13.00 – 14.00	LUNCH		
14.00 – 15.30	PANEL 3A: <i>COMPETENCIES AND ASSESSMENT IN HISTORY EDUCATION</i> Chair: Byron Bunt	PANEL 3B: <i>HISTORY EDUCATION AND IDENTITY CONSTRUCTION IN SOUTH AFRICA (2)</i> Chair: Kate Angier	PANEL 3C: <i>TRANS ATLANTIC HISTORIES</i>
	<i>Karen Harris & Ria van der Merwe</i> “What's in the box?” – Education archives, history skills and honours students <i>Susan Bester</i> The utilisation of historical thinking to enrich the knowledge content of the school curriculum <i>Robyn Mowatt</i> Assessing for 21st century competencies and future ready learners: Insights from IEB History NSC examination papers	<i>Mahunele Thotse</i> Refusing to remember: Inadequacy of knowledge on the South African wars of resistance against colonialism through official prescription <i>Leevina Iyer</i> “I am who I am because of my past, present and future”: Exploring multiple identities of university students in South Africa <i>Kirstin Kukard</i> The trajectory of the shifts in academic and civic	<i>Marj Brown & Tom Thurston</i> Reflections on Trans Atlantic Histories: lessons from resistance to Slavery and Racism in the USA and Apartheid in South Africa: teacher collaborations

		identity of learners in South African and English secondary school history national curriculums across two key reform moments	
15.30 – 16.00	COFFEE BREAK		
16.00 – 17.00	KEYNOTE ADDRESS		
	Chair: Johan Wassermann		
	<i>Teresa Barnes</i> (via Skype) Teaching History After Mugabe, Mandela and Obama		
17.00 – 18.00	SASHT ANNUAL GENERAL MEETING		
18.15	COCKTAIL DINNER		
DAY 2: Friday, 27 September			
9.00 – 10.30	PANEL 4A:	PANEL 4B:	WORKSHOP:
	<i>HISTORY CURRICULUM DEVELOPMENT AND IMPLEMENTATION</i>	<i>HISTORY EDUCATION AND IDENTITY CONSTRUCTION BEYOND AFRICA</i>	
	Chair: Mahunele Thotse	Chair: Henriette Lubbe	
	<i>Nyombiyoxolo Mqadi</i> Experiences of teaching and learning of history in a context of rurality: A case study of a selected South African rural high school	<i>Stéphane Minvielle</i> The multi-faceted nature of an influence of the “State” on history curricula in New Caledonia	<i>Lucille Dawkshas</i> Using graphic organisers in the history classroom
	<i>Yvonne Kabombwe & Innocent Mutale Mulenga</i> Implementation of the competency-based curriculum by teachers of history in selected secondary Lusaka district, Zambia	<i>Luigi Cajani</i> World history at school and its enemies	
	<i>Adrienne van As</i> The first steamships: An investigation for Intermediate Phase history curriculum development		
10.30 – 11.00	COFFEE BREAK		
	PANEL 5A:	PANEL 5B:	PANEL 5C:

11.00 – 12.30	<p>THE STATUS OF HISTORY EDUCATION IN EASTERN & SOUTHERN AFRICA (1)</p> <p>Chair: Leevina Iyer</p>	<p>HISTORY TEXTBOOKS IN AFRICA (1)</p> <p>Chair: Johan Wassermann</p>	<p>DECOLONISING HISTORY EDUCATION (1)</p> <p>Chair: Dorothy Sebbowa</p>
	<p><i>Pieter Warnich</i> A critical reflection on the 2018 History Ministerial Task Team Report on compulsory History in South Africa</p> <p><i>Phumzile Sono</i> The value of teaching history subject skills in the 4th Industrial Revolution</p> <p><i>Mauricio Paulo Langa</i> Black African parents and school history: A narrative inquiry</p>	<p><i>Marshall Tamuka Maposa</i> History textbook authors' experiences of the textbook production process in South Africa</p> <p><i>Tarryn Chanel Halsall</i> The representation of BRICS countries in South African School History Textbooks</p> <p><i>Titus Mudenda</i> Representation of Zambian History in Zambian Secondary School history Textbooks</p>	<p><i>Johan Buys</i> The value of epistemological boarder-crossings within the history school curriculum</p> <p><i>Gerhard Genis</i> Language, body and environment: indigenous embodiment and learning history</p> <p><i>Raita Steyn</i> The struggle over statues referring to the (in)glorious African past: Two examples from Ethiopia illustrating (de)colonisation/post-colonialism</p>
12.30 – 13.30	LUNCH		MEETING OF Y&T EDITORIAL BOARD
13.30 – 14.30	<p>PANEL 6A:</p> <p>THE STATUS OF HISTORY EDUCATION IN EASTERN & SOUTHERN AFRICA (2)</p> <p>Chair: Pieter Warnich</p>	<p>PANEL 6B:</p> <p>HISTORY TEXTBOOKS IN AFRICA (2)</p> <p>Chair: Denise Bentreovato</p>	<p>PANEL 6C:</p> <p>DECOLONISING HISTORY EDUCATION (2)</p> <p>Chair: Johan Buys</p>
	<p><i>Mary Kakeeto</i> The Current History Education Status Amidst Challenges of Curriculum Reform in Uganda Secondary schools</p> <p><i>Joshua Chakawa</i> The Rise, fall and Rise of History Teaching in Zimbabwean Secondary Schools: From Aeneas Chigwedere to Lazarus Dokora</p>	<p><i>Bronwyn Plescia</i> History through Archaeology – A case study of Zimbabwean History textbooks</p> <p><i>Rosa Cabecinhas, Cassimo Jamal & Celestino Joanguete</i> Liberation struggles in Mozambican History Textbooks: a diachronic analysis</p>	<p><i>Dorothy Kyagaba Sebbowa</i> Dialogues over decolonization: A case of History Education in Uganda</p> <p><i>Sarah Godsell</i> Decolonisation of history assessment: an exploration</p>
14.30 – 15.00	BOOK LAUNCH		

15.00 – 15.30	CONCLUDING REMARKS
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