

Call for Papers - Save the date

Conference

Topic: History didactics meets special education – interdisciplinary perspectives on historical thinking and disabilities

Place: Köln University, Germany

Date: 29th March and 30th March 2023

FINAL CALL

With the establishment of inclusion in schools, the question of how to design effective lessons for learners with disabilities has become more important. Although Inclusion can by no means be considered a new phenomenon or a new development, there is still a lack of knowledge about what history education should look like in order to be effective for students with disabilities (Barsch et al. 2020; Rein 2021; Völkel 2017).

In recent years, a broader view on Inclusion has been established (Löser/Werning 2015, 17-18). This means that Inclusion is not only focused on people with disabilities, but also comprehensively addresses all areas of social inequality that are associated with disadvantage. This includes disadvantages caused by linguistic abilities, socioeconomic conditions, sexual orientations, ethnicity, etc. that differ from the majority of society. Consequently, Inclusion has become a field of research and practice of different professions, which vary from one another in their specificity and perspectives. Despite the awareness of the necessity for a broad understanding of Inclusion, the planned conference is dedicated to the specific relationship between history didactics and special education for historical learning in schools. At the same time intersectional aspects (Bronner and Paulus 2021) will also be taken into account, insofar as disability can also be understood as a social construct and social phenomenon (Trescher 2017, 30f.) in which various simultaneously occurring manifestations of difference jointly lead to disadvantages.

The conference aims to provide a space for these topics to be touched upon. Furthermore, theoretical perspectives, practical experiences, empirical findings and conceptual approaches will also be equally considered, especially given that the empirical level has been neglected in the past (Barsch et al. 2020; Rein 2021). Therefore, this will be a focus at the conference in order to emphasize the relevance of people with disabilities for empirical research. On the other hand, while the theoretical and practical level have already more approaches and publications (Barsch et al. 2020; Alavi and Lücke 2016; Völkel 2017; Degner 2020, 2016), a more in-depth exchange still seems desirable and profitable after decades of marginalization (Riegert and Musenberg 2015; Musenberg and Pech 2011).

Theoretical questions might include:

- How does historical imagination manifest itself in learners with sensory disabilities?
- What theoretical approaches to history didactics are adaptable for learners with disabilities?
- What role does narrativity play in inclusive history teaching?
- What are the didactic principles of teaching history in inclusive settings?

On a practical level, such question could be discussed:

- Which teaching methods seem promising for promoting historical thinking in children and adolescents with intellectual disabilities?
- What is the relationship between language-sensitive history teaching and special education?
- How can teacher training prepare future history teachers for Inclusion?
- What opportunities does digitalization offer history teaching for learners with disabilities?

Additionally, empirical perspectives will also be opened up, for example:

- What general empirical findings are there on historical learning for learners with disabilities?
- What empirical findings are there on historical learning in inclusive settings?
- Which teaching methods seem promising for promoting historical thinking of children with special educational needs?

We are already looking forward to your proposals for possible contributions at the meeting! Presentations should include 20 min + 10 min discussion.

The conference is planned as an international conference with English as the working language. For guests from abroad, we will solicit funding for travel expenses. Therefore, we need a commitment from these persons as early as possible with a working title for a talk or workshop.

Please address your proposals of no more than **1000 words until 19th September 2022** to: Sebastian Barsch sbarsch@histosem.uni-kiel.de and Franziska Rein franziska.rein@ph-ludwigsburg.de

Kind regards

Prof. Dr. Sebastian Barsch and Dr. Franziska Rein

References:

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- Musenberg, Oliver; Pech, Detlef (2011): Geschichte thematisieren - historisch lernen. In: Christoph Ratz (Hg.): Unterricht im Förderschwerpunkt geistige Entwicklung. Fachorientierung und Inklusion als didaktische Herausforderungen. 1. Aufl. Oberhausen: Athena (Lehren und Lernen mit behinderten Menschen, 21), S. 217–240.
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