

INTERNATIONAL CONFERENCE

History Education, Diversity, and Inclusion

HEDI 2025

University of Hildesheim, 09th and 10th of October 2025



Given the existing diversity in society, which is also represented in schools, the question of how to make history learning accessible to all remains of great importance. Inclusion and diversity are no longer alien to the discipline of history education, as diversity and inclusion-oriented research and methodological proposals have proliferated, especially in the last two decades. Nevertheless, there are still massive theoretical, empirical and pragmatic desiderata that call for the systematic and focused study of history education with a focus on inclusion and diversity.

In recent years, a broader understanding of inclusion has emerged. This means that inclusion is not only focused on people with disabilities, but also comprehensively addresses all areas of social inequality associated with disadvantage. This includes disadvantages caused by language skills, socio-economic conditions, sexual orientation, ethnicity, etc. that differ from those of the majority of society. As a result, inclusion has become a field of research and practice for different professions, each with its own specificities and perspectives. From a broad understanding of inclusion, intersectional intersections are also interesting in terms of their impact on historical learning processes.

The conference aims to provide a space for these issues to be addressed. In addition, theoretical perspectives, practical experiences, empirical findings and conceptual approaches will be given equal consideration.



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History Education, Diversity, and Inclusion – HEDI 2025

Conference Program

9th of October 2025

8.30 AM **ARRIVAL**

9.15 AM **WELCOME AND ORGANIZATION**

9.30 AM **Section I - Moderation: Christoph Kühberger**

Vanessa Arteaga, Pasto, & Eduardo Erazo Acosta, Narino, COL

The power of the ancestral philosophy of Alli kawsay (Buen Vivir) in the indigenous movements of Colombia - Ecuador vs. the exclusion by the big mining development, contribution to the Rights of Mother Nature from the global south in middle of climate change

Grigori Khislavski, Erfurt, GER

Otherness. History didactics approach to a dialogical culture of remembrance in multicultural societies

Shu Wan, Buffalo, USA

Rust Belt or Rising Belt? How to teach Asian Buffalo History to Buffalonian students

Section II - Moderation: Susan Krause

Sunday Udim Umoh, & Samuel Uwem, ZAF

Decolonial Love Pedagogy and Sensitive and Controversial History Teaching in Post-Apartheid South Africa

Gideon Boadu, Melbourne, AUS & Emmanuel Nii Adotei Baddoo, GHA

Bridging the Gap Between Marginalised Narratives and Mainstream History Education: Minoritised Groups and the Development of Nationalist Movements in Ghana

Henning Tauche, Gießen, GER

Teaching Against the Grain. Perspectives for an anti-classist historical education

11.00 AM **BREAK**

11.30 AM **Section III - Moderation: Gideon Boadu**

Christoph Kühberger, Salzburg, AUT

Exploring Concept Cartoons in History Education, An Inclusive Pedagogical Approach for Diverse Learners

Martin Reimer, Dresden, GER

Shared and Contested lieux-de-mémoire in Social Media: A Global Classroom for inclusive history education?

Gbadebo Oyewo Gbemisola & Adetola Elizabeth Umoh, Durban, ZAF

It doesn't have to be boring: Mesh of Montessori and Inquiry based History Teaching In Montessori Schools in South Africa

Section IV - Moderation: Joanna K. Garner

Maria Pasaricek, Graz, Melanie Göttfried, Wien, Geral Lamprecht, Graz, & Georg Marschnig, Wien, AUT

Family Talk. In search of multidirectional remembering

Jacques Ngong Atemboné, Jaunde, CMR

Technocultures: a response to an inclusive historical education in Cameroon?

Sebastian Barsch, Köln, GER, Eric B. Claravall, Sacramento, USA & Franziska Rein, Hildesheim, GER

Empowering youth in digital civic engagement: Critical approaches in Social Studies and History

1.00 PM **LUNCH BREAK**

2.30 PM **Section V - Moderation: Georg Marschnig**

Nicole Abricot Marchant & Carmen Gloria Zúñiga, Santiago, CHL

Social Thinking Assessment in Citizenship Education Approach: An Instrument to Provide Feedback for Social Science Classrooms with Equal Learning Opportunities

Caroline Clormann, Gießen, GER

Exploring Shades of History and Time - On the Compatibility of Special Education and History Education

Tanja Kohvakka, Helsinki, FIN, Paula D'Donohoe, Madrid, ESP & Jan-Christian Wilkening, Köln, GER

Yeah, it's often difficult. European History Teachers' Perceptions on Inclusion

Christian Mathis, Zürich, CHE

'Nothing about us without us'. Yenish – Sinti – Roma. The little-known Swiss Minorities' inclusion in History Teaching

Section VI - Moderation: Stefania Gargioni

Elena Wanner, Hildesheim, GER

History education and intellectual disability

Sebastian Barsch, Köln, GER & Amaia Lamikiz Juaregiondo, San Sebastian, ESP

Inclusive history education: Comparing teachers' attitudes internationally

Nur Fatah Abidin, Jawa Tengah, IDN

A Mode of Historical narrative for teaching students with disabilities in secondary special and inclusive schools: Views and experiences from Indonesia

Maria Papadopoulou, Thessaloniki, GRC

Integrating Inclusive Strategies in History Education for Students with Learning Disabilities: A Review of Existing Strategies and the Design of a Teaching Plan

4.30 PM **COFFEE BREAK**

5.00 PM **TREE IN TIME Erasmus + project**, Metka Trdin (Zavod za raziskovanje vizualne in uprizoritvene umetnosti Maribor /Institute for Research in Visual and Performing Arts Maribor), Zala Lonec & Eva Pišek (Osnovna šola Duplek / Primary school Duplek), SVN

6.00 PM **World Café**

7.00 PM **DINNER** – further information will follow

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Conference Program

10th of October 2025

9.00 AM ARRIVAL

9.30 AM Section VII - Moderation: Paula O'Donohoe

Gideon Boadu, Melbourne, AUS & Prince Essiaw, Enchi, GHA
History for All: Analysing the Accessibility of History Curriculum Materials for Students with Additional Needs

Heike Krösche, Innsbruck, AUT
Inclusion and diversity orientated history education An evaluation from the perspective of student teachers

Jeanette L. Jones, Kansas City, USA
The Intersection of Inclusion, Diversity, and Digitization in History Education

Section VIII - Moderation: Amaia Lamikiz Jaure

Sarah Holland, Nottingham, UK
Disability, History and Higher Education

Ann-Marie Foster, Aberdeen, SCO
Inclusion in History-making Spaces, the Problem of Archives and Access

Lucina Matthews-Jones, Liverpool, UK
Making and Unmaking the History Classroom with Creative Teaching Methods

11.00 AM COFFEE BREAK

11.30 AM Section IX - Moderation: Caroline Clormann

Gideon Boadu & Samantha Vlcek, Melbourne, AUS
Representations of Minoritised Histories and Cultures in the Australian History Curriculum: Towards Inclusive History Education in Australian Schools

Stefania Gargioni, Paris, FR
Engaging with Colonial Histories: Using Project Zero Thinking Routines to Foster Inclusion and Critical Inquiry in History Education

Carmen Gloria Zúñiga & Nicole Abricot Marchant, Santiago, CHL
Classroom Practices in History and Citizenship Education: How to Advance Towards Social Justice?

Section X - Moderation: Ann-Marie Foster

Luke O'Donnell & Paul Flynn, Galway, IRL
Growing Up, Younger : equipping teen history students with academic responsibility, perspective and research expertise at second-level

Jesús A. Tirado & Sara B. Demoigny, Auburn, USA
Reimagining the Structured Academic Controversy for a more inclusive learning environment

1.00 PM LUNCH BREAK

2.30 PM Section XI - Moderation Carmen Gloria Zúñiga

Yonghee Suh, Norfolk, Brian Daugherity, Richmond & Joanna K. Garner, Norfolk, USA
Navigating Teacher Identities and Affective Disruption: Teaching Difficult Histories with Oral Histories through Historical Inquiry

Judit Ramb, Bielefeld, GER
Racism and Critique of Racism as Topic and Perspective for German History Education

Marie-Christine Scholz, Frankfurt, GER
The anti-discrimination training concept "Social Justice und Diversity" by Czollek et al. and its potential applications in history education

Section XII - Moderation: Nicole Abricot Marchant

Charis-Fey Westensee, Hildesheim, GER
The celibacy of female teachers in the German Empire as a learning opportunity for intersectional historical learning?

Francesca Salvatore, Taranto/Lecce, ITA
History can save lives. Public history as an educational practice to fight against discrimination, marginalization and school dropout in underprivileged students

Felix Linström, Nele Jeremowicz & Sophie Egeter, Rostock, GER
HistoTec – An Action-Oriented Professionalization Concept to Promote Digital Competencies in Teacher Education

4.00 PM CONCLUSION

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Organization and Contact:

Prof. Dr. Sebastian Barsch and Team, University of Cologne

s.barsch@uni-koeln.de

Prof. Dr. Franziska Rein and Team, University of Hildesheim

reinf@uni-hildesheim.de

Conference Venue:

University of Hildesheim

Kulturcampus Domäne Marienburg

Domänenstraße 1, 31141 Hildesheim

Directions to the Conference:

