History Education in the Digital Age

Mario Carretero · María Cantabrana · Cristian Parellada Editors

History Education in the Digital Age



Editors
Mario Carretero
Facultad Latinoamericana de Ciencias
Sociales (FLACSO-Argentina)
Universidad Autónoma de Madrid
Madrid, Spain

Cristian Parellada FLACSO-Argentina Universidad Nacional de La Plata La Plata, Argentina María Cantabrana Facultad Latinoamericana de Ciencias Sociales (FLACSO-Argentina) Buenos Aires, Argentina

ISBN 978-3-031-10742-9 ISBN 978-3-031-10743-6 (eBook) https://doi.org/10.1007/978-3-031-10743-6

© The Editor(s) (if applicable) and The Author(s), under exclusive license to Springer Nature Switzerland AG 2022

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Contents

Mario Carretero, Maria Rodriguez-Moneo, María Cantabrana, and Cristian Parellada	1
Present Challenges to Historical Thinking and Historical Consciousness	
Hard Choices: What Does It Mean 'to Be Good at ICT' as a History Educator? a View from England Ferry Haydn	29
Historical Analogies and Historical Consciousness: User-Generated History Lessons on TikTok Robbert-Jan Adriaansen	43
Innovative Digital Tools for Historical Understanding	
Historiana: An Online Resource Designed to Promote Multi-Perspective and Transnational History Teaching Maren Tribukait and Steven Stegers	65
Leveraging Intercultural Social Media-Type Platforms to Promote Historical Consciousness and Historical Understanding Among Young People: Exploring Opportunities and Challenges Liz Dawes Duraisingh	85
A New Approach to Virtual Reality in History Education: The Digital Oral Histories for Reconciliation Project (DOHR) Lindsay Gibson, Jennifer Roberts-Smith, Kristina R. Llewellyn, Jennifer Llewellyn, and with the DOHR Team	103

vi Contents

Digital Scenarios for Colonial Tensions	
'It Isn't About Who Was Worse': Colonialism and Historical Debate on Social Media Everardo Perez-Manjarrez	125
Digital Historical Maps in Classrooms. Challenges in History Education	139
Cristian Parellada and Mario Carretero	
Videogames and History Education	
Digital Entertainment Gaming as a Site for (Informal) Historical Learning? A Reflection on Possibilities and Limitations Pieter Van den Heede	161
Informal Strategies for Learning History in Japanese Mass Media Visual Culture: A Case Study of the Mobile Game Fate/Grand Order Federico Peñate Domínguez	177
Films and Theatre as Tools of Historical Dialogue	
Historical Films in History Classrooms: Documentaries or Fiction Films? Teachers' Views and Practices Maria Repoussi and Maria Mavrommati	193
Theatre of War: Lola Arias' Documentary Theatre as Innovative Tool for Historical Dialogue María Cantabrana and Mario Carretero	213