



## SPECIAL SERIES CALL FOR PAPERS

# History Education Beyond the Classroom

Edited by [Arthur Chapman](#) and [Rūta Kazlauskaitė](#)

For publication from Spring 2025

**Expressions of interest accepted until: 13 May 2024**

**Deadline for submission of papers: 9 September 2024**

History educators and policymakers often behave as if curricula and classrooms were the key fora, forms and formats mediating young people's historical knowledge, identities, imaginaries and forms of historical consciousness. However, just as time spent in formal education is just a fraction of the day, so time spent in formal history education accounts for just a fragment of young people's overall historical learning. History education occurs continually, in all contexts where the intersections of public and personal pasts, presents, and futures are brought to light and negotiated in the various formal and informal settings of everyday life.

This special series aims to begin to map, model and reflect upon some of these wider fora, forms and formats of history education in their social, formal and technological variety. Our goal is to comprehend how these diverse forms of history education contribute to the representation, mediation, and formation of historical identities, vocabularies, experiences and imaginaries. What are the history-making and history-educating implications of young peoples' encounters with and within such spaces and interfaces as museums, historic sites and memorials, video games, theme parks, social media narratives and interactions (e.g., YouTube-, TikTok- and Instagram-histories), films and documentaries, immersive virtual and mixed reality experiences, podcasts and audiobooks, graphic novels, family and community stories, vintage clothing, rituals, dance and music, and monumentalities? These are just a few examples of the contemporary forms and formats through which history is encountered and engaged outside the classroom. We aim to explore how history education could and should think about these forms of presenting, representing and enacting pasts, and the implications of their omnipresence in young peoples' lifeworlds for the aims, forms, contents, sites, media and impacts of formal history education.

We encourage submissions that adopt interdisciplinary approaches that enhance the depth and breadth of history education research. Contributions can take the form of empirical studies, theoretical analyses, or reflective essays.

## **Submitting to this special series**

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Expressions of interest in the form of an abstract of 300-500 words, up to six references, and a 50-word biographical statement should be sent by email to the handling editors: Arthur Chapman [arthur.chapman@ucl.ac.uk](mailto:arthur.chapman@ucl.ac.uk) and Rūta Kazlauskaitė [ruta.kazlauskaite@helsinki.fi](mailto:ruta.kazlauskaite@helsinki.fi)

### **Formatting guidelines**

Please consult the notes for authors on the journal's webpage at <https://journals.uclpress.co.uk/herj/site/author-guidelines/>.

### **About the journal**

The *History Education Research Journal* (HERJ) is an international, fully open-access, peer-reviewed journal that focuses on the global significance and impact of history education. It covers all aspects of history education theory, practice, scholarship, and pure and applied research. Publications in the journal address contemporary issues, concerns, policies and practice, drawing upon the full range of research methodologies relating to history education research.

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