



## 2018 QHTA State Conference

30 June 2018

Brisbane Girls Grammar School, Gregory Terrace

### Registration Costs

Members Registration up to 120km away from Brisbane	\$176.00
Member Registration over 120km from Brisbane	\$143.00
Non-member Registration	\$253.00
Primary School Teacher Registration	\$121.00
Student or Unwaged	\$ 66.00
Invited Presenters	No charge

Institutional Members of QHTA can send up to 7 teachers at the Member Rate

Registration includes all refreshments for the day, keynote presentation, workshops, satchel, trade displays.



Registration at [www.qhta.com.au](http://www.qhta.com.au)

## Saturday 30<sup>th</sup> June 2018

<b>8.00 AM</b>	<p><b>Registration</b> (Tea and coffee available. Trade Display Open)</p>								
<b>9.00 AM</b>	<p><b>Conference Opening</b> <b>Acknowledgement of Country</b> <b>Presentation of the Dr Russell Cowie 'Excellence in History Education' Award</b></p>								
<b>9:30 AM</b>	<p><b><u>Keynote Address – Professor Glenda Sluga</u></b> Professor of International History ARC Kathleen Fitzpatrick Laureate Fellow University of Sydney</p>								
<b>10:30 AM</b>	<p><b>Morning Tea</b></p>								
<b>11.00 AM</b> - <b>12.00 PM</b>	<p>1a <b>Kerry Daud &amp; Crystal Thompson</b> Closing the Gap – an immersive HASS unit for the middle years.</p>	<p>1b <b>Joshua Long</b> Bringing humanities to life with Mixed Reality</p>	<p>1c <b>Michelle Brown</b> History, Healing and Memory: An Exploration into Unit One and a dipping of the toes into Unit 2's conceptual framework: 2019 Modern Syllabus</p>	<p>1d <b>Rebecca Smith</b> Power, Politics, and Pieces of Metal: Roman Imperial History from Coins</p>	<p>1e <b>Aida and Ian McLeod</b> Building a bridge between Junior Secondary History and Critical Thinking</p>	<p>1f <b>Assoc. Prof. Andrew Bonnell</b> Why Germany Lost in 1918</p>	<p>1g <b>Jacque Du Toit</b> History and Film: An Exploration of History through Motion Picture</p>	<p>1h* <b>Brad Blashak, Darlene Hill &amp; Dr Ben Gowlett</b> <i>Using Instrument-Specific Marking Guides (ISMGs) in Ancient History and Modern History</i> (session repeated in 4g)</p>	<p>1i <b>Amanda O'Neil</b> Fall of the Roman Republic and rise of Augustus Caesar: resources and ideas for the old and the new syllabus</p>

<p>12:05 AM - 1:05 PM</p>	<p>2a <b>Dr Geoff Ginn</b> Performing Conscription: bringing the debates of 1916-17 to life on stage</p>	<p>2b <b>Simon Corvan</b> Digitally Mediated Conversations: Making Connections</p>	<p>2c <b>Lynda Robertson</b> Teaching students to “Think historically” about Australia’s involvement in the Vietnam War</p>	<p>2d <b>Michael Cocks</b> Resources and Ideas for the New Ancient History Syllabus</p>	<p>2e <b>Paul Baker</b> “Courageous Conversations” – is it actually possible to keep ‘politics’ out of the classroom?</p>	<p>2f <b>Dr Craig Johnston</b> Resolving a Revolution: An engaging unit for the new Senior Modern History Syllabus</p>	<p>2g <b>Sue Burvill- Shaw</b> The Teachers’ Toolbox for teaching the key concepts</p>	<p>2h <b>Assoc. Prof. Tom Stevenson</b> The Forum Augustum in Rome: Augustus Lays Claim to Roman War</p>	
<p>1:05 PM</p>	<p>Lunch</p>								
<p>1:55 PM - 2:55 PM</p>	<p>3a <b>Lisa Curtis</b> Building Bridges: Finding the Meaningful Curriculum Connections (MCC) in HaSS. A Primary School Story.</p>	<p>3b <b>Louise Wigan</b> Spatial Tech &amp; Pedagogy in the 21<sup>st</sup> century secondary classroom</p>	<p>3c <b>Chris Price</b> Which Stories to Tell? Nine lessons learned about using sources and writing history</p>	<p>3d <b>Kerry Daud</b> “I am woman hear me roar”: How two amazing women took on the might of Rome!</p>	<p>3e <b>Katerina Tilley</b> Boys’ Education: Making Creative Connections with the Past through the Strategic Reading of Texts</p>	<p>3f <b>Scott Kerr</b> Biting the Hand that Feeds: why 'less can be more' when it comes to providing feedback on student work.</p>	<p>3g <b>Susan du Rand</b> Historical Thinking: teaching skills through the content of Apartheid</p>	<p>3h <b>Sasha McDonald</b> Creating a Culture of Thinking</p>	<p>3i <b>Adrian Skerritt</b> Russia 1917</p>

<p style="text-align: center;"><b>3.00 PM</b> - <b>4.00PM</b></p>	<p>4a <b>Elaine Acworth</b> The personal in history: creating a passionate response to World War One whilst de-fusing bombs in the classroom</p>	<p>4b <b>Kathleen Collin</b> Flicking the Switch – igniting student thinking and curiosity in the History classroom</p>	<p>4c <b>Troy Edwards</b> The 10% Summary in the History Classroom</p>	<p>4d <b>Sarah Colman</b> The Boudiccan Revolt: <i>jus ad bellum</i>, or a case of historical manipulation ?</p>	<p>4e <b>Brian Morrow</b> Ordinary people who changed history</p>	<p>4f <b>Gerard Alford</b> The Making of the Modern World – an alternative approach.</p>	<p>4g* (repeated session from 1h) <b>Brad Blashak, Darlene Hill &amp; Dr Ben Gowlett</b> <i>Using Instrument-Specific Marking Guides (ISMGs) in Ancient History and Modern History</i></p>	<p>4h <b>Assoc. Prof. Andrew Bonnell</b> The French Revolution</p>	<p>4i <b>Dr Gary Hine</b> The Jewish-Hellenistic Historical Fiction monograph—Features and Relevance to Ancient Historiography</p>
<p style="text-align: center;"><b>4.00 PM</b></p>	<p><b>End of day program – Wine and cheese in the courtyard</b></p>								

\* Please note: Sessions 1h and 4g (repeated sessions) are workshops with limited space. Therefore, these sessions are limited to those currently teaching in schools.

### [Keynote Address](#)

### **Professor Glenda Sluga - Professor of International History & ARC Kathleen Fitzpatrick Laureate Fellow, University of Sydney**

Glenda Sluga is Professor of International History, and ARC Kathleen Fitzpatrick Laureate Fellow, at the University of Sydney. She has published widely on the cultural history of international relations, internationalism, the history of European nationalisms, sovereignty, identity, immigration and gender history. In 2013, she was awarded a five-year Australian Research Council Laureate Fellowship for [Inventing the International - the origins of globalisation](#). Her most recent book is [Internationalism in the Age of Nationalism](#) (University of Pennsylvania Press, 2013) and with Patricia Clavin, *Internationalisms, a Twentieth Century History* (Cambridge University Press, 2017). She is currently completing two ARC-funded studies, one on the origins of International Society, and the other on the early years of the UN, and on collaborative publication projects under Laureate auspices on 'Sites of International Memory' (with Madeleine Herren and Kate Darian Smith), 'Climate and Capital' (with Sverker Sorlin and Paul Warde), and 'Liberal and Illiberal Internationalism' with Philippa Hetherington. She is also collaborating with Basel and Nankai Universities on a new project on Tianjin: 'From the Imperial to the International'; and on 'International Thinking' with Anne Orford and Chris Reus-Smit. Professor Sluga also collaborates with Heidi Tworek, Sunil Amrith and Emma Rothschild on the UN History Project website. At the University of Sydney, she is involved in two major multi-disciplinary initiatives, 'Planetary Pasts and Futures', and 'Rethinking the Enlightenment'. In 2002 she was awarded the Max Crawford Medal by the Australian Academy of the Humanities. In 2006 she was appointed

a member of the International Scientific Committee for the History of UNESCO. In 2009 she was elected to the Australian Academy of the Humanities. In 2012 she won the inaugural Faculty of Arts and Social Sciences Research Mentoring Award. In the past she has been a visiting fellow at All Souls Oxford, the University of Vienna, Centre for History and Economics, and Charles Warren Centre, Harvard University, the Fondation Maison des Sciences de l'Homme, Paris, the University of Bologna, Clare Hall, Cambridge University, Leiden University, the European University Institute, Monash University and the ANU. She is a member of the boards of the Toynbee Prize Foundation, and the *Journal of World History*.

## [Workshops and seminars](#)

### **1a Closing the Gap – an immersive HASS unit for the middle years – Kerry Daud and Crystal Thompson**

Closing the Gap is an immersion unit that incorporates all of the HASS subjects. Students explore the historical, geographical, legal, and economic factors that have contributed to the gap between Australia's First People and the rest of the community. Through a combination of critical pedagogy and entrepreneurial thinking students exercise student agency as they negotiate and design a student activism strategy to raise awareness and pressure politicians and businesses to engage in dialogue with First Nations People.

*Kerry Daud is the Curriculum Leader for Humanities and Business at St Paul's School, an Anglican PP-12 school in Brisbane's north. Kerry has taught in both the state and independent systems, and as a curriculum leader, she oversees programs, pedagogy and resource development for Humanities and Business (HASS). Kerry has a passion for History as a discipline and has been guided by her strong belief in the intrinsic value of the subject as an essential part of holistic education for 21<sup>st</sup> century learners. Kerry has an interest in exploring how interdisciplinary areas of study can promote innovation and creativity in teaching.*

*Crystal Thompson is a passionate History and Legal Studies teacher who excels at designing and implementing exciting and engaging units for students in both Humanities and Business. Her pastoral experience brings a richness to her practice as she leads the team in incorporating student agency into unit design.*

### **1b – Bringing humanities to life with Mixed Reality – Joshua Long**

The explosion of Information and Communication Technology (ICT) in contemporary society is impossible for teachers to ignore. Of course, technology is no substitute for quality teaching (Cassen, 2015). However, schools have made it imperative to integrate ICT into their everyday practice. The resulting monumental changes in pedagogy impact significantly on student learning. Benefits include supporting creativity, increased collaboration, greater engagement, more on-task behaviour and better conceptual understanding (Condie & Munro, 2007).

This workshop will allow participants to engage with mixed reality experiences, Minecraft, Microsoft SWAY, flipped learning with ClickView and how technology can combat energy poverty. As well as this, teachers will be able to consider implications for formative and summative assessment through the use of ICTs. Participants will receive information on where and how to access these resources once they have left the presentation. These practical ideas for the inclusion of technology in the History classroom and beyond are not just vital for improved engagement of our students but for purposeful learning.

*Joshua Long is the subject coordinator of Ancient History at Sheldon College in the Redlands (just outside Brisbane). He has also been responsible for equipping teachers within the College with ICT strategies to foster better engagement and critical thinking in their classrooms. This is Joshua's fifth year teaching Ancient History and he is particularly interested in sharing how he engages his students using ICT to help both improve student learning and extend students.*

## **1c – History, Healing and Memory: An Exploration into Unit One and a dipping of the toes into Unit 2's conceptual framework: 2019 Modern Syllabus – Michelle Brown**

Michelle write that "The 2019 Modern Syllabus places a focus on Historical Consciousness. The Australian Frontier Wars compulsory study provides good opportunities to really examine the role the inclusion/exclusion of people's stories from our collective and historical memories and consider what impact that has on people excluded. The materials provided have been road tested in a current 2004 syllabus unit and focus on the contested issue – were these conflicts in fact wars or minor conflicts and/or skirmishes?"

The specific depth study is the Battle of One-Tree Hill near Toowoomba and the debate over whether a new Toowoomba Range Road should be named after Multuggerah – the warrior leader central to this battle. There is a sample short response item. At the time of writing this, I am still debating whether this will be a Short Response Item in 2019 or the Independent Source investigation – so there will be a surprise on offer at the conference. The teaching and learning strategies discussed will centre around moving students from concrete understandings of events to more conceptual understandings of history. The test from 2018 which will be provided also looks at the idea of protest and dissent from the Vietnam War, and the key idea from Unit 2 of protest movements serving a 'social purpose'.

I really would like to also make this an opportunity for people to share and swap materials, because many of you are probably like me on your own in a school with no-one to bounce ideas off and possibly teaching new material or units you haven't looked at in 20 years – so bring your USB sticks and laptops be ready to share and receive."

*Michelle Brown is a long- time executive member of QHTA and a popular presenter at QHTA conferences. The work produced by her students is notable for the depth of historical understanding demonstrated within it. Michelle's workshops provide teachers with food for thought and ideas for practical activities to further learning goals in the History classroom.*

## **1d – Power, Politics, and Pieces of Metal: Roman Imperial History from Coins – Rebecca Smith**

Coins are important source of evidence for Roman history, greatly contributing to our understanding of the emperors and the representation of imperial power in the Roman world. However, there are often difficulties in using coins. They communicate using a highly complex system of symbols and abbreviated forms, and their study is often regarded as a specialist field within ancient history. This paper is divided into three parts. The first discusses the use of coin for Roman imperial history, with a focus on Augustus and the Julio-Claudians, to demonstrate what can be learned from coins of this period. The second part will introduce some ideas and resources for teachers to incorporate coins into learning experiences. Finally, participants will have the opportunity to participate in a mini-workshop using a combination of coins from the RD Milns Antiquities Museum, replicas, and high-resolution images.

*Rebecca is the Engagement Officer at the RD Milns Antiquities Museum where she oversees the museum's education programs and various community engagement activities. She completed her Master of Philosophy degree with the University of Queensland in 2013, and since 2011 has taught Classics and Ancient History courses at both The University of Queensland and the University of New England. Rebecca also has a Graduate Diploma in Museum Studies from Deakin University.*



## **1e – Building a bridge between Junior Secondary History and Critical Thinking – Aida and Ian McLeod**

The Australian Curriculum [AC], developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) from 2012, includes CCT [*critical and creative thinking*] as one of the seven *general capabilities* that are to be developed across the whole curriculum. Who could disagree with that? However, when it comes to classroom implementations of CCT in the History subject, especially in Years 7, 8 and 9, the immediate difficulty is that the terrain of critical thinking is heavily contested, as the 2013 QCT Research Digest prepared by the ACER makes clear. There are a great many competing models, definitions, practices and methodologies for doing CCT in schools. The scholarly literature on CCT is vast, stretching back to the work of John Dewey at the very least, and the validity of CCT for school-age learners has also been challenged by many critics all along this long road.

In Part One of this paper, we present a critical review of various models, with a discussion of the main criticisms; and on grounds of practical feasibility we argue the case for selecting one in particular as being best adapted to the History discipline. In Part Two, we describe, explain and justify, with multiple examples, the CCT methods and moves that we are deploying at our School. The results and impact of these actions are then evaluated using – as befits – a ‘critical thinking’ framework of questions.

*Aida McLeod teaches English and Humanities subjects at the Brisbane School of Distance Education in Coorparoo. She has taught English in Malaysia and previously in Macedonia, in secondary schools and at university, where she worked in teacher education for 11 years. Following UNESCO-funded research carried out at the University of Kansas, she was awarded a PhD in English Language and Literature from the University of Saints. Cyril and Methodius, Skopje. She has published four books and a number of papers in the field of pedagogy and cultural education, and she is fluent in Albanian, Bulgarian, Croatian, English, Macedonian, Serbian, and Turkish.*

*Ian McLeod is a native of Brisbane, a graduate of UQ, who as a young man went to Oxford as a Rhodes Scholar, completing his D.Phil in comparative literature at New College in 1981. He was the co-founder and founding editor of The Oxford Literary Review. After tutoring at Oxford, he went on to teach at universities in Leipzig, Limerick, Brisbane, Dublin, Brussels, Tetovo and Kuala Lumpur. He is currently an independent researcher and translator, being the translator into English of important works of French philosophy and literary/textual theory, including some by Michel Foucault, Roland Barthes, Jean-François Lyotard, and Jacques Derrida. In 2008 he was honoured by the government of the French Republic with the title of ‘Chevalier de l’Ordre des Palmes Académiques’.*

## **1f – Why Germany Lost in 1918 – Associate Professor Andrew Bonnell**

This presentation considers why the German Empire lost the First World War in 1918, despite its success in defeating the Russian Empire in the East. The presentation will consider economic, manpower and strategic aspects – ultimately, Germany lost because it had too few men, not enough money, and not enough allies. To some extent, avoidable strategic mistakes also played a part.

*Andrew Bonnell is Associate Professor of History at the University of Queensland, specializing in modern German history. Publications include The people’s stage in Imperial Germany (2005), Shylock in Germany (2008) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive where he has presented conference sessions and Modern History Student Seminars for a number of years.*

## **1g – History & Film – An exploration of History through Motion Pictures – Jacques du Toit**

Over the past 100 years motion pictures have become entrenched in our culture, allowing writers and filmmakers to create influential accounts of history. Many of these are filled with inaccuracies and embellishments, but they are visually entertaining and create a false version of history that influences the general public's view of the past. This session will focus on an overview of the different films portraying history, using technology to collate research, and designing a digital essay as part of a multimodal research project.

*Jacques du Toit is the Assistant Director of Academic Performance & Innovation at Hillcrest Christian College on the Gold Coast. He has been a senior Modern History teacher and QCAA panellist for several years. He has presented at various conferences, including EduTECH, Education Nation in Sydney, QUT Engage Summit, EdCamp QLD, ACEL National Conference, HTAA National Conference. Jacques is passionate about innovation, design centred learning, connecting with a global educator community and encouraging collaboration across networks.*

## **1h – Using Instrument-Specific Marking Guides (ISMGs) in Ancient History and Modern History - Brad Blashak, Darlene Hill, Dr Ben Gowlett**

*\* Please note: this session is a workshop with limited space. Therefore, this session is limited to those currently teaching in schools.*

This workshop will explore the Instrument Specific Marking Guides (ISMGs) as well as their application to assessment instruments in Ancient History and Modern History. To do this, the workshop focuses on unpacking the language and design principles associated with the ISMGs, as well as their application when marking an assessment instrument. This is followed by calibration activities that involve 'hands-on' marking based on samples responses for Ancient History and Modern History.

*Brad is one of two Learning Area Managers for the Humanities and Social Sciences at the Queensland Curriculum and Assessment Authority. Brad also works as a Head of Department at Indooroopilly State High School. Throughout his teaching career, Brad has sought to become an integral part of teaching history in Queensland through his involvement as a district panellist for Modern History and a District Review Panel Chair for Ancient History.*

*Darlene is the Principal Education Officer for Ancient History at the Queensland Curriculum and Assessment Authority. Darlene's career in the teaching of history has spanned over two decades; during which time her commitment to excellence in history teaching has seen her become a District Review Panel Chair for Ancient History, State Review Panel Chair for Ancient History, and until just recently, the Senior Education Officer for History at the QCAA.*

*Ben is the Principal Education Officer for Modern History at the Queensland Curriculum and Assessment Authority. Ben also lectures at the University of Queensland's School of Education in areas related to the current and new Senior History Syllabuses, as well as the Australian Curriculum for History and Geography.*



## **1i – Fall of the Roman Republic and rise of Augustus Caesar: resources and ideas for the old and the new syllabus - Amanda O’Neil**

An opportunity for teachers to look at what resources and ideas I use under the present syllabus and how we might organise and present the material for the new syllabus. I would like to share some strategies that I use in the classroom, share and critique some resources and analyse how we might use social media (eg Twitter) to access resources and network with tertiary educators. Together, we can chat about how we can plan and prepare these units for the new syllabus. I am happy to share as many resources as you need. Please bring a USB!

*Amanda has taught at schools in Queensland and Canberra. Presently, she is at St Hilda’s School on the Gold Coast, where she has been delivering the Ancient History program to seniors and History to middle school. A passionate student of the classics, Amanda has undertaken several online ancient history courses through Oxford and Cambridge Universities as a way to broaden her own knowledge. Presently, she is engaged in developing resources for the new syllabus and providing opportunities for students to engage in history.*

## **2a – Performing Conscription: bringing the debates of 1916-17 to life on stage – Dr Geoff Ginn**

In 2016-17, a project team at the University of Queensland was awarded a Queensland Anzac Centenary grant to research and develop a dramatic script dealing with the historical events of Australia’s conscription debates. Entitled ‘The Blood Votes’, the play (by Brisbane playwright Michael Fitcher) was staged by members of the Queensland Shakespeare Ensemble to an invited audience at UQ in February 2017, and is now being developed for full production. Using historically accurate personalities, speeches, songs and dramatic action, the play brings the tumultuous emotions of the conscription debates to life, capturing the pressures, anxieties and divided loyalties of the Australian ‘home front’ during WW1. In this presentation, UQ historian Geoff Ginn will explore the educational value of the script and associated research materials as a teaching resource for secondary school history.

*Dr Geoff Ginn teaches history in the School of Historical and Philosophical Inquiry, at The University of Queensland. His book Culture, Philanthropy and the Poor in Late-Victorian London was published by Routledge in 2017. An active public historian and former heritage consultant, he has served on the Board of the State Library of Queensland (2005- 2008) and the Queensland Museum (2008-2013, 2017-present), and as a judge in the Queensland Literary Awards.*

## **2b – Digitally Mediated Conversations: Making Connections – Simon Corvan**

This workshop will focus on ways to leverage the capacity of cloud-based technologies and stylus devices to connect more authentically with students by varying the modes of delivery of feedback beyond the traditional handwritten comments. Feedback can given, received, and responded to in the following modes: typed, drawn, audio and video. Varying and combining multiple modes allows teachers to present feedback more meaningfully for their students. Students can asynchronously access, review and respond to feedback. This allows students to be more aware of their own learning, and be more easily able to recognize mistakes and develop strategies for tackling points themselves. The contemporary teacher-designer has access to digital technologies with extensive pedagogical affordances and the potential to transform the learning environment and connect with their students. Advances in technology allow the student experience to be more interactive and distributed, including the means to be actively involved in incredibly complex networks of information, resources and instruction.

*Simon Corvan is currently employed at All Hallows' School as the Head of Teaching, Learning and Professional Practice where he is responsible for the continuous improvement of teaching and learning practices and the further enhancement of the school's academic culture. He teaches history as a series of arguments and is fascinated by the way technology empowers student voice.*

## **2c – Teaching students to “think historically” about Australia’s involvement in the Vietnam War – Lynda Robertson**

Thinking historically extends beyond the ability to analyse sources and apply cognitive processes. It requires an understanding of *how* to interrogate the past through the application of historical skills and concepts. With the introduction of the new senior syllabus and external assessment, the need to purposefully support the development of students as “historical thinkers” continues to be essential.

This workshop aims to review and model approaches to this through the content of “Australia’s Involvement in the Vietnam War.” Unit materials designed for use in Senior Modern History classes will be presented to model how the deliberate teaching of key historical themes, chronology and source analysis skills can develop students’ ability to think historically and achieve success.

*Lynda has taught History for fourteen years in both Victoria and Queensland. She is currently employed at Pimpama State Secondary College on the northern Gold Coast, where she teaches both Year 11 and Year 12 Modern History. In 2016, Lynda was a teacher chaperone for the Honouring Australian Vietnam Veterans Competition and has also served as a Victorian state judge for the National History Challenge. Before moving interstate, Lynda also served as a board member for the History Teachers Association of Victoria.*

## **2d – Resources and Ideas for the New Ancient History Syllabus – Michael Cocks**

Are you looking for teaching materials in preparation or the implementation of the new Ancient History syllabus? The transition to the new system will be challenging for most schools, especially when considering how to resource the new units. Therefore, this session seeks to support teachers in this process by providing a variety of ready-to-use materials which are designed to match the requirements of the new senior syllabus. All attendees will leave the session with a range of resources, including example unit plans, ideas for assessment items, and lesson resources.

*Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website, [www.HistorySkills.com](http://www.HistorySkills.com). He is a textbook author for Cambridge University Press and HTAV Publishing, is a fact-checker for the BBC History Magazine, was a 2015 finalist in the QCT Teaching Excellence Awards and has been awarded as a Microsoft Innovative Education Expert.*

## **2e –“Courageous Conversations” – is it actually possible to keep ‘politics’ out of the classroom? - Paul Baker**

“Courageous Conversations” – is it actually possible to keep ‘politics’ out of the classroom? Or should the question be not whether to allow political discourse in schools or whether to advocate or not, but the nature and extent of political discourse and advocacy? In the teaching of History, the absence of bias is not the absence of convictions, thus neutrality is not objectivity. To be objective is to be unbiased or unprejudiced. People are often misled to think that anyone who comes into a discussion with strong views about an issue cannot be unprejudiced. The key question, however, is whether and how the views are justified. The here and now, with all its tensions, is a teachable moment for our students. Today’s atmosphere, driven by social media and round the clock news coverage, serves to exacerbate and inflame these tensions.

It is incumbent upon History teachers' to help students understand and navigate these troubled times. We have a duty to unearth the emancipatory effect of studying history where students will learn that seemingly unbreakable or immovable structures of injustice can and will be challenged and changed. If what we teach doesn't, by design, erode the circumstances that lead to racism, ecological disasters, religious intolerance, poverty or any of our most recent challenges, are we okay with that? If you are to meet the PEDAGOGICAL AND CONCEPTUAL FRAMEWORKS of the new syllabus ie. "Learning in the 21st century is dynamic, and is enhanced by an inquiry approach that applies discipline knowledge and skills to *real-world situations* and *contemporary events* (Masters 2016)", then this session may be for you.

*Paul is a QCT, BCE and QIEU award winning secondary school teacher, highly experienced Learning Coordinator skilled in Curriculum Design, and a strong education professional with a proven track record of motivating students to achieve their goals. He recently presented at the HTAA 2017 National History Teachers' Conference.*

## **2f – Resolving a Revolution: An engaging unit for the new Senior Modern History Syllabus – Dr Craig Johnston**

The imminent introduction of QCAA's new senior Modern History syllabus is an exciting opportunity to develop units to make History not only more engaging, but also more relevant to students lives. The American Revolution may not seem such an obvious choice. However, as a topic for historical inquiry, it offers a plethora of sources to evaluate, insights into modern governance and, as American politics is often in the news, contemporary interest and relevance. The events and the outcome of the Revolution, which in retrospect seem to have had an air of inevitability, had no successful antecedents, making it a valuable depth study in the development of Ideas in the Modern World.

In this unit, students will have the opportunity to examine the enduring legacy of the Revolution and the ideas and ideals it has come to embody (QCAA, 2017, 2.6). The revolution included defeat and victory on the battlefields; political intrigue and the art of compromise; statesmanship and betrayal; and the production of arguably the most significant historical document of all time, the Declaration of Independence, which has influenced decolonisation and government the world over. What more could a budding Historian in Year 11 want from their Senior School learning?

*Craig Johnston has degrees in History from the Universities of NSW and Edinburgh, where he did his PhD on the construction of identity in the modern world. After a career in the corporate world, he has returned to teaching with a GradDipEd from QUT. He is a staunch advocate of History in schools. When it is taught enthusiastically, High School students too can become ardent historians. He draws on a wealth of experience in public speaking and corporate presentations.*

## **2g – The Teachers' Toolbox for teaching the key concepts - Sue Burvill-Shaw**

One of the greatest challenges facing classroom teachers is developing strategies that students can use to achieve mastery of the key concepts in History. This workshop will examine a range of key concepts and share simple ideas for helping students move from simple concrete to more highly abstract understanding of a range of key concepts. Participants should also bring their own classroom tested ideas for sharing in the workshop.

*Sue Burvill-Shaw was Head of History at St Aidan's AGS, QLD, and has been a classroom teacher since 1982. She is a past-president of QHTA, currently holds the office of Vice-President and the editor of QHistory, and was the co-ordinating author of the Jacaranda World History Atlas. Sue is a Doctoral Candidate at Griffith University, QLD.*

## **2h – The Forum Augustum in Rome: Augustus Lays Claim to Roman War - Associate Professor Tom Stevenson**

The Forum Augustum (Augustan Forum) was a self-aggrandising monument, designed to praise the military achievements of the emperor Augustus (27 BC – AD 14) and his family. Monarchy in all but name had come to Rome. Henceforth, war was to be a monopoly of the emperor and his family. Such a monument should therefore come as no surprise. Augustus' motives in funding his Forum, however, went beyond mere praise. They were far more grandiose, even megalomaniacal: he wanted nothing less than laying claim to the entire achievement of the Roman Republic in the arena of war. This was done through various ideological, architectural, and artistic means. The Forum Augustum is designed to convey the message that successful Roman warfare had already depended on the imperial family since the foundation of the city by Romulus. Rome's greatest military achievements had already depended on ancestors of this family for centuries. In what follows, the primary aim is to explain the means by which this message was promoted through the design and placement of the various architectural and artistic features of the Forum.

*Tom Stevenson teaches Classics and Ancient History at the University of Queensland. He is at heart an historian of Late Republican and Augustan Rome, though in recent years he has developed an interest in representations of the ancient world in historical novels and films. Tom is President of The Australasian Society for Classical Studies, regularly presents at the QHTA Ancient History Student Seminars, and is a member of the Executive of the QHTA.*

## **3a – Building Bridges: Finding the Meaningful Curriculum Connections (MCC) in HaSS. A Primary School Story – Lisa Curtis**

Lisa is back again this year to share her continuing journey in Meaningful Curriculum Connections (MCC) across the HaSS curriculum. This session will share some success stories, talk about the challenges and provide ideas for approaches to the work of teaching HaSS in primary school classrooms. Sharing her experiences as a classroom teacher and faculty lead for HaSS, as well as working with preservice students in the area of HaSS, Lisa brings a wealth of knowledge and experience in creating and supporting the planning and teaching of HaSS across Prep to Year 6. Looking at Australian Curriculum HaSS documents Lisa will encourage participants to find and discuss meaningful curriculum connections, while providing ideas and resources for HaSS units of work that are interesting, meaningful and engaging, not to mention helpful to time-poor teachers!

*Lisa completed her Bachelor of Education (Primary) in 2010. Teaching Prep, Year 3 and 5 since then at The Lakes College; a young, independent, Uniting Church School, she has also held the role of Primary Subject Co-ordinator for HaSS and Science for the last 3 years. Having completed her Master's degree in Educational Leadership and Management at QUT in 2016, this year she has also joined the part-time team at the University of Southern Queensland supporting preservice teachers in their learning about the HaSS curriculum and was also recently invited to become a committee member of the Social Educators Association of Queensland (SEAQ).*

## **3b – Spatial Tech & Pedagogy in the 21<sup>st</sup> Century secondary Classroom – Louise Wigan**

One of the challenges of teaching is engaging students and providing them with meaningful opportunities to explore the subject autonomously. This workshop will provide middle and secondary teachers with a number of spatial technology and web tools that link to various units across the 7-10 history curriculum. These tools provide teachers with data that students can easily access, examine, and analyse before making their forming their own conclusions. The rationale behind incorporating spatial tools in the classroom is that it supports inquiry learning, collaborative learning, and constructivism. Furthermore, the use of spatial tools provides students with opportunities to interact with historical literacy and numeracy as well as the general capability of managing and using ICT. A number of tools will be presented and teachers will be shown

how the tools function. Teachers will then break into groups of the year levels/units they are teaching, and devise one or two formative learning activities for students using any of the spatial tools presented. Teachers will be encouraged to consider methods of differentiation and how they can 'tier' activities based on the tools' capabilities. Teachers will be provided with a list of spatial technology tools that are relevant to each year level/unit of the 7-10 curriculum.

*Louise Wigan completed her teacher education in South Australia at Flinders University. After teaching middle and senior years History in Adelaide for 2 years, she relocated to Brisbane in 2017 in search of a challenge and further career opportunities. She is currently in her 4<sup>th</sup> year of teaching, at Clairvaux Mackillop College, whilst studying a Master's Degree in Comparative Education and Curriculum Inquiry. Louise is passionate about 21<sup>st</sup> Century teaching and learning and incorporating spatial technology in the classroom.*

### **3c – Which Stories to Tell? Nine lessons learned about using sources and writing history – Chris Price**

Chris writes that "This paper will discuss nine lessons I have learned in the process of helping to research and produce the sesquicentenary history of Brisbane Grammar School. The aspirations of a young colony to provide educational pathways for boys and girls is the foundation of this school history and many others. Lessons about the nature of searching, using oral histories, pitching stories on multiple levels, finding the 'big story', the problems of evidence, and the challenge of maintaining integrity in telling the stories are amongst the issues discussed. The stories are about Brisbane Grammar, its broader context in Queensland education, the impact of The Great War and the major figures who built our educational heritage."

Join Chris for an engaging hour where you will not only hear great stories of the past about Brisbane, but walk away with nine easy to implement strategies to engage your students. This session is perfect for establishing and experienced teachers.

*Chris Price has taught at Brisbane Grammar School for over 30 years and is currently on internal secondment from the position of Head of History to the role of School Historian and Curriculum Advisor.*

### **3d – I am woman hear me roar: How two amazing women took on the might of Rome!- Kerry Daud**

A unit designed for the new Senior Ancient Syllabus for Unit Two Personalities of the Ancient world. The unit will explore the similarities and differences between both Cleopatra and Boudicca challenged Roman might. Students will explore how gender shaped the historical representation of these women and how this has changed over time.

*Kerry Daud is the Curriculum Leader for Humanities and Business at St Paul's School, an Anglican PP-12 school in Brisbane's north. Kerry has taught in both the state and independent systems, and as a curriculum leader, she oversees programs, pedagogy and resource development for Humanities and Business (HASS). Kerry has a passion for History as a discipline and has been guided by her strong belief in the intrinsic value of the subject as an essential part of holistic education for 21<sup>st</sup> century learners. Kerry has an interest in exploring how interdisciplinary areas of study can promote innovation and creativity in teaching.*

### **3e – Boys’ Education: Making Creative Connections with the Past through the Strategic Reading of Texts - Katerina Tilley**

Boys learn through doing, thinking and talking. This hands-on workshop will present fresh ideas on how to engage your reluctant learners, and challenge your high achievers, in the History classroom. Through the application of reading strategies to a piece of text based on the Year 10 Overview Content for the Modern World (specifically, the Great Depression), workshop participants will engage in a series of activities that seek to develop historical knowledge, extend critical reading practices and inspire a creative connection with the past. Reading strategies such as Text Coding will be explored, as well as the Different Perspectives Graphic Outline, which challenges the learner to read texts closely, summarise main ideas, track perspectives and generate collaborative conversations and reflection. Although the strategies presented work particularly well with boys due to the process of ‘chunking’, they can be applied in all classroom environments, and therefore all participants are welcome to attend.

*With a Master of History and over 18 years teaching experience, Katerina Tilley has had ample involvement in writing, implementing and evaluating History programs. For the past 7 years Katerina has been working as Head of the Humanities Department at St Patrick’s College, Shorncliffe, where her pedagogical approach has focused on best practice for engaging boys in the classroom whilst also developing their knowledge, skills and an appreciation of Modern History.*

### **3f – Biting the Hand that Feeds: why 'less can be more' when it comes to providing feedback on student work – Scott Kerr**

If you are reading this, there is a great chance that you have spent innumerable, tedious hours providing detailed feedback on student work and assessment items, only to have your advice remain unread and ignored. In light of the work of John Hattie, the belief that feedback improves student learning has become something of a truism. However, one of the more intriguing research findings is that much feedback actually has a negative effect on student achievement. So, what type of feedback is most effective? Is feedback the same as marking? What are the actual research findings about the effectiveness of written feedback? Should teachers be writing extensive comments on summative assessment? Or are these painstaking efforts a complete waste of everyone’s time and energy? In light of the new Senior Syllabus requirements and a desire to focus teacher’s efforts where they really count, this session will be composed of practical feedback strategies based on the most up to date research concerning this much vexed area of teaching.

*For over fifteen years, Scott has taught History and Economics at a variety of independent schools in Queensland, New South Wales and the United Kingdom. His current studies in psychology have led to an interest in the application of cognitive science as well as educational research to classroom teaching, in particular, the role of memory in effective learning. Since 2011, Scott has taught at St. John’s Anglican College, Forest Lake.*

### **3g – Historical Thinking: teaching skills through the content of Apartheid – Susan du Rand**

This workshop will concentrate on teaching historical skills through the content of Apartheid. The end of Apartheid in South Africa will be examined through evidence such as cartoons, political posters and iconic photographs. Comparisons and contrasts will also be drawn between Australia and South Africa and the session will highlight other significant examples of racial struggles suitable for the Yr 10 Rights and Freedom Unit. The aim of the workshop is to equip teachers in assisting their students to engage critically with historical sources. Attendees will receive a digital and hard copy of the resources used in the presentation. The struggle to end the Apartheid system in South Africa and to establish a multi-racial democracy would suit senior history classes investigating Apartheid specifically, or civil rights movements more generally.

*Susan du Rand has taught senior history for twenty-five years and is currently teaching Senior History at The Gap State High School. She is author of a History Text Book Series, Shuters History (2006) and A New Spin on History, Grade 12, (2009) both published by Shuter and Shooter. She also worked as a History writer for Curriculum into the Classroom Project. Susan is a member of the Modern History District Panel and the Executive Committee of the Queensland History Teachers Association. She recently presented at the HTAA 2017 National History Teachers' Conference.*

### **3h – Creating a Culture of Thinking - Sasha McDonald**

“Children must be taught *how* to think, not *what* to think.” – Margaret Mead. If you want to encourage the development of a culture of thinking in your classroom, and would like some suggestions on how to do so, then this workshop is for you. By establishing thinking routines with your students and empowering them to stretch their minds, you can reengage them with content using more effective methods of deep thinking, and teach them transferable skills that they can carry into the future. This session aims to offer attendees a range of practical strategies, lesson resources, and routines that can be used specifically in the Humanities classroom to generate authentic thinking from students. *Based on the Visible Thinking research of Ron Ritchhart and Harvard Project Zero.*

*Sasha is currently the Head of Humanities, Business and Languages at a P-12 school in the Metro Region. For the past five years, she has taught a range of Humanities and English classes from Grade 7 through to Grade 12, including Junior Secondary Academic Excellence classes, and Senior Ancient History and English. For the past few years, Sasha has presented at the QHTA and HTAA conferences in Brisbane, Sydney and Melbourne, as well as organising and presenting conferences with the Beginning and Establishing Teachers' Association in Brisbane and Central Queensland. Her workshops cover areas of interest including literacy, differentiation, digital pedagogy, effective feedback, reading strategies and the Australian Curriculum.*

### **3i – Russia 1917 - Adrian Skerritt**

Historical research and debates about the Russian revolution have been almost entirely shaped by the politics of the Cold War. It was imperative for Western scholars such as Richard Pipes to erase any sense that there was any alternative to liberal capitalism. Soviet scholars wrote only to serve the interests of the apparatchiks who took control of Russia in the decade after the revolution. New research that has focused on the lives of soldiers and workers in the midst of revolutionary upheaval now make it possible for students of Russian history to go beyond the propaganda of Washington and Moscow to listen to the discussion on the streets of St Petersburg throughout 1917 and arrive at a more nuanced understanding of the revolution. This workshop will point to some of the limits of Cold War historiography and suggest new and neglected interpretations.

*Adrian Skerritt has been teaching since 1992 and has been a Humanities HOD for 7 years. He has been on the QHTA executive and is regular presenter at the annual QHTA conference.*



## **4a – The personal in history: creating a passionate response to World War One whilst de-fusing bombs in the classroom – Elaine Acworth**

How do your students view history? As divorced from people's actual lives? Do your students recognise that what they are living through IS history (Brexit; Donald Trump; ISIS)? Probably not. And in that, they are exactly like the young men of the AIF, writing home from the Western Front, taking pictures so graphic with their Box Brownies, the government banned cameras for soldiers on the Front. (It didn't work. I've seen the photos.)

Playwright Elaine Acworth was a Q Anzac 100 Fellow at SLQ, researching and writing the audio theatre podcasts, *My Father's Wars*, which paired up her father's actions in her early childhood with his experiences as a young lieutenant on the Western Front so many years before. In this stimulating and visual presentation, Acworth uses her research to explore teaching the sweeping narratives of WW1 history through the personal stories of combatants and those on the Home Front. She encourages and stimulates discussion on how the war was reported – the official and the unofficial versions, on propaganda, on conscription, and on how students now, from German or Turkish backgrounds, or refugees fleeing contemporary conflicts, may respond to WW1 material – and possible strategies to tackle this.

*Elaine Acworth has thrived over the last 25 years as a playwright, researcher, theatre producer, teacher and mentor. She has written award-winning, critically and popularly acclaimed plays and audio works, produced these, taught in both a workshop and a class environment (specialist secondary classes and tertiary course work), mentored young playwrights, adjudicated eisteddfods and given professional development courses to teachers. She lives in Brisbane with her husband, son and spoodle.*

## **4b – Flicking the Switch – igniting student thinking and curiosity in the History classroom – Kathleen Collin**

Starting with an introduction to Ron Ritchhart's 8 cultural forces that can transform any classroom into a place where thinking and curiosity can grow, this workshop will then allow participants to experience a small selection of practical Project Zero – Visible Thinking strategies that they could use in their own History classroom.

This workshop would be beneficial for teachers who are curious to know more about Harvard Project Zero – Visible Thinking cultures of learning. It will also be useful for teachers who are looking to develop independent thought in their classrooms and to inspire curiosity in all learners. The thinking strategies are suitable for students in primary school through to Grade 12. As Queensland students prepare for external examinations they will need to be able to think and answer questions under pressure. Developing students who can confidently respond to the unseen and who are experienced with strategies to approach the unfamiliar, will reduce the anxiety that can often result from high stakes testing.

*Kathleen Collin has over 22 years of History teaching experience at Independent and Catholic high schools in NSW and Qld. She has held a range of roles including Head of Faculty, Dean of Curriculum, Director of Learning and Teaching and Head of Secondary. In 2017 she was a member of the writing team for the NSW Ancient History HSC Examination and was the Assessor for the NSW HSC Extension History paper. Currently Kathleen is the Curriculum Leader of Humanities at Clairvaux Mackillop College.*

#### **4c – The 10% Summary in the History Classroom – Tory Edwards**

For many years, students partake in History research tasks and have a very limited understanding to summarise key points from documents. We see endless amounts of highlighting, to the point where papers are so wet they dissolve before our students' very eyes. The 10% summary, developed by internationally renowned Harvard professor John Collins gives students the skills to summarise documents, develop key ideas for assignments and to write a research task without the dreaded plagiarism.

*After completion of a Bachelor of Education (Secondary) (Hons.) at QUT (Queensland University of Technology) in Brisbane and teaching with Education Queensland for five years, Troy now teaches senior History and English at Rockhampton Girls Grammar School (RGGS) in Central Queensland. This unique school environment has given Troy the opportunity to develop internationally researched pedagogical practices which enhance the abilities of his students across many curriculum areas.*

#### **4d – The Boudiccan Revolt: *jus ad bellum*, or a case of historical manipulation? – Sarah Coleman**

An exploration of the personality of Boudicca, the Icenian queen who led an army against the Roman State, and the extent to which her war was just, or was she merely an ancient terrorism. This workshop seeks to explore the construction of Boudicca in the ancient record, and how she has been culturally reappropriated for the purposes of various British monarchs. The concept of a just war, terrorism, and freedom fighting, as well as the construction of the she-wolf in historical narratives forms the basis of this inquiry.

*Sarah Coleman is currently employed at Trinity Anglican School in Cairns, where she is Head of Faculty – English. Sarah completed her Masters through UQ in 2012, where she wrote her dissertation titled 'The Romanisation Question in Britain'. She has subsequently been involved in the writing of the 2019 Ancient History Syllabus, and is a co-author of CUP's Senior Ancient History for Queensland. With 13 years of teaching experience in the Independent and Catholic sectors in Queensland, Sarah is a passionate history educator, and has presented at both the QHTA and HTAA conferences.*

#### **4e – Ordinary people who changed history – Brian Morrow**

Brian Morrow is a passionate speaker on the unique role he played as a white South African in helping to bring democratic rule to South Africa. This session will explore the ethical dilemmas he faced during his time in the South African Police, his role in the scandal which exposed to the world the covert conspiracy by the white Nationalist Apartheid Government to prevent black majority rule and subsequent life as a political exile in both the UK and Australia. Brian has spoken extensively at schools and universities in both the UK and Australia with the notable highlights being presentations at both Oxford and London Universities. The session will reflect on the concept of Building Bridges by exploring the notion of how 'ordinary people can effect change in history.

*Policeman, spy, refugee, teacher, motivational speaker. Brian Morrow has experienced an 'interesting' and varied life since he was conscripted into the South African Police Force in 1986. Notable for 'changing the course of South African History' via the Inkathagate Scandal Brian has worked as a teacher for the past 27 years with his schools including Sevenoaks Prep School, Brisbane Grammar and most recently, Villanova College. He is a published author with his book, To Serve and Protect being published by UNISA PRESS – Hidden History Series in July 2010*

#### **4f – The Making of the Modern World: an alternative approach – Gerard Alford**

Did you know that Australia's first international cricket tour was by an all-Aboriginal team to England in 1868, 150 years ago. This event provides a unique opportunity to consider this critical part of Australia's history in the making of the modern world we know today through the lens of a team of Aboriginal cricket players, who also played in one of the earliest Boxing Day cricket matches in 1866. These important, yet largely under-acknowledged, sporting events are set in a critical period for the making of the modern world and hence provide an exciting opportunity to understand and examine Australia's post-colonial history and reflect upon its implications for nation building. Student and teacher resources are available.

*Gerard is an author and the Director of itc Publications, established in 2002. He has over 20 years' experience as a full time Secondary School teacher in a range of Independent Schools in three Australian states and the UK. He has held a number of senior positions including Head of Faculty, Director of Studies and Dean of Staff. Gerard is the editor and co-author of the innovative teacher's companion, which has sold over 750 000 copies. He is also the co-author of the best-selling innovative students' companion and the beginning teachers' companion. He is a regular presenter at education conferences and schools.*

#### **4g – Using Instrument-Specific Marking Guides (ISMGs) in Ancient History and Modern History - Brad Blashak, Darlene Hill, Dr Ben Gowlett**

*\* Please note: this session is a workshop with limited space. Therefore, this session is limited to those currently teaching in schools.*

This workshop will explore the Instrument Specific Marking Guides (ISMGs) as well as their application to assessment instruments in Ancient History and Modern History. To do this, the workshop focuses on unpacking the language and design principles associated with the ISMGs, as well as their application when marking an assessment instrument. This is followed by calibration activities that involve 'hands-on' marking based on samples responses for Ancient History and Modern History.

*Brad is one of two Learning Area Managers for the Humanities and Social Sciences at the Queensland Curriculum and Assessment Authority. Brad also works as a Head of Department at Indooroopilly State High School. Throughout his teaching career, Brad has sought to become an integral part of teaching history in Queensland through his involvement as a district panellist for Modern History and a District Review Panel Chair for Ancient History.*

*Darlene is the Principal Education Officer for Ancient History at the Queensland Curriculum and Assessment Authority. Darlene's career in the teaching of history has spanned over two decades; during which time her commitment to excellence in history teaching has seen her become a District Review Panel Chair for Ancient History, State Review Panel Chair for Ancient History, and until just recently, the Senior Education Officer for History at the QCAA.*

*Ben is the Principal Education Officer for Modern History at the Queensland Curriculum and Assessment Authority. Ben also lectures at the University of Queensland's School of Education in areas related to the current and new Senior History Syllabuses, as well as the Australian Curriculum for History and Geography.*

#### **4h – The French Revolution – Associate Professor Andrew Bonnell**

This presentation considers causes, course and effects of the French Revolution of 1789, referring to some key interpretations of the revolution. The presentation will also consider some of the debates around explanations for the revolution, and look at the extent to which 1789 became a template for theories of revolution more generally.

*Andrew Bonnell is Associate Professor of History at the University of Queensland, specializing in modern German history. Publications include The people's stage in Imperial Germany (2005), Shylock in Germany (2008) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive where he has presented conference sessions and Modern History Student Seminars for a number of years.*

#### **4i – The Jewish-Hellenistic Historical Fiction monograph– Features and Relevance to Ancient Historiography – Dr Gary Hine**

The Jewish-Hellenistic Historical Fiction monograph is a short historiographic narrative that exists in a separate volume, covers a limited chronological period and restricted geographical area, and has a consistent focus on one theme and person. It professes to be historiography and is often received as such. It focuses on real historical subjects and endeavours to recount the reality of the past even if this includes historical errors, chronological manipulations, and supernatural causality. This workshop will consider the book of 2 Maccabees as an example of this historiographic methodology and its prevalence amongst ancient historians.

*Gary has taught senior history in New South Wales and Queensland secondary schools for 25 years. His research interests include ancient historiography, New Testament, and Jewish-Hellenistic literature. He holds a PhD in this field with his dissertation addressing the methodology of the Jewish-Hellenistic Historical Fiction Monograph.*