Holocaust Education

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About the contributors

Stuart Foster is Professor of History in Education at the UCL Institute of Education and Executive Director of the UCL Centre for Holocaust Education. He has provided strategic leadership for the Centre since its inception in 2008. He was a co-author of the Centre’s two landmark national studies (2009 and 2016), focused on teaching and learning about the Holocaust. Stuart also served as Executive Director of the British government’s flagship First World War Centenary Battlefield Tours Programme. He has written more than fifty scholarly articles and book chapters focused on history education and has authored or co-authored six books.

Andy Pearce is Associate Professor in Holocaust and History Education at the UCL Centre for Holocaust Education, with over a decade of experience in the field. He is involved in delivering the Centre’s CPD programme and its educational research. Previously he has collaborated with the Imperial War Museum, the Wiener Holocaust Library and OSCE. He is the author of Holocaust Consciousness in Contemporary Britain (Routledge 2014), editor of Remembering the Holocaust in Educational Settings (Routledge 2018), and co-editor of The Palgrave Handbook on Britain and the Holocaust (Palgrave 2020). He serves on various advisory boards and has provided consultancy for the UK Government.

Alice Pettigrew is Head of Research at the UCL Centre for Holocaust Education and was one of the principal authors of the Centre’s 2009 and 2016 research studies Teaching About the Holocaust in England’s Secondary Schools and What Do Students Know About the Holocaust? She is also the co-author of two education studies texts, Learning in Contemporary Culture and Education Studies: A reflective reader (Sage 2009 and 2010) and has acted in an advisory capacity for the International Holocaust Remembrance Alliance (IHRA) Education Working Group.

Arthur Chapman is Associate Professor in History Education at the UCL Institute of Education. He taught history, sociology and related subjects for 12 years and has worked in higher education since 2005, at the universities of Cumbria, London and Edge Hill. He is editor of the History Education Research Journal, the series editor of The International Review of History Education and edited Teaching History for seven years. He has edited five books in history and Holocaust education and currently has a further two edited collections in press. His core research interest is in how children think and learn about the past.
Rebecca Hale is a Senior Research Associate at the UCL Centre for Holocaust Education and one of the principal authors of What Do Students Know and Understand about the Holocaust? (2016). She leads the Centre’s evaluation activity, studying the impact of its professional development and Beacon School programmes. She began her career as a secondary school teacher before completing a Masters and PhD in psychology, and has been based at UCL since 2013. She has worked as a researcher on a number of projects in the fields of psychology and education.

Tom Haward is a Lecturer in History and Holocaust Education at the UCL Centre for Holocaust Education. After a career spanning more than twenty years teaching in secondary schools in Sussex, London, Zimbabwe and Brazil, he started working in higher education at Sussex University and joined UCL in 2015. His specialism is in understanding how students learn visually, which formed the basis of his doctoral research, and he is the published author of Seeing History, a teacher’s guide to using visual historical sources. His most recent article about visual learning was published in the British Educational Research Journal in October 2019.

Darius Jackson is an Education Consultant specialising in Primary History. He taught for 19 years in secondary schools in Gloucestershire and Birmingham. From 2003 he worked at the University of Birmingham as Lecturer in History and Citizenship Education and then at UCL as Lecturer in Holocaust and History Education. He is interested in how young children make sense of the past; the ideas that frame their understanding and how this understanding relates to historical knowledge. He writes for both academic and professional audiences and has presented his research at conferences in Britain, Austria, Germany and Switzerland in recent years.

Eleni Karayianni works as a Research and Evaluation Officer at the UCL Centre for Holocaust Education. She is involved in the Centre’s research into teachers’ practices and students’ understandings of the Holocaust, and has recently edited the publication of a series of briefings that disseminate the research findings to educational practitioners. She trained as a primary school teacher and later received her PhD in History Education from the UCL Institute of Education. Before joining the Centre, she worked as a teaching fellow at the University of Cyprus and as a primary school teacher in Cyprus and the UK.

Ruth-Anne Lenga is Programme Director at the UCL Centre for Holocaust Education. A leading figure at the Centre since its establishment in 2008, Ruth-Anne directs the educational vision and strategy, oversees programme delivery, drives the Beacon School Programme and created its MA offer. Ruth-Anne has over twenty-five years’ experience in Holocaust education, serving as a Lecturer at the UCL Institute of Education and as Learning Director at London’s Jewish Museum. Ruth-Anne leads the Centre’s engagement with Holocaust survivors and has played a pivotal role in national and international projects, including Belsen75 and the Centre’s work with OSCE to address antisemitism.