Designing Multimodal Texts about the Middle Ages
Eva Insulander, Fredrik Lindstrand and Staffan Selander

Multimedial and multimodal communication arouse interest in many fields of research today. By contrast, little attention is paid to multimodality in relation to designs for learning, especially in relation to representations of knowledge on an aggregated level. By analyzing three multimodal texts about the Middle Ages, including a textbook, a film series and a museum exhibition, this article provides insight into the role of multimodal designs for learning in a school context.

Contested Citizenship: Public Schooling and Political Changes in Early Nineteenth Century Switzerland
Ingrid Brühwiler

This article examines public education and the establishment of the nation-state in the first half of the nineteenth century in Switzerland. Textbooks, governmental decisions, and reports are analyzed in order to better understand how citizenship is depicted in school textbooks and whether (federal) political changes affected the image of the "imagined citizen" portrayed in such texts. In spite of substantial official political changes, and although schools and politics were strongly connected, my findings reveal that the ideals of citizenship in textbooks remained fundamentally constant throughout this period. The changes that did occur in the presentation of the ideals of national citizenship in textbooks generally did so not in the wake of official political changes, but rather in accordance with long-term ideals upheld by individuals or groups. The "ideal citizen" was, first and foremost, a communal and cantonal member of a twofold society run by the church and the secular government, in which nationality was depicted as a third realm.

War Memories and Online Encyclopedias: Framing 30 June 1941 in Wikipedia
Mykola Makhortykh

This article examines the way in which digital media interact with collective memories and teaching practices by exploring a selection of Wikipedia articles that describe the capture of Lviv by Germans on 30 June 1941. This event constitutes both an important episode of the history of Ukraine and a complex case of mass violence that produced a number of controversies among the national historiographies of the Second World War in the post-Soviet region. Using a combination of qualitative and quantitative metrics, this article investigates the way in which the event is represented in different language versions of Wikipedia and assesses what kind of memory is produced by each of them.

The Visual Construction of the Myth of the Albanian National Leader
Denis Vuka

This article examines the visual construction of the myth of the Albanian national leader in history textbooks. By applying visual social semiotics, it explores the function and usefulness of this myth during the critical years of Albania's self-isolation from 1978 to 1990. Depicted

in recurring episodes that were decisive for the existence of the national community, a capable leader emerges as its savior. His figure is perceived as a symbol of unity and as the single competent actor able to pave the way towards a bright future. The article argues that the myth of the leader served to legitimate power and secure social cohesion.

Making History with Pictures: Visual Representations of National Socialism in the GDR History Textbook
Inga Kahlcke

This article examines the pictorial representation of National Socialism in history textbooks of the German Democratic Republic (GDR) from 1960 to 1988 using content analysis techniques. The results of the study indicate that the textbook illustrations support and legitimize the GDR interpretation of National Socialism. The images tend to associate National Socialist perpetration of crimes with the work of "capitalists," while the persecuted are classed according to a hierarchical gradation from "anti-fascist" to Jewish victims. Only in the last issue before the dissolution of the GDR is there a slight shift in the narrative. In addition, the study examines, with reference to the methodological discourse over history instruction in the GDR, how the "didactification" of these images contributed to the dissemination this interpretive pattern.

Challenging Substantive Knowledge in Educational Media. A Case Study of German History Textbooks
Lucas Frederik Garske

Many scholars working on history education have stressed that in order to "do history," a congruent relation between substantive and procedural knowledge is required. In response to this argument, this article emphasizes the need to consider pupils' relations to substantive knowledge. With reference to history textbooks currently used in Germany, it demonstrates how the introduction of substantive knowledge with the help of the logic of "historical thinking" derived from expert discourses may obstruct the process of historical thinking. Finally, the article presents alternative approaches and their possible consequences for history education.

Experiencing, Using, and Teaching History: Two History Teachers' Relations to History and Educational Media
Robert Thorp

How do two Swedish secondary school teachers relate to and make sense of history via their experiences and educational media? The study seeks to gain knowledge about history education by analyzing two teachers' narratives of their personal experiences of the Cold War and classroom observations of the teachers in practice. The study finds that the teachers' narrations of personal experiences and observed teaching of the Cold War resemble the dominant historical culture of the Cold War in Swedish education. On the basis of these results, the author discusses the importance of the critical awareness of historical culture in order to further a complex understanding of history.