

## **Alois Ecker**

### **Curriculum vitae**

Department for Didactics of History, Social Studies  
and Civic Education

University of Vienna

Berggasse 7, A-1090 Wien

T +431-4277-23100; -40012

E [alois.ecker@univie.ac.at](mailto:alois.ecker@univie.ac.at)

H [www.geschichtsdidaktik.eu](http://www.geschichtsdidaktik.eu)



### **Current position**

Associate professor, Social History and Didactics of History

Head of Department for Didactics of History, Social Studies and Civic Education,  
Faculty of Historical-Cultural Sciences, University of Vienna, Austria

Project-coordinator of Life-Long-Learning Project KA1 “Assessment, tutorial  
structures and initial teacher education of trainee students in the subjects ‘Political/  
Civic Education’, ‘Social/Cultural Studies’ and ‘History’ in Europe – A comparative  
study”, European Commission.

### **Qualifications**

Habilitation (PhD) on “Process-oriented Didactics of History”

Doctorat (History and Philosophy): “Transference and Counter-Transference in  
narrative interviews. Methodological and epistemological problems in Oral History”

Language skills: German, English, French (fluent), Latin, Spanish, Italian (extended),  
Russian, Hebrew (basic).

Certificate in Group Pedagogy, Psychoanalysis (Vienna)

Studies in Group dynamics (Vienna; Hernstein), Group analysis (Vienna, and Institute  
of Group Analysis, London), Ethnopschoanalysis (Zürich); Systemic consulting of  
organisations (Vienna and Heidelberg).

### **Expertise**

Coordination of teacher training programs for subject ‘History, Social Studies and  
Civic Education’, University of Vienna, Austria

Lectures and training courses in Theory of Didactics of History; Courses in teacher education for subject history, social studies and civic education; Process-oriented concepts for teaching and learning history.

Curriculum Development in teacher training programs; initial and in-service-training seminars in Austria, Hungary, Italy, Germany;

Working as expert in the Council of Europe's network on History Teaching since 1994. Cooperation in Council of Europe's projects on the Reform of History teaching in the Russian Federation, Ukraine, South East Europe and in Cyprus. Member of Working Table I (Education) within the Stability Pact for South East Europe.

Chair at international symposia and seminars in Austria, Bulgaria, Czech Republic, France, Finland, Germany, Hungary, Montenegro.

Speaker at conferences in Albania, Belgium, Bosnia and Herzegovina, Bulgaria, Czech Republic, Cyprus, France, Germany, Greece, Hungary, Norway, Portugal, Republic of Korea, Romania, Russian Federation, Slovenia, Switzerland, Turkey, Ukraine,

for the following organisations:

Council of Europe, Georg-Eckert-Institute, International NGO History Forum for Peace in East Asia, IRCICA (Research Centre for Islamic History, Art and Culture), OECD, UN Alliance of Civilisations, UNESCO, The European Wergeland Centre.

Visiting professor at UNAM, México City; ECNU Shanghai, China;  
Research fellow at Institute of Education, University of London, UK.

### **Research areas, Recent Research projects**

Coordinating a cross-disciplinary research network "Theory and practice of subject didactics", University of Vienna, including 21 teacher training programs of 12 faculties; chief interest: social construction of subject didactics; theoretical concepts and communicative (performative) aspects in teacher training courses of subject didactics/methodology of learning and teaching (language, interaction, patterns).

Comparative studies on initial teacher education in Europe, currently coordinating the Life Long Learning Project "Assessment, tutorial structures and initial teacher education of trainee students in the subjects 'Political/ Civic Education', 'Social/Cultural Studies' and 'History' in Europe – A comparative study" (2010 – 2012) ([www.che.itt-history.eu](http://www.che.itt-history.eu)). Previous studies: Structures and Standards of Initial training for History Teachers in Europe (2003 – 2006) ([www.itt-history.eu](http://www.itt-history.eu))

Projects on Didactics of History and on Didactics of Civic Education (process-oriented methods of learning and teaching; intercultural learning, media-didactics, film-analysis); Online planning, observation and analysis of teaching and learning history ([www.didactics.eu](http://www.didactics.eu)); Didactics of political education; Media-didactics in political education;

Research projects in Social History (History of family structures, of childhood, of youth, of education systems; of labour division between men and women 18<sup>th</sup> to 20<sup>th</sup> century).

## **Membership**

President of the Society for History Didactics, Austria

ISHD, International Society for History Didactics

The Historical Association, UK

Euroclio, European Association of History Educators

AIRDHSS, Association Internationale de Recherche en Didactique de l'Histoire et des Sciences Sociales

CHE- The Civic and History Education Network in Europe

HEIRNET – History Educators International Research Network

## **Editor**

- Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education, (Newcastle, AUS) – Editor
- European Studies for Didactics of History and Citizenship Education/ Europäische Studien zur Didaktik der Geschichte und der Politischen Bildung. (Schwalbach/Ts.: Wochenschau) – Chief Editor
- Historisch politische Bildung. Themendossiers zur Didaktik und Mediendidaktik der Geschichte, Sozialkunde und Politischen Bildung – Edition Fachdidaktik GSP: Wien – Chief Editor
- Studien zur Fachdidaktik, V&R unipress: Wien - Editor
- Historische Sozialkunde“, former: "Beiträge zur Historischen Sozialkunde"
- "Beiträge zur Fachdidaktik" (= supplement of „Historischen Sozialkunde“) - 1981 – 2001 Chief Editor
- „Sozial- und wirtschaftshistorische Studien“, Institut für Wirtschafts- und Sozialgeschichte, Universität Wien - Member of the scientific advisory board
- „Didaktik – Zeitschrift für Bildungsforschung“, Wien - Member of the scientific advisory board

## Publications (selected)

- (2014b) (Ed.) Civic and History Teachers' Education in Europe. A comparative study on concepts, structures and standards of initial teacher education, assessment and tutorial structures for the subjects 'History', 'Civic/Citizenship education', 'Social/ Cultural Studies' and 'Politics'. Strasbourg: Council of Europe Publishing.
- (2014a) Well educated professionals to teach the next generation of European citizens? First results of the CHE-Study on civic and history teachers' education in Europe. Strasbourg: Council of Europe Publishing.
- (2013) Civic and History Teachers' Education in Europe. A comparative study on concepts, structures and standards of initial teacher education, assessment and tutorial structures for the subjects 'History', 'Civic/Citizenship education', 'Social/ Cultural Studies' and 'Politics'. With contributions by Luigi Cajani, Brian Carvel, John Hamer, Tatiana Minkina-Milko, Falk Pingel, Dean Smart and Joanna Wojdon, In: [http://che.itt-history.eu/fileadmin/CHE\\_template/pdf\\_test/doc\\_7.5\\_comparative\\_study.pdf](http://che.itt-history.eu/fileadmin/CHE_template/pdf_test/doc_7.5_comparative_study.pdf) (18.01.2014)
- (2013) Well educated professionals to teach the next generation of European citizens? First results of the CHE-Study on civic and history teachers' education in Europe. In: [http://che.itt-history.eu/fileadmin/CHE\\_template/pdf\\_test/doc\\_7.4\\_Summary.pdf](http://che.itt-history.eu/fileadmin/CHE_template/pdf_test/doc_7.4_Summary.pdf) (18.01.2014)
- (2013) Bausteine einer Theorie der Prozessorientierten Geschichtsdidaktik, in: Tagungsband des 26. Österr. Historikertages, Krems 25.-27. Sept. 2012
- (2013) 奥地利的历史教学发展述评 (= History and History teaching in Austria, in: History Teaching and Research, H 3, 2013, S. 134-137.
- (2012a) Auf dem Weg ... zur Professionalisierung. Die Ausbildung der Lehrer/innen für 'Geschichte, Sozialkunde und Politische Bildung' an der Universität Wien, in: Diendorfer, Gertraud, Hellmuth, Thomas und Hladschik, Patricia (Hrsg.) Politische Bildung als Beruf. Professionalisierung in Österreich, Schwalbach/Ts.: Wochenschau, S. 93- 103.
- (2011h) Education of History Teachers in Europe – Standards, Structures and Tenets – A comparative study, conference paper, 3<sup>rd</sup> International History Educationalist Symposium (Seoul, 21 – 22 Aug 2011), Northeast Asian History Foundation, Inst. For East-Asian Cultural Exchange, Korea University
- (2011g) Zwischen Schlüsselkompetenz und Fachkompetenz. Kompetenzorientierter Geschichtsunterricht zwischen Persönlichkeitsentwicklung,

Berufsqualifikation, Lernfortschrittsdiagnose und Leistungsmessung, in: Mayer, Erhard u. Matzka, Christian (Hrsg.) Jahrbuch der KPH, Wien, S. 21-36.

- (2011f) Unterrichtsplanung, in: Dmytrasz, Barbara, Ecker, Alois, Ecker, Irene, Öhl, Friedrich (Hrsg.) Fachdidaktik Geschichte, Sozialkunde und Politische Bildung. Modelle, Texte, Beispiele, Edition Fachdidaktik Geschichte und Politische Bildung, Wien, S. 49-55.
- (2011e) u. Dmytrasz, Barbara, Ecker, Irene, Öhl, Friedrich (Hrsg.) Fachdidaktik Geschichte, Sozialkunde und Politische Bildung. Modelle, Texte, Beispiele. Edition Fachdidaktik Geschichte und Politische Bildung, 122 S., Wien: bmukk.
- (2011d) Geschichtsdidaktische Prinzipien, in: Mitnik, Philipp (Hrsg.) Die kompetenzorientierte Reifeprüfung aus Geschichte und Sozialkunde/ Politische Bildung. Richtlinien und Beispiele für Themenpool und Prüfungsaufgaben, Wien: bmukk. S. 16-20.
- (2011c) Interdisziplinarität als Leitprinzip im Lehramtsstudium an der Universität Wien, in: Universitäre Plattform für LehrerInnenbildung (Hrsg.) Best Spirit – Best Practice. Lehramt an österreichischen Universitäten, Wien: Braumüller, S. 138-139.
- (2011b) und Götz, Stefan: Interdisziplinäre Fachdidaktik. Oder: viele Köche machen den Brei, in: Universitäre Plattform für LehrerInnenbildung (Hrsg.) Best Spirit – Best Practice. Lehramt an österreichischen Universitäten, Wien: Braumüller, S. 160-177.
- (2011a) Politische Festkultur. Kulturhistorische Betrachtungen zur Konstruktion des 1. Mai als Fest der Arbeit, in: historisch-politische Bildung, Themendossiers zur Didaktik von Geschichte, Sozialkunde und Politischer Bildung, Jg. 2/2011, No. 3, S. 7-17.
- (2010d) Orientations for teacher training in the XXI<sup>st</sup> century, conference paper, Seminar: Reform of History Teaching Methods and Pedagogy in History Teaching in South Eastern Europe (Ljubljana, 16 – 17 Dec 2010) Council of Europe, North-South-Centre, UN Alliance of Civilisations
- (2010c) The use of information technology in initial training of history teachers, conference paper, Seminar: The use of information technologies when training pupils' intercultural communication skills through history teaching (Kiev, 31 Nov-1 Dec 2010), Council of Europe, National Pedagogical University
- (2010b) Interactive training of history teachers. Conference paper, Seminar: Teaching history in a multicultural society: how to integrate interactive methods in the initial training of history teachers (St. Petersburg, 31 May – 1 June 2010), Council of Europe, St. Petersburg State University

- (2010a) Multiperspectivity in teacher education. A new challenge for initial and in-service teacher training systems, conference paper, Symposium: What does it mean to think historically? (UN Buffer Zone, Nicosia, 7 – 8 May 2010) AHDR (Association for Historical Research and Dialogue)
- (2010b) eLearning in Geschichtswissenschaft und Geschichtsdidaktik. Von „Geschichte online“ zu „Didaktik online“, in: Bettina Alavi (Hg.) Historisches Lernen im virtuellen Medium (Schriftenreihe der Pädagogischen Hochschule Heidelberg), Heidelberg: Mattes, S. 169 – 185.
- (2010a) und Edel, Klaus und Suschnig, Hanna-Maria: Orientierung zur historisch-politischen Bildung, in: historisch-politische bildung, Themendossiers zur Didaktik von Geschichte, Sozialkunde und Politischer Bildung, Jg. 1/2010, No. 1, S. 7-15.
- (2009) History teachers in a divers and globalised world. A new challenge for initial and in-service teacher training systems, conference paper, Seminar: How to use multiperspectivity when teaching history in schools for reconciliation and tolerance, (Kiev, 1- 2 July 2009), Council of Europe, Kiev Municipal Pedagogical University
- (2008d) The Training of History Teachers in Europe. Structures, Standards and Trends, conference paper: Symposium: „Globalisation and Images of the Other: Challenges and new perspectives for history teaching in Europe (Istanbul, 30. 11.-1.12.2008) Council of Europe, IRCICA (Research Centre for Islamic History, Art and Culture),
- (2008b) Teacher Education of History Teachers in Europe. Country reports, In: <http://www.itt-history.eu> (28.12.11)
- (2007b) The Structures and Standards of Initial Training for History Teachers in Europe – A Comparative Study, In: <http://www.itt-history.eu> (28.12.11)
- (2004a) The Structures and Standards of Initial Training for History Teachers in South-East Europe, 239 pp., Strasbourg: Council of Europe Publishing
- (2003a) Initial Training for History Teachers: Structures and Standards in 13 Member States of the Council of Europe, 295 pp., Strasbourg: Council of Europe Publishing
- (2000a) (ed.) Transitional Russia – From A Historical and Didactic Perspective, Beiträge zur Historischen Sozialkunde, Special Issue 2000, 64 pp., Wien
- (2000d) Key-questions for the training of history teachers, in: Jana Kohnová (Ed.), Teachers and Their University Education at the Turn of the Millennium, Proceedings of the international conference, Prague, 23 – 25 September 1998, Charles University, Prague, p. 252-261.
- (1999c) Education in South East Europe, in collaboration with CSBSC, Andrea Pühringer, in: Ulf Brunnbauer et al. (Eds.), How to construct civil societies? Education, Human Rights and Media in Southeast Europe: A critical guide, Graz, p. 9-14

- (1998e) Southeast European Initiatives and Co-operations for Peace, Stability, Mutual Understanding, Tolerance, and Democracy. Didactic Potential of the described projects. Mitarb. Andrea Pühringer (ed. Center for the Study of Balkan Societies and Cultures), Graz, p. 19-26
- (1998d) Идеальный портрет учителя истории, in: Педагогическое обозрение 2'98, Научно-методический и информационный журнал, Нишский Новгород, p. 72-79.
- (1998c) Идеальный профессиональный облик учителя истории, in: Совет Европа, Министерства общего и профессионального образования Российской Федерации и ал. (Изд.) Подготовка учителей и Развитие системы повышения квалификации в Области преподавания истории в Средней школе. Материалы международного семинара, Екатеринбург, p. 37-50.
- (1998b) Les questions essentielles concernant l'organisation de la formation initiale des professeurs d'histoire, en: Conseil de l'Europe ed., Séminaire „La formation pédagogique initiale des professeurs d'histoire dans treize Etats membres du Conseil de l'Europe“, Vienne, Autriche, 19 - 22 avril 1998. Contributions pour le séminaire, pp. 9-19
- (1997c) Process-oriented methods in the teaching of history. New avenues in the initial training of history teachers at the University of Vienna, in: <http://www.geschichtsdidaktik.eu/index.php?id=57&L=1> (28.12.11)
- (1997b) Didáctica de la historia orientada a los procesos. Nuevos caminos en la formación de maestros(as) de educación media y media superior en la Universidad de Viena, en: Pensamiento Universitario no. 87, CESU-UNAM, Mexico, S. 143-168, see also: <http://www.geschichtsdidaktik.eu/index.php?id=149> (28.12.11)
- (1996d) (ed.) History Teaching in Central and Eastern European Countries, in cooperation with KulturKontakt Austria, 54 pp., Wien
- (1996b) Процесно ориентирана Дидактика на Историјата. Нови пътища за обучението на учител(к)и по историја във Виенскиот универзитет, in: ИСТОРИЈА. 6/1995. Година IV, Софија, p. 13-20.
- (1995a) Prosessipainotteinen historian ja yhteiskuntaopin opettajien koulutus Wienin yliopistossa, in: Kleio, Hyol 1/1995, Helsinki, p. 18-21