CENTENNIAL CONFERENCE OF THE COMITE INTERNATIONAL DES SCIENCES HISTORIQUES

Technology in History Education: Problem or Solution?

Programme Event

International Committee of Historical Sciences | 26–30 August 2026 | Leipzig, Germany

DATE	LOCATION
28 Aug 2026, 11:00 - 13:30	House 1 T1004
THEME	CONFERENCE
B - Teaching History and Public History	International Committee of Historical Sciences

Overview

The integration of new technologies into history education has long sparked both enthusiasm and concern. From the introduction of radio broadcasts and educational television in the mid-20th century to the arrival of digital archives, interactive media, and, most recently, artificial intelligence, each technological shift has been met with promises of transformation of history education alongside warnings of potential risks. This panel will examine those debates, situating today's discussions about digital platforms and generative AI within a longer history of technological innovation in the classroom. It will explore the tension between technology as both a problem and a solution in the teaching and learning of history.

On one hand, technologies have expanded access to historical sources, enabled new modes of visualization, and fostered more interactive, collaborative, and inquiry-based approaches to learning about the past. They have offered innovative pedagogical tools with the potential to cultivate historical empathy, critical source analysis, and connections between past and present. On the other hand, technology introduces new challenges. Educators and scholars have consistently raised concerns: Don't these tools encourage superficial engagement at the expense of critical analysis? How can teachers ensure reliability, contextual understanding, and the development of historical thinking and overcome the risk of superficial engagement through "edutainment," inequities in access, and the pressure to prioritize technological novelty over pedagogical depth?

By exploring both historical and contemporary perspectives, this panel aims to move beyond binary positions of "problem" or "solution" and instead interrogate the conditions under which technology enhances—or hinders—historical learning. Contributors will share research findings, case studies, and critical reflections on the role of technology in history education, asking what lessons past debates can offer for present challenges.

Participants

Convenor

- Joanna Wojdon (University of Wroc?aw)

Panelists

- Meike Hensel-Grobe (University of Mainz)
- Nicole Immig (Justus-Liebig-University of Giessen)
- Anke John (Friedrich-Schiller-Universität Jena)
- Marcel Spehr (Erfurt University of Applied Sciences)
- Mare Oja (Tallinn University, Estonia)
- Elias Stouraitis (Democritus University of Thrace)
- Benedict Staack (Friedrich-Schiller-Universität Jena)

Papers

Beyond pixels: Didactical challenges in working with an AR-based Reconstruction of a lost medieval castle in the history classroom

Meike Hensel-Grobe (University of Mainz)

“Merchants of Istanbul“ – An Educational Digital Game on the history of the Ottoman Balkans

Nicole Immig (Justus-Liebig-University of Giessen)

Interdisciplinary reflection on the use of educational portals in history lessons

Anke John (Friedrich-Schiller-Universität Jena), Marcel Spehr (Erfurt University of Applied Sciences), Benedict Staack (Friedrich-Schiller-Universität Jena)

Digital Technology and History Education: options and choices. Examples from Estonia

Mare Oja (Tallinn University, Estonia)

The role of artificial intelligence in shaping historical imagination and thinking in the digital age

Elias Stouraitis (Democritus University of Thrace)

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