

From the Editor

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Since its founding in 1976, *Teaching History* has promoted scholarly history teaching and has sought to contribute to the concept of signature pedagogies in the discipline. This issue continues that tradition by including four essays that bring attention to the need for history teachers at all levels to consider how they might help students use history's habits of mind to pursue deep historical thinking.

Benjamin Leff, a history teacher at University High School in Urbana, Illinois, leads this issue by discussing how he engages his students in thinking about historiography. Importantly, Leff offers specific examples of his students' work, and he considers the extent to which students' experiences in his history class had a lasting impact on their thinking in the discipline.

Historians Richard Hughes, Peter Burkholder, and Natalie Mendoza then offer their perspectives on the importance of the Scholarship of Teaching and Learning (SoTL) and the role that SoTL research plays in their work as historians. Their essays draw specifically from the workshop they led at the American Historical Association's 2019 annual meeting in Chicago. First, Hughes describes historians' relatively recent emphasis on articulating the discipline-specific thinking promoted through historical study. He provides an overview of growing efforts by historians to engage in History SoTL research and argues that this research affords historians the opportunity to reflect on the state of the discipline and consider how data pertaining to student learning might contribute to the health of the major.

Peter Burkholder then provides a specific outline of the potentials of SoTL research, focusing on the process of decoding student bottlenecks and building into one's classes opportunities

for deliberate practice pertaining to textual analysis. Burkholder walks readers through the SoTL process as it pertains to history, providing a specific example of the method and results that the AHA now actively encourages.

Hughes and Mendoza's essay situates historians' work in SoTL in the contentious assessment arena. Drawing on Mendoza's work at the University of Colorado Boulder as the leader of the History Teaching and Learning Project, they call for an emphasis on assessment of and for learning, and they bring attention to the potential that meaningful and purposeful assessment has for students and for historians.

Taken as a whole, this issue of *Teaching History* emphasizes the important role played by SoTL research at the high school and university levels and focuses on using data to promote scholarly teaching. The authors emphasize the legitimacy of SoTL work as research, and their essays call attention to the importance of conversations among all history educators, K-16, as we work to develop signature pedagogies that encompass the structure, tools of inquiry, and central concepts of the discipline.

The second issue of the forty-fourth volume calls attention to *Teaching History's* consistent effort to promote scholarly history teaching, and it also serves as a bookend to one aspect of the journal: Volume 44 marks the final paper publication of *Teaching History*. Beginning with Volume 45, *Teaching History* will move to a completely online format. Our goal as scholars must always be to share the methods and results of our research with the broadest and most diverse audience possible, and by providing open-access to individuals and groups through Open Journal Systems (<https://openjournals.bsu.edu/teachinghistory>), we can more effectively reach historians, secondary teachers, and the wider public.

Two individuals who have played key roles in the history of *Teaching History* and who have been vital to the journal's success and its publication in hard copy are Christopher Lovett, Professor of History at Emporia State University, and Jacqueline

Fehr, Administrative Assistant at Emporia State University. As the journal's publication director and administrative assistant, respectively, Chris and Jacque have guided all aspects of *Teaching History's* publication process. I would be remiss if I did not state publicly that while the decision to move the journal to an online publication can be justified by the opportunities allowed through open access, a key factor in my decision rested on the upcoming retirement of Chris and Jacque from their roles in producing the journal. Chris has served as publication director since 2002, and Jacque has been with the journal since 1976! In many ways, they *are* the journal. I take this opportunity to recognize them publicly for their professionalism, their dedication to our work, and their warmth as they strove to make *Teaching History* a publication worthy of our readers. Chris and Jacque, thank you for your devotion to *Teaching History*, your kindness, and the guidance you have provided me over the past four years. On behalf of the editorial and advisory boards and our readers, I wish you well!

Sarah Drake Brown
Editor, *Teaching History*