

Special Issue

History Education and Digital Technologies in Populist Times

Message from the Guest Editor

Contributions to this Special Issue should explore how history education, enhanced by digital technologies, can counteract these tendencies by providing students with a nuanced understanding of the past, encouraging critical thinking, and promoting democratic values. Now more than ever, it is important to study the significance of history education and the integration of digital technologies in fostering critical awareness and resilience in the face of the simplistic and often divisive narratives propagated by populist ideologies. By doing so, history education not only counters the distortions of populist narratives but also strengthens the foundations of informed and engaged citizenship. This Special Issue should provide discussions on how to enhance history education through digital technologies to better prepare students for the challenges posed by populist movements and to recognize the complexities of historical events, appreciating the diverse contributions to national and global histories.

Guest Editor

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Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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