History Textbook Research: Issues and Methodologies toward a School Historiography. Such research requires observation and interviews, both of which are new methodologies in textbook research and which supplement content analysis or indeed constitute an object for study themselves.

A small survey in the UK (thirty teachers) has shown that only a minority of history teachers are making substantial use of textbooks.

This article traces the developments within history textbook research as presented at the 2009 conference of the International Society for History Didactics (ISHD), held in cooperation with the Georg Eckert Institute for International Textbook Research in Braunschweig, Germany. The article claims that significant developments reveal school historiography to be a challenged area for history didactics. Key concepts and theoretical frames require further discussion in order to develop history didactics not only as an area for social and political responsibilities but also as a theoretical discipline.