



## EDITORIAL

History Education greetings,

Welcome to the July 2021 edition, volume 25, of *Yesterday & Today*. For the uninitiated, the journal is attached to the South African Society for History Teaching (SASHT). Since the December 2020 edition *Yesterday & Today* has moved home. Since its accreditation as an academic journal *Yesterday & Today* were housed at North West University. The latter provided exemplary support to the journal on numerous fronts, including financial, infrastructural and logistical. In a policy decision support by the editorial board of *Yesterday & Today* it was decided that in future the journal should be located at the same institution as the editor-in-chief. Moving *Yesterday & Today* institutionally was a major undertaking and needed a fair amount of manoeuvring. In this regard I want to thank the editorial board of *Yesterday & Today*, Heather Thuynsma and her team at the University of Pretoria, the executive of the SASHT and the Dean of the Faculty of Education, Professor Chika Schoole, for their support.

### **Six academic articles appear in this edition of *Yesterday & Today*:**

- In the first article Pfuurai Chimbunde and Maserole Christina Kgari-Masondo gives voice to Social Sciences Studies teachers in Zimbabwe on matters related to curriculum change and implementation
- In their article Yvonne Kabombwe, Nisbert Machila and Patrick Sikayomya compares the examinations of the old and new Zambian curricula
- Valencia Mabalane, in her article, engages with blogs and online discussion boards as a means to assist students during work integrated learning
- In his article Byron Bunt took an autoethnographic journey back into the work of the subject group History under COVID-19 conditions
- Gideon Boadu, in his contribution, took a diachronic view of the development of History Education in Ghana
- In his contribution Walter Sengai interrogated the role of Heads of Department in implementing the History syllabi in Zimbabwean schools

In the second section, consisting of “hands-on” articles, COVID-19 and history teaching comes under the spotlight. This time the focus is on history education students, both

PGCE and BEd, and their experiences of doing work integrated learning / teaching practice under COVID-19 conditions. Prospective history teachers from five different Southern African universities shared their experiences of completing their teacher education under pandemic conditions.

Section three, the final section of the journal, contains four books reviews.

Take care and stay safe!

Johan Wassermann (Editor-in-Chief)