

EDITORIAL

Welcome to the first electronic only edition of *Yesterday & Today*. For a range of reasons, including financial and moving with the times it was decided to discontinue the print version of *Yesterday & Today*. From now on *Yesterday & Today* can be read on, amongst others, Scielo, the webpage of SASHT and other fora.

The December 2019 edition is also the final one overseen by the current editorial board. On behalf of all involved with, and interested in *Yesterday & Today*, allow me to thank all the editorial board members for the services they have rendered. In constituting the new editorial board in 2020 many of the current members will be asked to stay on. They will be supported by new appointees from across the global south.

The December 202 edition contains seven articles covering a wide spectrum of research ideas related to History Education.

- In his article Ian Macqueen shared his experiences in transforming and decolonising the History Honours module on historiography that he teaches.
- In their article Yvonne Kabombwe and Innocent Mulenga unpacked the experiences of History teachers in Zambia of the implementation of a competency-based curriculum.
- Byron and Lance Bunt looked at developing a serious game artefact to demonstrate World War II content to History students.
- In a conceptual article Gerhard Genis proposed the use of indigenous South African poetry as conduits of memory to teach History.
- Pieter Warnich and Henriëtte Lubbe presented, in a practical article based on the experiences of trainee teachers and their learners, the possibilities of alternative performance assessment in History classrooms.
- In her conceptual article, Christina Kgari-Masondo argued, by drawing on her personal experiences, for the inclusion of Historical Significance as a historical thinking concept in the curriculum as to foreground indigenous knowledge as it relates to symbols and symbolism.

- Finally, in the teachers' voice article, Kirsten Kukard explored the shift in civic and academic identities across recent English and South African History curriculum documents.

Happy reading.

Johan Wassermann and the rest of the editorial team.