YESTERDAY & TODAY

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YESTERDAY & TODAY

Yesterday & Today is a scholarly, peer-reviewed and educationally focused history education journal. It is indexed by the South African Department of Higher Education and Training. The journal is currently published in conjunction with The South African Society for History Teaching (SASHT) under the patronage of the Department of Humanities Education in the Faculty of Education at the University of Pretoria. Open access to the journal is available on the SASHT, the SciELO, the University of Pretoria's UPJournals platform, and the Boloka websites. The Website addresses to find previous and current issues of the *Yesterday & Today* journal are:

- http://www.sashtw.org.za
- http://www.scielo.org.za/scielo
- https://upjournals.up.ac.za/index.php/yesterday_and_today

Two double-blind peer-reviewed issues are annually published. *Yesterday & Today* focus and envision research articles in the following fields of research:

- History teaching/education
- Educational history/History of education/History in education
- The History of any education-related theme
- History research that relates to any historical content or theme, especially represented in History curricula

The above covers 75% of the journal

Hands-on articles in the following field of research are published:

- Hands-on reports - articles based on authors' personal experiences/opinions with history within or outside the classroom

Hands-on reports cover 25% of the journal

Contributors need to note the following:

- Manuscripts must be in British English and should not exceed 8000 words
- Times New Roman 12 pt font and 1.5 spacing should be used
- Manuscripts in Microsoft Word should be submitted electronically to the editor
- Images (such as photographs, graphics, figures and diagrams) are welcome but the author(s) should secure the copyright of using images not developed by the author
- Six to ten keywords should be included in the manuscript
- Opinions expressed or conclusions drawn in *Yesterday & Today* are in the first place those of the authors and should under no circumstances be considered the opinions of the SASHT or the editorial board.

The editorial board accommodate peer reviewed articles and practical hands-on articles. However, it's only the peer- reviewed articles that are acknowledged by the South African Department of Higher Education and Training for being accredited and valid for subsidy purposes. Please note that authors are expected to provide written proof that the language and style of both the abstract and the manuscript were professionally edited before submitting the manuscript to *Yesterday & Today* for consideration. For more information, see the "Template guidelines for writing an article" and "The footnote or Harvard reference methods – some guidelines" on the last pages of the journal. Also refer to the last pages of this publication and the most recent issue of the journal available on the SASHT's website: http//www.sashtw.org.za for more information. The use of the correct citation methods and the acknowledgement of all consulted sources is a prerequisite.

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EDITORIAL

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History Education greetings,

Welcome to the July 2024 edition, volume 31, of *Yesterday & Today*. This edition appears against the backdrop of the ever-growing threats and opportunities posed by Artificial Intelligence (AI) to journals. In response, ASSAf and SciELO created Draft Guidelines for using Artificial Intelligence (AI) Tools and Resources in Research Communication, which *Yesterday & Today* must adhere to. The purpose of these guidelines is to guide a journal like ours on the use of content generated by AI applications. This also means that we need to adjust our editorial policy accordingly. In this editorial, I will quote extensively from these guidelines (which is a continuous work in progress). The purpose is to alert all authors and reviewers about their responsibility regarding AI and large language model (LLM)-based tools.

ASSAf and SciELO Draft Guidelines for the Use of Artificial Intelligence (AI) Tools and Resources in Research Communication (still to be approved by the ASSAf Council)

Recommendation for authors

'Authors are solely responsible for ensuring the authenticity, validity, and integrity of the content in their manuscripts. Because it is not the work of the authors, any use of content generated by an AI application must be appropriately referenced. To do otherwise is the equivalent of plagiarism. Authors are called upon to avoid including misinformation generated by an AI application, as this could have adverse consequences for them personally, and impact the quality of future research and global knowledge.

Authors may use tools and resources that aid in the preparation, methodology, data analysis, writing support, review, and translation of their articles, book chapters, or books. AI applications offer many of these tools and resources, for example, grammatical and punctuation error detection tools are permissible as long as they follow attribution rules and maintain ethical and scientific integrity.

However, it is important to note that only humans can be considered authors, adhering to the following rules and practices:

- The sources of materials used in research and manuscript writing are referenced. Any use or content generated by an AI application should be mentioned in the abstract, methods section, or equivalent.
- All cited material should be properly attributed, including full citations, and the cited sources need to support the claims made by the AI application, as it is not uncommon for AI to generate references to non-existent works—that is, all citations need to be checked.
- Commonly used AI tools such as spelling and grammar checks do not need to be disclosed.
- The authors must assume public responsibility for their work as authors.

Concealing the use of AI tools is unethical and violates the principles of transparency and honesty in research.'

How to cite AI Content

'Content generated by AI tools should be cited and referenced as an unrecoverable source, similar to personal communication. This should follow the guidelines for citing this type of resource in the chosen reference style of the relevant journal. The journal needs to provide an example in its *Guidelines to Authors* section. Just as personal communications are cited to provide attribution and context, citing AI-generated content ensures transparency and accountability in scholarly discourse.

Any use or content generated by an AI application must be mentioned in the abstract and in the methods section or equivalent. The declaration of such use should include the name, version, and manufacturer of the tool used and the date on which it was accessed, for example:

(Chat GTP 3.5, Version 28 August 2023, Open AI, accessed 16 September 2023)

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Where AI tools or LLMs have been used, for example, in the conception and design of a study, editing of non-data images, editing, or revising the writing, such contributions do not meet the criteria of authorship.

Where AI tools, specifically for spelling and grammar checks, similarity checking, and reference management are used, these do not need to be disclosed.'

This edition contains five academic articles:

- In her article, Pranitha Bharath unravelled second-order historical thinking concepts in South African history textbooks.
- This is followed by the contribution of Paul Maluleke and Sarah Godsell. Again, the focus was on textbooks. In their article, they ask probing questions about the absence of the LGBTIQA+ Community in School History Textbooks in Post-Apartheid South Africa.
- In his article, Paul Hendricks examines the transformative praxis of a dissident teachers' organisation, the Teachers' League of South Africa.
- In their contribution, Walter Sengai and NL Ntlama engage with teacher perceptions on the possibility of integrating History and Citizenship into the Lesotho Curriculum.
- The final contribution is from Francois Cleophas and focuses on Bernard Lazarus Emanuel Sigamoney: A Multi-Faceted School Teacher's Biography.

In addition, this edition includes the usual book review section. I want to thank Bafana Mpanza for the exceptional work he is doing in this regard. The teachers' voice section in this edition, edited by Denise Bentrovato, gives voice to international collaboration exercises between the Universities of Pretoria and Leipzig.

Happy reading, take care, and stay safe!
Johan Wassermann (Editor-in-Chief)

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