YESTERDAY & TODAY

Editorial Policy: Yesterday & Today

1.   Overview

Yesterday & Today is a peer-reviewed, scholarly journal focusing on History Education, History in Education, and the History of Education. The journal welcomes research contributions that advance understanding in these fields through empirical, theoretical, and pedagogical perspectives. The journal has been accredited since 2012 and is committed to academic excellence, scholarly integrity, and educational impact.

2.   Submission Guidelines

- Contributions may be submitted by individuals or collaboratively authored.
- Manuscripts must be submitted electronically to the Editor-in-Chief, Professor Johan Wassermann, at: johan.wassermann@up.ac.za. Confirmation of receipt will be issued within 72 hours.
- All manuscripts are subject to a double-anonymized peer review process to ensure scholarly rigor.

3.   Language Policy

The official language of the journal is English. However, abstracts may be submitted in any of South Africa's 11 official languages. The English used must be accessible to the journal's readership.

4.   Formatting Requirements

- Manuscripts must be submitted in Microsoft Word format using Times New Roman, 12-point font, 1.5 spacing.
- Articles should preferably not exceed 8,000 words, including references, tables, and figures.
- A structured abstract of no more than 250 words must accompany all submissions.
- Article titles should preferably not exceed 15 words.
- Each submission must include the full name(s) of the author(s), institutional affiliation(s), city, country, ORCID iD, and email address(es).

5. Referencing Style

- Authors may choose between the Harvard and Footnote method of referencing. The preferred style must be applied consistently.

- Reference formatting must be clear and comprehensible to a general academic audience.

- Authors must follow the chosen method's *Yesterday & Today* referencing guidelines.

6. Visual Material

- High-resolution editorial materials such as illustrations, photographs, tables, and graphs are encouraged.

- Images must be at a minimum resolution of 200dpi with sources indicated.

- Large media files should be submitted as separate, clearly numbered attachments.

7. Declaration and Fees

- All authors must submit a signed author declaration form upon submission.

- A publication fee of R300.00 per page is applicable for South African authors and payable by their institution. Authors are responsible for ensuring payment.

8. AI Use Policy

To promote transparency and academic integrity in history education, the journal applies the following AI policy:

- Accountability: Only human authors bear full responsibility for the integrity, accuracy, and ethical compliance of the published work, including any AI-assisted content.

- Transparency: The use of AI tools must be mandatorily disclosed by authors.

- Integrity: Authors must critically review and verify all AI-generated information, references, data, and conclusions. Concealment or misuse of AI tools constitutes a breach of scholarly integrity.

- Confidentiality: Manuscripts must not be uploaded to external AI tools (especially public-facing, third-party platforms) if those tools lack a secure, closed system that guarantees privacy and prevents the content from being used to train the AI/LLM.

Permitted Uses of AI

Authors can use AI and AI-assisted technologies for the following tasks, provided that human oversight is maintained:

- Language and Readability: Improving spelling, grammar, and general language clarity.
- Administrative Tasks: Minor language editing or grammar correction that does not alter the intellectual content or conclusions.

Prohibited Uses and Human Responsibility

AI tools must not replace essential authoring tasks, which require uniquely human intellectual input:

- Intellectual Input: AI cannot be used to fabricate data, generate conclusions, or substitute for the author's original legal insights or historical conclusions/ recommendations.
- Authorship Eligibility: AI cannot be listed as an author or co-author. Only humans who meet the journal's full authorship criteria may be credited.

Disclosure Requirements

Authors are obligated to disclose the use of AI/AI-assisted technologies in their manuscripts.

- What to Disclose: The declaration must specify the tool name/version, how it was used, and where in the manuscript it was used (e.g., text, images, data).
- Exception: If a tool is used only for correcting language and grammar (e.g., Grammarly) and not for generating content, disclosure is not required.
- Citation: Authors are encouraged to cite or acknowledge AI tools when they contribute substantively to the work.

Policy Development and Updates

Yesterday & Today acknowledges the dynamic nature of AI technology. This policy will be continuously monitored and reviewed periodically to remain current with advancements in AI/AI-assisted technologies.

9.   Open Access and Archiving

- *Yesterday & Today* is an Open Access journal under the Creative Commons Attribution-ShareAlike 4.0 License (CC BY-SA 4.0).

- The journal is preserved through the Portico digital preservation system.

- It is registered with SHERPA RoMEO for Green Open Access.

10.   Data Availability Statement

Authors should provide links to relevant datasets and cite data sources where applicable.

11.   Sustainable Development Goals (SDGs)

Authors are encouraged to indicate relevant SDGs in their article keywords.

12.   Copyright and Licensing

Copyright remains with the authors. All articles are published under the Creative Commons Attribution-ShareAlike 4.0 License.

13.   Social Media and Outreach

Yesterday & Today can be followed on its LinkedIn handle.

YESTERDAY & TODAY EDITORIAL BOARD

Contact Details: Editor-in-Chief

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History Education greetings,

The contributions in this issue of Yesterday & Today arrive at a pivotal moment for history education in South Africa and Africa. As global debates around artificial intelligence, decolonisation, pedagogical innovation and curriculum transformation intensify, the research presented in Volume 35 reminds us that the South African context, shaped by profound inequalities, a complex past, and a rapidly shifting technological landscape, requires thoughtful, locally grounded responses. What emerges across the seven articles in this edition is a shared concern, namely, that history education is being reshaped by powerful forces that all history educators need to take cognisance of.

The opening conceptual article by Michael Stack argues for a structured and authentic approach to integrating Artificial Intelligence (AI) in social sciences and history teacher training. In a sector where students often access AI tools without guidance and sometimes use them to circumvent learning, the author warns of a genuine risk: producing graduates who, through over-reliance on AI-generated work, enter classrooms insufficiently prepared. This is not simply a technological issue but an ethical one, one that strikes at the heart of teacher professionalism and the integrity of the South African education system. The article's call for hospitable institutional environments, clear policy guidance and didactic training for ethical AI use is both timely and urgent.

From a complementary angle, Adigun's reflective piece on archaeology students at a distance university paints a candid picture of the "copy-and-paste" culture emerging in the Generative AI era. Through Kolb's experiential learning cycle, she acknowledges the promise of AI while exposing the pitfalls of uncritical adoption. Her insights reinforce the argument that students must be taught, not merely told, how to use AI to enhance, rather than replace, their thinking. history and archaeology, disciplines rooted in interpretation and critical engagement with evidence, are particularly vulnerable when these cognitive processes are outsourced to AI.

Technological innovation remains a central theme in Volume 35 in the study of virtual reality (VR) head-mounted displays in pre-service teacher training for history. VR's ability to transport learners into immersive historical environments, such as Holocaust museums

and battlefield re-enactments like Pearl Harbour, signals new possibilities for cultivating historical empathy, spatial understanding, and self-directed learning. Notably, the research shows that VR is not a gimmick but a pedagogical tool capable of fostering motivation, critical thinking and reflective engagement. In a context where textbook-based learning dominates due to resource constraints, such technologies offer both excitement and a reminder of the access disparities that continue to shape educational opportunity.

Decolonisation, another pressing thread in South African and African scholarship, surfaces powerfully in the critique of colonial-era Northern Rhodesian (now Zambia) textbooks. The authors, Kabombwe and Masinire, demonstrate how content steeped in Eurocentric ideology shaped generations of learners' understandings of Africa's past. Their findings prompt a broader reflection: although some strides have been made in revising curriculum content, the colonial logic embedded in many inherited teaching materials, such as programmatic curricula, still requires scrutiny. Decolonisation, as the authors argue, is not simply about adding African content but interrogating the ideological foundations of the narratives we present to learners.

A related historical-pedagogical intervention is offered through the study of colonial infrastructure and economic geography by Fru and Olatoye. In this transdisciplinary article, the authors trace the spatial logic of ports, railways, and power grids, which are designed to extract rather than develop, and expose enduring spatial inequalities. Their call for integrating critical cartography, Geographical Information Systems (GIS) and place-based inquiry highlights the transformative potential of historically grounded geographic literacy, a powerful antidote to the "historical amnesia" they identified in their article.

Policy debates emerge sharply in the article, which examines the perspectives of South African history lecturers on making history compulsory in the 12th grade. While the proposal of compulsion promises broader historical consciousness, lecturers anticipate significant strain on already stretched university systems. This would include larger classes, more diverse academic preparedness and potential dilution of rigour. Their reflections underscore the need for institutional planning and investment, should such a policy be revived as part of the Ministerial Task Team's recommendations.

Closing Volume 35, Mvenene's analysis of pedagogical strategies adds a practical dimension. The documented shift from traditional, teacher-centred instruction toward inquiry, collaboration, role-play and other learner-centred approaches signals genuine progress. Yet the study also calls on history teachers, not technologies alone, to create

classrooms where understanding takes precedence over memorisation and historical problem-solving becomes central.

Taken together, the papers in this issue remind us that the future of history education lies at the intersection of innovation, identity and pedagogy. New technologies, such as AI and VR, can reimagine how history is taught and learned, but only if they are integrated critically, ethically, and with a clear pedagogical purpose. Simultaneously, the ongoing work of decolonisation demands vigilance, reflection and the courage to rethink historical narratives and teaching practices.

Complementing the seven articles in Volume 35 are a book review, conference reports on history education in African contexts, and two hands-on contributions.

As the landscape of education continues to shift, Yesterday & Today remains committed to fostering scholarship that equips South African and African history education educators, researchers, and policymakers to navigate these complexities with insight and integrity.

Prof Johan Wassermann

Editor-in-Chief