

# Review of: "From Victory to War: a Case of History Education and History of Education in Nigeria, 1982-2022"

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The work of Dr. Grace Akanbi "From Victory to War: A Case of History Education and History of Education in Nigeria, 1982-2022", deals with a topic of interest and relevance at the present time. The complex social and political situation in Nigeria increases the difficulty of the research. The formal structure of the study is correct, as it is the provided bibliography.

There is no doubt about the importance of History in the education of people and, therefore, its inclusion in training programs. The composition of the groups that make up these decision areas is also important because of the meaning and scope they have. The multidisciplinary presence in these groups is a guarantee for balanced study plans in which the presence of the History of Education is necessary. These are the contents that Dr. Gracie Akanbi addresses in her work together with her good experience in research issues.

The assessment of the work carried out by Yusuf Maigida Abdulrahman, a Nigerian academic and connoisseur of the subject, highlights the reality of what is happening in Nigeria and the consistency of Dr. Grace's contribution, assessments that I share with him. So, my assessment is positive. Likewise, the author has sufficient information on other contributions to her work to consider for consideration in her article.

Based on the above, I would like to suggest two problems that are also important: the selected contents that constitute the study program and the feelings that are explicitly or implicitly transmitted.

Referring to the contents, Dr. Grace points out that "Therefore, we may look at the history of education as past efforts at solving man's socio-economic problems to improve the present and future." (p. (Akanbi, 2018), etc. His previous work, with Alice Arinlade Jekayinfa: History education in Nigeria: Past, present, and future (2021), addresses in greater depth the issue of content and relationships with other subjects. As a suggestion for expanding the studies, the work of Seixas (2016) would be relevant: A history/memory matrix for history education, in which the following participated: Jörn Rüsen, Holger Thünemann, Robert Parquer, Stéphane Lévesque, Andreas Körber, Martín Nistche, Marko Demantowsky, Karl Hammarlund and Stephanie Anderson and Roberto Thorp Equally interesting, due to the problems of changing study plans and arbitrating meeting spaces between different cultures, is that of Seixas, with the intervention of Rüsen, (2017): Culture, Civilization and Historical Consciousness.

On the other hand, the author refers to feelings of identity and patriotism citing Brett and Guyver's (2021) "one of the core purposes of history education in most nation states was as a unifying mechanism to prop up national identity and inculcate a common, shared national story", or to Akambi (2018), "Awareness of our History can stir up a sense of patriotism, awaken national consciousness, and a sense of social responsibility that will affect national development as people internalize and institutionalize common beliefs and values without prejudice ". The existing bibliography on this subject is abundant, we only want to suggest the moment in which the line of research that we are carrying out is, focused on the families of feelings that are transmitted in History classrooms and the implicit learning that the participants declare.

Thanking you for the opportunity to participate in this collaborative work project, I hope I have contributed ideas and assessments that are useful to continue walking.

Seixas, P. (2016). A history/memory matrix for history education. En: Public History Weekly 4 (2015) 6, DOI: [dx.doi.org/10.1515/phw-2016-5370](https://doi.org/10.1515/phw-2016-5370).

Seixas, P. (2017). Culture, Civilization and Historical Consciousness. En: Public History Weekly 5 (2017) 41, DOI: [dx.doi.org/10.1515/phw-2017-10620](https://doi.org/10.1515/phw-2017-10620).

Martínez-Valcárcel, N (Coord.); Ortega-Roldán, M.; Carbone, M.A. y Latapí-Escalante, P. (2023). Las familias de sentimientos: un concepto umbral para la investigación y la enseñanza de la Historia de España. Murcia: Lencina-Quílez.

Disponible en:

[\(12\) \(PDF\) Las familias de sentimientos: un concepto umbral para la investigación y la enseñanza de Historia de España \(researchgate.net\)](#)

Martínez-Valcárcel, N (Coord.); Ortega-Roldán, M.; Carbone, M.A. y Latapí-Escalante, P. (2023). The contents and protagonists of the Spanish History: its construction from the scope of families of feelings. En prensa.