Historians are increasingly intent upon building firmer knowledge and understanding about the ways students learn history and the strategies and curricula that lead to effective learning. In *Enriching History Teaching and Learning* the contributors report on studies that provide important knowledge and insights about teaching and learning history in higher education. They discuss issues such as the supervision of undergraduate dissertations, the challenges of fostering critical reading, the value of making history students co-producers in the learning process, and how historians learn to become history teachers.

The contributors are Alan Booth, Stefan Ekecrantz, KG Hammarlund, David Ludvigsson, Friederike Neumann, György Nováky, Ulf Olsson, Jenny Parliden, Andrei Sokolov and Alison Twells.

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