

"Exploring European History and Heritage - Helping Educators in Secondary Schools to Teach about European History and Heritage from Multiple Perspectives"

Report

Authors and Experts Meeting

'People on the Move'

23 June - 27 June

Joseph Károlyi Foundation

Fehérvárcsurgó, Hungary



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LIST OF PARTICIPANTS

PRESENT

Agnete Holst-Andersen	Danish History Teachers Association
Benny Christensen	Danish History Teachers Association
Dzintra Liepina	History Teachers Association Latvia
Dieuwke Aberson	Digital Film Center Europe BV
Elarbi Imad	Executive Director of the Moroccan Centre for Civic Education
Eleni Kanava	EUROCLIO, European Association of History Educators
Elma Hasimbegovic	Museum of History of Bosnia and Herzegovina
Floris Kolvenbach	Director, Digital Film Center Europe BV
Harry Rogge	European Association of History Educators, EUROGEO
Joke van der Leeuw-Roord	Executive Director, EUROCLIO - European Association of History Educators
Josephine Vella	University of Malta, History Teachers Association of Malta
Lars Müller	Georg Eckert Institute Braunschweig, Germany
Marina Zavacka	Slovak Academy of Sciences
Mire Mladenovski	Macedonian History Teachers Association, Republic of Macedonia
Mounir Dadi	Dadi Advies, Amsterdam, the Netherlands
Robert Stradling	Director, Blueprint Research Centre at the University of Edinburgh Scotland
Steven Stegers	Project Manager EUROCLIO - European Association of History Educators
Semih Aktekin	Faith Faculty of Education, Karadeniz Technical University, Turkey
Sylvia Semmet	Verband der Geschichtslehrer Deutschlands e. VGD

ABSENT

Annemarie Cottaar	International Institute of Social History
Harald Geiss	Bundeszentrale für Politische Bildung
Ineke Veldhuis-Meester	Vereniging van Docenten Geschiedenis en Staatsinrichting in Nederland

DEADLINES

- 15 August: **Contributors** have sent their choice of iconic picture, title, caption and 150 words description of their case study to the EUROCLIO Secretariat.
- 15 September: **Contributors** have sent the collected sources that they would like to use in their case studies to the EUROCLIO Secretariat with accompanying forms.

DECISIONS

- **Colors will be used to indicate themes**, not key questions throughout the whole online environment.
- **Module as concept is abolished** and there must be a distinction between teaching unit and case study.
- New contributors will be working on **at least two matching case studies** of which one is before 1800.
- **Contributors** when they experience problems communicate this directly to the responsible Editor (See Annex A for the list of editors and contributors that are connected) who in turn can seek advice from the Editor-in-Chief.
- **Both events and processes** are to be included in the **timelines**.
- In addition to the thematic timelines, there will be one **generic timeline for Historiana as a whole** (as point of reference)
- The **learning objectives for People on the Move** have been defined (See Annex B for the list of learning outcomes) and will be a starting point to define the learning outcomes for the other themes as well.
- The **structure** of a case study is agreed (See Annex C for the structure)
- The following **key questions** are included (See Annex C for the complete list):
 - What were their experiences?
 - What is the Legacy?
 - How did others respond?
- Before the November meeting, case studies from **Agnete and Benny, Annemarie and Ineke and Chris and Alan** will be used to develop the pilot website for the Project Advisory Group.

- A first version of the **timeline** will be presented to the project advisory group

TASKS

- **Contributors who are linked to editors** will regularly receive advice and guidance.
- **All contributors** will further develop their case studies so that it contains the following elements:
 - An iconic picture; title; caption and a short written executive summary of max 150 words (to be send before **August 15th**).
 - To provide texts of 150-350 words on the questions:
 - Who was involved?
 - What kind of world did they come from?
 - What kind of world did they go to?
 - To provide at least 3 primary sources providing multiple perspectives (preferably of various types) on each key question (**to be send before September 15th**) (see Annex C)
 - To suggest activities make use of these primary sources and help to the acquisition of the learning outcomes (see Annex B)
- **All contributors** should check copyright and liaise with the coordinators on a case by case basis if things are unclear.
- **Sylvia** offered to help Bob with the Huguenotes case study.

PLANNING

2010

24-25 September	Editors Meeting in The Hague (Arrival 23 rd September- Departure 26 th September)
11 November	Editors Meeting in The Hague
12-14 November	Historiana Seminar in The Hague
12-13 November	Historiana Project Advisory Group

2011

20-22 January	Editors and Contributors meeting in Istanbul.
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ANNEX A

LINKS BETWEEN EDITORS AND CONTRIBUTORS

Editors	Contributors
Mire Mladenovski	Elma Hasimbegovic Marina Zavacka
Dzintra Liepina	Sylvia Semmet Lars Müller
Josephine Vella	Agnete Holst-Andersen / Benny Christensen
Robert Stradling	Semih Aktekin Ineke Veldhuis-Meester / Annemaria Cottaar
Mounir Dadi	Elarbi Imad

ANNEX B

LEARNING OUTCOMES FOR PEOPLE ON THE MOVE

Objectives for casual users:

We would hope that when a casual user accesses HISTORIANA they will be able to:

1. **Seek out information** about people on the move from or to any part of Europe during the agreed period to be covered by the website (say 1492 – 2010) – *facts, images, source evidence.*
2. **Find out about the push-pull factors** that have contributed to the movement of people at any given time or over time or in any place covered by the website.
3. **Use the timeline** for this theme (or unit) to gain an overview of the important role that population movement has played in shaping the world we live in today.

What do we want our history students to learn from a particular case study on this theme?

The same as the casual user but we also have additional objectives that will be reflected in the way we design the material for this theme (and the other themes):

1. To help them **understand THE BIGGER PICTURE as well as the detail behind a specific case or event** through: chronology, maps, statistics, causal factors, consequences, wider significance and legacy for today.
2. To introduce them to **MULTIPERSPECTIVITY** – to look at the same events and developments from different perspectives and to understand why these may be different.
3. To provide active learning opportunities for them to develop their skills of historical analysis by evaluating (and not just accessing) sources and by using these sources to construct their own historical account.

What do we want our history students to learn by working through the whole theme?

Everything that the casual user can do.

Everything that the learner working through a case study can do.

PLUS we want to be able to help them:

1. To **use source material on the website to systematically trans-border compare and contrast** the experiences of different groups of people on the move and identify trends and patterns.
2. To **trace back the development of contemporary issues or problems** associated with population movement to their historical roots (e.g. why do we have these ethnic tensions in our society today? What has influenced migrants to choose particular destinations? Etc)
3. To **understand and apply the key concepts associated with historical study**(continuity, change, causality, narrative, chronology,) and population movement (e.g. push-pull factors)
4. To **formulate relevant questions** for understanding the movement of people at any time or in any place.
5. To **see connections between this theme and other themes** (e.g. population movement and minority rights, conflict, different lifestyles, different ideas about family and childhood, different beliefs and ideologies, work)

ANNEX C

WHAT IS NEEDED FOR A CASE STUDY RELATED TO 'PEOPLE ON THE MOVE'

AN INTRODUCTION, INCLUDING THE FOLLOWING ELEMENTS (DEADLINE 15 AUGUST)

- A title (short)
- A caption (max 50 words)
- A summary (50-150 words)
- A visual source

AT LEAST THREE SOURCES FOR EACH KEY QUESTION (DEADLINE 15 SEPTEMBER)

- Who moved?
- When did they move?
- Where did they move?
- How did they move?
- Why did they move?
- What were their experiences?
- What were the consequences?
- How did the others respond?
- What is the legacy?

TEXTS (maximum 300 words) FOR ALL FOLLOWING QUESTIONS

- Who moved? (maximum 100 words)
- What kind of world did they come from? (maximum 100 words)
- What kind of world did they go to? (maximum 100 words)

SUGGESTIONS FOR TEACHING ACTIVITIES

NB! All sources (including the one used for the introduction, should be accompanied by a Source Form, see Annex D)

ANNEX D
SOURCE FORM

Title	
Media Type	Tick the relevant source type <input type="checkbox"/> Audio <input type="checkbox"/> Audiovisual <input type="checkbox"/> Numeric <input type="checkbox"/> Textual <input type="checkbox"/> Visual (map) <input type="checkbox"/> Visual (other)
<u>When</u> was the source made?	
<u>Where</u> was the source made?	
What <u>does one need to know</u> in order to make sense out of this source? (optional)	
Reference	
Copyright*	<input type="checkbox"/> Public Domain <input type="checkbox"/> Creative Commons <input type="checkbox"/> Copyright Clearance Form <input type="checkbox"/> Other, please explain

ANNEX E

WHO IS WORKING ON WHAT?

Contributors People on the Move	
Agnete Holst Andersen & Benny Christensen	Case Study: Recent Migration to Denmark
Annemarie Cottaar & Ineke Veldhuis Meester	Case Study: Nurses from Surinam moving to the Netherlands Suggested Case Study: Moroccans and Chinese to the Netherlands
Bob Stradling & Suggested support from Sylvia Semmet	Case Study: Huguenots Specific Case Study: Huguenots from Norway or the Netherlands
Chris Rowe & Alan Midgley, Bob Stradling	Case Study: Sudeten Germans
Dorota Łyskawa, Marta Kucner, Edward Skubitz	Case Study: Refugees in Poland, Ukraine.
Dzintra Liepina	Case Study: History of Latvia- colonies of Dukedom of Courland in Gambia and Tobago
Elarbi Imad	Case Study: Illegal Migration from Morocco 1950's- 1970's
Elma Hasimbegovic	Case Study: Roma in the Balkans.
Josephine Vella	Case Study Knights of St John
Marína Zavacká	Case Study: Forced migrations in Slovakia 1938-50
Mire Mladenovski	Case Study: Migration from rural areas to cities
Semih Aktekin	Case Study: Caucasian migration to Ottoman empire 1840-1860
Semih Aktekin & Bob Stradling	Suggested Case Study: Greek/Turkish Population Exchange 1923

Sylvia Semmet	Case Study: A political émigré from Germany: Theodor Erasmus Hilgard
Other	
Diewke Aberson	Work with Floris on technical aspects.
Harry Rogge	Teaching Ideas: How to work with Maps Resource Gallery: Maps (for all themes)
Mounir Dadi	Teaching Ideas: Informal education and youth work for social cohesion
Lars Müller	Case Studies: Adaptation of Urban Kaleidoscope project to the Historiana format

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