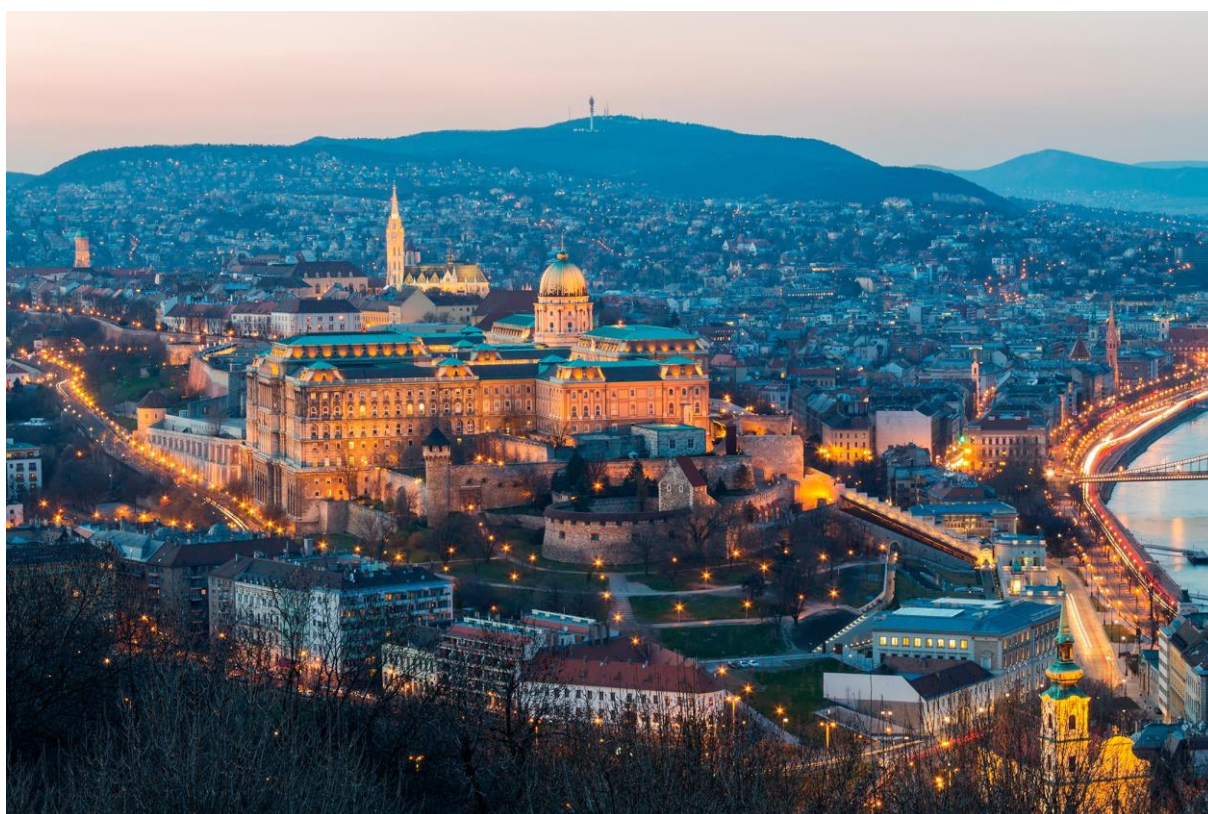


Decisions and Dilemmas – Exploring European Union History through the Lens of Contemporary Issues

Development Meeting
18-20 November, 2016
Budapest, Hungary

REPORT



Historiana



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Summary of the Project

Within the EUROCLIO project *“Decisions and Dilemmas: Exploring European Union history through the lens of contemporary issues”*, EUROCLIO and its partners will develop a series of learning resources that are ready to use in history and citizenship classes at secondary school level across Europe.

The focus of these learning resources will be on contemporary issues for the European Union. These issues include: Enlargement; globalisation; foreign relations - particularly with the USA, Russia and China. But also Energy supply; economic imbalance and the north-south divide within the EU; terrorism and border controls in a Schengen world; and the democratic deficit. All issues that are currently troubling the European Union.

The aim is that all these learning resources together, will help students to be aware of the complexity and interdependence of European/international decision-making and diplomatic processes. This will help students to see and understand the complexity of the EU and the dilemmas that policy makers face when they have to take multiple factors and stakeholders into account. All these people have their own perfect outcomes for dilemmas, but there is never one solution that will please all parties involved. This gives the students an understanding of contemporary issues in their historical context and lets them see how issues recur over time and how new challenges (can) result from solving other challenges.

Each of the issues will result in a learning activity based on active learning methods (such as scripted drama, various forms of debate and discussion, and project work) that are best suited to the nature of that particular issue. As a result the project will show various ways in which students can learn about the EU on an active and engaging way.

These learning resources will be developed, tested and implemented by an international group of experienced educators (who are currently teaching citizenship and/or history) with the support of Jean Monnet professors as academic advisors. The involvement of leading academics and school teachers and teacher trainers, will make sure that the learning resources are both academically sound and suited for use in diverse classroom settings

The key project activities are four development meetings and one international training seminar.

About the Meeting

The Third Development Meeting was the fifth meeting within the project. During this meeting, the development team and the Historical Content team participated. The team presented their pre-final materials, discussed feedback from piloting in the classroom and received final feedback from the project advisors.

Participants

The following participants were present at the meeting Budapest, Hungary:

Participants:

Historical Content Team:	Bob Stradling Francesco Scatigna Chris Rowe Andrea Scionti
Development Team:	Guido Lessing Kate Smee Ute Ackermann Boeros Bojana Dujković-Blagojević (via Skype)
Team Leader:	Helen Snelson
EUROCLIO Staff:	Judith Geerling Eva Zandonella

Aims of the Meeting:

- To peer-review the final draft learning resources developed by the core team, including feedback from the piloting phase.
- To develop a strategy and time plan for the finalisation of the materials and preparations for the workshops in San Sebastian.
- To finalise the training elements for the final training that will take place during the EUROCLIO Annual Conference in San Sebastian in April 2017.

Executive Summary of the Meeting

The third development meeting was hosted by the Jewish Cultural Centre in Budapest **Bálint Ház**. It started with an update to the teams on the current developments for the Historiana website. Historiana aims to offer a transnational approach to history and heritage, encourage multi-perspectivity, and promote historical thinking through active learning.

The development team updated the project coordinators and advisors on the previous meeting in Athens, and the piloting process that occurred after that. They then continued to present their pre-final learning activities with improvement made during and after Athens for the final round of feedback by the project advisors.

It was decided that the key issue ‘The EU as a global power’ was no longer going to be covered with a scripted drama, but instead will be dealt with in a learning activity developed by Learning editor and team coordinator Helen Snelson. As this was the first occasion where this idea was presented, a larger session was spend on providing feedback to the methodology used, and specifically the terminology and content that will be covered with this activity.

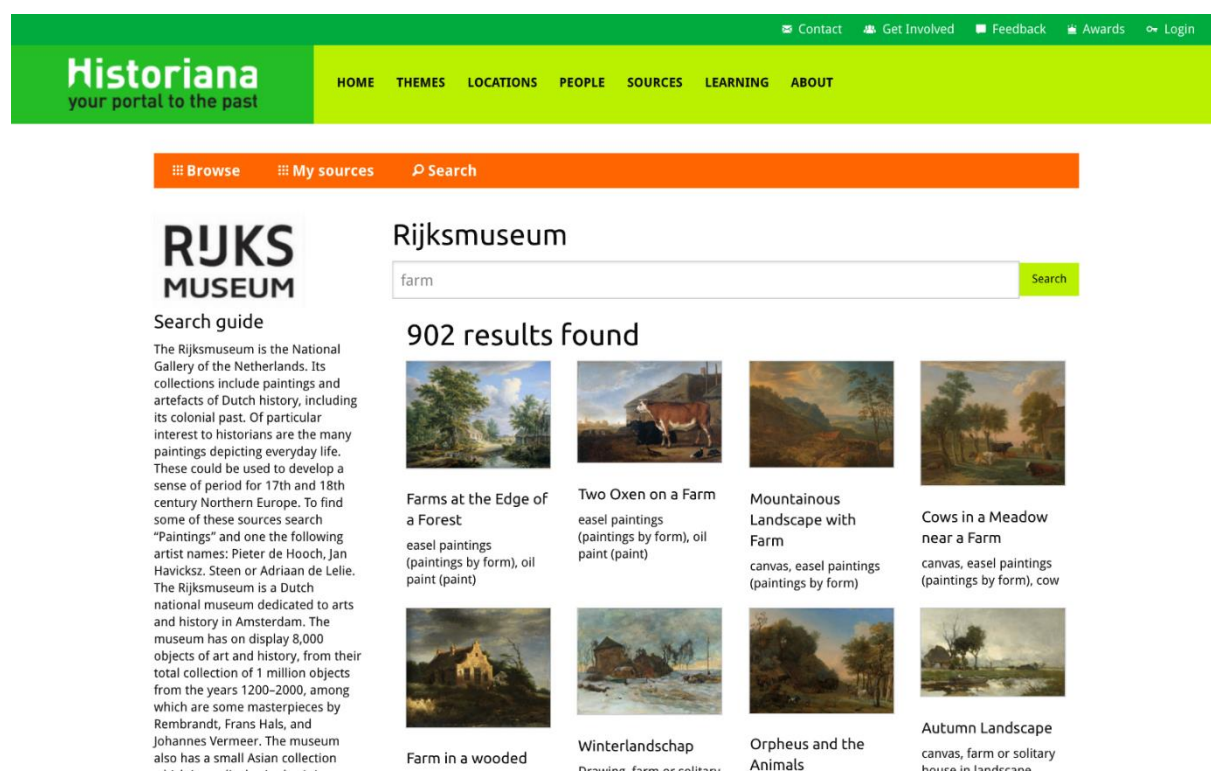
The team and project advisors also discussed how the developed content should feature within the larger unit “Changing Europe” on history, how to link the topics to national curricula and what additional teachers’ guidance was necessary.



*The development team together with the Historical Content team
in the Jewish centre in Budapest, Hungary.*

Updates on Historiana

The programme started with a presentation by EUROCLIO Project Manager Judith Geerling on the most recent improvements to the development of the Historiana website, the location where the finalised learning activities developed in the context of this project will be published. Historiana aims to offer a transnational approach to history and heritage, encourage multi-perspectivity, and promote historical thinking through active learning. The main new features of Historiana include an option to search digital collections of museums, archives and libraries through the database of Europeana. Europeana is the European platform for digital cultural heritage. In addition she informed the team that the whole Historiana website will be re-launched during the final international training seminar, in addition to the presentation of the unit where the activities developed in this project feature.



<http://sas.historian.eu/search>

Key Issues

After these updates on Historiana, the development team updated the coordinators and project advisors on the peer-review process during the Athens work meeting, and the improvements they did after this. They also updated the rest of the team on the results of the piloting they conducted in their schools with their materials.

1. Economic Imbalances in Europe.

The first key issue will focus on the existing and (possible) candidate member countries of the EU, looking at the challenges that the EU faces regarding economic imbalances between and within different member states.

The main author Guido Lessing made considerable changes to this activity since the last development meeting, following feedback received by his fellow authors. It proved to be quite a challenge to make this topic approachable for both students and teachers, if there is not a big interest in and/or knowledge of economics. The main advice of the project advisors was therefore to include more information and guidance for teachers on how to interpret maps and graphs, as these are the main sources used in this learning activity.

2. Energy Dependency

This key issue looks at the energy supply of the European Union. Europe is dependent on other countries for a large part of its energy supply. Most of these energy supplies come from Russia, the Middle East and other parts of the world in the form of natural gases and oil. European dependency on these forms of energy is massive which also implies it is easy to have tensions arising between countries that are dependent on one another.

The developed learning activity has been used for multiple piloting sessions both in Kate Smee’s school with 17 year old students and in the Redland Green School with 18 year old students. Overall the piloting sessions delivered satisfactory results and have enabled Kate Smee to further refine the core question of the activity. One question that remains is how many case studies are ideal for the final learning activity. In the feedback session, the question has been raised on how best to render the activity useful for teachers, as the topic is only rarely part of national history curricula. It has been argued that the learning activity could be proposed to geography and civics class. It has also been noted that it might be of use to provide Teacher Notes that inform teachers about the topic prior to their implementation of the learning activity.



The development team and project advisors in the Jewish Cultural centre in Budapest.

3. Trade in a Global Context

This key issue is focussing on the EU and Trade in a global context. The difficulty here is that a global context is too big to cover in just one learning activity. Therefore it was decided to focus on one aspect of European Trade Policies and its effect on the people from different places all over the world.

Since the last development meeting, the authors have made substantial progress in this learning activity. Ute Ackermann Boeros added new sources to the learning activity and reshuffled the tasks. There is now in the beginning of each task a short explanation on what this task consists of. In addition, the authors included two possible extension tasks which should offer teachers more options in adapting the learning activity to their specific classroom.

4. Europe as a potential global power.

At the start of the project the idea was to make a scripted drama for this key issue. However, due to circumstances this was not possible and therefore team coordinator Helen Snelson took up this key issue to develop a learning activity. Helen presented her initial idea of an activity focusing on the key question: *Unity in Diversity, what makes it possible for Europe to operate as a global power?*

The project advisors primarily raised concerns about the terminology deployed in the learning activity. It should be clearly thought about whether Europe is a soft or hard power, whether Europe is referred to as global actor or global power, and most importantly, whether the word Europe or European Union should be used in the learning activity. There should be a definition in the early stages of the learning activity of what is meant by the term ‘Europe’, whether this applies to Continental Europe, the European Union, or a wider Europe. It has been suggested that it might be of use to explore the concept of power in a separate module which on the one hand introduces the different concepts of power to the students and on the other hand asks them which sources of power they would use to influence others, which they think is the most effective source of power and which source of power they would be most comfortable if their respective country uses it. However this is not likely to be possible within the time left in this project.

Helen Snelson collected all feedback and will work on improving the activity and finalising it before the final international training seminar.

5. Opening Europe’s Borders for People / Schengen.

The final issue will focus on Europe’s borders and the Schengen agreement, looking at the perspective for people travelling from outside the EU. The activity includes three perspectives: (1) ‘Re-establishing of borders’, (2) ‘European politicians – EU has a role in dealing with Migrant crises’ and last (3) ‘the Non-Schengen countries’.

The main updates since the last development meeting was that the activity is now generally shorter and contains less sources, which should make the whole learning activity more manageable for teachers. The feedback provided includes a suggestion to change the core question to ‘What could Europe do about the refugee crisis?’ This change is hoped to encourage students to think about possible options to the problem rather than engaging in an abstract political discussion. Another suggestion was to possibly add a fourth perspective: that of asylum seekers and migrants to include the movements of migrants within the Schengen area.

Historical Content Team

In parallel to the working sessions of the development team, the Historiana Historical Content team continued to work on the Historiana Key Moments World War 1, World War 2 and Cold War, that will all be published on Historiana in 2017.



Historiana Historical Content Team at work in Budapest

Additional teachers' guidance

The team engaged in a joint brainstorming session on which content should introduce the topics in the teacher guidance, how to best link the developed learning activities to national curricula and how to best support educators to contemporary topics like these, where there is no end-point.

It was decided that the finalised learning activities on Historiana should ideally contain possible links to national curricula in order to encourage teachers to use the activities developed in this project. These links could be featured on the website as tags associated with the activity.

Activity	Examples of school topics where the activity would fit the curriculum
Energy Dependency	Sustainability, climate change, history of the EU, international relations, politics, contemporary issues
Trade policy	International relations, globalisation, ethics, EU
Global Power	international relations, politics, history of the EU, development studies
Open Borders	Migration, politics, international relations, globalisation, economics
Economic imbalances	Economics, ethics, end of the Cold War, globalisation

Conclusions and Next Steps

The Third Development Meeting was a useful opportunity for the team to update the advisors and coordinators about the inputs received in the authors meeting in Athens, and receive final feedback to their pre-final activities.

It was decided that some of the authors will continue with piloting of the materials with their students. They will work on the feedback and final improvements before end of January 2017. Helen Snelson will act as editor and make the publications ready for publication on Historiana before the final international training seminar that is integrated in the EUROCLIO Annual Conference in San Sebastian in April 2017.

The team agreed to organise the workshops in a way to enable the attending teachers to experience the activity first-hand in an initial stage by doing it themselves, and after the active session to have a round of reflections on the presented learning activity.

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