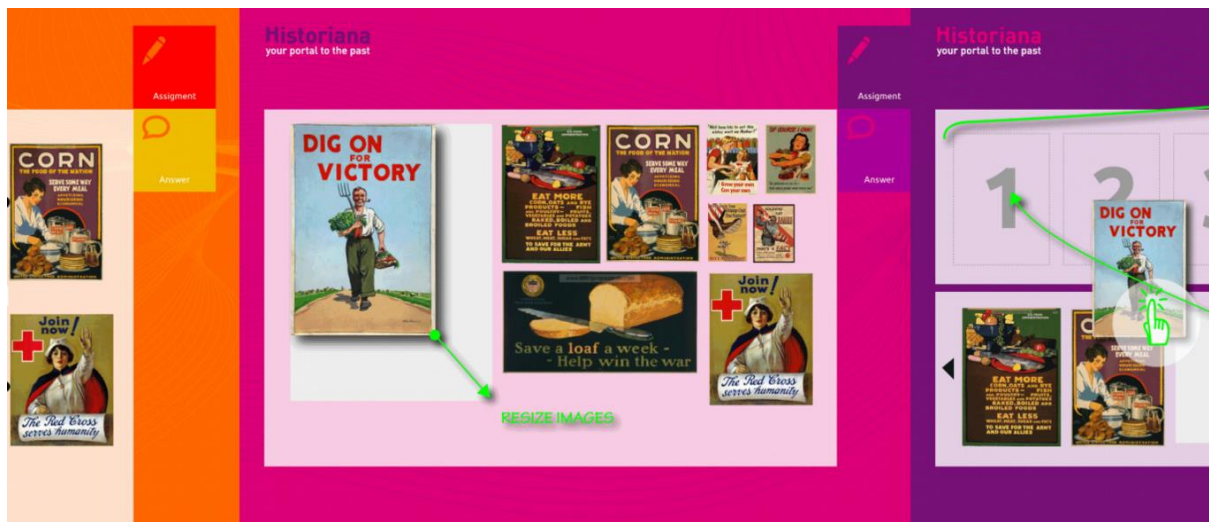


# Innovating History Education for All

Third Core Team meeting  
26-28 August 2016  
Berlin

## REPORT



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The Core Team and Historiana Historical Content Team outside the German-Russian museum in Berlin.

## About the project

In the “Innovating History Education for All” (IHEA) project, specialists in history education, researchers and professional web-developers are working together to help educators make use of digital learning tools that help students acquire competences that are specific for history education.<sup>1</sup> The ambition of the project is to find out what history educators really need to make best use of new technologies for the teaching and learning of history. The project works to meet those needs, by developing online learning resources, by providing training opportunities for professional development, and by advocating for policies to support digital learning for history. The project especially targets those educators that are not (yet) confident in the use of ICT, but motivated to learn.

The IHEA project aims to promote high-quality history, heritage, and citizenship education in Europe through the development, testing and implementation of digital learning resources and by researching what is needed in terms of policy and practice. In particular, the project will:

- Enable educators to create their own **online learning activities and tools** specifically designed to promote historical thinking and transversal competences.
- Foster **competence-based approaches** to the subject based on critical thinking and the ability to analyse content in a balanced way, question and compare interpretations, assess evidence and make independent judgments.
- Support a large group of educators to become **more digitally confident**, to act as multipliers with their colleagues, and to transmit their skills to their students.

The project is implemented by a **Consortium** of partners, including Instytut Badan Edukacyjnych (Poland), Georg Eckert Institute (Germany), Mount School York (United Kingdom), Webtic (The Netherlands) and EUROCLIO. In addition there is a **core team** of 5 educators, coordinated by Helen Snelson, who work mainly on the online learning activities, tools and users’ guide. The team consists of Miljenko Hajdarovic (Croatia), Natia Pirtskhalava (Georgia), Pascal Tak (The Netherlands), Richard Kennett (United Kingdom) and Súsanna Margrét Gestsdóttir (Iceland).

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<sup>1</sup> For more information and a short history of the Historiana project see the Report on the first Core Team Meeting 17-18 February 2015.

## Executive summary

The third Core Team meeting was held from 26-28 August in Berlin. During this meeting the team members were updated about the progress made thus far with the different project elements and specifically with the development process regarding the Historiana website. Furthermore, the team members worked with the content developed for Historiana related to World War 1 and World War 2 developed by the Historiana Historical Content Team. The **participants** of the meeting were:

- **Core team members:** Natia Pirtskhalava (Georgia), Pascal Tak (the Netherlands), Richard Kennett (United Kingdom) and Súsanna Margrét Gestsdóttir (Iceland)
- **Project partners:** Helen Snelson (Mount School York, United Kingdom), Nique Sanders (Webtic, the Netherlands)
- **EUROCLIO Coordinators:** Steven Stegers (the Netherlands), Judith Geerling (the Netherlands)
- **Historiana Historical Content Team:** Andrea Scionti (Italy), Bob Stradling (United Kingdom), Chris Rowe (United Kingdom), Francesco Scatigna (Belgium).

The team was presented with the historical content developed for the Historiana Module on World War 2. After this, they worked jointly in teams on developed learning activities to match with the historical content developed so far. On the second day, they had an active brainstorm session with Nique Sanders from Webtic on the tools that will be developed in this project, and on the sequencing mechanisms of the tools that will be developed. The team had a guided tour at the German-Russian museum as part of the on-site learning programme. In the management meeting they decided on a planning of the multiplier events and trainings for the final year of the project, and a schedule for regular publishing of Historiana blogs – a series of blogs on already existing tools and how useful they are to promote historical thinking.

The aims for the meeting were:

- To update the team on all Historiana-related matters.
- To create exemplar applications of the tools based on sketches Webtic and source collections created for IHEA.
- To share experience and lessons learned on the scouting session at SHP and identify opportunities for additional scouting missions.
- To peer-review the learning activities and teaching strategies that were not yet finalised after the previous meeting.
- To develop learning activities in the Historiana template based on the resources created for the Key Moments.

## Update developments on Historiana

The meeting started with an update on the most recent developments regarding the webportal Historiana by EUROCLIO Programme Director Steven Stegers. He informed the IHEA core team members and Historical Core Team about some lessons learned from working with trainees at the EUROCLIO Secretariat, and developments in the web development process.

One of the elements of this project is the development of **transnational source collections**. These collections are developed by EUROCLIO trainees in close cooperation with the Historical Content Team, whereby the collections focus on the thematic priorities set for Historiana by the Content Team. The experiences so far led to the finding that good guidance is needed for the trainees, to reduce the editing time needed for the Content Team. Therefore EUROCLIO Programme Director Steven Stegers and Historiana Editor-in-Chief Bob Stradling developed a **guide for trainees on how to look for sources**. This guide includes tips for (online) locations where one can find sources with a copyright status that allows for their use on Historiana.

### Tutorial: Searching sources that are licensed for educational (re-use)

#### Europeana

Europeana is the digital archive, museum and library of Europe. It is the ambition of Europeana to become the main access point for Europe's digital heritage. At the Europeana Collections [www.europeana.eu](http://www.europeana.eu) you can search the digital collections of all content providers to Europeana.

The advantage of searching Europeana is that you always have the proper copyright information, always have information about the origins of the source (e.g. which archive is it coming from) and are more likely to find a set of sources instead of just one. Also, because Europeana is less used than Wikipedia, you are more likely to find sources that are different than those that are normally used.



*Screenshot from the guide for trainees; exemplified by how to search for sources in the Europeana collections.*

Alongside being a guide on how to find sources that are licensed for educational use (re-use), the guide also includes the rationale for developing source collections, the development process, copyright challenges and points of attention, and guidance on identifying where a source comes from.

A second lesson learned is that it has proven to be very helpful for trainees to have **specific search guides** for the collection they are working on. These guides are developed by the content team members responsible for that special source collection, and include the narrative and idea of the source collection and possible search terms for sources.

The Historiana website is currently undergoing a major restructuring process to enable good integration of all new developments. To **streamline** this process web designer Nique Sanders (Webtic) and EUROCLIO's Programme Director Steven Stegers work closely together in the sketching phase. Weekly Skypes and cooperation on online platforms such as Realtimeboard allow for a development process that fits the needs. RealtimeBoard is a flexible, online application that serves as an endless whiteboard. It allows the team to collaborate in creative sessions in a shared digital space. Moreover, RealtimeBoard lets the team add documents, videos, pictures and comments to the whiteboard, allowing for a visual form of feedback for the participants of the project. EUROCLIO also took on a bigger role as **mediator** between the webdevelopers and the educators from the Core Team.



## Historical content for Historiana: WW1 and WW2



*Photo from the plundering of the Institute for Sexual Science (1919-1933) on May 6, 1933  
National Archives and Records Administration, College Park, Public Domain*

Historiana Editor-in-Chief Bob Stradling presented to the team the current development priorities of the Content Team Editors, the reasoning for this, and how the core team can contribute to this.

In 2015, the Educational Research Institute (IBE) in Warsaw, partner in the IHEA project, carried out a needs assessment survey. It was clear from this that teachers across the EUROCLIO and partner networks that filled in the survey teach many common topics, although mainly from the perspective of their own national histories. Here Historiana has a role to play in providing materials that focus on these topics but through a transnational and multiperspective approach.

Coinciding with the centenary, a lot of work has already been done on **World War 1**. The Historical Content Team has since moved on to **World War 2** and work has also begun on **The Cold War** and **The Fall of the Berlin Wall**. The completion of the Modules on Cold War and The Fall are anticipated in 2017. The results of the needs assessment made by the Institute for Educational Research<sup>2</sup> showed that focussing on these content areas are responding to the needs of history educators across Europe.

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<sup>2</sup> Jasik K., Lorenc J., Mrozowski K., Staniszewski J., Walczak A., (2016). Innovating History Education for All. Needs Assessment. Warsaw: Educational Research Institute. Available for download at <http://euroclio.eu/download/4296>

Moreover, Editor-in-Chief Bob Stradling proposed that the IHEA team would develop tools and learning activities that could be integrated into the modules on World War 1 and World War 2. Therefore he provided a short summary of the main sections of each with an indication of how far the content editors have got with their development.

## **Historiana Learning: blogs, scouting and joint work**

### **Feedback on Blogs**

The IHEA core team members have worked on monthly blogs on existing online tools that can be used to promote historical thinking in history education, published on [labs.historiana.eu](http://labs.historiana.eu). The team concluded that the reach of the blogs should be increased, also to audiences outside the EUROCLIO Network. Currently blog posts are not always easily found with searches in online search engines. Therefore the engagement with history teachers that are active on social media should be sought. Secondly, the team expressed the wish to have more regular blog posts (bi-weekly). In addition to more blogs by the core team, the idea was suggested to invite guest bloggers to contribute to the Historiana blogs. To streamline the process a guide should be developed for guest-bloggers.

### **Scouting**

In the previous meeting the core team agreed to go on 'scouting missions' to conferences and seminars to find useful teaching strategies for history education that can also be interesting for Historiana. The team felt that identifying professional development courses where innovative methods are introduced, and going to these courses and documenting and sharing practises would be an effective way to support the community of history educators in the improvement of their subject. In this light, core team members Pascal Tak and Súsanna Margrét Gestsdóttir attended the Schools History Project Conference in Leeds, United Kingdom in July. They shared their experiences with the team, and expressed their positive experience. By attending workshops, extracting ideas, and putting it in a format of teaching strategies they collected many new contributions for Historiana. They did stress the importance of asking workshop holders for permission to use their strategies for



publishing on Hlstoriana, with proper acknowledgements. The next scouting event will be the Practical Pedagogies 2016-event in Toulouse, France in November, where team member Natia Pirtskhalava will be present.

### **Joint work on Learning Activities**

The core team worked in pairs to develop learning activities to match with the historical content that has already been developed. Core team members Richard Kennett and Súsanna Margrét Gestsdóttir worked on activities focusing on WW1: The Modern World, The multistranded timeline developed, and the section War of Words. Helen Snelson completed work on the assassination of Franz Ferdinand, while Pascal Tak and Natia Pirtskhalava worked on International Tension and Key Players during WW1.

### **Peer-review of learning activities**

Two learning activities were subject to peer-review during the meeting. The first one was the *“Displaced persons 1946-1950”*, created by Súsanna Margrét Gestsdóttir. This learning activity was made with the purpose of bettering the understanding of displaced people in contemporary Europe. Students are tasked with analysing sources about displaced people in different parts of the world from 1946-1950 by collecting evidence about the various circumstances of those who lost their homes. The sources available for students are life stories based on real people. The learning activity was very well received, as the main feedback was to focus on diversifying the sources in order to maintain multiple perspectives on the matter.

The second learning activity that was peer-reviewed, was Natia Pirtskhalava’s *“How similar are the images of the enemy in political cartoons during WWII?”* This idea of this activity is to have students work in groups to study, analyse, and compare sources to draw conclusions about similarities and differences in how the enemy was represented through political cartoons. The main feedback to this learning activity was to provide a short context on the satirical magazines where the sources came from.

## Development of eLearning Tools

Among the aims of the IHEA project is the enabling of educators to create their own online learning activities and tools specifically designed to promote historical thinking and transversal competences; to foster competence-based approaches to the subject, based on critical thinking and the ability to analyse content in a balanced way.

The development of applications that educators can use to create their own online learning activities is at the core of what the IHEA project wants to create. These applications are made specifically to stimulate the re-use of digital heritage in history education, and to promote historical and critical thinking skills. Educators can develop the online learning activities in the language of their choice.

Henceforth, exemplar learning activities will be designed to demonstrate how the different tools can be used to promote historical thinking. There will be at least 12 exemplar learning activities developed, designed to stimulate students to think critically about issues related to history and heritage, and to acquire key competences while simultaneously gaining knowledge and understanding of specific events and long term developments in history. The learning activities will have to complete the process of quality control, including piloting, peer-review and editing, before inclusion on Historiana.

In this meeting, webdesigner Nique Sanders from Webtic organised a brainstorming morning to discuss the status of the eLearning Tools and the next steps in the development process.

The general wishes from the core team members regarding the online learning tools were;

- ❖ To combine different tools in a sequence.
- ❖ Flexibility in how to invite students.
- ❖ Being able to ask questions at any place in the sequence.

## The Sequencing tool



The sequencing tool allows students to put sources into a sequence. This could be used for instance in establishing causation, but also for making a timeline.

In the brainstorm some general remarks and feedback was directed at the sequencing tool: first was a mention that it could be used as a task for establishing causation; it was suggested that it could allow for flexibility in terms of number of sources per activity; adding an auto-save function (same idea as google docs) so students do not lose their work before submitting; and what was more, it the usefulness of having visible references and captions by the sources was emphasized. Finally, it was suggested that having a title that persists regardless of actions in the interface would be helpful.

## Prioritising tool



The prioritising tool allows students to re-size images, for instance to prioritise events in terms of importance, or causes and consequences. During the Berlin meeting, the usefulness of flexibility was emphasized as a potential good feature of the tool. This includes the functionality of allowing images to overlap, making them really small – or larger, in which the large ones tells a story. Moreover, each prioritizing task could then consist of 5-10 images.

## Connecting tool



The connecting tool enables students to establish relations between sources by drawing lines. Adding lines between two sources could result in a label between the sources in which the student can describe the relation. In the future, functionality may be able to make groups out of a chosen selection. Later, the student could relate and/or cross-divide groups. Another functionality that was discussed was the possibility to change elements of the line so that it corresponds to reflect the importance of the connection; thickness, colour and other aesthetical changes may be added in the future. Lastly, if feasible in a future update, the creation of groups of images (for example countries, types of airplanes) would allow for group categorization.

## Visual analysis tool

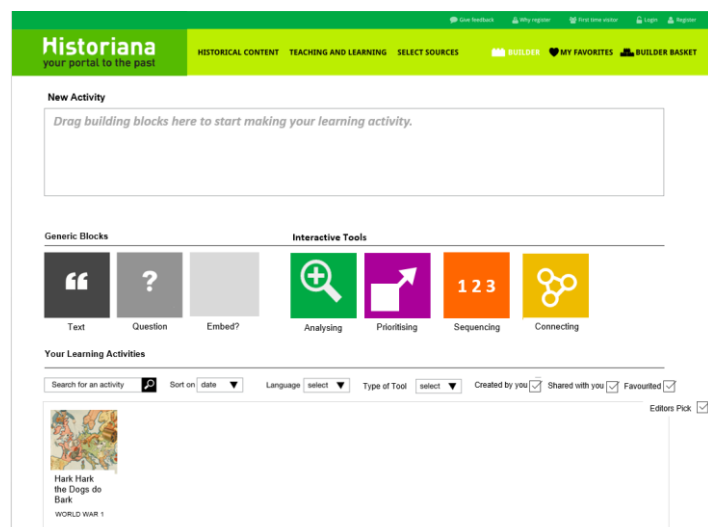


The visual analysis tool allows students to annotate a source and in doing so extensive analyse digital sources. An example from the source above, would be to question the meaning of the items on the map, the representation through different breeds of dogs etc. The reverse is also possible; the student can create questions or explain a picture in the same way as illustrated above.

## Sequencing the different tools: the eActivity Builder

With the eActivity builder a teacher create an online activity using one or several of the tools developed in this project. The idea is based on the LEGO-concept meaning that there are different kinds of building blocks.

A teacher can drag and drop a certain functionality in a linear order to create an online learning activity. A single block can contain a question or a single activity (e.g. Visual Analysis tool). The concept stands for a future proof system where new blocks can be added.





## On-site learning: German-Russian Museum Berlin-Karlshorst

The on-site learning programme included a visit to the German-Russian Museum Berlin-Karlshorst. At the former premises of the Soviet Military Administration in Germany, the unconditional surrender of the Wehrmacht was signed in May 1945. In 1967 a Soviet surrender museum opened at the premises, and nowadays the museum attempts to recall some of the common history of these former enemies.



The original purpose of the German-Russian museum was to educate the Soviet military stationed in East-Germany on the history of the Second World War, and why their presence was needed. Today, it is a bi-lateral museum that is supported by both Germany and Russia. The team discussed how the history of WWII was presented, whose stories were included, which aspects were given less attention, and which stories were left out. Visiting the German-Russian museum was a unique opportunity to look at this history from a different perspective.

## Conclusions and next steps

The meeting was useful to ensure strong cooperation among team members, as a quality-check of the developed modules and activities, to brainstorm on individual tools and their sequencing, and to gain an overview of the future planning and follow-through of the project.

Some of the decisions made for moving forward, concerned the blogs of labs.historiana.eu. The aim of the blogging frequency has been set to a bi-monthly basis, with an increased emphasis on sharing the blogs on social media to reach a larger audience.

In addition, a number of decisions were made regarding multiplier events – trainings with the developed results of the project. One of these are to organize a 3-day multiplier event in The Netherlands at the end of May 2017 where teacher training institutes across the country would be offered a free training course to teacher trainees. Herein, the goal is to introduce and teach about the source collections, tools, and learning activities that have been developed. Moreover, a decision was made to spin the material developed to fit country context and curriculum for each of the trainings provided.

The next meeting of the IHEA core team will be in August 2017.

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