

ONCE UPON A TIME... WE LIVED TOGETHER **– Joint work in a multiperspective approach -**

External Review

Katarina Batarilo-Henschen (Georg Eckert Institute for International Textbook Research)

The region of South East Europe (SEE), especially the successor states of former Yugoslavia, is characterised by constant geographical and political change: political systems have been transformed, people displaced, borders have been re-drawn and are still disputed. Education systems, along with the content of history teaching, have been dramatically affected by these unsettled conditions.

This applies particularly to the period after the collapse of former Yugoslavia at the beginning of the 1990s, when, as Dimou (2009) observes, history education became a battlefield of interpretations.¹ Dimou (2009, 23) comments as follows on changes to the content of history teaching at this time: “Whereas before, emphasis was laid on the similar historical experiences and the common historical destiny of the South Slavs, the new identities proposed stressed the absolute incompatibility and the differences among them”. This dispute on content relates in particular to twentieth-century history, which in this region underwent a series of dramatic events and transformations which have come to be regarded as landmarks in the development of the area’s nations and which have spanned the periods of the first Yugoslavia, the Second World War, socialist Yugoslavia, and the wars of the 1990s.

In the 1990s, school textbooks from the countries of the SEE region were full of nationalistic representations of this and past eras and of their historical events.

At the turn of the millennium, major reforms and improvements in the field of history teaching commenced to varying extents in several countries in the SEE region, in part initiated by interventions from abroad. These initiatives increased the quality of history textbooks, generated more stimulating and interesting supplementary materials, including maps, audio-visual aids and web-based resources, and implemented new didactical approaches such as multiperspectivity and other interactive methods for the purpose of actively engaging learners in discussions based on their own experiences and perceptions.

Recent reforms have tackled curricula which partially originated in the 1990s and are now outdated. The manner and extent of the implementation of new curricula differs from country to country²

1 DIMOU, Augusta (ed.), *Transition and the Politics of History Education in Southeast Europe*. V&R unipress, Göttingen, 2009.

2 In Croatia, the National Framework Curriculum (NOK) was launched in 2010; however, it has not been implemented in the curricula of individual subjects, so that the currently valid history curricula date from before 2010. In Bosnia and Herzegovina, new curricula are currently being developed in diverse projects initiated by ministries of education and the education department of the OSCE Mission to BiH; their implementation is planned to take place within the foreseeable future.

What most of the curricula reforms in SEE countries have in common is their orientation towards (what are referred to as) European standards, including learning outcomes and competencies that aim at supporting the development of active and critically-minded students.

These new learning outcomes of history teaching are particularly helpful and necessary for the challenge of dealing with a sensitive, controversial and politicised past, an issue of acute importance for teachers and students alike in most classrooms throughout the countries of the region.

In SEE, engaging with a sensitive and controversial past is often seen both as a challenge and as a key to overcoming division and tensions and to promoting mutual understanding and peaceful coexistence. Thus, over the past decade, national and international organisations have promoted a large number of initiatives which include the concept of a shared regional history within their general approach to history teaching and which approach controversial issues through innovative teaching methods.

The workbook under review here is one of several alternative teaching materials for history teaching which have been developed in joint projects in SEE.³ The aim of the workbook is to “address issues in the sensitive periods in the shared history of the Balkans that have been left unaddressed in previous work by history educators”, as the project outline emphasises. It is a multi-perspective ready-to-use classroom teaching resource with a focus on the history of the region from 1900 to 1945.

The workbook is a highly noteworthy achievement and represents an important step in the ongoing reform of history teaching. The project “Former Yugoslavia – History that connects - How to Teach Sensitive and Controversial History in the countries of former Yugoslavia?” (2011-2014), within whose context the workbook originated, is an outstanding example of the capacities of fruitful cross-border regional collaboration; it brought experts in history teaching from across the SEE region together to efficiently share sources and discuss topics, key questions and other aspects of the issues.

The project and, specifically, workbook supports, as do similar alternative educational materials, the aspiration of history teaching to move from a narrow ethnocentric perspective to a more comparative and comprehensive regional one (cf. Dimou 2009).

The workbook offers new content for at least two participating countries on controversial issues within the periods of the Balkan Wars of 1912 and 1913, the First World War, the first Kingdom of Serbians, Croats and Slovenes and the Second World War as it related to the region, while “respecting the problems and victims but without burdening future generations with feelings of mistrust and hatred for other peoples in the region” (see project outline on <http://www.euroclio.eu/new/index.php/former-yugoslavia-2011-2014-history-that-connects>).

It presents these historical events within an ample spectrum of historical aspects; the focus is not only on political and economic history, but also encompasses the history of culture and everyday life, while topics such as technology, the environment, gender, diversity, migration, and human rights and responsibilities are addressed.

The application of the paradigms of social and cultural history in the classroom is an approach that has long been missing from traditional school history teaching in the region.

The workbook makes substantial use of new innovative didactical teaching methods and accords a

³ See EUROCLIO, *Ordinary People in an Extraordinary Country. Every Day Life in Bosnia and Herzegovina, Croatia and Serbia between East and West 1945-1990*, o.O. 2008; KOULOURI, Christina (ed.), *Clio in the Balkans: The Politics of History Education*, Thessaloniki 2002.

particular place to the principle of multiperspectivity. The principal methodological focus is on work with sources, with the intention of encouraging students to actively engage with and interpret sources and draw their own conclusions from this process. This enables the development of key learning outcomes and skills, such as critical thinking, which continue to be neglected in many history teaching settings in the countries of the region for reasons such as content overload and reductions in the number of history lessons allotted by new curricula and in vocational education and training programmes.

The diversity of the new topics included in the workbook, along with the innovative methodology and pedagogical approaches of which it makes use, helps teachers to navigate the sensitive and controversial issues that arise in teaching these periods and promotes forms of history education that enable students to reflect on and explore the plurality of their identities; further, it acts as a support to the process of curriculum reform which is currently underway in the participating countries by providing an open space for innovative thinking on curricula.

The “History that connects” project, of which the workbook is a product, is emphatically comprehensive in its design. The workbook, and the accompanying in-service history teacher training, provide highly significant inspiration both for reform of textbooks and other educational media in this region and for curriculum reform and the ongoing professionalisation of history teaching and its practitioners. This said, we would expect the use of the workbook in practice to vary from country to country. In countries, such as Croatia, where history teaching has already implemented new approaches, the material will represent a welcome support to teachers delivering lessons on controversial topics from the periods concerned. In countries where reform of textbooks and teaching is still in its very early stages, and thus in which, generally speaking, history teaching continues to be dominated by a highly mono-perspective and rigid approach, the material, used in combination with appropriate training for teachers, may well generate momentum for a shift to interactive teaching and, in thus acting as a catalyst, provide teachers with new ideas for approaching these difficult topics with students via engaging methodologies.

This review will attempt to analyse some key aspects of the workbook, focusing on the multi-perspective approach at its heart and reflected in its subtitle. I will examine some of its key features, such as sources used and tasks and assignments for students, and illustrate them by citing examples. Given the breadth of the topics and the multitude of units contained in the book, a selection was made here in order to enable a more compelling picture to emerge.

Materials and structure

The workbook contains 23 units, organised into four sections totalling 273 pages. It is a high-quality product featuring many colour reproductions of source materials such as maps, posters, cartoons, and black and white images. The ring binding makes the workbook highly practical for teachers due to ease of photocopying.

Each unit starts with a cover page showing the title and name of its author(s) and an original picture, cartoon, drawing or photograph taken from one of the sources presented within the unit. The unit itself begins with one, sometimes two page(s) of instructions, including the key question or questions that summarise the main topic and problem of the controversial issue

at hand and serve as an overview and focus of the unit (examples might be “Should the Sarajevo assassination be considered as an act of heroism or a crime?” (unit 14) or “Was the agrarian question a political or an economic question?” (unit 1)), followed by a detailed explanation of why the topic is controversial. The explanation is written in neutral and very clear language, enabling students to acquire an initial idea of the topic. The aims and learning outcomes of the unit form part of the introductory section meant for both students and teachers.

Aims and learning outcomes are formulated with varying degrees of abstraction and mix the acquisition of content with the development of competencies, as we can observe in this example from unit 14: the aim is to “learn about the Sarajevo Assassination, its causes and consequences based on the different perspectives [presented]”; “students will evaluate historical sources in terms of reliability and different perspectives” (see p. 136). The learning outcomes and skills most frequently aimed for include source analysis or critical use of historical sources, critical thinking, emphatic skills, understanding causes and consequences of an event, and comparison.

The book’s manner of proceeding in formulating key learning outcomes and aims for history teaching, such as second order concepts (use of evidence, cause and effect, continuity and change, chronology, emphatic understanding) individually for each unit is of crucial importance for its practical use in the classroom and its incorporation into currently changing curricula in the region, such as that in BiH, which are based on the revised version of Bloom’s Taxonomy⁴ and make provisions for learning outcomes for all age groups. This manner of formulating teaching aims and learning outcomes facilitates teachers’ work with the new curricula; this in turn makes it more likely that teachers will use the workbook in the classroom.

Empathy is one of the learning objectives which recurs frequently in the book’s various units. In the context of the history classroom, empathy means more than simply taking account of the “other”; it entails explaining and exploring the “other’s” motives and, even where subjects are controversial, emphatically avoiding assigning collective guilt to the “other” and enabling the description of historical topics and events from a range of perspectives. Most of the book’s units tackle this challenge with outstanding success; an example in this regard is unit 14, referred to above, on the issue of the Sarajevo Assassination. This unit calls upon students to step into various roles and work with sources to engage more closely with the ideas and motives behind the assassination. Likewise, the unit on war children (unit 22) is a brilliant introduction to “historical empathy“, due to its focus not on the nationality of the children affected, but instead on the dramatic day-to-day impact of the war on all children, not only those of the students’ own “side”.

We do, however, perceive some problems with regard to other types of learning outcomes related to the analysis of sources, such as use of evidence, cause-effect, and chronology. Units which contain primary sources with references or photographs with accompanying information and detailed questions for analysis may make a success of achieving these outcomes (see unit 11); in many places throughout the book, however, these objectives appear difficult to attain due to weaknesses in the sources and tasks provided. We will discuss these weaknesses in more detail below; we can state at this point, however, that they certainly present issues with regard to the successful achievement of learning outcomes. The workbook contains both outstanding and less effective examples in relation to the attainment of learning outcomes, as the following selected examples illustrate:

Unit 15 (“Shots in the Parliament”) represents an excellent approach to teaching the concept of cause and effect. It uses tasks which build well on one another and which include clear instructions

4 cf. Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom’s Taxonomy*. New York. Longman Publishing.

and questions for the analysis of sources in order to demonstrate to students that not all causes carry the same weight in order to demonstrate to students that not all causes carry the same weight (p. 158). Unit 13 (“Life of partisans”), by contrast, fails to provide a clear indication of how a teacher might help students grasp the link between cause and effect; the brief instructions for teachers and the complex sources supplemented by few explanatory notes or background information the brief instructions for teachers and the complex sources supplemented by few explanatory notes or background information and maps which are not readable (i.e. on page 126) which feature in this section do not inspire us with confidence as to its ability to enhance students’ comprehension of the cause-effect connection.

In each unit, following the overview of the lesson, which is highlighted using symbols for each of the instructions, teaching guidelines are provided, supplemented with information on the projected duration of the unit and detailed instructions for working with the students. Beside time guides for the preparation of the activities within the unit, there are detailed instructions for the group work and the discussion; in most cases,

the class is to be divided into groups which are then asked to read various sources and carry out related assignments.

After the teachers’ guidelines and instructions, the units start with a short introduction to the topic, which may be provided in one of a number of forms, such as a short passage with information/an overview (p. 57), detailed text (p. 135), or text and general sources with or without assignments (p. 153). In some instances, the introduction commences with a brainstorming exercise on a term, with the result of essentially producing a glossary (pp. 163, 246), or on a topic (p. 258), followed by an introductory text.

The introductions are designed as background information for students and as aids to contextualisation of the controversial topic at hand. They are overly brief on occasion (p. 57), on others very detailed and therefore of great help to students and teachers, with an example of this latter case to be found on p. 138 (unit 14). The introductions are then followed by some general sources that fit with the introductory text. Following the introduction, the units offer worksheets/materials for the group work, with more focused sources for each group. As a rule, each group receives a distinct role or position to work with/from. At the end of the worksheets, some units provide questions for final discussion and the conclusion of the topic, which uncover an answer to the unit’s core question.

The workbook is available online to everybody, free of charge, for downloading (see <https://docs.google.com/file/d/0B8Ib41V6vMR1VEJ1MTc5N190ZnM/edit?pli=1>), and will be translated into the 7 languages of the countries that participated in the project.

Themes

The workbook covers a total of four major themes, each colour coded:

- a) rich and poor (with subtopics such as the agrarian question/reform);
- b) the everyday lives of ordinary people (school life and education in different parts of the region, art, sports and politics, propaganda during World War II, etc.),
- c) assassination as a political tool (the assassination of particular figures such as Archduke

- Franz Ferdinand and Stjepan Radic; a conceptual unit on assassination as a tool);
d) conflict and cooperation (Balkan Wars, resistance carried out by minorities).

The themes cover topics such as education, art, sports, everyday life and vulnerable groups of people, through which the workbook illustrates a range of aspects of cultural history, the history of mentalities and of the everyday. In various countries in the SEE region, history education reforms have seen textbooks turn away from focusing exclusively on political history and towards the aspects listed above as appearing in this book. These facets of history represent excellent points of access to controversial topics and sensitive issues. The workbook consciously concentrates on “painful and controversial topics”, with its remit being to examine specific difficult issues from a new perspective, thus providing teachers with materials which act as valuable supplements to the units contained in the textbooks they generally work with on the First and Second World Wars and the inter-war period. In this context, the workbook serves as a useful “treasure trove” of material from which teachers can pick and choose.

Another purpose of the book is to look at sensitive issues, such as the Sarajevo assassination, in a new way, refraining from offering interpretations and supplying sources to aid students in thinking about multiple views on a historical event. The toolkit through which it does this is composed of a range of innovative history teaching methodologies, with multiperspectivity foremost among them, which are in line with the European Union Key Competences for the encouragement of critical thinking and the development of awareness of different interpretations of a single past event.

Innovative approaches to teaching history

The main didactic approach of the workbook is multiperspectivity. Multiperspectivity stems from the fundamental principles of the discipline of history; multiple perspectives have to be tested against evidence, and accounted for in judgements made and conclusions drawn. Comparative and multi-perspective depictions of historical events are intended to enable awareness and discussion of a range of differing historical perceptions (cf. Pingel 2009, p. 286).⁵ In this way, students learn not just about what happened, but about how history itself is reconstructed - multiperspectivity thus enriches historical understanding. Its aim is to raise awareness among students of the fact that one historical event can be viewed and evaluated from various different perspectives and to sharpen their capacities for judgement in this regard.

This requires historical abilities of students and especially of teachers, whose task it is to guide students through this process. Furthermore, it requires that the teacher has ample material at hand to teach topics in this manner, as well as suitable conditions within the classroom, such as adequate time and other resources.

In SEE, multiperspectivity as an educational approach has been promoted in diverse countries in a range of contexts, primarily in that of history teaching reform and at the initiative of international organisations active in the educational arena. That said, there are variations in the degree to which multiperspectivity has been incorporated and applied in the classroom and in educational media in

5 Pingel, Falk. From Ownership to Intervention- or Vice Versa? Textbook Revision in Bosnia and Herzegovina. In: Dimou, Augusta. *Transition and the Politics of History Education in Southeast Europe*. V& R unipress, Göttingen, 2009, p. 251-307.

the various countries in which the workbook is to be used, and the level of acceptance of multiperspectivity as an approach among teachers and educational decision-makers is likewise varied, with some teachers and textbook authors managing to employ this approach despite the outdated curricula within which they are working, while, by contrast, other teachers either consider themselves incompetent to make use of it due to their lack of practice or hold sceptical attitudes towards the idea of exposing students to a range of interpretations rather than adhering, as they had been taught to in their teacher training, to the concept of a single “truth”. We therefore expect that various difficulties will arise for teachers and students in the course of using the workbook.

In the light of this situation, this review will now go on to attempt a detailed analysis of the workbook’s use of the multi-perspective approach and illustrate it by drawing on examples. We will list the types of sources and student assignments the workbook provides and give an assessment of each. This will be an illuminating exercise due to the central importance of an appropriate presentation and contextualisation of sources and wording of tasks and assignments to students’ acquisition of techniques for working with sources and to the successful application of multiperspectivity in the history classroom in the context of many teachers’ and students’ current inexperience with this approach.

The workbook offers a plethora of multi-perspective treatments of the various issues it discusses, thereby aiming to tackle controversial issues of the period from 1900 onwards in a new way. It has proved exceptionally successful in achieving this aim. The multi-perspective principle is in operation in all the workbook’s units on a variety of levels; it is manifest in the key questions and learning outcomes and through a varied use of source materials and diverse exercises and assignments, providing a range of different approaches to multiperspectivity in history teaching. The workbook’s sources are highly diverse in type and range from the more general to the more detailed. The workbook includes:

a) *a variety of primary sources:*

- archive sources such as bureaucratic, official letters, proclamations (i.e. unit 4, 18, 21)
- official documents including minutes of parliamentary assemblies, telegrams, law texts and excerpts from official gazettes, treaties; speeches (i.e. unit 1, 8, 17, 19, etc.);
- extracts from novels and from poems (i.e. unit 6, 13);
- historic and contemporary newspaper articles (i.e. unit 8, 9, 15);
- historic maps and images (statistics) (i.e. unit 3, 4).
- flyers, postcards, posters (i.e. unit 9, 12, 16, 18).
- cartoons (i.e. unit 1, 18, 19);
- images of sculptures, paintings, drawings, posters (i.e. unit 11, 12, 18);
- photographs (i.e. unit 13, 16, 18, 19, etc.).

b) *secondary sources:*

- reference books (encyclopedias, special historical dictionaries, and historical atlases (i.e. unit 1, 13, etc.);
- history textbooks (i.e. unit 8, 21);
- general historical works and monographs, journal articles (i.e. unit 3, 5, 8, 12, 13, 20, 21).

The breadth of this range of various types of sources is most warmly to be welcomed, especially considering the fact that textbooks in some countries in SEE, for example in Albania, Kosovo and

Macedonia and little more than a decade in Bosnia-Herzegovina, contained no sources at all or, where they did, these sources consisted in small photographs, inserted for decorative purposes and generally depicting bearded men. All sources in the workbook have captions which describe what they depict or represent (i.e. "Reaction to dictatorship by political emigrants" is the title of an excerpt of a newspaper in unit 4) or point out particular features of the source (i.e. a visual source of a poster is described by "a poster of Ljubljana's factory Saturnus, a joint company, written in three official languages", p. 29) or like in unit (unit 11, p.112) in source 1 the program of "Group Zemlja" is displayed, completed by an explanation on the context of the source which is formulated carefully due to the censorship; or – a newspaper article on a library with explanation text on students possibilities to education on a school/Medresa mentioned in the article (p. 81, source 5)).

While sources are used in the introductions to the units to give students an overview of the topic, their principal role is in the worksheets for the individual and group work and for role play. Authors did their best to offer different source materials that reflect different views on a historical event, meaning the workbook contains contradicting sources and bi- or multipolar sources and students are thus confronted with sources from two or more "sides" of an issue.

As an example, unit 14 on the Sarajevo Assassination attempts to revisit and reassess this key event, which unleashed the July Crisis and ignited the First World War and which has received differing treatments and been the subject of polarised debate in the history books of Croatia, Serbia and the entities of BiH, and to expose students to multiple perspectives on the events. Such an approach immediately becomes apparent in the key question "Should the assassination [of Franz Ferdinand] be considered as an act of heroism or a crime?" of the unit's title, which itself represents an indication of the potential of multiple perspectives. Further, the lesson's declared aim is to allow students to "acquire a multi-perspective view over the presented topic, to see the opinion of the assassins and the position of the government" (p. 136), an objective whose achievement it enables by means of the substantial range of multi-polar sources and assignments it provides, one of which involves a role-play exercise assigning to students the roles of the prosecution, defence and jury, with the teacher as judge.

The sources for analysis, that are to be used alongside the roles, reflect a range of views on the events, including those of the various nations of Europe, neighbouring countries such as Serbia, the Austro-Hungarian monarchy itself, and the event's main protagonist and his fellows from the organisation Mlada Bosna and the youth organisation.

In this way, students are able to learn more about the motives and ideas that drove the assassins and the consequences of the act. A second lesson on a monument to the event, which has thematic connections to the topic of the assassination itself, yet whose focus is on the various ways in which it is commemorated, does an excellent job of demonstrating to students that the event and the assassins have been perceived in different ways during the course of the last century and that history is a mutable construct.

Most of the units contain authentic sources, appropriately and well presented. Some units, however, feature sources whose effectiveness is detracted from by some weaknesses:

- It is not always clear whether the source is in its original form or translated, abridged or otherwise altered, i.e. changes to sources are not always indicated as such.
- Some sources are difficult to read due to being reproduced in too small a format and would not be usable for students in photocopied form (an example is at p. 129); whereas in many instances, text is reproduced from a text-based source such as a newspaper or a document and thus legible (the newspaper on p. 224, source 2 or p. 181, source 19 or the diploma on p. 82, source 2 represent examples), various visually-based sources, such as maps, remain impossible to decipher

(i.e. p.125; p. 83, source 5).

- On numerous occasions, sources are not supplemented with aids for students in working with them, such as questions, maps and secondary literature, or with explanatory notes on terms; an example in this context can be found on p. 42, sources 1, 3, 4, 5, where it is unclear whether students will know what “Aj fond” means due to the lack of an explanation.

- A further weakness of some of the sources in the workbook is the issue of missing or inadequate references. In the case of academic secondary literature, for instance, years of publication are often not provided, while internet references frequently consist solely of long URLs without any mention of the source’s author or the origin of the source (p.13, s. 8, p. 186). On p. 41, source 5, the source is from Wikipedia and there is no information on the source’s origin, no text from its context and no information on its author (see source 5 on p. 177 or source 17 on p. 180; further examples are source 4 and 5 on p. 67,etc.).

In the light of the book’s innovative character, its emphasis on multiperspectivity and work with sources, and the fact that in the regions in which the book is to be used, teachers and students frequently lack experience and practice with working with sources, the lack of references on multiple occasions as detailed above, along with the purely illustrative nature of some sources, constitute substantial weaknesses of the material. These deficits also impact upon the achievement of the intended learning outcomes in a manner we will discuss below.

Alongside the diversity of sources featured and their appropriate presentation, the tasks and assignments set are of substantial importance in enabling effective work with sources. The analysis of a source can be facilitated or made more difficult depending on which types of tasks and assignments are set in connection to the sources, how they are positioned in the units and whether they are formulated in an age-appropriate manner. The overview that follows will first discuss the forms of tasks and assignments contained in the workbook before going on to evaluate them in the context of the sources to which they relate.

Assignments

The workbook suggests a variety of assignments and exercises for each unit. The “workshops” are generally divided into a number of phases: first, students are to work with sources in groups, pairs or on their own; they then present their results and engage in a debate (see unit 3, p. 36) which ends in a final conclusion and the answering of the key question.

The questions and assignments on the sources are usually formulated in the worksheet titles or conclusions at the beginning or the end of the worksheets which contain the sources relating to the task posed to the students or the role they are asked to play. In some units, the sources are directly accompanied by questions (unit 3, 6, or on pp. 240/241); this is very helpful, as it enables students to find their way through the sources and tackle them more easily.

The exercises in the workbook take different forms. They are not limited to conventional group work, but also involve games, role play and asymmetrical group work in which students are asked to take on very different roles (as on p. 159/169) and to empathise with a variety of perspectives.

In some units the pupils have to read the same sources in groups, sometimes each group is assigned different sources to read, and sometimes there are “expert groups“ which take up different roles towards the other groups; examples of this can be found in unit 3, in which students take on different positions such as village/town or traditional/modern, and in unit 4, where students enter

into the roles of, for instance, a dictator, administrative authorities, ordinary people, or foreign representatives.

The students are called upon to write very different kinds of texts: some assignments aim at a simple account of what the students see in the textual or visual source, such as a short historical overview based on the material or fictional reports, and thus at the acquisition of knowledge; others call for the composition of, for instance, a newspaper article or a news report from the viewpoint of a different or foreign news correspondent (p. 258, activity 1); or students might have to describe a picture and report back as to what it tells them (p. 252). Some assignments aim at applying knowledge previously acquired, such as when students have to make a chronological timeline or arrange material in chronological order or pose an appropriate question in relation to a particular source (p. 155).

Over and above this, students are required to work with the entire range of aspects of what it means to “be a historian”; in other words, they are called upon to make comparisons, express critical views, draw conclusions and discuss and debate specific issues.

Overall, the workbook contains a varied and very well-executed selection of tasks and assignments which aim to activate a range of student skills. Some questions, however, are difficult to answer on the basis of the sources alone. There are a number of different reasons for this:

a) The tasks are not categorised according to level of difficulty and complexity. This has a particular impact on year 9 students, as many of the assignments will not be able to be successfully tackled by this age group without a great deal of preparatory effort and modification on the part of the teacher (an example is unit 18, activity 1). Some of the sources presented are too complex for younger students to work with successfully (pp. 128, 133). The units (with one exception, p. 232) do not offer any suggestions for age-appropriate differentiation of assignments and tasks.

b) Students will struggle to complete tasks based on sources which are incomplete in their presentation, that is, difficult to read, without references or supplementary explanations. As an example, it is doubtful whether students will be able to use the black-and-white photograph on page 57 alone to discuss the conditions in schools at the time shown in the image. Similarly, questions on specialist terms such as “auxiliary science, dealing with stamps and coats of arms” (p. 83) cannot be answered using the sources, as these are barely legible and not supplemented with additional information.

The consequence of these difficulties with problematically formulated assignments and the sources relating to them is that the learning outcomes aimed at in these cases are hard to achieve; for instance, the projected learning outcome “students will be able to evaluate visual and textual sources” will be barely attainable when the sources offered are images with an essentially decorative purpose and without contextual information or questions to aid analysis.

Use of the workbook in the classroom: challenges arising, potential improvements and developments for the future

The workbook's purpose is to employ innovative didactic approaches to provide support for the teaching of controversial and difficult issues and topics in the period between 1900 and World War II.

The units in the workbook are based on the concept of the multi-perspective approach; they contain numerous assignments through which students are familiarised with the processes and procedures of work with sources as if they are to become "mini-historians". The workbook's aim in this regard is to teach students how to analyse textual and visual sources, to be creative, to arrive at their own conclusions and to think critically. In this way, it is to be hoped that students will participate actively in classes and teachers' role will become more that of moderators and facilitators whose task is to guide students, sum up their discussions and support their individual interpretations.

A classroom setting working at this advanced level of interactivity calls for teachers trained in these approaches who are prepared to accept students' individual interpretations and able to handle difficult debates and for students with the ability to find their feet independently in the tasks, assignments and source analysis given as exercises in the workbook. Students working with the workbook may not have been taught these skills to the appropriate level.

A considerable number of teachers in the countries which participated in the project are already using work with sources, role plays in groups and other similar techniques in their classrooms and allowing and encouraging students to take an active part in lessons. That said, recent interviews with history teachers in BiH (conducted by the reviewer) have revealed that the multi-perspective approach carries a large number of uncertainties for teachers: a considerable proportion of history teachers continue to adhere to notions that there is a single "truth" about specific historical events and hold sceptical attitudes towards the idea of permitting discussion of the differing interpretations of that event which can be accessed through work with sources. Training for teachers can be helpful in this context, as it can allow them to acquire the tools and techniques they need to apply the multi-perspective approach and simultaneously help them overcome their suspicions towards this way of teaching. In what we regard as a highly positive move, the "History that connects...." project has already planned, in parallel to the launch and dissemination of the workbook, a series of in-service teacher training events, which will be crucial to the book's successful use.

The book can be used in different types of schools with varying levels of resources; the only equipment required is a black- or whiteboard or a flipchart and a photocopier for reproducing the worksheets with the sources for the group work. We do need to say a word of "warning" here: if students are not to leave the lesson frustrated by the experience of difficult debates without neat conclusions or tasks that cannot be completed, competent and skilled teachers need to be supported by quality materials. In the workbook, however, there are places in which teachers are left without this support. These issues relate to some of the book's units and can be summarised as follows:

(1) The teacher guidelines as to how to structure difficult discussions and to guide the discussion in the right direction in order to avoid it getting out of hand are in places too sparse and unclear. For example, in unit 23 (on page 258-260) there are two questions related to the most recent armed conflict in the region, which took place in the 1990s. The question "What bombings in the recent past are you familiar with? (p. 258)" and the question (on p. 260) "Do you know of any other examples of aerial bombing?" refer to particular incidents in this conflict in the Balkan region and have the potential to open up a difficult discussion on other casualties during the diverse conflicts which have taken place in its various countries. The teacher may need more guidance and information for a possible complicated discussion on the recent war than is provided here.

The problem of lacking guidance in particular units increases where it is exacerbated by issues with the assignments and questions for the work with sources. In the latter example of unit 23 cited above, there are several issues with the assignments given: First, too many assignments are set for the short time available, with teachers and students asked to do a brainstorming/discussion session, read the introductory text, create a timeline and analyse maps and other sources in group work, and based on this write news reports, present results and discuss and undertake a second activity, in the space of just 45 minutes. Further, the teacher guidelines suggest that the class answers questions and analyse the map in the introductory part of the lesson, but no related questions are provided. The question for the group work for group one could be answered by simply using the introductory text on page 259, but the questions are on page 26.

Other problems relate to a complicated composition of the students for group work, as in unit 19, page 202 ff.)⁶, or to the fact that the questions cannot be answered using the sources given (i.e. to rank sources from introduction in chronological order, but at least three sources don't have a year reference; see page 220-221 within unit 8).

A further issue we encounter consists in (2) a lack of background information: in some cases there is no contextualisation of the sources provided for the group work, as we can see on pages 57/58 and p. 61, where the sources cannot be analysed without any previous knowledge; in others, exemplified by the cartoon in unit 8, there are no explanations or aids to interpretation; students are left in the dark as to the source's originator and its intended audience and as to the circumstances surrounding its production (see also other examples relating to cartoons on (pp. 70/72, p. 12, pp. 220/189).

Another case of lacking information appears in connection with the instruments provided for students and teachers prior to commencing their work with the sources. Explanatory notes on methods such as image of textual analysis are missing, and abbreviations (such as "AJ", p. 42, and "MJ", p. 43) and specialist terms are not explained; in other words, the book fails to supply appropriate glossaries in many instances, containing overall only two glossaries/term clarifications (p. 246 and p. 163) and one explanation of the technique of cooperative learning (p. 232).

To return to the issue of cartoons, their successful interpretation requires that students have a degree of prior awareness of their significance. The lack of references provided with sources in the book poses a problem for students attempting to comprehend their symbolic or political meanings; without knowledge of the cartoon's originator, it is difficult to ascertain its message. The inclusion of cartoons is a fairly recent phenomenon in many textbooks in countries such as BiH and their use thus requires careful preparation and contextualisation. It would be helpful, and go some way towards combating the problem of lacking information on content and technique in relation to cartoons, if the book included a short discussion of methods for approaching and analysing these sources. If students are to successfully understand a cartoon, or indeed any image, they need to be taught, alongside the necessary facts around the event, issue or figures depicted, the required tools for analysing sources in image form; if the connection between these two sets of knowledge and skills is not made, students are unlikely to grasp the message transported by the image. This issue would represent a golden opportunity for inter-subject cooperation between history, political studies

6 Within the teaching guideline of the respective unit following group composition is being proposed: "Step 2: First two activities will be working at same time but in different groups. After making at least 6 groups of students with 4 students in each group, teacher will give first two sources from Activity I to first 3 groups he will give sources from Activity II and comments are welcomed from other groups. Step 3: Again next two activities will be working at same time like before. But teacher now will take one student from each group of students and now six groups will be composed of three students and seventh group will be composed from 6 students. ..." (p. 202).

and art. In a very rare instance in the workbook of an extremely successful set of instructions for approaching and interpreting a cartoon (p. 203), students are encouraged to describe details they see in the image, discuss their meaning and use their own words to formulate the criticism the cartoonist is expressing in relation to the situation/event the cartoon depicts.

Another problem (3) is related to those instances where references for sources are missing, an issue closely connected to the problem of lacking background information. The sources in the workbook are often cited in a rudimentary manner, i.e. it remains unclear who and under what conditions visual sources such as photographs were produced and who produced them; the detail given as to their origins remains superficial, as in, to name an example, p. 72, source 9. Furthermore, some sources from the internet are merely referenced by giving a URL, without even properly providing the name of the website, and authorship remains unclear; the actual provenance of some source materials remains obscure even where books are cited (see p.13 (source 8), p. 67 (s 4), p. 68 (s 6), p.41 (sources 5 and 6)).

These deficits are regrettable in view of the opportunity the workbook otherwise represents to train learners' critical abilities and their capacity to differentiate provable facts from unsubstantiated claims or propaganda. Further, images and illustrations whose motivations are not unambiguously identifiable in terms of their origins and authorship represent potentially unreliable sources. This danger of unreliability is very real in those instances, which make up the majority of the cases in which images are used in the workbook, where no information is given on the place or context in which the image was produced.

It would probably help students to have more information on where the sources really come from (i.e. in what context the excerpted source text is to be found in the original, who wrote it, why, when and where). Another option would be to highlight the problem of missing references to students, confronting them with the issues raised by incomplete referencing information on sources and the concomitant impact on the reliability and credibility of illustrations and therefore making them aware of a risk with which we are regularly faced in our day-to-day work.

In relation to the analysis of sources, we might consider the addition of other aids to students, which we will discuss more fully below. As an example, students might be made aware of the fact that not all sources provided will be helpful for completing the assignment or comprehending the issue at hand; this would help make tasks and assignments more manageable and support the development of student skills around analysing sources for reliability and critical thinking.

Younger students might be guided in their work with the sources by adding supportive notes such as "The core statements and key words in this text are in bold type and are explained either in the text itself or in the glossary".

In summary, the principal difficulties likely to be encountered when teaching the workbook units centre around the ability of teachers and students to work effectively with the sources and the given assignments on controversial topics. Teacher training sessions and thorough preparation on the part of teachers can help to guide students through difficult units, but the addition to the workbook of more support in terms of additional information and methodological advice within the units could make successful classroom use easier to achieve.

CONCLUSION

Overall, the workbook, throughout all its units, represents an outstanding realisation of innovative history teaching methods such as multiperspectivity, enabling students to become active participants in the learning process and inspiring them to look at the issues presented from a new perspective.

Rather than confirming the validity of just one (nationalistically based) reading of history, it exposes students to a range of different sources and encourages them to express their own views based on the knowledge they acquire during their engagement with the diverse material it includes. The book calls upon students to think and act like historians, to develop critical skills, to interpret and draw conclusions. In this way, it allows previously dominant nationally based narratives on different controversial issues to be opened up for discussion and debate.

The workbook's approach is thus in line with the current curriculum reform in diverse countries in SEE which were involved in the workbook project; this reform has involved the introduction of new learning outcomes for which the following one, cited from the newly developed learning outcomes for history teaching in Bosnia-Herzegovina, might stand as an example: “[The student] interprets history based on didactically arranged historical sources and understands which factors influence the writing of history; discovers different historical perspectives on events in history and is able to determine the context in which the diverse viewpoints arose (critical thinking)” (cf. Learning outcomes for history teaching in years 6-9 of 9-year primary schooling in BaH, OSCE BaH 2013, unpublished paper).

The rich and diverse “treasure trove” of sources and assignments to be found in the workbook represents an important source of support for the process of history teaching reform; however, it in itself can only be a part of the path to success, albeit a highly significant one. Other factors in this process will include educational authorities' official approval of the material and additional teacher training, both of which will make it easier for teachers to use the workbook in the classroom; the latter has been planned or implemented by Euroclio for Bosnia and Herzegovina. Moreover, much depends on the ability of individual teachers to use these materials appropriately and to properly guide their students in working with them.

In order to tackle the issues we have identified within specific units of the workbook, in terms of the lack of guidance for teachers and of information on the context of sources offered for the group work, issues around technical and methodological guidance, and many teachers' reluctance to accept new and different methodologies, which appears to be related to fears about the desired outcome (cf. Dimou 2009), I would suggest the workbook incorporates brief introductions and guides to specific methodologies.

These could be integrated into the units and combined with the topic, the sources and assignments provided there so that students (and teachers) receive guidance through the process of, for instance, source analysis, while learning about a controversial topic. Alternatively, these guides could be appended at the beginning or end of the workbook. Another promising approach to these issues might be the inclusion of an entire

unit dedicated to a concept such as “continuity and change” or to special skills and topics such as “Why history matters”, “How to produce a balanced argument”, “How to pose questions” or “Making effective comparisons”. These units might include explanations, activities, text boxes containing information such as typical phrases relating to the content, a learning log helping students to be aware of their progress in learning, glossaries and, between the activities, rules on

methodology, which, as an example, might read along these lines: “Using sources well means checking sources against each other to find ways in which they agree or disagree with each other before deciding on your answer. This is called cross-referencing” (cf. SHP, Culpin/Dawson/Banham/Edwards/Burnham, *History Year 8*, 2009, Hodder Education Publishing).

In view of the scarcity of context information we find for a number of the sources offered for group work in some units, it would be helpful to add to the teaching guidelines a “content-related unit progression plan” that shows the teacher what kind of content-related outcome should be reached at each step of the process.

In terms of the book’s content, we should mention here a circumstance specific to the SEE region, of which BiH and its education system is an exemplary case: curricular structures and content tend to change very rapidly and frequently, leaving textbooks struggling to keep up with the pace of events, as we have seen in relation to the issue of commemoration of the Sarajevo assassination. The workbook was completed before the centenary year of the start of the First World War. Recent changes, in relation, for instance, to commemorative monuments, and new findings of historical research might usefully be added to the workbook in a future edition.⁷ Changes in history do not pass school students by unnoticed; young people are either eyewitnesses to these changes themselves, as in the case of the instalment of new commemorative plaques for the various protagonists of the assassination in Sarajevo in June of 2014, including one for Gavrilo Princip in the east of the city, or become aware through the media of historical debates.

The changes and additions to the workbook we have suggested here might be made in a new edition or, alternatively, in an online version of the workbook with functions allowing users to leave comments, add supplementary information and give feedback. Further, it might be an idea worth considering to publish selected units from the book online in English, with a comments facility, with the aim of reaching a broader international audience of history teachers, textbook authors and academics; this would represent an attempt to provide a European view on the complex events surrounding the outbreak of the First World War for history teaching. The year 2014, as a year of global commemoration, would be an ideal starting point for a European history project of this kind.

⁷ In the context of the centenary, a large number of new pieces of research on the assassination and its consequences have been published and given rise to renewed debate among historians. One example is Christopher Clark, *The Sleepwalkers. How Europe Went to War in 1914* (Allen Lane - Penguin Books, 2012), which casts new light on Serbia’s role in the events.