

Critical Thinking in the Age of Emoji's

Does History Education Play a Role for Media Literacy?



Commuters reading their morning newspapers on New York's subway en route to work, on April 1, 1963 after the end of the city's 114-day newspaper strike. CC BY-NC-SA 2.0, <https://www.theodysseyonline.com/journalist-dying-industry>

Dutch Institute for Sound and Vision
Hilversum
2 February 2018
09:00-18:00

Organized by EUROCLIO, the European Association of History Educators
in cooperation with the Dutch Institute for Sound and Vision, VGN and the E-story Project partners.



Why media literacy matters?



Donald Trump did not come up with the term ‘fake news’, but he may be the one person who popularized it and made it perhaps the one word defining his presidency so far. Fake news however is everywhere and it is much older than just November 2016. But how to deal with it?

Media literacy. It is one of those terms you hear about frequently in the world of education. Students have to be made literate in media. But what does it mean to be literate in media? In this world, full of fake news and ready to use information from unreliable sources, it is important that students learn how to navigate these resources.

But what does this mean for history educators? Is there a role for media literacy in history education? Or even better, can history education play a role in media literacy? EUROCLIO, as part of the [Erasmus+ funded E-story project](#), wishes to address these questions through a conference for history and civics educators.

During this conference, participants will discuss the role of media literacy for history education through an international panel discussion consisting of several speakers. Additionally, tours through the archives of the Dutch Institute of Sound and Vision, and the new exhibition ‘News or Nonsense’ will be given. After the lunch break, there will be two rounds of workshops, led by experts on media literacy and (history) education from the Netherlands, Germany, Malta and Russia. The conference will be concluded by a closing discussion and drinks.

The conference promises to be both compelling and unique for history educators, as it finds a balance between the challenges and opportunities of media literacy, through the lens of the needs of history educators.

Aims of this conference

This conference firstly wishes to provide history and civics teachers insight in the E-story project and the practical ways in which this project can support their own educational efforts. Secondly, the conference aims at providing teachers more knowledge about media literacy and both the challenges and opportunities that media literacy brings for their own classroom practices. Most importantly though, the workshops teachers will be given practical tools and hopefully gain inspiration to deal with media literacy in their own classrooms.

Programme

- 9:00 - 9:30 **Welcome and registration participants with coffee and tea**
- 9:30 - 10:00 **Opening words**
- Jonathan Even-Zohar, EUROCLIO - European Association of History Educators, Director
 - Bas Agterberg, Dutch Institute of Sound and Vision, Expert on Media History
- 10:00 - 11:00 **Panel “Alternative facts, truth and history education”**
- Moderator:** Bjorn Wansink, Utrecht University, Teacher Educator and Researcher
- Introduction:** Maria Grever, Erasmus University Rotterdam, Professor Theory and Methodology of History
- Panelists:** Tom de Kruif, Dutch History Teacher of the Year 2017, Bas Agterberg, Media Historian at Sound & Vision, and Maria Grever.
- Key Questions:**
- What role does the concept of “truth” play in history education today?
 - How can history teachers help students critically deal with the current nature of media, including “fake news”, “alternative facts” and the “echo chambers” in which these exist?
 - To what extent should history teachers moderate classroom opinions that follow these? What are the risks and opportunities?
 - What are the limits for multi-perspectivity in the face of extremism?
- 11:00 - 12:30 **Guided tours through Beeld & Geluid and new exhibition**
- Participants will go on a guided tour through the Beeld & Geluid archives. What treasures lie hidden behind the vaulted doors of this building?
- Parallel to the tour, participants will take a look at the new Beeld &

Geluid exhibition, titled ‘Nieuws of Nonsens?’ (News or Nonsense?), an exhibition that focusses on fake news and filter bubbles.

12:30 - 13:30 **Lunch**

13:30 - 15:00 **Workshop round 1**

Three international trainers will give active workshops in which they will demonstrate teaching strategies they have created based on the competence framework developed by EUROCLIO for the E-story project.

- **“Struggling with media titles and images”** - Yulia Kusnereva, Moscow Gymnasium 1567, History teacher, Russia (EN) - Beng Lab 1
This workshop will have its focus on how titles and images - that might not correspond to the content of information - influence our knowledge. In the internet era people scroll past news, reading only titles, short summaries and look at the supporting images. Then repost. The activities will try to provide teaching strategies for history and social studies classes which might be used for developing (a) awareness of the reliability of online information; (b) skills of checking the information; (c) responsibility in disseminating information online. Participants will have time to discuss ideas and share teaching strategies and experiences of developing skills of evaluation and critical thinking using on-line news.
- **“Vision and reality”** - Gonnie Eggink, Windesheim College, teacher in journalism (NL) - Beng Lab 2
Gonnie Eggink will use her expertise in journalism to demonstrate in an active workshop how media sources can be evaluated. She will show the results of her research and work together with participants on ways to use media sources in history classrooms.
- **“Now playing (in a classroom near you): Teaching history students how to be critical when analysing media**

content” - Alexander Cutajar, University of Malta, History teacher, Malta (EN) - Theater 2

The workshop will focus on historical sources in the form of media footage from the Cold War and how these sources can be used to create teaching strategies to see what questions history teachers may ask in order for students to (a) be critical of the content; (b) judge the reliability of online information; and (c) use them as evidence.

Participants will have time to discuss ideas, and share experiences and concerns about being critical with media broadcasts in history lessons.

15:00 - 15:30 **Break**

15:30 - 17:00 **Workshop round 2**

- **“1+1=3? Potentials of collaborative working for the history classroom”** - Daniel Bernsen, IGS Pellenz, History teacher, Germany (EN) - Beng Lab 1

In this workshop, participants will discover the difference between co-operative and collaborative working. Etherpads and wikis are presented as tools for collaborative working in the history classroom. Participants will have the opportunity to try the tools by themselves and discuss their usefulness, potentials and limits for history learning.

- **“Working with ‘Nieuws in de Klas’”** - Chris van Hall, Nieuws in de Klas (*News in the Classroom*) (NL) - Beng Lab 2

Chris van Hall will give a workshop in Dutch on how newsletter articles can be used in classrooms to introduce students to the use of media and help them understand these media sources. He will also show ways in which teachers can use these media sources for free in their own classrooms.

- **“Vlogging in History Class”** - Stefan Rops, history teacher and vlogger (EN) - Theater 2

History teacher Stefan Rops will give an on-hands workshop on the ways vlogs can be used to make history more interesting

and interactive for students. He has an extensive expertise in the making of history-related vlogs and will present these during his workshop.

17:00 - 17:30 **Conclusions and Discussion**

17:30 - 18:00 **Drinks**

Speakers

Opening speakers

Jonathan Even-Zohar is Director at EUROCLIO, where he has been employed since 2006. Over these ten years he has worked predominantly on large history education projects in Bulgaria, Cyprus, the former Yugoslavia and Turkey. In close cooperation with History Teachers Associations, curriculum developers and educational authorities he has overseen projects where social transformation, capacity building and conflict prevention were key drivers. On the European level, his expertise includes association governance, civil society development, cross-border professional development, fundraising, advocacy and public discourse on history education. He has an MA degree in History from Leiden University, relating to world-historical perspectives in history education. Looking ahead on the work of EUROCLIO, his main interests are global history, remembrance education and intercultural and inter-religious dialogue.



Bas Agterberg studied Film and Television at Utrecht University and Glasgow University. He was Assistant Professor at Utrecht University and a film producer. Currently he is Media Historian at the Netherlands Institute for Sound and Vision. He participates in research projects with universities, archives and academic networks. Results of these research projects are presented at (film) festivals, manifestations, seminars and exhibitions. The projects include [Beeldengeluidwiki.nl](#), [De Nederlandse documentaire 1965-1990](#), [Radio.garden](#). Bas Agterberg regularly writes [longreads](#) and [blogs](#) about the audiovisual collection of Beeld en Geluid



Panel members

Bjorn Wanskink (1977) studied History at the Utrecht University and worked as a history teacher. In 2011 he wrote a PhD proposal and applied for an PhD grant. During the years 2012-2017 he combined working as a part-time PhD researcher with being a teacher educator. Currently he works as a lecturer, trainer and researcher at the Department of Education, Faculty of Social and Behavioural Sciences, Utrecht University. He is a frequently asked expert and works for the Council of Europe participating in an intergovernmental project named: “Educating for Diversity and Democracy: Teaching history in contemporary Europe.” His main areas of interest are: history, epistemology, teacher education, cultural diversity, critical thinking and dealing with controversial issues. His scholarly work is published in journals such as: *Teacher and Teaching Education*, *The Journal of Curriculum Studies*, *Research in Social Education*, *International Journal of Educational Research* and *Teaching History*.



Maria Grever (1953) studied Social and Economic History at the Nijmegen University (graduation 1981) and defended her PhD thesis on gender and historiography (1994) at the same university. In 2006 she founded the [Center for Historical Culture](#) at Erasmus University Rotterdam which initiates, coordinates and produces academic research on historical culture. Her main research interests are historical culture, historical consciousness and historiography; collective memory and identity; history education, popular culture and heritage; political culture, monarchy and gender.



Tom de Kruif studied philosophy and history in Maastricht and currently works as a history teacher in the Netherlands. Previously he taught Western Culture in China. He is trying to integrate games and virtual reality in his lessons, without losing sight of current phenomena like fake news or populism. With succes, for this year he was chosen as 'best history teacher of 2017'.



International trainers

Yulia Kushnereva, President of the Moscow History Teachers' Association, a History and Civics teacher at Moscow gymnasium 1567. She has worked as a teacher, author, trainer, expert and advisor. She was a EUROCLIO international expert and trainer in projects in Ukraine and Georgia, an author in two EUROCLIO projects in Russia aimed at developing innovative teaching materials, promoting innovative and responsible history and citizenship education. She was the editor-in-chief of 'Sharing History, Cultural Dialogue' EUROCLIO project.



Daniel Bernsen: Head of upper secondary school branch, teaching history, French and Spanish language at the IGS Pellenz in Koblenz, Germany. Weblog on history education, media literacy and game-based learning:

<https://geschichtsunterricht.wordpress.com/>

Twitter: @eisenmed



Alexander Cutajar is a Head of Department of history in a Maltese state secondary school and a visiting assistant lecturer at the Faculty of Education, University of Malta. Presently he is completing his PhD at the University of York. His research looks into issues in the history classroom regarding motivation, engagement and historical understanding when using moving images. He is also treasurer of the History Teachers' Association (Malta). He has participated in various international conferences and workshops about history education. His areas of interest include: history pedagogy, curriculum and assessment.



Dutch experts

Chris van Hall is manager of *Nieuws in de Klas* (News in the Classroom). *Nieuws in de Klas* stimulates young students to keep track of and interpret the news both online, in vision, in sound and on paper. *Nieuws in de Klas* helps teachers to include newsmedia in their lessons with free access to news and lesson materials. *Nieuws in de Klas* represents Dutch news companies within education.

<https://www.linkedin.com/in/chrisvanhall/>



Stefan Rops (30) studied History at the Erasmus University Rotterdam and did a second study as filmmaker at the University for Applied Sciences for the Arts in Utrecht. Late 2015 he went on a long journey that started in Bangkok and ended in Berlin. To give his journey more meaning, he combined his passion for film making with history. He shot videos about the histories of the countries he visited at the location where that history took place, i.e. Indonesia, Vietnam, China and North-Korea. After being away for one year, he started his own YouTube channel called History Hustle, where he posts Dutch and English content on a weekly basis.

<https://www.youtube.com/channel/UCYLJ8hULBTjTTmJZGL-dq-A>



Gonnie Eggink is lecturer communication science and research at the University for Applied Sciences Windesheim (Zwolle), at the department for Journalism. Besides that she conducts research for the 'Kenniscentrum Media', which is connected to Windesheim. Her research focusses on media literacy and the reliability of journalist output.

She published among others about the effect of attention for media literacy in secondary education. As expected, in March 2018 the fully revised Handbook for Journalism will be published at Noordhoff Publishers, for which Gonnie has written a chapter on journalist research.



Venue

The conference will take place at the Dutch Institute for Sound and Vision.

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