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BRINGING HISTORY

TO LIFE

MAKING HISTORY EDUCATION
MEANINGFUL FOR ALL STUDENTS

Programme - Version 20 December 2018

EUROCLIO **26th ANNUAL CONFERENCE**
and Professional Training and Development Course
Gdańsk 4-7 APRIL 2019

25 YEARS
EUROCLIO
European Association of History Educators

Wednesday 03 April

- All day** Arrival of Participants
- h. 15:00** Sea trip to Westerplatte (to be confirmed)



Westerplatte is a peninsula in Gdańsk, Poland, located on the Baltic Sea coast mouth of the Dead Vistula (one of the Vistula delta estuaries), in the Gdańsk harbour channel. From 1926 to 1939 it was the location of a Polish Military Transit Depot (WST), sanctioned within the territory of the Free City of Danzig (now Gdańsk).

It is famous for the Battle of Westerplatte, which was the first clash between Polish and German forces during the invasion of Poland and thus the first battle of the European theater of World War II

- h. 19:00** Free evening
- h. 20.30** Critical screening of “Warsaw Uprising”, a movie by Jan Komasa, Jan Ołdakowski, Władysław Pasikowski, Joanna Pawluskiewicz, Piotr C. Sliwowski (to be confirmed)

“Warsaw Uprising” is a movie created in 2014 to celebrate the 70 years anniversary of the Warsaw Uprising. The movie is exclusively composed of original footage from 1944, which has been digitally colored. The use of colored images has the purpose of making the footage more appealing for a young public, who might be more motivated in approaching this milestone in Polish history. The screening will be preceded by a small introduction and contextualization, and followed by a discussion on historical truths and how to approach different narrations of the same event.

Thursday 04 April

- h. 08:30** Registration of Participants
- h. 09.00** Official Opening and Welcomes
- Mire Mladenovsky, President of EUROCLIO - European Association of History Educators
- Steven Stegers, Acting Executive Director of EUROCLIO
- h. 09:30** Keynote Lecture

h. 10:30

Local Element:

Option A: Visit to the European Solidarity Centre (50 pax)



The European Solidarity Center (ECS) houses a museum that is dedicated to keeping the memory of the Solidarity movement alive, and to inspire new initiatives with a universal, and peaceful, dimension. Its permanent exhibition shows the history, events, and impact of the Solidarity movement in seven thematic rooms, set in chronological order from “The birth of Solidarność” to “A culture of peaceful change”. Visitors move their way through the exhibition, while having the opportunity to use archival objects, documents, manuscripts, photographs, video footage, and interactive installations to enrich their experience.

Option B: Visit to the Children Exhibition at the Museum on World War II (50 pax)



This part of the main exhibition of the museum is addressed at children below the age of 12. The exhibition shows a reconstruction of a flat of a Warsaw family during three periods: 5 September 1939 — several days after the outbreak of the Second World War; 15 March 1943 — during the German occupation; and 8 May 1945 — immediately after its end. The changes the visitor perceives of the interior design reflect the changing

political, social, and economic situation in Poland during the Second World War. Some elements disappear (radio, certain books, silverware, etc.) and others emerge (iron stove, underground materials, secret hiding place). This reconstructed space gives visitors a first-hand experience idea and can have especially a big impact on children, for they can visualize and grasp the idea of how the space of everyday life could look like for people in Warsaw. Visiting this exhibitions, children can feel that history is brought to life for them.

Option C: Walking tour in the city (50 pax)



Like a mini-state all to itself, Gdańsk has a unique feel that sets it apart from the other cities in Poland. Centuries of maritime ebb and flow as a port city; streets of distinctively un-Polish architecture influenced by a united nations of wealthy merchants who shaped the city's past; the to-ing and

fro-ing of Danzig/Gdańsk between Teutonic Prussia and Slavic Poland; and the destruction of WWII have all bequeathed this grand old dame a special atmosphere that millions of tourists now come to enjoy.

- h. 13:00 Lunch
- h. 14:30 Panel Discussion
- h. 15:30 Coffee Break
- h. 16:00 *Workshop Round 1*

Workshop 1: Workshop hosted by Mire Mladenovski, president of the EUROCLIO Board

Workshop 2: War(s) in photos, Bojana Dujkovic-Blagojevic, EUROCLIO-HIP

This workshop will present a pedagogical tool on teaching about the wars of the 1990s, shedding some light on the destiny of ordinary people. This tool is one of the possible approaches to teaching about the 1990s conflicts in the countries of former Yugoslavia. This workshop was developed within the LHH (Learning History that is not History Yet) EUROCLIO project, and pursues the following goals: (1) To improve the History teaching about the wars of 1990s in the area of former Yugoslavia; (2) To equip and enable the teachers, by means of historical sources, to approach the teaching about the wars of 1990s in the area of former Yugoslavia through analyzing visual historical sources; (3) To encourage the teachers to critical thinking about historical events and figures in the process of teaching the wars of 1990s in the area of former Yugoslavia; (4) To help teachers contributing to the process of facing the past, creating dialogue and building the peace, by decomposing the present stereotypes.

The authors of this workshop (Bojana Dujkovic Blagojevic and Natasa Kostic) used photographs from the exhibition "Lessons from 1991". The exhibition shows war-time years in the area of former Yugoslavia, starting with events in Slovenia, through Croatia, Bosnia and Herzegovina, to Serbia, Kosovo and FYR Macedonia. The author of the exhibition is curator, Sandra Vitaljic.

Workshop 3

Workshop 4
Workshop 5

h. 17:30 Conclusion of the day

h. 19:30 Dinner @Piwnica Rajców Gdańsk

Friday 05 April

h. 09:00 School Visits

h. 13:00 Lunch

In parallel to the lunch, a Market Place of Ideas will take place

During the market place of ideas, you can share your experience in using different teaching methods and strategies that help to make learning history more motivating and meaningful for students, and learn from the experience of others.

Possible strategies to discuss at the tables are:

How to approach European History in an innovative manner

Looking at the impact of big events on ordinary people.

Using history to think about fundamental questions.

Linking history to current affairs.

Popular history: Using games, movies, etc.

Bringing historical artefacts to the classroom.

Members of the Special Interest Group 'Teachers as Researchers' will, during the Market Place of Ideas, share their Research project by means of posters, which will be made visible in the plenary room during the Market Place of Ideas and will remain available until the end of the conference.

h. 16:00 Coffee Break

h. 16:30 *Workshop Round 2*

Workshop 1: Workshop hosted by Iryna Kostyuk

Workshop 2: Workshop hosted by Ioanna Dekatri

Workshop 3: Debate in history classes, Paolo Ceccoli, EUROCLIO Board

Debate is a vibrant, thriving and growing teaching method. It's mostly practised in the world school debate format, basically as public speaking, civic education, critical thinking and politics learning. In Italy our association Summer school looked for a History classes use. We would like to share with you our attempt, in order to be assessed by history teachers all over Europe and beyond and to suggest you to practice it. The final goal will be to build up in the future a formal protocol.

Workshop 4

Workshop 5

h. 19:30 Dinner and Intercultural Night @Piwnica Rajców Gdańsk

h. 20:30 PubQuiz @Piwnica Rajców Gdańsk

! the Intercultural Night will last until the end of the PubQuiz

Saturday 06 April

- h. 09:00** Local Element:
- Option A: Visit to the European Solidarity Centre (50 pax)
- Option B: Visit to the Children Exhibition at the Museum on World War II (50 pax)
- Option C: Walking tour in the city (50 pax)
- h. 12:00** Lunch
- h. 13:00** Registration for the General Assembly
- h. 13:30** General Assembly (13:30 - 16:00)
- The General Assembly will be divided in two part, with a coffee break in the middle.
- h. 15:30** Coffee Break
- h. 16:00** Session on the development of transnational source collections on Historiana.eu, the case of the Russian Revolution
- h. 17:00** *Workshop Round 3*

Workshop 1: Using Photographic Sources as Evidence, Bridget Martin

Photographs are often considered sources that brings history to life, but do they really? Do photographs always capture life in the past as it really was? How useful are they for helping us understand historical periods and events? The goal of the session is to use the eLearning Activity Builder on Historiana to develop learning activities that help students analyse the usefulness of photographic sources. The session will include an overview of the online tool and principles of using online tools to promote historical thinking, It will work with the Source Collection 'The Visual Front' (official war photography of WWI). Teachers will test out the tool by collaboratively constructing activities for students and provide feedback on the utility of the tool.

Workshop 2: Young Track Seekers: oral history on migration, Elise Storck, University of Leiden

Dutch history textbooks still have the tendency to focus on traditional Dutch, European, western history in which migration is pictured as 'exceptional' and as a problem (except the 'hospitality of the Dutch towards for example the Huguenotes during the religious wars'). Dutch history teachers teach students from a considerably variety in economic, social and cultural background. Consequently teachers face the problem that a lot of students (and adults) experience a considerable distance between history and their own reality.

Recently a group of Dutch history teachers worked along with experts on oral history, heritage and migration history in a professional learning community on projects (from one day up to several weeks) on digging up family histories on migration (in a broad sense, not only cross border, but even within culturally totally different communities within a big city). In some cities the local archives officially archived the family photos,

transcripts, reports. The project resulted in a freely available teacher guide (also in English).

In this workshop challenges and outcomes of the Young Track Seekers project will be shortly presented. Depending on the needs and experiences of the participants we can experience some practical classroom activities on oral history, interview training for young students (12-18 Yrs), dealing with family pictures. It could be nice if we can share similar experiences and - in the workshop or during coffee breaks- discover opportunities for cross border cooperation between schools.

Workshop 3:

Workshop 4:

Workshop 5:

h. 20:00 Festive Dinner - at Amber Side in the Solidarity Center.

Sunday 07 April

h. 10:00 *Workshop Round 4*

Workshop 1: Confronting conflicts and perspective taking. Discussing history teachers' reactions on spontaneous controversial remarks, by Bjorn van Sink, University of Utrecht

In many Western countries, such as the Netherlands, Germany and Belgium, the debates about segregation and integration have become more polarized in the media and public debate, but also have become more apparent in the classroom. In the light of the recent terrorist attacks (Paris, Brussels, Berlin and London) and the increasing polarization in Europe, Bjorn Wansink experienced that there is a growing need for practical knowledge and models in how to deal with these kind of topics that cause conflict in the classroom.

This interactive workshop will focus on spontaneous reactions of pupils in the classroom, caused after events in society, such as terrorist attacks. In these tense situations appropriate reactions of history teachers are important as they are expected to teach pupils essential competences of democratic citizenship, such as open-mindedness, tolerance, perspective taking, and critical thinking (Paris Declaration, 2015; UN sustainable development goals, 2018) These are competences that can become heavily under pressure in these circumstances. Bjorn Wansink will provide a model that can help teachers to reflect on how to react to controversial remarks of pupils (Patist & Wansink, 2017; Wansink & Savenije, 2018). Participants will explore usefulness of the model based on their experiences during the workshop.

Workshop 2:

Workshop 3:

Workshop 4:

Workshop 5:

- h. 11:30** Coffee Break
- h. 12:00** Plenary Workshop
- h. 13:00** Lunch
- h. 14:30** *Workshop Round 5*

Workshop 1: Creating spaces for students to contribute to history making, Nayla Hamadeh, Lebanese Association for History

The workshop is about creating opportunities to engage students in topics absent from the official curriculum, and to allow them to make history alive. How did we succeed at introducing the history of the civil war period to schools around Lebanon; How can oral history documentation help to us teach divided histories to build bridges between what are thought to be diverging narratives; how to create intergenerational conversations that address trauma and memory; how to empower teacher to become leaders of change in society. The workshop will be addressing these questions through an interactive session and group reflections.

Workshop 2: Bringing History to Life by accessing the History of their lives: An Oral History Approach, Sinead Fitzsimons, EUROCLIO Board

Oral history can be a powerful tool to bring history to life in the classroom (Whitman, 2000). In addition to this, having students participate in an oral history project has the potential to invigorate a full year's curricula; support the development of historical thinking skills; strengthen the sense of community within the classroom; school and beyond; and integrate valuable themes of citizenship.

This workshop will look at an Introduction Oral History Unit designed to take place at the beginning of a school year that can serve as a sustainable tool to bring history to life long after the Oral History unit is over. Participants will be provided with the unit overview, classroom support tools and real life examples of how the unit is completed in practice, along with feedback from students who have participated in England, Northern Ireland and Belgium.

Workshop 3: Life in Hiding: interactive workshop about the Holocaust, Cornelia Strickler, Montreal Holocaust Museum

In this session, participants will learn about innovative pedagogical workshops recently developed by the Montreal Holocaust Museum. These interactive workshops, based on personal stories of Holocaust survivors, are geared towards 10 to 18 year-old students. They also feature object-based and inquiry-based learning approaches. By interacting

with replicas of historical documents and artefacts, students play an active role in learning about the fate of Holocaust witnesses. They also come to better understand history and to develop their historical and critical thinking skills. In this session, we will focus on a workshop based on the experiences of Jewish children who went into hiding during the war. Participants will be provided with copies of primary sources and guided through the creation of their own workshop.

Workshop 4:

Workshop 5:

h. 16:00 Official Closing