



Conference Programme (Draft)

Version 29 March 2023

Programme at a glance:

Wednesday 19 April	Thursday 20 April	Friday 21 April	Saturday 22 April	Sunday 23 April
<i>Arrivals</i>	Registration Welcome	Cultural programme (city visit/museum tours)	Panel Discussion on the Complexity of Baltic History	<i>Departures</i>
	Art of questioning (plenary session)			
	Coffee Break		Coffee Break	
	Parallel workshops Round 1		Parallel workshops Round 4	
	Lunch	Lunch	Lunch	
Optional programme: visit to the Trakai Island Castle	Parallel workshops Round 2	School visit	General Assembly. In parallel: Cultural Programme	
	Coffee Break	Coffee Break		
	Keynote Lectures Screening Books not Bombs.	Parallel workshops Round 3		
Optional opening Dinner	Own dinner in the city	Dinner	Final Festive Dinner	
	Game Night	Pub Quiz		

To view the detailed programme, please continue reading!

Wednesday 19 April

All day: arrivals

14:15 Meet up at Radisson Blu Hotel Lietuva

14:45 **Visit to Trakai Island Castle**

Guided tour of Trakai Old Town and Castle from 15:30- 17:30.

Don't remember to register to the visit by emailing us at jodie@euroclio.eu. There are limited places available and we will be filling them on a first come first serve basis. You need to be registered to the Annual Conference to register to this optional programme.

19:00 Opening Dinner at Radisson Blu Hotel

21:00 **Game Night** at Radisson Blu Hotel

Thursday 20 April

Location: Vilnius University, Faculty of History

08:45 Opening of Registrations

09:15 Welcome words

10:00 Plenary workshop **'Unravelling the Complexity of the Past': How can we engage the classroom in addressing the complexity of history by effectively using questioning?**, hosted by Ute Ackermann Boeros (EuroClio Board, Historiana Teaching and Learning Team) and Benny Christensen (Historiana Teaching and Learning Team)

This workshop is based on the recently published Historiana narrative "The Art of Questioning in History Education". In this interactive workshop, participants are invited to collaborate in order to investigate the strategies of effective questioning by addressing complex issues and themes in the history classroom. In doing so, participants will work in groups, share ideas and discuss scenarios taken from their teaching practice.

11:00 Coffee Break

11:30 Parallel Workshops

History, visualization and media, *hosted by Giedrius Mackevičius*

History is a story about the past. The media is a tool that takes away the monopoly of knowledge and interpretation of the past. Visualization takes us away from the traditional sources of knowledge of the past. Meme culture erases the classic boundaries between areas. These kinds of stories and images spreading in the media become serious competitors for professional historians and teachers. As a result, the problem of critical thinking arises as to whether historical knowledge is capable of overcoming the visualized narratives offered by the media.

Postcards from a Buffer Zone, *Evie Grouta and Kemal Asik*

The Ledra Palace area in the buffer zone is open to public and can be accessed by all. The area has a diverse history which allows the exploration of the multiple layers of history. While navigating through this space; the buffer zone can be used as a location to discuss a number of questions related to peacebuilding, conflict and dark tourism. The activity aims to provide some background information about the buffer zone through the study of different sources. Participants will create postcards for the buffer zone while taking into consideration the various ethical dimensions when visiting sites of dark tourism. The activity will provide participants with a comprehensive understanding about a unique space in the context of Cyprus, the manifestation of multiple narratives within a physical space and a good practice for experiential and participatory learning while also providing space for creativity.

Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints, *Paul Flynn and Luke O'Donnell*

The provision of education represents a microcosm of society directly or indirectly including: ministries, industry, academia, community actors, teachers, school management, students and their parents - all stakeholders in such eco-systems. It makes sense, therefore, to consider education settings as suitable locations to attempt to explore how contested histories can be explored and how that exploration can impact the communities that surround, shape and respond to life in their time. In this workshop, participants will explore how contested histories can be situated in second-level classrooms when under the constraints of this ecosystem with a particular focus on curricular constraint. Case studies will be used to showcase how this process works from both a teacher's perspective and a student's perspective - along with practical tips!

Teaching history that is not yet history, *Ana Radakovic, Dea Maric, Catherine Savitsky, and Bjorn Wansink*

A teacher's guide with strategies designed to help teachers teach history in the countries of the former Yugoslavia about the recent history, including the wars of the 1990s. This is part of the Learning History that is not History project, which was awarded the Global Pluralism Award in 2019. During the workshop, the authors would share some of the strategies that can be used when history becomes very personal and/or emotional for the teachers and/or students.

Parallel Histories, *Ann-Laure Liéval and Theo Cohen*

Parallel Histories offers a new way to study the history of conflict – a history, which is still contested, controversial and relevant. Our teaching methodology challenges students to

examine the source evidence and debate alternative interpretations before coming to their own view. These are skills which not only help young people with the study of history but also prepare them to become active citizens in healthy pluralistic democracies. It is based on confronting narratives on the same topic. In this workshop, we will introduce you to our website and resources (our videos, source collections, lesson plans), our methodology, and you will prepare a debate then debate on one of the following topics: a Great Leader or the Israeli-Palestinian conflict. Please have a look at our website before the workshop: <https://parallelhistorie.org.uk>.

13:00 Lunch

14:00 Parallel Workshops

The successful transformation of Lithuania towards an independent country along the perceived stigma of Soviet heritage, *Robertas Ramanauskas*

The history of the Republic of Lithuania, from its beginnings at the time of the Sajūdis rallies to the current situation within the context of the Russian war in the Ukraine, has been developing along two lines, running in parallel, but also intersecting. Difficult and often painful experiences during the Soviet era on a personal, family, community and state level resulted in the endeavour to compensate for lost opportunities. This is accompanied by an attempt to create a framework aimed at preventing a repetition of a situation similar to that of the Soviet era. At the same time, there is an attachment to the Soviet model of Russian culture, ranging from typical Russian humour to some sort of inferiority complex. This results in complex political, economic, and cultural behaviour, trying to find a balance between autonomy and the tendency to respond to the 'will from above'

How should we communicate and commemorate controversial past events: the 'Klaipėda Revolt' (1923) case study, *Antanas Jonusas*

The workshop will be centred on communication and commemoration of controversial past events that are usually labelled as 'end justifies the means', as famously said by Niccolò Machiavelli. The so-called 'Klaipėda Revolt' of 1923 is a textbook example of such events. The government of Lithuania took advantage of a favourable international situation in January 1923 and took the 'Memelland' by force in a staged revolt. Lithuania was also successful in solidifying its hold on the Memelland internationally and controlled it until March 1939. The 'Revolt' is seen as a brave and necessary action for the newly built nation-state of Lithuania. Who knows whether Lithuania had Klaipėda today if the revolt never happened - Lithuanians usually say?, But can we still glorify the past events which we most probably would not justify by the standards of today's international law? Or do we simply need different means and ways to communicate and commemorate those kinds of events needed?

The Role of Testimonies in Unpacking the Past, *Monika Mezei*

During the 90-minute workshop participants can learn about the USC Shoah Foundation's online educational platform (iWitness), its pedagogical aims and methodology and its possible use in the classrooms. The workshop introduces how the use of full-life video testimonies of genocidal violence of the 20th century can be an effective tool in unpacking

the past and addressing historical complexity. The topics of the platform's educational activities are varied: students can learn about different aspects of the Holocaust and other genocides, history of civil right movements and revolutions, propaganda of dictatorships, literature and arts, etc. Therefore, the activities can be used in different curricular subjects or extracurricular programmes.

'Who's afraid of group work?' The opportunities and challenges of using group work to promote dialogue, discussion, and debate to learn about the complexity of the past, David Ingledeu

Collaborative learning through group work is a key pedagogical approach in enabling students to articulate their thinking, share and discuss ideas, and construct meaning with each other about history and citizenship. In addition, group work can be instrumental in helping students to learn how to disagree, to develop skills in arguing different historical perspectives through constructive and engaging debate. However, in recent years the use and validity of group work has been challenged by some exponents of cognitive science/direct instruction and the impact of the Covid pandemic upon the physical environment of the classroom. The workshop will explore the value, the practical use, as well as the challenges of using group work to learn about the complexity of the past and to promote dialogue, discussion, and debate in the history classroom. The workshop will feature an example lesson, on the 1919 Paris Peace Conference, which attendees will participate in, to highlight the value and use of group work in history learning. It will also draw upon the author's own EdD research on secondary history teachers' use of dialogue in history lessons, which highlights the importance of multiperspectivity in history learning, to explore further both the rationale and challenges of using group work to develop students' historical thinking and understanding through dialogue, discussion, and debate.

Tending to emotions when unpacking the past, Nathalie Sirois

When courageously delving into the complexity of history with students, everyone involved can expect to eventually experience moments that can prove as challenging on an emotional level as they are cognitively. Engaging in difficult and controversial topics, disagreeing respectfully, and staying curious and inquisitive when our perspectives and identities become part of the conversation are all skills that have an emotional component. What place does this component have in our understanding of how we teach? Why is it important to acknowledge the visceral emotional (as well as cerebral) responses that are elicited while doing this work? This workshop offers an overview of key evidence-based principles and strategies to help you thrive as you support your students in developing a cognitively flexible mind and fostering critical thought.

Learning a History that is not yet History, Speaker to be confirmed

In the Balkans, no topic is more sensitive or divisive than the recent wars that marked the end of Yugoslavia. This makes teaching about this period of history very difficult. At the same time, there is a need and momentum to do this. During this workshop, a member of the Learning a History that is not yet History team will be showcasing material developed during the project, reflecting on the questions: How can teachers teach this event (or set of events) that are not yet considered "history," yet are ever-present in media and cultural memory? How can teachers navigate the controversies of students' personal family stories,

contradictory national narratives, and competing ethnic victimhoods? How can they offer a balanced view of the wars for their students while meeting state curriculum requirements?

15:30 Coffee Break

16:00 Keynote Lectures on **The complexity of history**, hosted by Tamara Eidelman and Georgiy Kasianov

Screening of the documentary “Books not Bombs”

17:45 End of day

Friday 21 April

Location: Vilnius City, Queen Morta School

All morning: Cultural Programme

The cultural programme will include city tours and museum tours. We will confirm the options for the cultural programme in our next programme update!

1. *City tour*
2. *Visit to the Museum of Occupations and Freedom Fights*
3. *Visit to Gediminas' Tower*
4. *Visit of the Centre for Civil Education*

12:45 Meet up at Radisson Blu hotel and departure to Queen Morta School

13:30 Lunch

14:30 Parallel Sessions

Session A: **School visits**

Participants will have the opportunity to visit a secondary school, with students as their guides.

Session B: **Inspiration Session with participants**

The inspiration session will include contributions by Liene Ozolina, Richárd Fodor, Benny Christensen, and James Diskant.

[Would you like to present an initiative during the Inspiration Session? Let us know by emailing Jodie at \[jodie@euroclio.eu\]\(mailto:jodie@euroclio.eu\). There are still two slots available.](mailto:jodie@euroclio.eu)

15:30 Coffee Break

16:00 Parallel Workshops

Role Plays and Perspectives Activities in the Contested History Classroom, *Mimi Stephens*

The session will introduce two Choices Program curriculum units: Confronting Genocide: Never Again and the Syrian Civil War. Each unit uses a different pedagogy to support student inquiry and discussion of complex historical issues. Participants will try out an (abbreviated) lesson from the Confronting Genocide unit, preview a Perspectives Activity from the Syrian Civil War unit, and discuss ways that the methodology in each unit can be adapted to other topics and various classroom settings. A digital copy of each unit is provided.

Teaching the Apartheid with literary texts: segregation and protest in the life and the works of Athol Fugard, *Stefania Gargioni*

The workshop looks at the teaching of Apartheid in secondary school. Stefania will use the literary work of Athol Fugard as an historical source to explore not only the policy of segregation in South Africa, but also the protests issued against that. The work of Athol Fugard – a bunch of dramatic pieces looking at segregation and his work with South African Black actors – represented a unique way to use literature as historical sources and to promote students' evidential thinking.

What do the questions we ask tell us about ourselves?, Lars Peter Visti Hansen

In this workshop participants will discuss the role of multiperspectivity in the classroom, and how this can be promoted by questioning the (primary) sources provided within the textbook. Using examples lifted from Danish textbooks, participants will discuss the relevance of the topics at hand today and their (ab)use in the political discourse. The discussion will focus on the formulation of different questions that interrogate the same source, and on reflecting on what can we learn about ourselves from the questions we pose.

How to make better use of sources in history teaching *Yosanne Vella (University of Malta)*

The presenter of this workshop is a history teacher trainer who is constantly trying to find better ways to teach history in schools. History Sources are now very much part of history teaching in most countries and traditional just lecture-type history teaching is thankfully a rare occurrence. It is now time to move from good use of sources to even better use of sources in the classroom. This workshop will discuss with participants how a history teacher can move from using sources to elicit information or to build a narrative towards using sources to show how history works.

Bringing digitised history closer to the classroom, *Alice Modena and Jodie van 't Hoff*

In this workshop, participants will discuss how digital tools such as Historiana can help engage students and grab their attention by making the topic at hand relevant to them. After a brief introduction to new Historiana functionalities, participants will have the

possibility to explore the eLearning Activity builder, creating their own activities that have high quality sources at their heart. By the end of the workshop, each participant will have created their own draft activity on the topics of colonialism, imperialism, or nationalism, and received feedback from their peers.

17:30 End of day and return to Vilnius by bus

19:30 Dinner at Radisson Blu Restaurant, followed by **Pub Quiz**

Saturday 22 April

09:30 Panel Discussion on **the Complexity of Baltic History**

Karsten Brüggemann

Loreta Skurvydaitė

Speaker from University of Riga to be confirmed

10:45 Coffee Break

11:15 Parallel Workshops

Revolutionary Voices, The Youth's Perspective, Sydne Clarke and Fernande Raine

In this interactive workshop, you will have the opportunity to learn about the intricacies of podcasting from a producer on the youth history podcast, Untextbooked. Additionally, you will have the opportunity to design your own mock podcast episode.

Who were the victims of the National Socialists? A place-based learning approach for youth-lead Holocaust education, Project Team, Eugenie Khatschatrian (EuroClio)

This workshop focuses on place-based learning as a methodology for teaching the Holocaust in a way that empowers young people to take ownership of their own learning process. Some of the teachers that took part in the project will share their experiences implementing local history projects in their schools, where students are encouraged to follow their interests and engage with the history of their own neighbourhood, city or region. We will explore the advantages of grounding learning experiences in local communities and collaborating with institutions such as museums and archives, which challenges students to form a deeper understanding of their own surroundings and place in the world. We will discuss how this methodology not only helps students to learn about diverse groups impacted by National Socialism and the Holocaust across Europe, but also allows them to develop skills such as communication, critical thinking, empathy and respect, drawing on the Council of Europe's Reference Framework of Competences for Democratic Culture.

Reading public spaces, Juraj Varga

How to question public space(s) as a medium and what are the sources we can use and how? We walk around elements of public spaces every day and so do our students. Many times without noticing or understanding what is surrounding them and what is its role in interaction with and reproduction of cultural values. We will look at different elements/structures of public spaces and discuss and try various approaches on how to use them (statues, monuments, squares, buildings and specific sites) in school history/classroom practice.

Engaging with the history of religion through filmmaking: The RETOPEA project and the docutube-method, Prof John Wolffe and Dr Stefanie Sinclair

This workshop demonstrates how young people can explore sensitive and potentially controversial historical topics relating to religion through the creative process of making short documentary-style films (so-called 'docutubes'). It will show how this approach can actively engage young people (aged 13-18) in learning about religious diversity in the past and present. It will share examples and resources developed by the EU-funded international RETOPEA ('Religious Toleration and Peace') project and include an interactive taster session of the docutube-method. We will also explain how teachers can access and work with the freely available RETOPEA resources to use the methodology themselves. These include the project website (<http://retopea.eu>) and an online course that provides practical guidance to those seeking to run docutube workshops.

Learning about the transition period: how to deal with public memory about the communist past in the history classroom?, Bistra Stoimenova

What is a transition period? How to teach/learn competing memories when dealing with the recent past?

The workshop focuses on issues related to public memory, dealing with the communist past, and competing memories in three countries: Bulgaria, Poland and Lithuania.

Throughout different types of sources that represent diverse perspectives and the use of active methods of learning participants will reflect on how this topic could be explored in class. The workshop is based on the outcomes and learning activities in the framework of the project "Transition Dialogue 2019-2021. Dealing with change in democratic ways" Participatory approach to dealing with transition in post '89 Germany and Eastern Europe with new concepts for the European civic education.

13:00 Lunch

14:00 Parallel Sessions

Session A: **EuroClio General Assembly**

Session B: **Visit of the Palace of the Grand Dukes**

[We will be arranging a guided tour, as well as individual visit pathways. Please let us know your preference via email at \[jodie@euroclio.eu\]\(mailto:jodie@euroclio.eu\).](#)

19:30 Final Festive Dinner and official closing of the conference at Grey Restaurant