



**Conference Programme (Draft)**  
**Version 08 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 (to be confirmed)	Parallel workshops Round 2	School visit	General Assembly.	
	Coffee Break	Coffee Break	In parallel: Cultural Programme	
	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!*

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Wednesday 19 April

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All day: arrivals

14:15 Meet up at Radisson Blu Hotel Lietuva

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

*Details on the visit will be confirmed soon*

Don't remember to register to the visit by emailing us at [jodie@euroclio.eu](mailto: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

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Thursday 20 April

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*Location: Vilnius University, Faculty of History*

08:45 Opening of Registrations

09:15 Welcome words

10:00 Plenary workshop on **The art of questioning**, hosted by Ute Ackermann Boeros (EuroClio Board, Historiana Teaching and Learning Team) and Benny Christensen (Historiana Teaching and Learning Team)

11:00 Coffee Break

11:30 Parallel Workshops

**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.

### **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.

### **Workshop on Lithuanian History to be confirmed, *hosted by a member of the Lithuanian History Teachers' Association***

Description to be confirmed

### **Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints, *Paul Flynn***

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 student's perspective - along with practical tips!

### **Title to be confirmed, *Speaker to be confirmed***

Description to be confirmed

13:00 Lunch

14:00 Parallel Workshops

### **Title to be confirmed, *Bistra Stoimenova***

Description to be confirmed

### **The 'Klaipėda Revolt' of 1923, *Antanas Jonusas***

Description to be confirmed

### **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 Ingledew***

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.

### **Parallel Histories, *Ann-Laure Liéval***

Description to be confirmed

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

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Friday 21 April

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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!

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, Benny Christensen, Yosanne Vella.*

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

15:30 Coffee Break

16:00 Parallel Workshops

**Title to be confirmed, Nathalie Sirois**

Description to be confirmed

**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.

### **Exploring different voices in the history textbook, Lars Peter Visti Hansen**

Description to be confirmed

### **Dealing with emotions in the classroom (title tbc), Ana Radakovic, Dea Maric, Bjorn Wansink, Catherine Savitsky**

Description to be confirmed

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

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

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*Saturday 22 April*

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

Karsten Brüggemann

Speaker from University of Vilnius to be confirmed

Speaker from University of Riga to be confirmed

10:45 Coffee Break

11:15 Parallel Workshops

### **Who were the victims of the National Socialists?, Project Team**

Description to be confirmed

### **Workshop on Lithuanian History to be confirmed, hosted by a member of the Lithuanian History Teachers' Association**

Description to be confirmed

### **Engaging students with Historiana (working title), Alice Modena and Jodie van 't Hoff**

Description to be confirmed

### **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. *Lithuania*

### **Fifth Workshop to be confirmed**

We will confirm this workshop as soon as possible

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