



EuroClio

Inspiring History and Citizenship Educators



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The Complexity of History

Unpacking the past

**CONFERENCE
PROGRAMME**

EuroClio 29th ANNUAL CONFERENCE
Professional training and development course
Vilnius, Lithuania 20 - 22 APRIL 2023

MESSAGE FROM THE EUROCLIO PRESIDENT



Dear participants in the Euroclio 2023 Annual conference in Vilnius,

It is a privilege once again to be able to say welcome to the Annual Conference, to the members of Euroclio, old friends as well as those who for the first time have the chance of participating, and who will hopefully become new friends and acquaintances. It is the second conference post Covid and we hope that you are again back to thinking of the Annual Conference as a must to participate in.

The conference is, in terms of creating contact between educators all over Europe and the world, one of Euroclio's finest and most valuable traditions, and one which promotes our field of interest, but also creates friendships and valuable working partnerships across borders that otherwise divide us. Networking is one of the most obvious benefits of being present at the Euroclio Annual conference.

Euroclio is the largest democratic organization for history teachers in Europe and our hard working staff are constantly trying to create value for our members in Europe and around the globe. Since the pandemic Euroclio has grown in terms of members, projects and funding, so I can proudly say that more educators than ever benefit from our work.

This year we are assembled in Vilnius, a city with a rich history that in many ways reflect the long development and troublesome history of Europe as a whole. We should not forget that war has come to Europe again and is taking place nearer to us than we would like to think. Hopefully the work we are doing here in Vilnius will have a positive long term effect on the peace and prosperity of our continent. Therefore, make sure you remain open to new input and new people. Enjoy the workshops, debates, lectures and discussions, where we will share our insights with each other and with you!

To – for the second year running - quote former president Mire Mladenovski:

*"Bring your good mood and good will for cooperation and you will go back home with extraordinary memories which we hope you will cherish for a long time!
Enjoy this week!"*

Lars Peter Visti Hansen
President of EuroClio

SPONSORS **AND** PARTNERS

The Annual Conference is organised with the support of the **EU Europe for Citizens Operating Grant**, and of the **city of Vilnius**.



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 **Go Vilnius**

We would like to thank the **Vilnius University**, the **Queen Morta School**, and the **Palace of the Grand Dukes of Lithuania** for their invaluable support in making the 29th EuroClio Annual Conference a reality.



Vilnius
University



KARALIENĖS
MORTOS
MOKYKLA



SUPPORT FOR **PARTICIPATION**

The participation of educators from **Austria, Belgium, Bosnia, Denmark, Slovakia, Spain**, has been enabled by the **EVZ Foundation**, within the framework of the "Who were the victims of the National Socialists?" project.

The participation of workshop hosts from **Bosnia, Croatia, the Netherlands, Serbia** has been enabled by the **Dutch Ministry for Foreign Affairs** within the framework of the "Learning a History that is not yet History II" project.

The participation of educators and education professionals from **Belgium, Croatia, Czech Republic, Greece, Lithuania, Netherlands, Poland, Portugal, Romania, and Spain** has been enabled by the European Commission within the framework of the 360 Degrees of Democracy project, in partnership with the Evens Foundation.



on the basis of a decision
of the Bundestag



Ministry of Foreign Affairs of the
Netherlands

**Evens
Foundation**



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ABOUT THE CONFERENCE

If you were to set out on a (digital) tour of the bulletins and social media accounts of History Teachers' Associations around the world of the last few years, this would show a series of common themes:

- the political (ab)uses and misrepresentations of history
- commemorations, monuments, and controversies surrounding them
- an active effort to showcase the diverse perspectives of national minority narratives
- the role of history education in raising a future generation of active and responsible citizens, able to understand the complexity of the past and present

To summarise it in one word, all our discussions deal with COMPLEXITY.

They highlight that history is complex because it is composed of multiple narratives and perspectives which are then interwoven together to create diverse and pluralistic societies composed of people with multilayered individual identities. Not only this: how we help develop the “necessary attitudes, dispositions, and ways of thinking in students to allow them to meaningfully engage with diverse perspectives from and about the past is (also) highly complex”.

Vilnius



This year marks the 700th anniversary of the city of Vilnius. According to the legends, the founding of the city came to Grand Duke Gediminas in a dream on a hunting trip.

The Old Town of Vilnius is one of the biggest remaining medieval old towns in Eastern and Northern Europe and has been recognised as a UNESCO World Heritage Site. The city in the once largest country in Europe is rich in history. It is a city that has experienced occupation by several countries and has survived substantial conflicts. It is thus a fitting location to discuss the complexity of history.

THE PROGRAMME AT A GLANCE

19

14:15 Pre-registration
14:45 Visit to Trakai Castle
19:00 Opening Dinner
21:00 Game Night

20

08:45 Registration
09:15 Welcome Words
10:00 Plenary Workshop
11:00 Coffee Break
11:30 Workshop round 1
13:00 Lunch
14:00 Workshop round 2
15:30 Coffee Break
16:00 Keynote Lectures
17:45 End of Day

21

All morning: Cultural Programme

13:30 Lunch
14:30 Parallel Sessions
15:30 Coffee Break
14:30 Workshop Round 3
19:30 Dinner, followed by Pub Quiz

22

09:30 Panel Discussion
10:45 Coffee Break
11:15 Workshop round 4
12:45 Lunch
14:00 General Assembly | Cultural Programme

19:30 Final Festive Dinner

WHO WERE THE VICTIMS OF THE NATIONAL SOCIALISTS?

We are excited to announce the Toolkit on Who Were the Victims of the National Socialists?

EuroClio partnered up with the Max Mannheimer Study Centre based in Dachau, Germany to develop a place-based learning Toolkit that encourages a youth-empowered approach to Holocaust Education. Based on the Local History Projects of five teams of educators and education professionals across Europe, the Toolkit offers a step-by-step guide on how to set up a Local History Project with your students. Providing historical information on different people that were persecuted by the National Socialists, your students can pick and choose a topic to explore further in their own community.

You can read more about the project and find the Toolkit via euroclio.eu/projects/who-were-the-victims-of-the-national-socialists/

BECOME A EUROCLIO INDIVIDUAL MEMBER!



For a minimum amount of only € 20 annually, you can now become an official Individual Member of EuroClio.

Expand your network, discover new possibilities, and get inspired by the largest global network of history educators and experts on the field!

As an individual member, you will:

- **have access to a discounted rate for in-person trainings**

All individual members can register to all EuroClio in-person trainings at a discounted rate.

Join us and meet Educators from all over Europe and beyond!

- **open up unlimited access to webinars**

Individual Members and Full Members have a free priority to join all webinars organised by EuroClio.

Follow us on our social media platforms to keep informed about our upcoming webinars!

- **receive a free subscription to the EuroClio Bulletin**

All Individual Members get a free online or, depending on the chosen individual membership fee, a hard-copy subscription of the EuroClio News Bulletin. The content is aimed at inspiring history educators all over Europe and beyond to become more informed about international happenings and developments.

...and many more benefits that will be announced soon!

These new membership services are provided by EUROCLIO as part of a strategic trajectory. Our primary goal is to meet the needs of history educational professionals as fully as possible. If you have more ideas on how to improve our membership services, feel free to contact us!

You can join EUROCLIO or read more on our website by clicking this link: <https://euroclio.eu/join-us/>

PRACTICAL INFORMATION

THE LOCATIONS OF THE ANNUAL CONFERENCE



The EuroClio delegation will be hosted at the

Radisson Blu Lietuva

Konstitucijos pr. 20, 09308 Vilnius

This will also be the location for the opening dinner and the dinner on 21 April



The official conference opening and most workshop rounds will take place in the

Faculty of History, Vilnius University

Universiteto g. 7, 01122 Vilnius, Lithuania



The school visit will take place in the

Queen Morta School

Lukšinės g. 29, 11332 Vilnius



The General Assembly and parallel museum visit will take place at the

Palace of the Grand Dukes of Lithuania

Katedros a. 4, 01143 Vilnius



The final festive dinner on 22 April will take place at

Grey Restaurant

Pilies g. 2, 01124 Vilnius

USEFUL CONTACTS

Emergency number: 112

Country Code: 0037

Taxi: +370 626 66667

CONTACT INFORMATION

Conference manager:

Alice Modena

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LET'S SHARE IT!



EUROCLIO



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@euroclio



#unpackingthepast

OPTIONAL PROGRAMME

WEDNESDAY 19 APRIL

Arrival of participants- Scheduled for the whole day

14:15 Pre-registration for Early Arrivals

@Hotel Radisson Blu Lietuva, Lobby

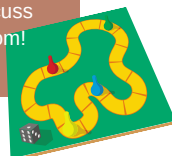
14:45 Visit to Trakai Castle

19:00 Opening Dinner

@Hotel Radisson Blu Terrace

21:00 Game Night

After the success of 2022, Tommaso Piccinno and Matteo Masini from the University of Genova are coming back to the conference to host a new Game Night! Join us at the Radisson Blu hotel to play several historical or history-related board game and discuss with your peers the use of games in the classroom!



PLEASE NOTE that participation to the visit to Trakai Castle is available upon registration only.



THE TRAKAI CASTLE

The town of Trakai used to be a political and administrative centre of the Grand Duchy of Lithuania.

Built in the 14th century on an island in Lake Galvė, its castle was a residence of the Grand Dukes of Lithuania. When it was damaged in the 17th century as a result of war, the building was not restored. Only at the end of the 20th century was the castle rebuilt and turned into a museum. The island is located around 30 km outside of Vilnius.

CONFERENCE PROGRAMME

THURSDAY 20 APRIL

Location: Vilnius University, faculty of History

08:45 Registration of participants

09:15 Official opening and welcome

Steven Stegers, EuroClio Executive Director

Lars Visti Hansen, EuroClio President

Giedrius Mackevičius, Chairman of the Board, Lithuanian History Teachers' Association

Artūras Vasiliauskas, Vice Rector, Vilnius University

10:00 'Unravelling the Complexity of the Past': How can we engage the classroom in addressing the complexity of history by effectively using questioning?

Plenary workshop 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 Workshop Round 1

1. History, visualization and media

Giedrius Mackevičius (Lithuanian History Teachers' Association)

2. Postcards from a Buffer Zone

Evie Grouta and **Kemal Asik** (Association for Historical Dialogue and Reconciliation)

3. Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints

Paul Flynn and **Luke O'Donnell** (University of Galway)

4. Teaching History that is not yet History II

Ana Radakovic

Bjorn Wansink

Catherine Savitsky

Dea Maric

5. Parallel Histories

Ann-Laure Liéval (EuroClio Board)

Theo Cohen (Parallel Histories)

13:00 Lunch

14:00 Workshop Round 2

1. *The successful transformation of Lithuania towards an independent country along the perceived stigma of Soviet heritage.*

Robertas Ramanauskas (Lithuanian History Teachers' Association)

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

Antanas Jonusas (Lithuanian History Teachers' Association)

3. *The Role of Testimonies in Unpacking the Past*

Monika Mezei (Zachor Foundation)

4. *'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 (University of Hertfordshire)

5. *Tending to emotions when unpacking the past*

Nathalie Sirois (Global Centre for Pluralism)

6. *Learning a History that is not yet History*

Speaker to be confirmed

15:30 Coffee Break

16:00 Keynote Lectures

hosted by Tamara Eidelman (EuroClio Ambassador) and Georgiy Kasianov (Maria Curie-Skłodowska University)

Moderated by Joke van der Leeuw (EuroClio)

There are various approaches that can help us and our students discover and appreciate what makes history complex, and that can support us in navigating this complexity. Using the methodologies of dialogue, debate, and discussion, questioning our sources, and embracing our emotions, we can identify the political (ab)uses and misrepresentations of history, give voice to minorities, and become active citizens.

During the keynote lecture, our two speakers Tamara Eidelman and Georgiy Kasianov will discuss all these aspects of history education, focusing on how the complexity of history and controversial histories are tackled in the Russian and Ukrainian contexts.

To follow: Screening of the documentary "Books not Bombs"

JOIN OUR BOOKS NOT BOMBS CAMPAIGN



<http://bit.ly/3ZISUaS>

The war has had a severe impact on education in Ukraine. Thousands of educational institutions are damaged, hundreds are completely destroyed and many students and teachers have fled to other countries. Those students and teachers who remain in Ukraine have limited access to the internet and many have experienced severe trauma. Despite the war, there has been a school reform going on in Ukraine which started in 2018. As part of the reform, a new textbook was created. With our Books not Bombs campaign, we aim at fundraising for the printing of new copies, and to create new editions of the textbook for other grades. Join us in this campaign!

WORKSHOPS **ROUND 1**

Thursday 20 April, 11:30 - 13:00

1. History, visualization and media

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.

Giedrius Mackevičius, Lithuanian History Teachers' Association

2. Postcards from a Buffer Zone

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.

Evie Grouta and Kemal Asik, Association for Historical Dialogue and Reconciliation

3. Exploring Contested Histories in 21st Century Classrooms Under Curricular Constraints

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!

Paul Flynn and Luke O'Donnell, University of Galway

4. Teaching History that is not yet history

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.

Ana Radakovic, Learning History that is not yet History

Dea Maric, Croatian History Teachers' Association

Catherine Savitsky, EuroClio

Bjorn Wansink, Utrecht University

5. Parallel Histories

Parallel Histories offers a new way to study the history of conflict – 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 look on our website before the workshop: <https://parallelhistories.org.uk>.

Ann-Laure Liéval, EuroClio Board
Théo Cohen, Parallel Histories

WORKSHOPS **ROUND 2**

Thursday 20 April, 14:00 - 15:30

1. The successful transformation of Lithuania towards an independent country along the perceived stigma of Soviet heritage.

The history of the Republic of Lithuania, from its beginnings at the time of the Sąjūdis 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 endeavor 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 humor to some sort of inferiority complex. This results in complex political, economic and cultural behavior, trying to find a balance between autonomy and the tendency to respond to the 'will from above'.

Robertas Ramanauskas, Lithuanian History Teachers' Association

2. How should we communicate and commemorate controversial past events: the 'Klaipėda Revolt' (1923) case study

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?

Antanas Jonusas, Lithuanian History Teacher's Association

3. The Role of Testimonies in Unpacking the Past

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.

Monika Mezei, Zachor Foundation

4. '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

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.

David Ingledew, University of Hertfordshire

5. Tending to emotions when unpacking the past

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, 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.

Nathalie Sirois, Global Centre for Pluralism

2. Learning a History that is not yet History

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?

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

FRIDAY 21 APRIL

08:45 Meet up in the Cathedral Square

All Morning: Parallel Cultural Programme



12:45 Meet up at Radisson Blu Hotel and Departure to Queen Morta School

13:30 Lunch

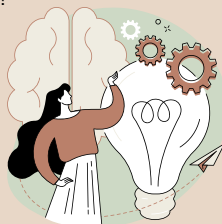
14:30 Inspiration Session

The Annual Conference is a great opportunity to learn more about projects and initiatives carried out not only by speakers and workshop hosts, but also by fellow participants!

Join us for a series of flash presentations, and learn what your colleagues have been up to and what they have in store for the future!

The Inspiration Session will include presentations from:

- Liene Ozolina
- Rīchārd Fodor
- Benny Christensen
- Jim Diskant
- ...and many more!



In parallel: School Visit

Alternatively, participants will have the opportunity to discover the Queen Morta School, a private school that encompasses primary as well as secondary education.

The school that is celebrating its ten year anniversary, prides itself in using an original education system developed by its founder, Dr. Austėja Landsbergienė.

Join this visit to learn more about the school and its approach to education or simply to enjoy the beautiful interior and educational art.



15:30 Coffee Break

OPTIONS FOR CULTURAL PROGRAMME

Friday 21 April, 09:00-12:00

1. City Tour

Join our local guide to discover the beautiful and historic city of Vilnius. The tour will take you to the most important sights of Vilnius as well as let you simply enjoy its beauty and historical Old Town. Starting from the Cathedral Square the tour will take you among others past Vilnius Cathedral, the Jewish quarter, and the Presidential Palace.

2. Museum of Occupations and Freedom Fights

The Museum of Occupations and Freedom Fights was founded in 1992 and is situated in the old KGB headquarters. As such the museum is mostly focused on the 50-year long Soviet occupation but equally contains an exhibition on the German occupation during the Second World War. Visitors can see the KGB prison, several exhibitions on conflicts and resistance in Lithuania and much more.

3. Gediminas' Tower

Located on a hill overlooking the city of Vilnius, Gediminas' Tower is the symbol of Vilnius. Within the tower, visitors are guided through exhibitions showcasing the history of the city. Come on the tour and visit the interactive exhibition "Views of the timeline through the windows of Gediminas Castle". In honour of the 700th anniversary of the city, there is also a temporary exhibition: "Letters of Gedimin: Then and Now" which includes Gediminas' original copy of the letter that is said to be the beginning of Vilnius as a city.

4. Centre for Civil Education

The Centre for Civil Education is the perfect spot to learn about the country of Lithuania. The exhibitions showcase the country's political system, population and history. Next to these, the centre also has temporary exhibitions such as "Time of Change: Theater, Music, Cinema and Art 1985-1995".

16:00 Workshop Round 3

1. Role Plays and Perspectives Activities in the Contested History Classroom
Maureen (Mimi) Stephens (Brown University)

2. Teaching the Apartheid with literary texts: segregation and protest in the life and the works of Athol Fugard
Stefania Gargioni (Forest International School in Paris)

3. What do the questions we ask tell us about ourselves?
Lars Peter Visti Hansen (EuroClio Board)

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

5. Bringing digitised history closer to the classroom
Alice Modena and Jodie van 't Hoff (EuroClio)

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

19:30 Dinner

@Radisson Blu Restaurant

21:30 Pub Quiz

The EuroClio Pub Quiz

The Pub Quiz tradition continues. After the success of previous pub-quizzes we are back with more questions on Pop Culture, knowledge about Vilnius and the Baltic states, history (of course!) and many other fun and engaging topics.

Meet your carefully constructed team and challenge your peers with six new rounds of questions. Who will be the next Pub Quiz champion? Join us to find out!



EuroClio Podcast

Past Times - Talking and Teaching History

anchor.fm/euroclio



AVAILABLE ON SPOTIFY

THE EUROCLIO PODCAST

Want more of Annual Conference Keynote speaker Tamara Eidelman? Have a listen to Past Times episode 16 "The Road to Totalitarianism". Tamara shares her experience teaching about totalitarianism, her own school education in the Soviet Union, as well as the current war and situation in Putin's Russia.

Scan the QR code or click the link below to access our full Podcast backlog!



<https://bit.ly/3IS00pQ>

WORKSHOPS **ROUND 3**

Friday 21 April, 16:00 - 17:30

1. Role Plays and Perspectives Activities in the Contested History Classroom

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.

Maureen (Mimi) Stephens, Brown University

2. Teaching the Apartheid with literary texts: segregation and protest in the life and the works of Athol Fugard

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.

Stefania Gargioni, Forest International School in Paris

3. What do the questions we ask tell us about ourselves?

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.

Lars Peter Visti Hansen, EuroClio Board

4. How to make better use of sources in history teaching

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.

Yosanne Vella, University of Malta

5. Bringing digitised history closer to the classroom

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 for them. After a brief introduction of 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.

Alice Modena, EuroClio
Jodie van 't Hoff, EuroClio

WORKSHOPS **ROUND 4**

Saturday 22 April, 11:15 - 12:45

1. Revolutionary Voices, The Youth's Perspective

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.

Fernande Raine, History Co:Lab
Sydney Clarke, Untextbooked

2. Who were the victims of the National Socialists? A place-based learning approach for youth-lead Holocaust education

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.

Project Team, EVZ
Eugenie Khatschatrian, EuroClio

3. Reading public spaces

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.

Juraj Varga, EuroClio Board

4. Engaging with the history of religion through filmmaking: The RETOPEA project and the docutube-method

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.

John Wolffe, The Open University
Stefanie Sinclair, The Open University

5. Learning about the transition period: how to deal with public memory about the communist past in the history classroom?

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 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.

Bistra Stoimenova, EuroClio Board

SATURDAY 22 APRIL

Location: Vilnius University, Faculty of History (Morning)
Palace of the grand Dukes of Lithuania (Afternoon)

09:30 The Complexity of Baltic History

Panel Discussion:

- Karsten Brüggemann
- Loreta Skurvydaitė
- Speaker to be confirmed

Moderated by: Marjan de Groot Reuvekamp (EuroClio Ambassador)
In this panel discussion, we will pick up the conversation started by Tamara Eidelman and Georgy Kasianov during the Keynote Lecture, using the guiding questions: (1) what are the elements that make the history of the Baltic Countries complex? (2) how is this complexity tackled in the classroom?, to interrogate us about the fascinating history of Lithuania, Latvia, and Estonia.



10:45 Coffee break

11:15 Workshops Round 4

1. *Revolutionary Voices, The Youth's Perspective*

Sydne Clarke (Untextbooked) and Fernande Raine (History Co:Lab)

2. *Who were the victims of the National Socialists?*

Project Team, Eugenie Khatschatrian (EuroClio)

3. *Reading Public Spaces*

Juraj Varga (EuroClio Board)

4. *Engaging with the history of religion through filmmaking: The RETOPEA project and the docutube-method*

John Wolffe and Stefanie Sinclair (The Open University)

5. *Learning about the transition period*

Bistra Stoimenova (EuroClio Board)

What do you know about the common history of the Visegrad Region?

The second half of the twentieth century drifted Czechs, Hungarians, Poles and Slovaks to the same, less fortunate side of the iron curtain. The four nations experienced similar life under communist dictatorships and met the same challenges when the change of regimes ended the communist block.

Discover how teachers from the Region approach their shared history in the classroom with the Teachers' Guide and eLearning Activities developed in our Online Teaching in the Visegrad Region project!!



<http://bit.ly/3lVa4hE>



12:45 Lunch

Afternoon: parallel programmes

EuroClio
General Assembly

visit of the Palace of the
Grand Dukes of Lithuania

14:15 Opening of Registrations for official delegates

14:30 Opening of the General Assembly

15:45 Coffee Break

16:15 Continuation of General Assembly

17:00 (expected end of the General Assembly)

14:30 Guided tour of the Palace

What was for a while the political, diplomatic, administrative and cultural centre of the Grand Duchy of Lithuania, was destroyed at the beginning of the 19th century. It was only in 2002 that the reconstruction of the Palace started and the museum was officially opened in 2009.

Participants will have the possibility to wander around this beautiful building and get to know more about the history of Vilnius.

19:30 Final Festive Dinner and Official Closing

Come join us at Grey Restaurant, where we will celebrate yet another successful Annual Conference, dance the night away, and announce the title and location of the 2024 Annual Conference!!

@Grey Restaurant



How did you find the Annual Conference?

Let us know and help us improve for the next edition!

As our Annual Conference reaches its end, we would like to ask you to take a few minutes to reflect on the four days past, and to let us know your thoughts.

How did you find the programme? And the location? Was there too much food? Too little? Would you have preferred to do something else altogether? **Scan the QR code on this page or go at the link provided below** to share your feedback with us.

Your thoughts will help us assess our work, and will become a guideline for the planning of the Annual Conference of 2024.

The form will be available from 22 April until 22 May.



<https://bit.ly/3zdYMI1>

CAN'T GET ENOUGH OF US?

HERE ARE SOME WAYS TO STAY INVOLVED

JOIN THE NEXT CYCLE OF IN EUROPE SCHOOLS

Based on the success of the first cycle of In Europe Schools, we are happy to share that a new round has been launched! This time, you can also choose a new Education Kit: Fake News and Disinformation! Would you like to be part of this unique exchange programme? Get in touch with us via eugenie@euroclio.eu or take a look at the resources at euroclio.eu/projects/in-europe-now/. For more inspiration, we invite you to take a look at the documentaries made by students in the previous cycles on the In Europe Schools YouTube Channel! See you soon!

DISCOVER THE **CONTESTED HISTORIES** INITIATIVE



The Contested Histories Initiative (CHI) studies disputes over statues, street names, and other historical legacies in public spaces with an aim to identify principles, processes and best practices for decision-makers, civil society advocates, and educators confronting the complexities of divisive historical memory. Currently, the Contested Histories database includes more than 520 case studies in over 123 countries around the world, looking at the history of the sites together with how the contestation has developed and the decision-making processes behind it. Every month new cases are published on the website, and soon a new map will be launched, which will allow for the comparative research of the database.

CALL FOR APPLICATIONS REGRANTING SCHEME FOR **REGIONAL COOPERATION** AND **PAN-EUROPEAN GATHERING**



EuroClio and the Evens Foundation are welcoming applications for the Regranting Scheme! Do you represent a member organisation of EuroClio? And would you like to partner up with other member organisations in your region or are you interested in organising a pan-European gathering for history teachers? You can soon apply to the **Grant for Regional Cooperation (6000 EUR)** or the **Grant for the Pan-European Gathering (52000 EUR)** to host between August and November in 2023. For information on how to apply, you can reach out via eugenie@euroclio.eu.

WILL WE SEE YOU ONLINE?

Starting in May, we will be hosting a total of twelve high-level keynote addresses on a variety of themes. In particular, we will host six lectures that will focus on pedagogy and teaching, and six lectures focusing on content knowledge and historical events.

Webinars to develop content knowledge

May 2023 – The Troubles and the Good Friday Agreement

June 2023 – The experience of Women and Children during wartime

Fall 2023 – An introduction to the History of South America

- September: Pre-colonial empires and civilisations in Central and South America
- October: Colonial empires of South America
- November: Independence and Decolonisation in South America
- December: Central and South American history from the independence until today

Webinars to discuss teaching approaches and pedagogy

May 2023 – The use of Video Testimonies in the classroom

Summer 2023 – Fiction in the classroom

- June – Dystopian literature in the classroom
- July – Historical fiction in the classroom

September 2023 – Worldbuilding

October 2023 – Fashion and History

November 2023 – Climate and History



You can find more information on [EuroClio's online offer for 2023 on our website \(click here\)](#).

ABOUT THE ORGANISERS

EuroClio



EUROCLIO was established in 1992 to support the development of responsible and innovative history, citizenship, and heritage education as a way to promote critical thinking, mutual respect, peace, stability, and democracy. It implements projects and activities with over 25.000 history educators from over 50 countries in the fields of cultural heritage, peace and cultural heritage, democracy and civil society, digital learning, inclusion and diversity, European and world history, peace and reconciliation and remembrance.

Lithuanian History Teachers' Association

The History Teachers' Association of Lithuania (LIMA) is a non-governmental, voluntary organization. It has been established in 1992 by history teachers from different cities of the country. Eugenijus Manelis was the first president. LIMA has been one of the EuroClio founder organizations in 1993. The main aim of the association is to support and to develop modern forms of history education in Lithuania, to provide values of democracy and European cooperation.



SEE YOU SOON !!