



## EuroClio 28th Annual Conference



# What is History for?

History and the present world

**Bologna and Ferrara**  
**28 April to 01 May 2022**



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## Wednesday 27 April

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All day	Arrival of participants
19:00	Informal opening dinner in Bologna – reservation required
21:30	Evening tour of the city

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## Thursday 28 April

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**Location: Bologna. A shuttle transfer will be organised for participants who have reserved their accommodation in Ferrara. Two evening shuttles will be organised, one after the end of the day and one after the end of the game night.**

**Venue: Auditorium Enzo Biagi (morning – to be confirmed) and Liceo Laura Bassi (afternoon – to be confirmed).**

09:00	Registration opens
09:30	<b>Welcome words and opening lecture</b> Welcome words from Steven Stegers, EuroClio Executive Director Lars Visti Hansen, EuroClio Board President Paolo Ceccoli, EuroClio Ambassador (to be confirmed)

### **What history for? From disciplinary epistemology to history didactics** **Keynote lecture by Prof. Ivo Mattozzi, University of Bologna**

School texts provides a long series of data such names, places, years, sometimes with few or any interconnections other than the cause-effect relation, or the chronological consequence. The huge quantity of data which composes the history curricula let few possible cognitive approaches, which often reduce at one: mnemonically learning. Everything contributes to depict history as a static discipline, whose contents are given and immutable. These

representations of history and its learning are misleading: their essences are the historical research and the development of a method of reasoning that can be called historical thinking. In fact, historical education shouldn't consist in mnemonically learning series of facts, but in the acquirement of a complex of notions about the past and in the development of the skills which are essential to their elaboration.

According to this perspective, to improve its didactics is necessary to identify and analyse the mental competences that ground the historical thinking and the cognitive processes of which themselves they consist of. This is disciplinary epistemology, the grammar of historical thinking, and is crucial to teach our pupils not what to think, but how to think.

11:00 Coffee Break

11:30 **Plenary Workshop on Investigating and supporting historical consciousness when studying European history**  
**hosted by Claudia Villani and Lucia Boschetti (University of Bari)**

Students' representations of the past are influenced by several inputs from the school, media and different memory entrepreneurs. In 2018-2021 the Jean Monnet Chair of the University of Bari promoted the knowledge of European integration history and the study of the representations of the integration process among university students, secondary school teachers and pupils. The Chair staff worked with secondary schools to develop key historical thinking skills when studying the history of European integration and Citizenship Education. Researchers implemented teaching materials and conducted workshops. In addition, they updated the international survey Youth&History (1995) to investigate the historical consciousness of undergraduates, including some specific items about the history of Europe and European integration.

In this plenary workshop, Claudia and Lucia will report the results of this three-year project involving students of different ages. By asking the participants some of the questions of the revised Youth&History survey, they will show how teachers can use this tool to better understand both their own and their students' representations of the European past. They will also present some of the teaching materials developed to foster a historical perspective on the concept of European citizenship. Participants will play a game about citizenship in modern and contemporary times and reflect upon the contribution that history can give to citizenship education through its own disciplinary practice.

13:00 Lunch

14:30 Parallel Workshops

**Interactive maps and their advantages - [spatium.bg](http://spatium.bg)**

**Workshop on the project "My Story your Story"**  
*A description of the workshop will be coming soon!*

**Nikolay Dunev (Active historical map foundation - spatium.bg)**

In this workshop, Nikolay Dunev will present dynamic historical maps where the user can view the map changing with the change of time. Each change of the map is accompanied by additional information on the historical events that determined the change. By using the maps in this way, the user is no longer a passive observer, but becomes actively engaged with the content, ultimately understanding how the contemporary world is formed and making estimates on what the future trends are.

**Promoting diversity through studying religious heritage**

**Gijs van Gaans & Jens Lenders (Universiteit van Amsterdam ILO/ Fontys University of Applied Sciences)**

In this workshop participants will study several religious heritage objects from the southern part of the Netherlands, a region that remained predominantly Catholic after 1648 while the Dutch Republic was officially Protestant. In addition, Jews were also living in the region. Using historical information they will study the way these objects functioned within this strange religious context between 1848-1948. Did they change hands between the religious entities, how did that alter their appearance and what light does that shed on the relationships between them? Based on their analysis, participants are asked whether they would like to save the objects, destroy them or to repurpose them. In fact they will be asked to ascertain the significance of the objects in relation to the relationship of different religious communities in the region. Deciding what to do with them is connected to the history of the relationships between the several religious communities. At the end of the workshop, which is developed as an activity suited for secondary schools, the participants will reflect on the use of studying history through heritage to reflect on current issues.

16:00 Coffee Break

16:30 Parallel Workshops

**Workshop on the initiative “In Europe Schools”**

**Conscience of the World - Raphael Lemkin life and legacy**

**Jakub Mańczak (The Pilecki Institute)**

This workshop will focus on Raphael Lemkin - a Polish-Jewish lawyer who coined the term "genocide" and led to the adoption of the Convention on the Prevention and Punishment of the Crime of Genocide by the UN General Assembly. It is an opportunity to engage in a discussion not only about the concept of genocide itself but also about the various examples of the crime throughout history and the importance of history for Lemkin. Moreover, we will reflect on the role of the law in shaping the conscience and the influence of the media on the behaviour of certain groups in society. Also we want to ask if Lemkin's mission was a success looking at historical events? What can and should we expect from international law?

**Workshop on the initiative “Contested Histories”**

*A description of the workshop will be coming soon!*

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### **Stories that Move. Toolbox against discrimination**

**Karen Polak (Anne Frank House, Amsterdam)**

This online, free, and multilingual toolbox helps student reflect on their own position in relation to discrimination in past and present and gives them insights into their own learning process. It contains five modules around different themes.

In this workshop we will focus on the module Life stories that offers a glimpse into historical accounts of discrimination. The teaching material contains ten biographies, which were chosen to contribute to intercultural historical learning. Life Stories provides an opportunity to reflect on positive achievements in addressing discrimination and the things that haven't changed. Visible thinking strategies are integrated into the tool, helping students to look carefully at sources and understand how these are interpreted.

### **Is discrimination possible in a football Golde Age? Two activities about football and discrimination during Fascist Era in Italy.**

**Valerio Bernardi (Liceo Classico Orazio Flacco Bari)**

This workshop will focus on the fascist period in Italy. On the one hand, this is considered one of the "golden ages of Italian football" (Italy won twice the World Cup). On the other hand, this was a period of discrimination, especially against the Jews, but also women. Some episodes are quite known, but others less, especially those regarding the management of the football teams. The first part of the workshop will focus on three stories of Jewish managers of football teams that were important for the history of this sport in Italy. The second part of the workshop will focus on female football in Milan during the Fascism. Participants will discuss how, by engaging with local cultural heritage and football histories, students can learn to analyse primary sources and life stories, learning about national history in the process. They will discuss how football history is connected with political and social history and how also in sports discrimination could be a problem yesterday and today.

18:00            End of day

*Free evening in the city*

21:30            (optional) Game Night in Bologna

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## Friday 29 April

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**Location: Ferrara. A shuttle transfer will be organised for participants who have reserved their accommodation in Bologna. Two evening shuttles will be organised, one after the end of the dinner and one after the end of the pub quiz.**

**Venue: to be confirmed.**

All morning      School Visits (to be confirmed, depending on current covid regulations. We will confirm this programme element in early April)

13:00              Lunch

14:30              Parallel Workshops

**Engagement by the book? How learning materials can engage students in the past while addressing pressing issues of our time.**

**Anders Hassing (Columbus Publishing)**

Most school learning takes place in an interaction between students, teachers and learning materials. This dynamic, which must take the diversities of students as well as teachers into account, makes the art of teaching a no-size-fits-all-endeavor. One of the attractions of the history textbook is, that it can provide a solid and, in some countries, even state approved foundation for the learning situation. This may still be the case, however, even if the history book (print or digital) leaves behind a canonical master narrative in favour of a problem based approach where students are engaged by current issues and contested views of the past.

In this workshop, the Danish historian and textbook publisher Anders Hassing will present a number of different examples of how history textbooks facilitate learning situations by striking different balances between knowledge and competences when the past meets the present.

Participants are invited to a critical discussion on the suggested approaches as well as to sketch out how learning materials on history teaching might look like in their own national contexts.

**History games to play a democratic experience**  
**Elena Musci, Ilaria Musci (Università degli Studi della Basilicata)**

The workshop will include a brief presentation about some of the games which have been explored in Italy for many years. They are different games that include many topics. Some are meant to examine the value of an archaeological site or a castle, some investigate the first roots of the historical subject, others are employed to play historical dynamics, such as the propagandistic systems of the XIX century through the use of pictures. The workshop will include a play session: the participants are going to play an escape book game about ancient Greece, with the aim to reproduce an adventure during the time when Pericles ruled Athens. The master of the game will describe the challenges, while the players will choose their actions. To achieve a victory and thus end the game, the players will have to share their ideas and their assumptions, they will also have to hear their co-workers and to explain their guessing or to negotiate to obtain consent. The game is used as a tool to master new useful skills which will serve to understand historical information and to act in a democratic setting.

## Workshop hosted by the Foundation for Jewish Heritage

*A description of the workshop will be coming soon!*

## The Young Refugees of Villa Emma. A Forthcoming Exhibition

Sara Ferrari (Villa Emma Foundation) and Maria Laura Marescalchi (Liceo Scientifico A Tassoni, Modena)

In this workshop, the hosts will introduce the story of the young refugees of Villa Emma. After learning more about their stories of loss, escape, welcoming, rescue and crossing borders, participant to the workshop will work together to reflect on how an exhibition on the topic could be built by the Fondazione Villa Emma. They will reflect on the skills, attitudes, values which are worth enhancing when it comes to the connection between past and present starting from the story of the young refugees; which kind of critical understanding of the nowadays world can be achieved through the knowledge of the story of the young refugees; which hints/materials should be provided to visitor-students in order to ease the connection between past and present.

How can we spark a connection between past and present which has educational relevance and effectiveness? How can we use the stories of Villa Emma to prompt historical thinking? How can we engage students from different backgrounds, and especially with a migrant background?

16:00 Coffee Break

16:30 Parallel Workshops

### Critical Source Evaluation as a Democratic Competence

**Maayke de Vries (University College London)**

Our current world is interconnected through many different factors, of which media is an important one. Everyone is able to find information quickly on any desirable topic. This has incredible benefits, but also requires a certain kind of skill that allows us to distinguish reliable information from conspiracy theories and purposeful misinformation. The Stanford History Education Group (SHEG), under the leadership of Professor Sam Wineburg, already signalled a problem with our ability to navigate

### Student Engagement with the Cold War: Origins and Course

**James Discant**

Using the materials from [the Cold War module in Historiana](#) participants will discuss a number of cooperative ways for students to access this material so as to encourage a rich environment of classroom discourse, including a jigsaw, a socratic seminar, and a debate. Since this material about the Cold War provides students with multiple perspectives, this workshop provides teachers with strategies to encourage critical thinking, reflective learning, and

information online in 2014. Their groundbreaking research indicated that graduate students and professional historians are equally clueless online, leading them to accept misinformation on websites and social media accounts as truthful. Ever since, SHEG have been on a mission to help specially history educators to embed digital literacy skills in the curriculum. The evaluation of online sources requires a certain skills set that are not compatible with those for analogy sources, which can be summarised in three distinctive steps: taking bearings; lateral reading; click restraint.

This workshop would combine the work of Stanford History Education Group and critical literacy, to expose fellow history educators to a strategy that teaches students to verify quickly their information online while fitting in regular history lessons.

### **Studying present to understand the past: 'Ain Ghazal as a model of anthropological prehistoric archaeology**

**Gary Rollefson (Withman College)**

In the first half of this workshop, participants will discuss Neolithic history and archaeology. The discussion will be led by Gary Rollefson, the archaeologist who found and excavated the site of 'Ain Ghazal for decades.

In the second half of the workshop, attendees will identify the connections between the Neolithic period and present which could be highlighted during a school lesson, referring to practical aspects of 'everyday life' today and in the past.

This connection could be exploited in both the sense: starting from an actual issue and looking if it was present also in the life of prehistorical communities, and evaluating its impact on them; or focusing on the past to track back some aspect of our present time, like our social, political, environmental, or even artistic behaviour.

democratic discourse. While it appears to be indisputable that “by 1947, any hope that the war-time Allies might continue to cooperate in peacetime was unrealistic. Two superpowers had emerged with political, social, economic and ideological systems that were fundamentally at odds, and were now engaged in a struggle for global supremacy”, it is still important for students to assess individual and governmental responsibility, as well as missed opportunities that may have led to other outcomes so that the overarching questions of this workshop are: “Can the responsibility be placed on one side more than the other? If so, why? What other voices could have influenced these developments? What moments were there for different outcomes?”

### **When Walls Talk, what do you have to say? Pieterjan van Langenhove (House of European History)**

Posters function as vehicles to inform, but also educate and even manipulate. They reflect the societal struggles for ideas, power, or wealth and they give a powerful voice to citizens on different social, cultural or political issues. In other words, posters can be agents and witnesses of ideological confrontations in the European history, reflecting the situations of the moment and providing us with a rich record of

European stories. From the idea of the poster to its impact, what was the historical context of the poster? Who produced it? What was its intended audience? This workshop will address these questions in the context of the 4th Temporary Exhibition When Walls Talk that you can visit in Brussels from April 30th to November 13th. Participants will learn about European history through unique posters related to human rights, migration, elections, conflicts, sports and cultural milestones. Participants will also learn how to help their students identify whether a poster is intended to be a source of information or a tool for manipulation. Knowledge, argumentation and creativity are intertwined to achieve this goal.

18:00            End of day

19:30            Dinner and Pub Quiz in Ferrara



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## Saturday 30 April

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**Location: Ferrara. A shuttle transfer will be organised for participants who have reserved their accommodation in Bologna. Several shuttles in relation to the festive dinner will also be organised, including mid-afternoon for people who wish to return to the hotel to freshen up.**

**Venue: University of Ferrara – to be confirmed.**

10:00      **World Café on Connecting Schools and Museums for History and Citizenship Education**

**Hosted by Fernande Raine (the History Co:Lab) and Leonard Schmieding**

11:00      Coffee Break

11:30      *Continuation of the World Café and Marketplace of Ideas*

13:00      Lunch

14:30      Parallel Programmes

**EuroClio General Assembly**

**Cultural programme in Ferrara** – if you would prefer to have a free afternoon, let us know!

19:30      Final Festive Dinner in Ferrara

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## *Sunday 01 May*

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**Location: Bologna. A shuttle transfer will be organised for participants who have reserved their accommodation in Ferrara. Two afternoon shuttles will be organised, one after the end of the conference and one later in the afternoon.**

**Venue: Auditorium Enzo Biagi (morning - to be confirmed)**

10:30	Beginning of the day with coffee
11:00	<b>Panel Discussion on the next 30 years of History Education</b>
12:30	Lunch
14:00	<b>Official Closing Ceremony</b>
15:00	End of the Conference