



Amsterdam University
of Applied Sciences



Strategies for Inclusion

Making high quality history and citizenship
education more inclusive and accessible

Report

Professional Development Training - final combined training of special interest group members

9 – 15 July 2018

Metlika, Slovenia

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Special interest group members of the project met in the Slovenia. This photo is taken on 11 July 2018, outside the Slovene Ethnographic Museum in Ljubljana, Slovenia.



This is the public event report of the professional development training and final combined special interest group meeting of the project “Strategies for Inclusion: Making high-quality history and citizenship education more inclusive and accessible”, incorporating the 4th EUROCLIO Regional Summer School in the Balkans. This meeting took place in Metlika, in Slovenia, from 9 to 15 July 2018, thanks to the support of the **Erasmus+** programme. This report consists of a short introduction to the project and the special interest groups, an executive summary of the mentioned event, and a summary of the activities covered during the event programme, as well as a summary of how the event was evaluated by Special Interest Group Members. This report serves to provide the readers with more insight in the results of the meeting and in the development of the project, among which the finalising of inclusive and accessible educational resources by members of the special interest groups.



Learning Knows No Bounds

the quality through mobility and cross-border cooperation. EUROCLIO has worked with several associations and organizations from six different countries throughout Europe. The **Armenian** member organization (CIVITAS) took part in the project, as well as schools from **Portugal** (O Agrupamento de Escolas de Montemor-o-Velho) and **Slovenia** (Zavod za gluhe in ngalusne Ljubljana), and two institutions of higher education from **the Netherlands** (Hogeschool van Amsterdam) and **Norway** (Norges Teknisk-Naturvitenskapelige Universitet). The partners, together, cooperated in producing tailored educational resources, building the capacity of educators, increasing awareness of the importance of inclusive history and citizenship education, and creating a transferable model on the implementation of strategies for inclusion that can be adapted for use in other subjects as well. While the project addresses all learners, it concentrated on making history and citizenship accessible particularly for learners with visual and hearing impairments and learners with behavioural and motivation difficulties.

Special interest groups

The project comprised two special interest groups: one focused on students that are blind or partially sided and/or deaf or hard-of-hearing, and the other focused on motivation and learner variability. Both groups worked collaboratively on the development of teaching strategies, learning activities and other resources that educators can use to remove these barriers, based on the principles of [Universal Design for Learning](#). The developed resources will be made available on the EUROCLIO webpage and on the eLearning environment [Historiana.eu](#), together with the good practices in inclusive history and citizenship education collected by the partners throughout the realization of the project. In addition, the special interest groups contributed to the development of policy recommendations, providing inputs to address those issues that stand in the way of high-quality history and citizenship education but are outside of the control of those educators who are directly working with learners.

About the project

From 2015 to August 2018 EUROCLIO has been running the project *Strategies for Inclusion – Making high quality history and citizenship education more inclusive and accessible*. The aim of the project is to contribute to making the teaching and learning of history and citizenship at school more inclusive and accessible for all learners including those with special educational needs and disabilities and to enhance equity, diversity, and inclusion of educational systems overall, while strengthening the profile of teaching professions and

Removing barriers to learning high-quality history and citizenship education

Within the context of the project, inclusive education is understood as removing barriers to learning and focused specifically on removing barriers to learning high-quality history and citizenship education (as outlined in the [EUROCLIO Manifesto](#) and the [Recommendations of the Council of Europe](#)). Special interest group members have developed resources that have a strong emphasis on removing one of the identified barriers in the project and provide support tools for the educators who would like to work with inclusive resources. During the event described in this report, 9 workshops basing on the resources developed by the SIG members have been held, after a full day focusing on the barriers to high-quality history and citizenship education. This event consisted, therefore, in one of the many dissemination events aiming at spreading the results of the project with more than 200 history and citizenship educators.

The incorporation of the Fourth Regional Summer School

The meeting incorporated the 4th *EUROCLIO Regional Summer School*. Because of this incorporation of the Regional Summer School into the project training, EUROCLIO was able to fund the participation of representatives from History Teacher Associations from Southeast Europe. In addition, four educators were selected through an open call to participate in the training. The previous editions of the summer school in Bosnia and Herzegovina, Montenegro and Albania were instrumental to solidify regional cooperation amongst history teachers associations. The concept of the regional summer school is a combination of innovative in-service training, networking, dialogue and sharing of expertise. The Summer School is closely tied to a general tendency in the Balkan to increase awareness about the educational system.

The mix of Special Interest Group members and other educators which were rather new to the topic of inclusive education caused interesting discussions and provided learning opportunities for everyone. All the participants, at the end of the training, recognized an increased awareness of what determines high quality and inclusive history and citizenship education, gained thanks to the sharing of experiences, practices, and resources throughout the training.

Executive summary of the event

The final combined training of Special Interest Group members took place in Metlika, Slovenia, from the 9th to the 15th of July 2018. The meeting was organised by EUROCLIO, by the Slovenian History Teachers' Association, and by Zavod za gluhe in ngalusne Ljubljana, one of the partners in the project. It was realised with the support of the **Erasmus+** programme of the European Union, and it was attended by representatives of the partners in the project, as well as by the trainers and by the members of the Special Interest Groups on Motivation and Learner Variability, and on Blind or Partially Sighted and/or Deaf or Hard-of-Hearing. In total, it was attended by 55 participants from **Albania, Armenia, Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, Georgia, Germany, Italy, Kosovo, Macedonia, Montenegro, the Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, Turkey, and the United Kingdom.**

The meeting consisted of five full working days with different programme elements, including plenary sessions and workshops on various aspects of inclusive education, group discussions on challenges to inclusive education and possible, concrete solutions, and workshops using 9 of the educational resources that have been developed. The programme of the meeting included also the visit to to the [Slovene Ethnographic Museum in Ljubljana](#), the [Elementary School Milke Šobar- Nataše](#), together with a cultural programme about the inclusion of [Uskoki minorities](#) in ancient Slovenia.

Finally, it incorporated the *4th EUROCLIO Regional Summer School*. This meant that, for 13 participants representing Albania, Bosnia-Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, and Serbia, for 4 supported participants (from Albania, Turkey, and Bulgaria), and for 3 students from Norway, the project and the concept of inclusive education were rather new topics. All such participants recognized, at the end of the training, an increased awareness of what determines high quality and inclusive history and citizenship education, gained thanks to the sharing of experiences, practices, and resources throughout the training. Special Interest Group members and trainers, on the other hand, highlighted the momentum gained by the project and by their now three years-experience in barriers to inclusive education, in the design of educational

Aims of the meeting

- To provide training in the use of the teaching resources developed in the *Strategies for Inclusion* project;
- To present the results and outcomes of the project, including the Needs Assessment, Collection of Resources, Collection of Practices, and Policy Recommendations;
- To increase the knowledge of the participants about the Universal Design for Learning, concept learning, learning complex issues, and inclusive history and citizenship education;
- To increase the knowledge of the participants about assessment in history and citizenship education;
- To build the capacity of history and citizenship educators from various European countries and inspire them to be creative in their professional practice, encourage cross-border cooperation and enable sharing experiences.

resources tackling such barriers. They expressed the desire to continue to work on the topic, sharing their practices and experience with other teachers throughout, and beyond, Europe. In the following sections of this report are more in-depth descriptions of the activities that took place during the final special interest group meeting in Metlika, Slovenia.

10 JULY 2017 – REMOVING BARRIERS TO HIGH-QUALITY HISTORY AND CITIZENSHIP EDUCATION

On the first day, participants and SIG members had the opportunity to kick start the meeting with a content intensive programme, relating to the Barriers to inclusive history and citizenship education and to the Policy Recommendations. They got to know each other, as well as the challenges that each of them faces in the classroom, and started discussions on concrete solutions to such challenges.

Welcoming words, presentation of the project, and icebreaker



Participants to the Training during the presentation of the project

The meeting was opened with the welcoming words of Darko Zevnik, Major of Metlika, of the director of the Primary School of Metlika, where the meeting took place, and of Jelka Razpotnik on behalf of the Slovenian History Teachers' Association. After the welcoming, Judith Geerling, Senior Project Manager, and Steven Stegers, Acting Executive Director at EUROCLIO, briefly explained the background to the project and its design. They explained that the rationale to the project was the fact that there is no research on inclusive education **specific for history and citizenship education**, introduced the partners and the SIG members, and explained which are the aims and the outputs of the project:

- (1) a Needs Assessment;
- (2) a Collection of existing Resources;
- (3) the production of Educational Resources;
- (4) the creation of a Collection of Practices;
- (5) Policy Recommendations.

After this introduction, participants and SIG members had the possibility to get to know each other better by means of a short ice-breaker, during which they had to share something important that happened to them in a given year, randomly selected looking at the production date of coins.

Diving into barriers to high-quality history and citizenship education

Hogeschool van Amsterdam
Amsterdam University of Applied Sciences

Requirements and obstacles (barriers to learning)

- 1 Take perspectives
- 2 Respect historical distance
- 3 Be unbiased and unprejudiced
- 4 Distinguish facts from fiction
- 5 Compare and judge
- 6 Use the right language
- 7 Use debating skills

Requirements and obstacles to quality history and citizenship education, presented by Arie Wilschut during the opening keynote lecture

The opening keynote lecture of the meeting was provided by Arie Wilschut, from the Hogeschool van Amsterdam, partner in this project and author of the Policy Recommendations, which were at the basis of the presentation.

The lecture dealt with the topic of *looking at inclusive education from the perspective of history and citizenship education*. After a short introduction on the topic, Arie Wilschut focused on the essence of citizenship and of history. The first lies in the difference between being a subject and being a citizen, bearer of rights and responsibilities, and loyal to abstract principles and to an abstract community. The capacity to understand such abstract concepts is provided by citizenship education, and is reinforced by the promotion of historical memory by means of history education.

Teaching high quality history and citizenship, therefore, means to promote access to democracy. It is for this very reason that history and citizenship education must be inclusive: **to provide access to democracy and citizenship on an equal basis**. To do so, teachers expect students to have some specific qualities, such as critical thinking, debating, or perspective taking abilities, which might not come automatically to pupils. On the contrary, it happens often that pupils encounter barriers in developing and applying such qualities.

It is on tackling these barriers, which are listed in the box on the left, that teachers should intervene, both designing lessons aiming specifically at tackling one barrier (e.g., one lesson only on debating) and by means of a consistent application of evidence-based inclusive strategies in the classroom.

The use of Universal Design for Learning principles to tackle barriers to inclusive education – the example of the International Baccalaureate

If the first keynote used history and citizenship education as a lens to look at inclusive education, Jayne Pletser's (International Baccalaureate) plenary session on *looking at history and citizenship education from the perspective of inclusive education* did the opposite. It focused, in fact, on the definition of inclusive education and on the Universal Design for Learning to look at history and citizenship education curricula.

The starting point of her presentation was the fact that usually schools deal with students with special education needs by means of exclusion: if there is anything that such students might encounter difficulties in doing, they are not asked to engage with the task, in order not to stress them. This is not correct, because it does not promote quality education for students with special education needs.

The Universal Design for Learning (UDL), mainstreamed in all International Baccalaureate's curricula, focuses, on the contrary, on increasing **access to** and **engagement with** education. Basing on the assumption that each student might experience barriers in education at some point, UDL principles help teachers and educators to remove a variety of barriers, in order to make curricula more inclusive and, consequently, faster to adapt in case students with special education needs need further attention and more adjustments.

During the session, participants were divided in groups and invited to discuss the UDL principles, and especially to think at how they would implement them in the classroom and at how they currently tackle and remove barriers. Many interesting discussions were sparked by this exercise, and the common agreement reached at the end of it was that the UDL is a powerful instrument that should be implemented more consistently in curriculum design.

Teach Meet – Sharing Challenges to Inclusive Education

The morning sessions on barriers to inclusive education were brought together in the early afternoon in a teach-meet session facilitated by Jaco Stoop, EUROCLIO Network coordinator. Participants were invited to divide in groups and to discuss the barriers introduced in the morning. The barriers were divided in four macro areas: Motivation, Imagination, Critical Thinking, and Language. Each group discussed concrete challenges relating to the barriers, and participants were particularly invited to discuss concrete challenges they encountered in their classrooms. The challenges individuated by participants are presented in the table below.

The 3 principles of the Universal Design for Learning:

1. Provide Multiple Means of Representation;
2. Provide Multiple Means of Action and Expression;
3. Provide Multiple Means of Engagement.

Motivation	Imagination	Critical Thinking	Language
How to promote a connection between students and the content of the lesson?	How to help students develop empathy? How to connect parallel chronologies?	How to help students leave their comfort zone? How to deal with students who tend to look for a specific answer/narration/truth? How to help students to ask the right questions?	How to promote the use of advanced terms? How to translate foreign terms without losing content? How to understand that some terms changed of meaning with the passing of time?

Concrete challenges relating to the barriers to inclusive education, individuated by participants

After challenges were discussed in groups, each participant, individually, was invited to propose concrete solutions, by writing them on a sticky note and sticking the notes on the challenge they referred to. The material produced was collected by the EUROCLIO Staff to be used as starting point for the final, forward-looking discussion groups later in the week.

Plenary Workshop on *Concept Learning* by Lise Kvande

The first day ended with a plenary workshop on *Concept Learning*, hosted by Lise Kvande (Norwegian University of Science and Technology) and by three of her students. The plenary workshop aimed at the presentation of the CLEAR method: Concept Learning for Empowerment through Analysis and Reflection, which is one of the practices collected and presented in the Collection of Practices of the project.

The idea underpinning this method is that history and citizenship educators should devote part of their lessons to the discussion of the terms used, in that such terms make often reference to concepts without a clear-cut meaning. On the contrary, they assemble a series of historical and theoretical experiences. This is the rationale behind the so-called “**conceptual history**”, based on the study of the changing of meaning of words and of the concepts connected to such words. Investigating present and past uses of a concept, Lise Kvande explained, is extremely useful to teach history in a meaningful manner.



A participant to the plenary workshop, preparing a flipchart to describe the concept of "Populism" to the other groups

After a short introduction on the method, participants were invited to physically apply it: they were attributed a term (either Nationalism, Europe, Populism, or Citizenship) and invited to write down their own definition, brainstorming on all the concepts and elements connected to such word. Then, they discussed the term in couples, and then in bigger groups, trying to reach a common definition of the term and of the elements connected to it, and preparing a flipchart to share their conclusions to the others at the end of the exercise.

11 JULY 2018 – EXPERIENCING THE ETHNOGRAPHIC MUSEUM OF LJUBLJANA AS VISITORS WITH SPECIAL NEEDS

The second day of the meeting was characterized by an on-site learning visit to Ljubljana, and especially to the Slovene Ethnographic Museum. This museum is dedicated to the preservation and study of collections of artefacts related to Slovenian material, social, and spiritual culture. It presents several exhibitions, and has a wide educational programme. As part of this programme, it periodically implements projects focusing on visitors with special needs, in particular, but not limited to, visitors with visual impairments.

Visitors with visual impairments can follow a tactile path, which leads to tactile replicas of the objects displayed, so that visitors can touch and “feel the museum” (this is, also, the title of the project that financed these paths). While touching the materials, visitors can also listen to an audio-guide describing the object, its use and its story.

In addition to this, the museum implemented also a specific design to help visitors with the collocation of objects in time and with perspective taking: every glass cabinet displays ancient objects vis-a-vis new modern objects.



one of the tactile replicas exhibited at the museum



coordinates to find the correct track in the audio-guide, describing the exhibited object, in Braille language



a drawer full of paper boats in one of the museum's rooms, used to engage children in the description of the boats exhibited in the room

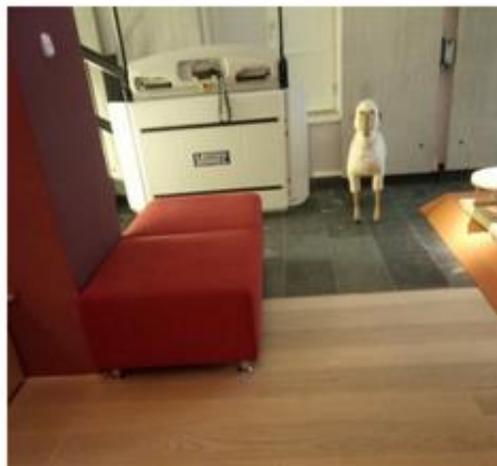


During the visit, participants were asked to take a photo of something inclusive, as well as of something that they thought would have needed some improvement. Such exercise would become the basis for discussion on inclusive and exclusive approaches, carried out in the morning of Thursday 12 July.

Participants photographed the tactile path, the braille code, and the tactile replicas as good examples of inclusiveness in the museum. Another good example they identified was the children 'labyrinth', and the end of the museum, which presents museum objects in an interactive and engaging way.

Elements that would need some improvement were identified in:

- the lack of texts in English nearby the objects displayed: there was a booklet with an English description of all the object describe, but only halfway through the exhibition;
- the low number of tactile objects, which they thought could be increased;
- the high number of objects exposed in the same display case. Some of the participants would have preferred a lower amount of objects with more detailed explanation;
- the extreme height of the top shelves of display cabinets, non-accessible for children and visitors in a wheelchair;
- the lighting, which some of the participants found blinding, especially on the stairs.



Some of the photographs taken by participants during their visit to the museum

12 JULY 2018 – LECTURE BY DR. CAROLINE WESTON, FIRST ROUND OF WORKSHOPS USING SIG RESOURCES, TOUR OF THE ELEMENTARY SCHOOL MILKE ŠOBAR-NATAŠE

The third day of the meeting was characterised by the lecture from Dr. Caroline (Carrie) Weston on *enabling students to grasp complex issues*, by the first round of parallel workshops hosted by Special Interest Group members and aiming at sharing and peer reviewing the Educational Resources developed within the project, and by a visit to the Elementary School Milke Šobar-Nataše.

Lecture by Dr. Caroline Weston on enabling students to grasp complex issues

The lecture by Dr. Caroline Weston (Head of the Sir John Cass School of Education, University of East London) on *enabling students to grasp complex issues* introduced an element of novelty in the range of Special Education Needs analysed by special interest group members: it focused on pupils in the **autistic spectrum**, who were not analysed in depth during the development of the project.

The lecture started with the definition of inclusion and of the general trends in inclusion: locational, where special units or classes are introduced within ordinary schools; social, where learners with special education needs interact with their mainstream peers at certain times; and functional, where learners with special needs attend regular classes either full- or part-time. After a short description of the legislation dealing with inclusive education in the United Kingdom, Dr. Weston underlined the *shifting paradigms in inclusive education*: today, we moved from the idea that special education needs are a 'deficit' that has to be integrated, to the awareness that each individual is different and must be included in society. This is obtained by **actively removing barriers**.

Learners within the autistic spectrum, or with other pervasive developmental disorders, are highly different one from another, and require tailored approaches. They share, however, issues in their ability to communicate, understand languages, and capability of abstract thinking, among others. For this reason, their inclusion in education is better promoted by focussing on seeing, doing, and experiencing.

Dr. Weston suggested a series of specific approaches to the inclusion of students in the autistic spectrum:



(1) the use of regular visual cues and prompts to enable them to follow class instructions;



(2) the creation of a "bank" of pictures and symbols;



(3) the use of photographs, diagrams, symbols, pictures and story boards for teaching specific subjects;



(4) the use of sounds and building materials for teaching specific subjects;



(5) the implementation of experiential learning methods (such as role play) for teaching specific subjects.

Dr. Weston, finally, underlined how flexibility is key for the inclusion of learners with special education needs in the classroom, and how all the approaches suggested are, ultimately, beneficial to the classroom as a whole, not only to specific students. The fact that what works for students with special education needs is beneficial for the whole classroom was already anticipated earlier during the week by Jayne Pletser, and was deemed by the special interest group members as one of the most important take-aways of the meeting.

Workshop: How to ensure that the best scientists thrive? By Milos Vukanovic

Milos Vukanovic's workshop on *how to ensure that the best scientists thrive* was based on the use of the life stories of five different scientists to help students develop an idea on which are the obstacles that scientists might encounter, such as racism, or xenophobia towards migrants, and what determines such obstacles. Using scientists' life stories to tackle prejudices and their impact on people's life, students are helped to develop their **critical thinking** skills, as well as their ability to **imagine the past**.



Participants discussing the life of Nikola Tesla, one of the scientists of the Educational Resource 'how to ensure that the best scientists thrive?'

Participants, divided in five different group, were attributed the life story of one of scientist, between Alan Turing, Rosalind Franklin, Nikola Tesla, Albert Einstein, and Charles Drew, and asked to analyse which were the obstacles their scientist encountered and which the elements in their life that helped them overcome such obstacles. Then, they were asked to present their findings to the other group by means of a newspaper article, in which they had to imagine what a newspaper would write at the anniversary of, for example, the discovery or the death of one of such scientists.

Finally, they were asked to express, in one word, the biggest challenge faced by 'their' scientist, and to share with the other the word they identified. All the challenges identified by participants fell within the category of racism, xenophobia, fear of diversity, and discrimination on the basis of gender. Milos Vukanovic asked, then, to participants whether such challenges are still relevant nowadays, and from this question a discussion on prejudice and progress started. This question, in addition, helps students dealing also with the barrier of **connectedness** between past event and present life.

Workshop: Child labour in the Industrial Revolution, by Cristina Amaral and Elvira Santos

Cristina Amaral's and Elvira Santos' workshop was based on the Educational Resource they developed within the project, entitled *child labour in the industrial revolution*, which aims at promoting the ability of **imagining the past**. It was attended by 12 participants and it was composed of six worksheets and a variety of videos. The high amount of worksheets is determined by the fact that teachers can either develop the resource over three lessons or, as it was done during the meeting, mix the exercises in a one-hour lesson. During the workshop, participants were introduced to all the six worksheets, and invited to watch a video as example, so as to help them get a general idea of what the educational resource was about.

The variety of videos and exercises was considered by the participants to be extremely positive, in that it allows teachers to choose what is best suited for their classroom, both in terms of interest in the topic and students' level. In addition to that, participants recognized that the educational resource presented during the workshop was successful in helping to address students' difficulties in imagining the past, also thanks to the fact that it presented mixed material about child labour in the past and child labour as it happens today in some parts of the world. Living in Europe, with a good standard of living, makes it extremely hard for students to imagine a life where they could not go to school and would be required to work and provide for the family, and the activity helps them to understand that this was the case in the past and is still the case nowadays for some children.



Cristina Amaral and Elvira Santos introducing their Educational Resource on 'child labour in the Industrial Revolution'

Workshop: What can we learn from people who protested in the past?, by Lilia Khachatryan and Tigran Tovmasyan

The workshop planned and conducted by Special Interest group members Lilia Khachatryan and Tigran Tovmasyan focused on the idea of how to foster students' understanding of past events in order to draw connections to the present and learn for their future.

The workshop centred around a case study from U.S. History, to raise students' awareness for critical thinking and the power of solidarity. These broader concepts were highlighted through the „Tinker Case“, drawing attention to a students' school protest during Vietnam War. The choice of the case study shows a lot of potential for classroom usage due to the fact that students are confronted with historical events which had been

caused by teenagers their age. Furthermore, the case study provides room for bringing students into critical thinking processes and discussions with one another due to bringing up the question of students' rights living in a democratic country.

The presented activities invited students to exchange and discuss their historical thinking and own opinion through diverse methods like group work, poster presentations or role plays. Although the activities gives room for creative ways of learning, at the end all students are asked to come up with a result and present their opinions which brings the class back together.

Visit to the Elementary school



During the afternoon, participants and SIG members visited the Elementary School Milke Šobar-Nataše.

This is the only school in the Bela Krajina region to offer two different macro-programmes, with tailored learning programmes for individuals. One of this programmes is designed for students with mild cognitive needs, while the other is dedicated to pupils with medium to heavy cognitive needs. At the end of the regular elementary school period (i.e. at the age of fifteen), students in the first programme can receive vocational training, while students in the second programme can stay at the Milke Šobar-Nataše school until they turn 26. Vlasta Lah and Judita Rupnik, the teachers in the school that guided participants in the visit, underlined the fact that the Milke Šobar-Nataše is a segregated school, in that it focuses only on students with special education needs, guiding them and helping them to succeed.

Participants and Special Interest Group Members debating on inclusive and segregated schools.

This statement sparked, after the visit in the various room of the school, discussion among SIG members and participants, on **whether it is better for students to attend a fully inclusive school or to attend a completely segregated one**. On the one hand, some participants maintained that, even though it presents more problems, inclusion is ultimately the best solution because it offers better prospects to all learners. On the other hand, some participants argued that segregated schools allow taking better into consideration the well-being of all pupils, because teachers are better trained to do so.

At the end of the debate, all participants agreed that there is not a one size fits all approach to inclusive education, because the well-being of pupils has to be at the centre of every decision. For this reason, sometimes segregated schools, or only partially inclusive ones, are a better solution with respect to fully inclusive schools.

13 JULY 2018 – SESSION ON OBJECTIVE ASSESSMENT, SECOND ROUND OF PARALLEL WORKSHOPS USING RESOURCES DEVELOPED BY SIG MEMBERS, CULTURAL VISITS AIMING AT GRASPING HOW REFUGEES WERE INCLUDED IN SLOVENIAN SOCIETY IN THE PAST

The fourth day of the meeting started with a plenary session on the advantage of objective assessment tests, presented by Stephen (Steve) Johnson, member of the Special Interest Group on Motivation and Learner Variability. The session was followed by a second round of parallel workshops hosted by Special Interest Group members: another three Educational Resources were presented. Finally, in the afternoon the participants visited an open-air museum, an orthodox church, and assisted to a lecture explaining how refugees of the Uskoki minority were included in the Slovenian society in the past.

Session on Objective Assessment by Steve Johnson

The plenary session on *objective assessment in citizenship and history – how far can it be valid and reliable* by Steve Johnson, member of the Cambridge Assessment Group and Special Interest Group member, focused on presenting to participants how valid and reliable assessment tests, evaluating more than students' knowledge, can be designed.

Objective Assessment can help to verify students':

1. Knowledge of history;
2. Understanding of historical events, their causes, development, and consequences;
3. Critical thinking skills;
4. Abilities to evaluate the quality of information received.

It started with an introduction on assessment tests in the United Kingdom, where Steve Johnson explained to participants that, even though it is true that subject teachers have not much power when it comes to update and change national assessment tests, they can and must implement small changes at school level, equipping in this way their students to better face national assessment. The first change that they have to implement, Steve Johnson said, is that they must know very well the "rules of the game", i.e. the assessment methods and typologies of exercise that students could face. This was the main purpose of the session: to explain participants the rationale behind the design of objective assessment tests, and to help them learn how to design similar questions for their students.

The presentation by Steve Johnson sparked an interesting debate among participants on whether it is true or not that national assessment tests are the reason why teachers "teach for testing", without giving enough attention to the development of key competences, such as understanding and critical thinking. Steve Johnson underlined that whenever a national assessment test is designed correctly, it assesses not only knowledge, but also understanding, critical thinking ability and pupils' capability to evaluate information and situations. Therefore, national assessment tests do not necessarily lead to teaching for testing. In addition to this, he added the fact that "objective assessment" refers to a typology of test that is ultimately evaluated by means of computers. According to Mr. Johnson, the

fact that assessment is not done by people is what makes this typology of tests more reliable and valid, in that every student's result is assessed in the exact same manner. Finally, he added that this does not determine an issue when it comes to inclusive education: a test designed in a thorough manner can be undertaken by students with special education needs without encountering obstacles.

Workshop: Symbols beyond face value, by Goran Đurđević

Goran Đurđević's workshops was based on the idea that to use and understand symbols in the contemporary world and the change of meaning they underwent throughout history is a skill that students should develop during history classes. It made reference to the educational resource *symbols beyond face value*, developed as one of the outputs of the project, which tackles the barrier of "taking information at face value", helping students to develop their **critical thinking skills**.

The workshop began with two warming up activities. The participants of the workshop where supposed to write down their expectations of the workshop and reflect on them later. The introduction section started with a random representation of images, where participants had to guess to what time did the images refer. All the answers coming from the participants were, as expected, wrong. This fact was used, by the workshop host, as the basis to explain the rationale behind the workshop, its structure and its learning outcomes.

Divided in groups, participants were then involved in activities focusing on three historical controversial symbols: the red star, the swastika and the fasces. The student material gave plenty of information on the historical meaning of these symbols in different periods, while the learning activities properly pointed out changes in representation and current controversies around such symbols, especially thanks to the use of images. Participants were, ultimately, asked to classify symbols on the base of their "level of controversy", to discuss on how and to what extent are symbols connected with the time and the context they are used in, and to reflect on the expectations they had at the beginning of the workshop.

All participants agreed that the educational resource tested in the workshop was not only well designed, but also interesting and useful.



Participants to the workshop classifying symbols on the basis of the amount of controversy they arise in today's societies, while Goran Đurđević walks among the groups to check on the work.

Workshop: The evolution of Houses, by Gülşen Salgar (helped by Ayse Bilgic)

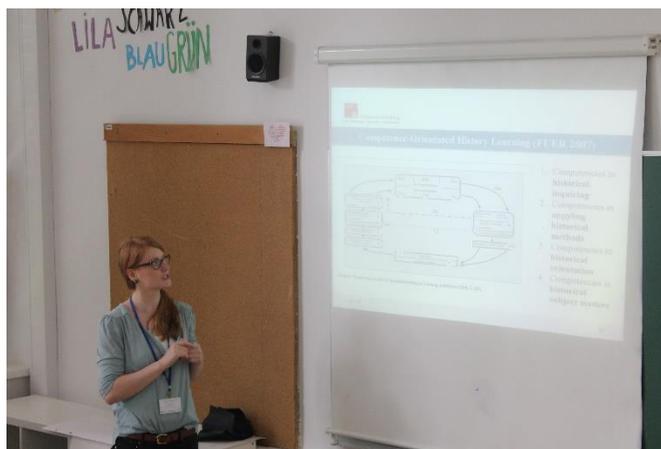
Gülşen Salgar's workshop was based on the educational resources developed, targeting primary and secondary school level students and looking at the evolution of houses. The aim was to develop an increased awareness of the interrelation between environmental, social, economical and technological factors and their effect on the design of houses.

The participants were divided in groups. One person in the workshop would volunteer and wear a blindfold for the remainder of the workshop, to experience what it was like to do this lesson as a student who is blind. Quickly it became obvious that it was difficult for the blindfolded person to understand what was expected, to 'read' the sources, and to hear what the team members were saying due to the noise of the other groups in the same room. It also became clear for the other team members that it is not easy to transfer the exercise and visual sources and means of expression to a person that is blind.

Each group would be given an envelope with different sources on housing – each envelope looking at a different period. After some discussion one of each group should wear their envelope taped to their shirt and form a living time line for the different periods. Then the groups would be mixed up so that each group had a person from each period. And the groups were given the choice of a means of expression: poem, story, drawing. The participants had to express their view on the future using the chosen means of expression – per table. After some time they would move, so that eventually they would have worked on all the different means of expression.

The lesson was received very positively by the participants, and it was an easy way to demonstrate what barriers you can face with students with different learner needs, and that this had an impact not just on that student but also on the rest of the group. But also, that the different ways of expression allowed for different types of learners to show their full learning. Whereas the drawings were not considered usable in all countries, the techniques used in this lesson were very much praised by the group.

Workshop: the scaffolding of history education, by Patrizia Seidl



Patrizia Seidl introducing the concept of scaffolding

Patrizia Seidl's workshop was slightly different from the other workshop hosted by SIG members: she presented her research on Inclusive education and the method of scaffolding that she is doing at University of Hamburg and her teaching experience from Carl von Ossietzky Highschool Bremenhaven, of which the Educational Resources she developed as output of the project are a part.

After a brief theoretical introduction and presentation of the key concepts of scaffolding, the participants were asked to think about their students and write down strengths and challenges their students might face, and to share their thoughts with a small group of four participants.

Then, Patrizia Seidl showed many concrete examples of scaffolding she is using with her students. Scaffolding is used to help students achieve success through supportive elements (e.g. glossary, instructive symbols, layouts, diagrams etc.). It is important to stress that

scaffolding is based on individual thinking about the needs of every student or a group of students. It is not a general instrument that is needed for everyone. Some things can work for one and not work for the other one. It is necessary to be sensitive towards the needs of students.

Participants were later given a task to work on in groups. The first group received a text about the French Revolution (Robespierre's address to the jury during King Louis XVI), while the second group was given a cartoon on the French Revolution, drawn during the revolution itself. The task was to think about appropriate scaffolding to help the students fulfil tasks related to the text and the image, for example to argue whether they agreed with Robespierre's reasoning or to analyse the image. The groups presented several ideas on how to support the students by applying their own experience and/or the ideas that were presented by Patrizia Seidl.

The workshop was concluded with a round of feedbacks from the participants on the workshop. Nearly everyone agreed that thinking about the needs of the students in advance and prepare supportive materials to ensure that the students are delivered good understanding of the topic is extremely important, and that scaffolding techniques as the ones presented by Patrizia Seidl would prove extremely useful in their classrooms. Participants also mentioned that, however, sometimes it is difficult to implement scaffolding techniques developed in advance. This is due to the fact that teachers need to follow a lessons programme that is often overloaded with information given by the curriculum.

Cultural afternoon – the integration of the Uskoki in the Bela Krajina Region

The afternoon of the fourth day of meeting was characterized by an intense cultural programme. Participants and SIG member visited a typical house of members of the Uskoki refugees group and the Miliči Orthodox Church, the only Serbian orthodox church in the Bela Krajina region. Both visits were focused on inclusion in the region: on refugees' inclusion the first, and on religious inclusion the second.

After the two visits, participants assisted to a lecture by the local historian Janez Weiss on *the Uskoki and Bela Krajina, Understanding migrations in the land on the border of the old empire, a half millennium old mirror*. Mr. Weiss introduced participants to the story of the Bela Krajina Region since the sixteenth century and especially to the history of the migration of the so-called Uskoki from Ottoman-controlled areas of Croatia to Bela Krajina. Whilst, on paper, it looks that the Uskoki were accepted and fully included in society and in the military defence of the region, Mr. Weiss concluded the presentation underlining the fact that native population of the region never fully accepted them. He mentioned, in fact, that stereotypes and prejudices about Uskoki populations were developed, they were forced to lose their property, not trusted, and accused of being privileged with no good reason. Participants were, then, invited to draw parallels with today's refugees crisis, and concluded that history is currently repeating itself.

14 JULY 2018 – THIRD ROUND OF WORKSHOPS USING RESOURCES DEVELOPED BY SIG MEMBERS, ROUND OF WORKSHOPS ON EUROCLIO PROJECTS IN THE BALKANS FROM THE PERSPECTIVE OF INCLUSIVE EDUCATION, DEMONSTRATION OF HISTORIANA, FORWARD-LOOKING DISCUSSION GROUPS

The fifth and last day of the meeting was characterized by two different rounds of parallel workshops in the morning: the third round of parallel workshops presenting resources developed by SIG members and a fourth round about EUROCLIO projects in South-Eastern Europe, looked through the lens of inclusive education. In the afternoon, participants were introduced to Historiana, the digital learning environment on which the Educational Resources produced will be made available. Finally, participants participated to forward looking discussion groups, evaluating the meeting and its results, and expressing their ideas for future possible developments of the project.

Workshop: When did the Middle Ages end and the Renaissance begin?, by Kristiina Vaikmets and Harri Beobide



Participants classifying pictures from the Middle Ages and the Renaissance

Kristiina Vaikmets' workshop, hosted in cooperation with trainer Harri Beobide, focused on the barriers of **taking information at face value** and of **historical distance**. Such barriers are tackled by countering the wrong assumption that the passage from one historical age to the other happened sharply, as is sometimes conveyed by timelines.

The workshop started with a brainstorming, in which participants had to put themselves in their students' shoes and imagine which concepts and words they connect to the Middle Ages, and which with the Renaissance. Then, the main activity began: participants were given a set of paintings dating either to the Middle Ages or to the Renaissance, and asked to classify them from the older to the most recent, justifying their 'timeline'. This activity was carried out in groups, and both groups produced wrong timelines. After having received by the workshop hosts the correct order of the images, participants discussed the reasons behind their wrong assumptions about the timeline, and tried to answer the question whether it is possible or not to establish a clear date for the beginning of the

Renaissance and the end of the Middle Ages.

They agreed that it is not possible to provide a clear cut date, because the passage from Middle Ages to Renaissance is the result of a process. However, it is possible to establish a 'starting date', when the passage began. In addition, the fact that paintings came from different countries added, according to participants' feedback, a layer of complexity, showing that the passage started in different moments in different countries.

The feedback from participants was extremely positive: they agreed on the relevance of integrating photos and pictures with timelines, in order to add a layer of complexity to the information provided to students.

Workshop: Why do people think so differently about Stalin?, by Darejan Dzotsenidse and Ute Akermann Boeros

Darejan Dzotsenidze's workshop on *why do people think so differently about Stalin* was presented together with the trainer Ute Akermann Boeros and helped students understanding that there are **multiple perspectives** and opinions about historical events and characters by means of a role playing activity.

It was composed of different activities. The starter activity consisted of reading a variety of sentences about Stalin and classifying them from the most positive (such as some sentences from British soldiers or Soviet peasants) to the most negative (members of the Communist party, political enemies, ordinary citizens). Then, every participant was attributed a character from the Stalin era. A narrator read the story of Stalin's life, and whenever one of the characters was nominated, participants had to summarize the life story of 'their' character.

Finally, participants were asked to describe Stalin with one word, to be selected from a mini-thesaurus provided by the workshop hosts.

All participants agreed in saying that the Educational Resource presented by means of this workshop is extremely useful when it comes to the teaching of the complexity of history, historical events, characters and ideologies.

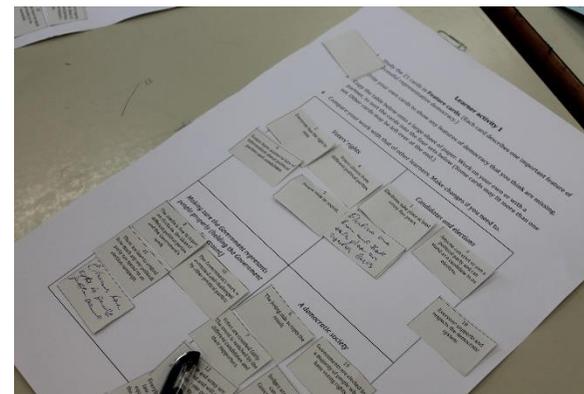


Participants studying their character before the narration of Stalin's life begins

Workshop: Understanding and evaluating representative democracy, by Steve Johnson

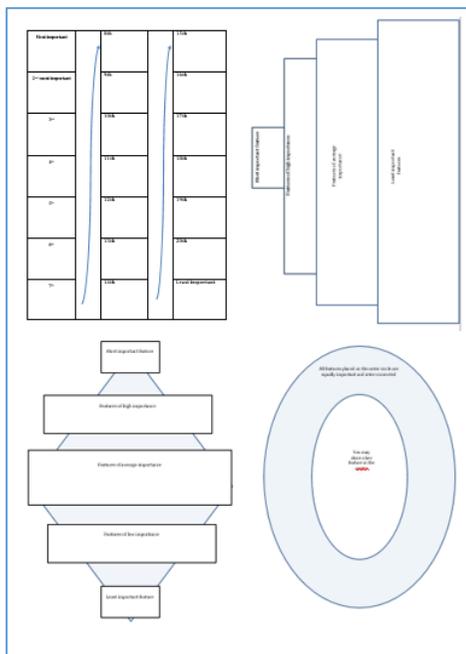
During this workshop, Stephen (Steve) Johnson piloted his educational resource on *understanding and evaluating representative democracy*, with the explicit aim of receiving participants' feedback on the extent to which the activity is adaptable to the local context.

The workshop began with a brainstorming on students' understanding of democracy. After the brainstorming, Mr. Johnson introduced the various activities that compose the resource, as well as the three different options ('routes') for planning the lesson. Then, participants were divided in two groups and started working on the first activity: each participant was given a set of 21 cards containing the main features of democracy, and were asked to sort them in four smaller sets: voters' rights, candidates and elections, government accountability, and democratic society.



The features of democracy classified in the four sub-sets

to sort them in four smaller sets: voters' rights, candidates and elections, government accountability, and democratic society. This activity sparked discussion, especially thanks to the fact many cards could be linked to more than one set, and that each participant was given 3 additional blank cards, which could be filled in with the features of democracy in their local context.



The four "arrangements for democracy" used during the workshop

Then, participants moved to the second activity: using the same cards, they had to choose one of the four "arrangements for democracy" proposed, and to rank the features of democracy within the arrangement they chose. Also in this case, discussions sparked, revolving around the different shapes and their relevance within national and local contexts. Participants also suggested to add a "fifth shape", which students can draw themselves according to their own understanding of the functioning of democracy.

Finally, participants were provided with a mock test question about democracy, and asked how they would have assessed students' answers: based on the demonstration of knowledge, on their argumentation skills, or based on other criteria? After an intense discussion, which made also reference to the morning session on objective assessment had the previous day, participants' agreed that the test should evaluate students' understanding of democracy, and that this is done with different questions according to the local context.

Participants and SIG members found the workshop well designed and informative. During the final feedback round, the only remark they had was that perhaps the lesson plan would need some indications about how long should discussions take, together with a list of possible obstacles teachers might encounter in the implementation of the activities, and possible solutions to those.

EUROCLIO Projects in the Balkans: How did standards of life influence tourism in Yugoslavia, by Zvezdana Petrović

This workshop was part of the project *ordinary people in an extraordinary country*, which started in 2004 and ended in 2008 with the publication of “Ordinary people in an extraordinary country – everyday life in Bosnia & Herzegovina, Croatia and Serbia 1945 - 1990”. The purpose of the workshop was to discuss the tourism industry in Yugoslavia, its relation with standards of life in the country, and how Yugoslavia’s opening toward tourists coming from Western Europe was interpreted by media in ‘the West’ and in ‘the East’, helping students develop their ability of applying various ideologies and tackling the barrier of **perspective taking**.



Participants discussing the sources and developing the speech for the Minister of Tourism

It was composed of an introductory activity, two main tasks, and a final moment of sharing. At the beginning, Ms. Petrovic asked participants where did they spend their last holidays and why. In this way, she explained, the teacher can create a bridge between students’ own experience and the topic (thus tackling, at the beginning, the barrier of **connectedness**). Then, participants were divided in four groups, and each of them was given a specific set of sources and a task relating to such sources:

- (1) write a speech for the Minister of Tourism, announcing the success of the policies introducing paid leave for workers in summertime;
- (2) imagine the dialogue between a hotel receptionist, a local tourist and a foreign tourist;
- (3) imagine interviewing the inhabitants of a new tourist destination;
- (4) put themselves in the shoes of a local tourist agency in the 1980s.

As a second activity, students had to put themselves in the shoes of journalists from Eastern Europe and from Western Europe, and to try understand the attitude they would have had toward Yugoslav tourism policies.

Finally, they had to imagine being the owners of local tourist agencies in the 1980s, and to develop the commercial poster for their agency. The workshop ended with the presentation of the four agencies one to the other.

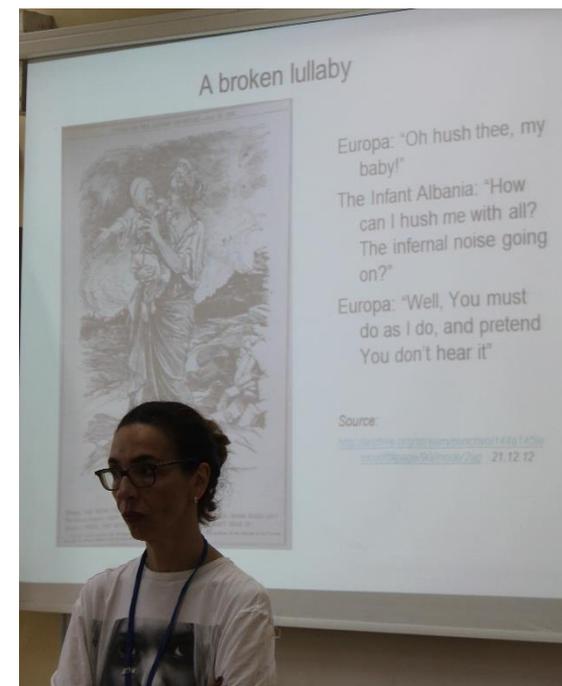
EUROCLIO Projects in the Balkans: The resistance of minorities, by Donika Xhemajli

The workshop dealt with the ability of students to put themselves in the shoes of members of minorities, tackling in this way the barrier of **perspective taking**.

The workshop started with the analysis of a cartoon, representing Albania as a state. Then, participants were divided in groups and invited to read various sources, which showed the position of the SCS kingdom, of the active illegal opposition, of the legal opposition, of the Albanian State, and of Albanians in Kosovo. After an analysis of the sources, each participant had to “label” his/her own position.

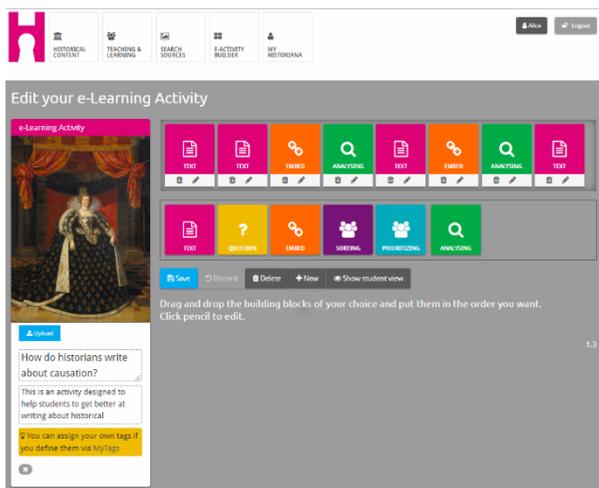
Finally, participants had to tackle two key questions: to what extent Albanians in Kosovo did not accept the SCS Kingdom? To what extent did the state not accept Kosovar Albanians? Answering to such questions, participants were able to develop a deeper understanding of how minorities/groups dealt with the demands and the situation within Yugoslavia.

At the end of the workshop, participants provided feedback, suggesting to reduce the length and the number of the sources, and to change the introductory material in something that makes the complexity of the problem more understandable for students.



Donika Xhemajli introducing the cartoon to be analysed

Demonstration of Historiana (environment where resources developed by SIG members will be)



The Activity Builder on Historiana.eu

Before diving into the discussion groups, participants were introduced to Historiana, the eLearning environment on which the Educational Resources developed by Special Interest Group Members will be made available. Jaco Stoop, Network Coordinator at EUROCLIO, presented the portal and its main features to participants, using for the demonstration sources collections from Europeana.eu. In this way, participants could grasp the general functioning of the portal, and especially dive into the learning activities, source collections, and activity builder. Historiana was identified, at the end of the demonstration, as a powerful tool for teaching history in an inclusive manner, in that it allows teachers to develop their own activities, which can thus be tailored on the needs of classrooms and students.

Discussion groups – sharing concrete solution to common challenges and taking away lessons learned from the Training

The last plenary activity of the event consisted of *forward looking discussion groups*, aiming at the sharing of concrete solutions to challenges and of lessons learned during the Training. Participants, divided in six, changing, groups, discussed the following themes: (1) obstacles and solutions; (2) take aways; and (3) diversity in the classroom. Special Interest Group Members acted as discussion leaders for the groups: while members of the groups changed throughout the development of the activity, they contributed to keep the discussion focused, providing connection between one group and the other.

During a first round of sharing within the groups, participants brainstormed their thoughts about the theme of their table. Then, the composition of groups was changed, and participants had to transform the brainstorming into concrete solutions/take aways. Finally, after an additional group change, participants had to prepare a concrete pitch for sharing the results with other groups. Thanks to this atypical development of the activity, and to the role of SIG members as discussion leaders, each participant could express his/her thoughts and opinions about all the themes.

Furthermore, throughout the work, participants had the possibility to make reference to the teach meet that took place at the very beginning of the Training. This allowed to grant continuity through the training, and to bring together lessons learned, challenges, and solutions in a much more concrete way.

The results of the discussion groups are reported in the table below:

Obstacles and concrete solutions	Take aways	Diverse classrooms
<ul style="list-style-type: none"> - Increase the professionalization of teachers and special education needs' teachers; - Promote the sharing of national examples; - Increase the use of digital resources (also thanks to Historiana) and relatable examples, to increase the motivation of students and to tackle barriers to inclusive education; - Mainstream the UDL principles in history and citizenship education. 	<ul style="list-style-type: none"> - There are many barriers that all learners encounter and that teachers often do not identify as barriers; - Willingness to maximise the use of Historiana.eu and Europeana.eu; - There is a need to re-think assessment; - Competence learning must be more supported, especially in subject teaching. 	<ul style="list-style-type: none"> - Even if classrooms are culturally diverse, teachers have the responsibility to teach universal values; - To better tackle and respect diversity, teachers should use differentiated resources, and communication means; - To promote inclusiveness in diverse classrooms, group work and peer learning should be promoted; - Classrooms should be a safe environment for students.

Final closed meeting with Special Interest Group members – evaluating the project and looking at the future

At the very end of the Training, Special Interest Group members participated in a closed meeting, where they had the possibility to share their impressions on the training, on the impact the project had on themselves, and on the project in itself.

The impressions shared by SIG members were highly positive, especially with respect to the effect the project had on themselves. Many members shared, in fact, that there was a nice learning curve: at the beginning of the project, they felt like their knowledge of inclusive education was superficial and incomplete, while now they feel more experienced and able to share their experience with other. This was, especially, thanks to the network that was created within the two Special Interest Groups and among them, as well as thanks to the fact that the definition of inclusiveness adopted throughout the project 'grew' with the members.

In addition to this, many SIG members agreed in expressing the desire to continue to work on inclusive education now that the group has gained experience and momentum. There is, they argued, a high need for awareness raising about the theme of inclusiveness in subject education, and it would be a pity if all the work carried out within the framework of the Strategies for Inclusion remained limited to the project and its intellectual outputs.

