



BRINGING HISTORY

TO LIFE

MAKING HISTORY EDUCATION
MEANINGFUL FOR ALL
STUDENTS

CONFERENCE PROGRAMME

EUROCLIO **26th ANNUAL CONFERENCE**

Professional training and development course

Gdańsk 4-7 APRIL 2019

MESSAGE FROM THE **EUROCLIO** PRESIDENT



Dear friends and members of EUROCLIO,

As the biggest democratic association by and for history teachers, we continue to serve our members. The continuous organisation of teacher training seminars and conferences, and numerous projects are behind us and in front of us. Still, we have much to learn from each other, and there is no better time or place for that than our 26th Annual Conference, arguably EUROCLIO's most important event for 2019. This year we welcome you in the beautiful Gdańsk, a city with a very rich history and an extraordinary place that perfectly fits into our mission and vision. Our goal will always stay the same: serving you and your educational needs.

We are expecting this to be another high quality Conference, that will bring excellent workshops, panels, discussions, lectures, knowledge sharing and much more. 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!

Mire Mladenovski,
President of EUROCLIO Board

SPONSORS AND PARTNERS

The Annual Conference is organised with the support of the EU Europe for Citizens Operating Grant



Co-funded by the
Europe for Citizens Programme
of the European Union

SUPPORT FOR PARTICIPATION

The participation of educators from **Croatia, Czech Republic, the Netherlands, and Sweden** involved in the Opening-Up Historiana session, has been enabled by the **Connecting Europe Facility**. The CEF is a key EU funding instrument to promote growth, jobs and competitiveness through targeted infrastructure investment at European level. It supports the development of high performing, sustainable and efficiently interconnected trans-European networks in the fields of transport, energy and digital services.

The participation of workshop hosts from **Bosnia and Herzegovina, Lebanon, and the Netherlands** has been enabled by the **OSF General Support Grant**.

The participation of educators from **Croatia, the Netherlands, Poland, Portugal, Spain, Ukraine, and the United Kingdom** has been enabled by the **Evens Foundation**, within the framework of the "Sharing European Histories" project.

The participation of educators from **Australia, the Netherlands, and the United Kingdom**, involved in part of the programme, has been enabled by **Europeana**, within the framework of the project DSI4 (Digital Services Infrastructures 4).



Co-financed by the Connecting Europe
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ABOUT THE CONFERENCE

It is safe to assume that history educators like learning history and want to know more. As a result, they develop a deep historical knowledge, which helps them to make meaningful connections, see new information in its historical context and ask questions to guide research and reading. Students do not necessarily have these advantages, and also did not always choose to learn history. This leads to one of the key challenges for history educators: How to interest all students in learning history? How to bring history to life?

The conference will explore different ways to make learning history meaningful and motivating for students. These will include:

- Looking at the impact of big events on ordinary people;
- Using history to think about fundamental questions;
- Linking history to current affairs;
- Using popular history (such as games, movies and graphic novels) in the classroom;
- Using historical artifacts and visits to heritage sites to make history tangible.

Through this exploration, history education will be linked with current affairs and students' everyday life, thus deepening their ability to make connections, to contextualize information, as well as their curiosity in the past. As a consequence, students' understanding of (and interest in) history is prompted, and they develop critical thinking skills, essential for becoming responsible citizens in the globalized 21st century.



Gdańsk is the perfect setting to deeply investigate on how to bring history to life. In the last century, it has been a Polish city, a Free city, a German (occupied) city, part of a People's Republic under Soviet influence, to most recently become again a Polish city after the collapse of the Soviet Union. It has been the theatre of two world wars, two foreign occupations, and the cradle of the Solidarity movement. All those events have had a deep impact on families, individuals, cultures, and the history of the 20th century. They continue to shape history today.

THE PROGRAMME AT A GLANCE

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09:00 Official opening
10:00 How to react to history in the making?
11:10 Coffee Break
11:35 What makes learning history meaningful?
12:50 Lunch
13:50 On-site learning
16:00 Coffee break
16:30 Workshop round 1
18:00 Conclusion of the day
19:30 Dinner

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09:00 School visits
13:00 Lunch
14:00 Presentation by Alain Lamassoure
14:30 Market Place of Ideas
16:00 Coffee Break
16:30 Workshop round 2
19:30 Dinner
20:30 PubQuiz and Intercultural Night

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09:00 On-site learning
12:00 Lunch
13:15 General Assembly
15:30 Coffee break
16:00 Developing transnational source collections on Historiana
17:00 Workshop Round 3
20:00 Festive Dinner

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10:00 Workshop Round 4
11:30 Coffee break
12:00 Plenary workshop
13:00 Lunch
14:30 Workshop Round 5
16:15 Official closing

EVENS FOUNDATION: **SHARING EUROPEAN HISTORIES**

The Evens Foundation is a public benefit foundation based in Antwerp (Belgium), but active throughout Europe with additional offices in Paris and Warsaw. We initiate and support projects, and award biennial prizes that contribute to the progress and strengthening of Europe based on cultural and social diversity. In doing so we aim for a European dimension not only in our mission but also our methods.

The Evens Foundation launched a new initiative on European history and joins forces with EUROCLIO to carry it out. **Sharing European Histories** aims to open up a space to engage with the dissonant and often conflictual nature of European history, in order to overcome divisions while acknowledging existing differences. A wide range of applicants from all over Europe brought forth interesting ideas on how to help young people (and by extension the general public) to understand the complexity and multiplicity of European history. The selected applicants are invited to EUROCLIO's 26th Annual Conference and Professional Training and Development Course to further work on their projects and ideas, and they will come back in EUROCLIO's 27th Annual Conference to share the finished product.

BECOME A **EUROCLIO INDIVIDUAL MEMBER**



It is now possible to join EUROCLIO as individual member. This is part of a strategy in which we will primarily focus on meeting the needs of the history education professionals that it aims to serve.

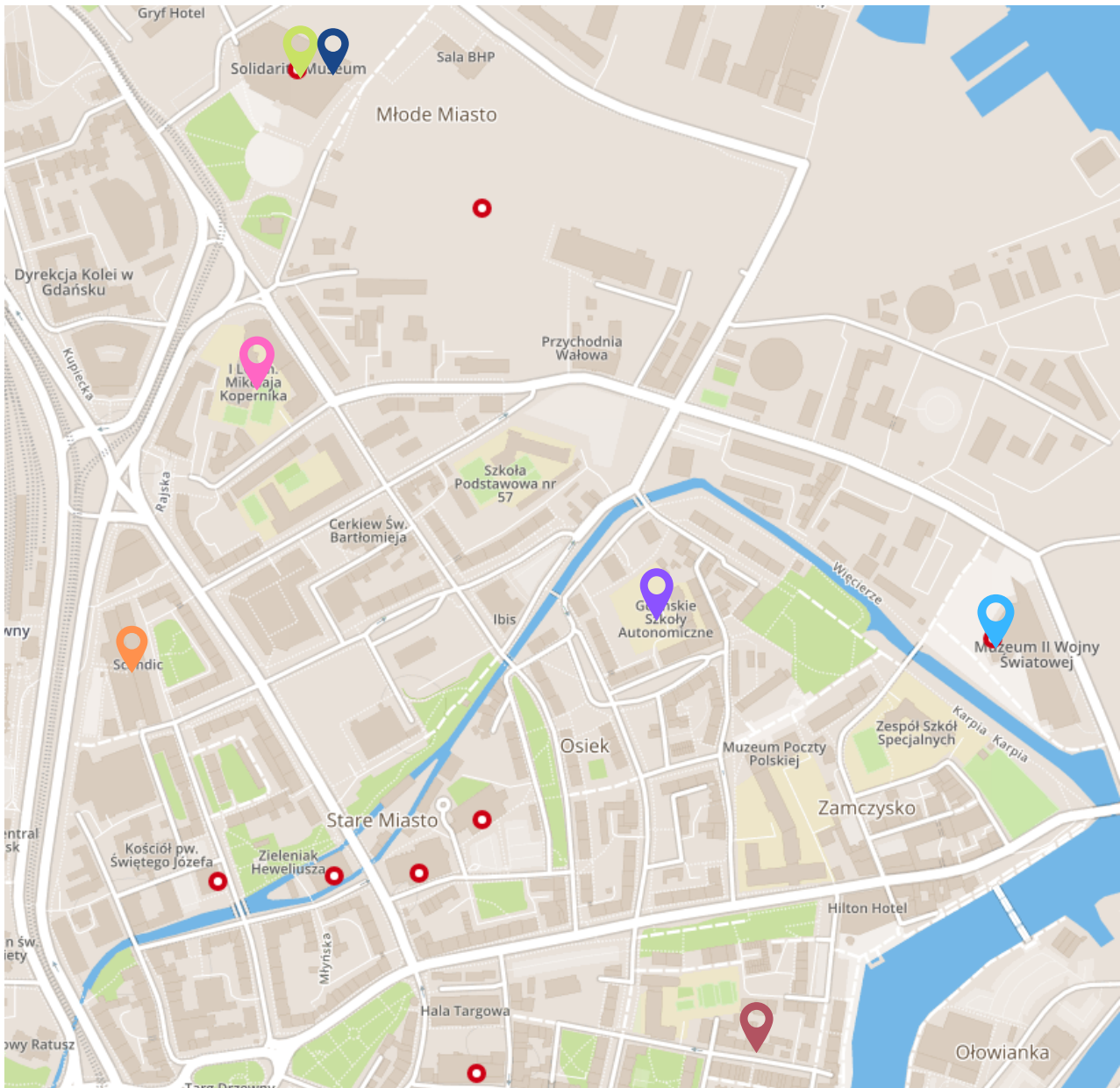
Your contribution to EUROCLIO as individual member will be used by us to develop ready to use open educational resources, to offer opportunities for continued professional development, and research and share news and resources.

As an individual member, you will:

- receive a **discounted rate at EUROCLIO trainings**
- get unlimited access to webinars organised by EUROCLIO
- enable EUROCLIO to function as an independent actor.

You can join EUROCLIO here: <https://euroclio.eu/get-involved/become-a-member/individual-membership/>

PRACTICAL INFORMATION



Conference Venue:
Hotel Scandic
Gdansk



On-site learning:
European Solidarity
Centre



On-site learning:
World War 2
Museum



School Visits:
Gdańskie Szkoły
Autonomiczne



School Visits:
I LO Gdansk



Restaurant:
Piwnica Rajców
Browar Restauracja



Restaurant:
Amber Side
Restaurant

CONTACT INFORMATION

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LET'S SHARE IT!



EUROCLIO



@EUROCLIO



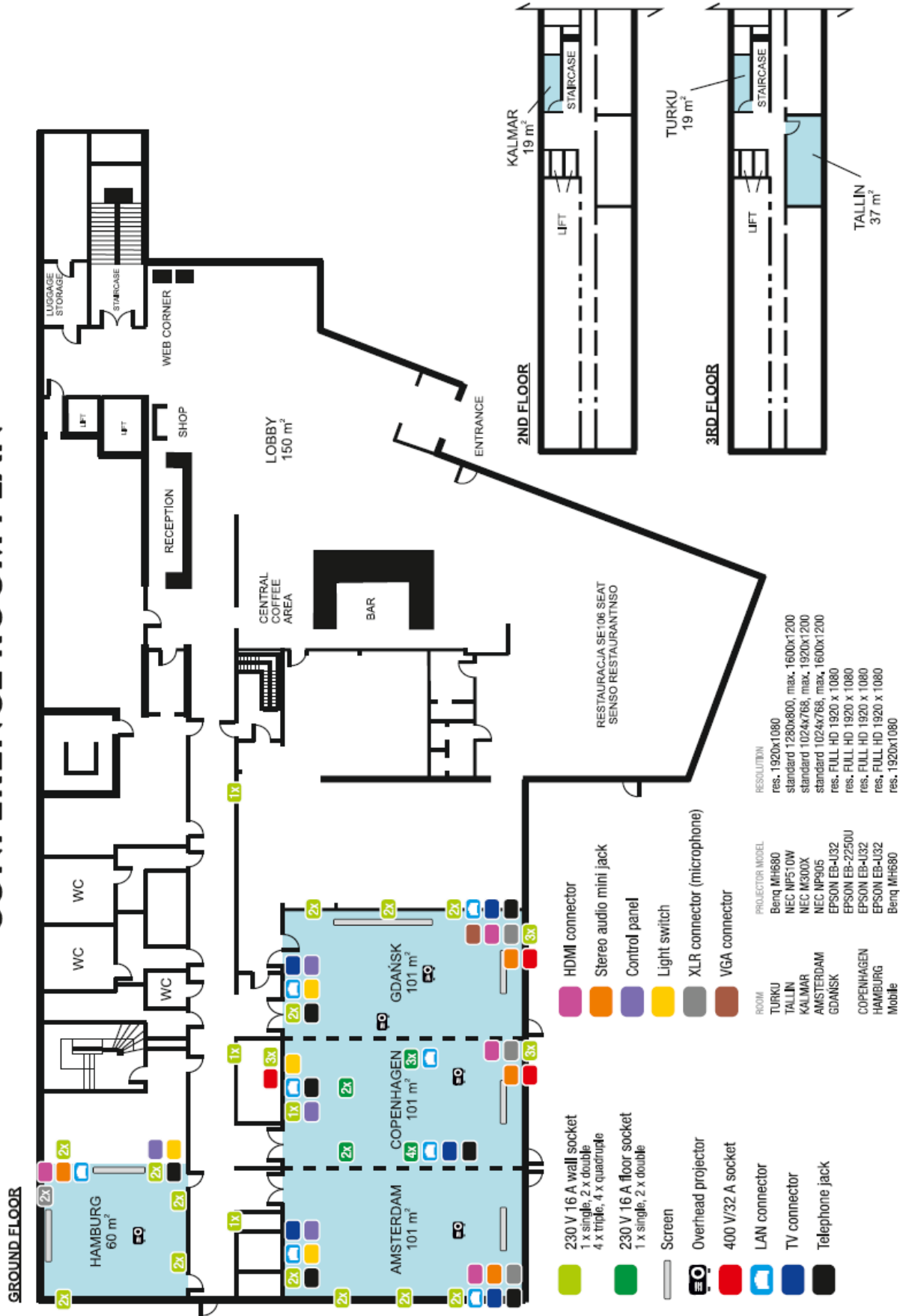
@euroclio



#bringinghistoryto
life

THE CONFERENCE VENUE

CONFERENCE ROOM PLAN



EDUCATIONAL SYSTEM IN POLAND

Compulsory education within the Polish education system is composed of 9 years, ranging from the last year of pre-primary school to the last year of primary school. These can be complemented by pupils with secondary education and higher education degrees of varying lengths.

The Polish education system is currently going through a **large-scale structural reform** in the period 2017-2023. The main aim of this reform is to provide students with a more solid general education, with more attention paid to personal development and the requirements of the labour market. The main changes presented in the reform are that primary education will last 8 instead of 7 years, the last year of pre-primary school will be compulsory for all students, textbooks and school materials will be provided for free, and a 3-year vocational programme will be introduced, with the possibility to extend it an additional 2 years.

The Stages of the Polish Educational System

The Polish education system is composed of **5 formal stages**. Firstly, pre-primary education starts at the age of 3 and is optional until the age of 5. At the age of 6, one year of pre-primary education is compulsory.

Primary education in Poland is compulsory for all pupils aged 6/7-15. It is composed of 8 years, of which the first 3 are general early school education, and the last 5 are taught by subject. At the end of grade 8, and aged 15, pupils must partake in an examination. The results of this examination will inform their admission to secondary schools.

After the full implementation of the reform (expected in 2023 / 2024), secondary education will be provided by four different kinds of schools. (1) General secondary schools offer 4-year programmes. After following the programme, pupils can opt to take an external upper secondary education examination to obtain the Matura certificate, which allows them to pursue higher education degrees. (2) Technical secondary schools offer 5-year programmes which also allows students to obtain Matura certificates. (3) Vocational schools offer a basic 3-year programme (Stage I) and the possibility to extend the programme for an additional 2 years (Stage II) depending on the direction and object of study chosen by pupils. Both Stage I and Stage II students can take part in examinations upon completion of their school programmes in order to get accreditation of their vocational aptitudes.

Post-secondary education is composed of either 1.5 or 2 year programmes designed for general secondary education students who wish to get vocational training. There are two types of higher education in Poland: academic university programmes and professional/non-academic university programmes.

OPTIONAL PROGRAMME

WEDNESDAY 3 APRIL

Arrival of participants - Scheduled for the whole day

14:00 Pre-registration for Early Arrivals

@Scandic Hotel Lobby

14:30 Sea trip to Westerplatte

Check it out below!

19:00 Free evening

20:30 Critical screening of the movie "Warsaw Uprising"

by Jan Komasa, Jan Oldakowski, Wladyslaw Pasikowski, Joanna Pawluskiewicz, Piotr C. Sliwowski. Movie created in 2014, exclusively composed of original footage from 1944, which has been digitally colored. The screening will be preceded by a small introduction and contextualization, and followed by a discussion on historical truths and how to approach different narrations of the same event. The introduction will be made by Dr. Karol Mazur, the Head of Education Department of the Warsaw Uprising Museum



WESTERPLATTE

Westerplatte is a peninsula in Gdańsk, Poland, located on the Baltic Sea coast mouth of the Dead Vistula (one of the Vistula delta estuaries), in the Gdańsk harbour channel. From 1926 to 1939 it was the location of a Polish Military Transit Depot (WST), sanctioned within the territory of the Free City of Danzig (now Gdańsk). It is famous for the **Battle of Westerplatte**, which was the first clash between Polish and German forces during the invasion of Poland and thus **the first battle of the European theater of World War II**.

CONFERENCE PROGRAMME

THURSDAY 4 APRIL

08:30 Registration of participants

@Scandic Hotel Lobby

09:00 Official opening and welcome

- Mire Mladenovski, President of EUROCLIO
- Steven Stegers, Executive Director of EUROCLIO
- Monique Canto-Sperber, Chairwoman of the Evens Foundation

@Gdansk Room

09:30 Icebreaker activity: How would you do it?

During the Icebreaker activity, participants will be asked to discuss in groups how they would present to students current events.

@Gdansk Room

10:00 Panel Discussion: How to react to history in the making?

Teaching current events can be a powerful way to attract the attention of students and to make history real. Learning history, as events unfold, can be challenging. Reliable information is often lacking, and students and teachers are likely to have stronger feelings and opinions compared to teaching about the distant past. In this panel, history education practitioners from different countries, will share examples of how they reacted to key events in recent history, which pre-occupied the minds of the students in their history class, and share what they learned from these experiences.

@Gdansk Room

11:10 Coffee Break

@Scandic Hotel Lobby

11:35 Panel Discussion: What makes learning history meaningful?

There is no need to convince participants to the EUROCLIO conference that history is an important subject that should be taught to all students. However, when we dig a little deeper, you will see that each person, has different explanation why this is the case. During this panel, a group of curriculum designers, assessment experts, inspectors and teacher trainers, who all thought deeply about the purpose of teaching history, will share their views on the value of learning history and reflect on what is needed to make history meaningful for all.

@Gdansk Room

12:45 Lunch

@Scandic Senso Restaurant

13:45 Departure by foot to the On-site Learning

@Scandic Hotel Lobby

Check out
each option
at page 13



A



B



C

14:00 On-site Learning Programme (options A-B-C).

16:00 Coffee Break

@Scandic Hotel Lobby

16:30 Workshop Round 1

1. Everyday life on the front line

Mire Mladenovski, President of the EUROCLIO Board

@Gdansk Room

2. Debate in history classes

Paolo Ceccoli, EUROCLIO Board

@Amsterdam Room

3. Bringing history to life by accessing the History of their lives

Sinead Fitzimons, EUROCLIO Board

@HamburgRoom

4. Facing doxas in history

Verena Alberti, German School of Rio de Janeiro

@Tallinn Room

5. Bring down this wall!

Joan Brodski Schur, University of New York

@Copenhagen Room

see details
at page 14

18:00 Conclusion of the day

@Gdansk Room

19:30 Opening cocktail

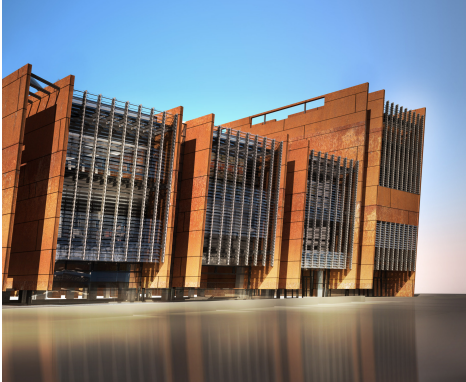
Monique Canto-Sperber, Chairwoman of the Executive Committee of the Evens Foundation, will introduce the Sharing European Histories project and give the floor to the organisations who have been selected as partners.

@Piwnica Rajców Gdańsk

ef

19:45 Dinner @Piwnica Rajców Gdańsk

CULTURAL PROGRAMME



OPTION A

European Solidarity Center (ECS)

The European Solidarity Center (ECS) houses a museum that is dedicated to keeping the memory of the Solidarity movement alive, and to inspire new initiatives with a universal, and peaceful, dimension. Its permanent exhibition shows the history, events, and impact of the Solidarity movement in seven thematic rooms, set in chronological order from “The birth of Solidarność” to “A culture of peaceful change”. Visitors move their way through the exhibition, while having the opportunity to use archival objects, documents, manuscripts, photographs, video footage, and interactive installations to enrich their experience.



OPTION B

Museum of the II World War

Participants will have the possibility to visit part of the main exhibition with a member of the Pedagogical Team of the Museum, to discuss educational workshops, as well as the Children Exhibition, addressed at children below the age of 12. The exhibition shows a reconstruction of a flat of a Warsaw family during three periods: 5 September 1939, 15 March 1943, and 8 May 1945. The changes the visitor perceives of the interior design reflect the changing political, social, and economic situation in Poland. Some elements disappear and others emerge. This reconstructed space gives visitors a first-hand experience idea and can have especially a big impact on children, for they can visualize and grasp the idea of how the space of everyday life could look like for people in Warsaw.



OPTION C

Walking tour in the city

Like a mini-state all to itself, Gdańsk has a unique feel that sets it apart from the other cities in Poland. Centuries of maritime ebb and flow as a port city; streets of distinctively un-Polish architecture influenced by a united nations of wealthy merchants who shaped the city's past; the to-ing and fro-ing of Danzig/Gdańsk between Teutonic Prussia and Slavic Poland; and the destruction of WWII have all bequeathed this grand old dame a special atmosphere. Led by Jacek Staniszewski, EUROCLIO Ambassador and history teacher with great knowledge of the city, participants will have the possibility to enjoy a walking tour of the city.

WORKSHOPS **ROUND 1**

Thursday 04 April, 16:30 - 18:00

1. Everyday life on the front

The workshop deals with teaching the First World War, with a special focus on the everyday life of ordinary people on the Macedonian front line. From the methodological point of view, various teaching techniques and approaches will be used. From individual, through work in pairs, to group and frontal approach. Only primary sources (written and visual) will be used, and the emphasis will be placed on critical and creative thinking, as well as on problem solving.

Mire Mladenovski, President of the EUROCLIO Board
@ Gdansk Room

2. Debate in history classes

Debate is a vibrant, thriving and growing teaching method. It's mostly practised in the world school debate format, basically as public speaking, civic education, critical thinking and politics learning. In Italy our association Summer school looked for a History classes use. We would like to share with you our attempt, in order to be assessed by history teachers all over Europe and beyond and to suggest you to practice it. The final goal will be to build up in the future a formal protocol.

Paolo Ceccoli, EUROCLIO Board
@ Amsterdam Room

3. Bringing History to Life by accessing the History of their lives: An Oral History Approach

Oral history can be a powerful tool to bring history to life in the classroom (Whitman, 2000). This workshop will look at an Introduction Oral History Unit designed to take place at the beginning of a school year that can serve as a sustainable tool to bring history to life long after the Oral History unit is over. Participants will be provided with the unit overview, classroom support tools and real life examples of how the unit is completed in practice, along with feedback from students who have participated in England, Northern Ireland and Belgium.

Sinéad Fitzsimons, EUROCLIO Board
@ Hamburg Room

WORKSHOPS **ROUND 1**

Thursday 04 April, 16:30 - 18:00

4. Facing doxas in history: main narratives on racial issues in Brazil

Although more than 50% of the Brazilian population is black, society ends up considering as natural the small number of citizens from African descents occupying prominent positions, whether in private or public life. Many Brazilians think this is due to the “inheritance of slavery”. This is what determines a doxa: something that is taken for granted, but does not correspond to reality.

To face doxas requires that history teachers “want to know more” and “develop a deep historical knowledge”. In recent years, academic research on the periods of slavery and post-abolition has developed considerably in Brazil. The purpose of the workshop will be to discuss how the results of such researchs can be incorporated into didactic practice to broaden students' knowledge of the racial issue in the country.

Verena Alberti, German School in Rio de Janeiro
@ Tallin Room

5. Be a Part of History: Bring Down This Wall!

By 1989, the year it came down, the Berlin Wall was a massive fortification with no less than 297 watchtowers. Who brought down this wall? Historians credit many factors including President Reagan's challenge to East Germany, Mikhail Gorbachev's policies of glasnost and perestroika, and the Ostpolitik of Willy Brandt. Others include the economic failure of communism, the disaster at Chernobyl, and the Soviet debacle in Afghanistan. This workshop, however, looks to the people on either side of the wall on November 9, 1989 (the participants in this workshop) and how their response to a clumsy press conference made history. The session will be a re-enactment of the events of November 9, 1989 using primary sources. We will also look at how this classroom strategy can shed light on other walls in history, past and present.

Joan Brodsky Schur, University of New York
@ Copenhagen Room

FRIDAY 5 APRIL

All Morning: School Visits

- 08:15 Primary School - Szkoła Podstawowa nr 81**
Bus 1. Departure point: in front of the Hotel Scandic
- 08:15 Departure Secondary Schools A and B**
Bus 2. Departure point: in front of the Hotel Scandic
- 09:00 Departure Secondary School C and D**
Walking. Departure point: lobby of the Hotel Scandic

More information on school visits is available in the handouts.

13:00 Lunch

@Scandic Senso Restaurant

14:00 Presentation by Alain Lamassoure, MEP

@Gdansk Room

14:30 Presentation of the "In Europe Now" TV series



IN EUROPE

History caught in the act

Ten years ago, VPRO broadcasting company worked with the author **Geert Mak** to create the television series **In Europe** about the history of the 20th century. In the autumn of 2019, a follow-up series will be made focusing on the turbulent years since 1999. Where on earth did we go wrong these past two decades? What is left of all our great expectations?

In Europe at school

In line with the television series, VPRO is working with VGN (the Dutch History Teachers Association) and EUROCLIO to create an interactive education kit for students aged 14-18 of all levels, which will contribute to forming opinions, citizenship and media literacy.

Make our own In Europe

A clear video instruction, tailored experts from the series, and an education letter to facilitate teachers and students in making video clips. A one-of-a-kind European exchange project, in which students film their recent history, and research and compare themes like democracy, human rights, privacy, climate change and migration.

Do you want to learn more about this project ?

Have a chat with the makers at the market place of ideas or go to vpro.nl/ineuropa

14:45 Marketplace of Ideas

During the market place of ideas, participants can share experiences in using teaching methods and strategies to make learning history more motivating and meaningful for students at discussion tables, learn about the projects supported in the Sharing European Histories projects, become a pilot school for the In Europe Now project, and present and see the research posters of the Special Interest Group 'Teachers as Researchers'.

@Gdansk Room

16:00 Coffee break

@Scandic Hotel Lobby

16:30 Workshop Round 2

1. *War(s) in photos*

Bojana Dujković-Blagojević, The European Wergeland Centre

@Copenhagen Room

2. *Public space as an innovative teaching tool*

Juraj Varga, Tatiana Bírešová and Juliana Gubišová,
Center for Education and Innovations

@Amsterdam Room

3. *Creating spaces for students to contribute to history making*

Nayla Hamadeh, Lebanese Association for History

@Hamburg Room

4. *Confronting conflicts and perspective taking*

Bjorn Wansink, University of Utrecht

@Gdansk Room

5. *History as a tool to prevent youth radicalisation*

Juan Carlos Ocaña, IES Parque de Lisboa

@Tallinn Room

see details
at page 18

19:30 Dinner @Piwnica Rajców Gdańsk

20:30 PubQuiz and Intercultural Night @Piwnica Rajców Gdańsk

INTERCULTURAL NIGHT

Try something new, bring something new

On **Friday night**, everyone is invited to bring **wine, drinks and sweets** from their countries to enrich our conference with new experiences and tastes for all our participants. You should leave items to conference organisers during the lunch or the coffee break on Friday 05 April!

The Intercultural Night will start at 20:30, and be held in parallel with the Pub Quiz.

Challenge yourselves and each other, in a competitive, yet relaxed, atmosphere at the **International EUROCLIO Pub Quiz**. When you arrive at the restaurant, look for your team! Get to know each other during the dinner, and look forward to testing your knowledge. The winning team will **receive a surprising prize!**



WORKSHOPS **ROUND 2**

Friday 05 April, 16:30 - 18:00

1. War(s) in photos

This workshop was developed within the LHH (Learning History that is not History Yet) EUROCLIO project and it reflects the destiny of ordinary people in 1990's war(s) in Former Yugoslavia. Original photos from the exhibition "Lessons from 1991" are used for the workshop and participants will look in historical sources looking for answers about the war(s) in Yugoslavia. The author of the exhibition is curator Sandra Vitalić.

Bojana Dujković-Blagojević, The European Wergeland Centre
@Copenhagen Room

2. Public Space as an Innovative Teaching Tool

The workshop will introduce and discuss options through which the public space can be used as a tool for history teachers in primary and secondary schools. The premise of the discussion will be that public space affects all people, creating and shaping identities by means of its very presence. Throughout the workshop, participants will work with different components of the public space: statues, squares, and monuments, exploring various teaching methods and discussing their own approaches and experiences.

Juraj Varga, Tatiana Bírešová and Juliana Gubišová, Center for Education and Innovations
@Amsterdam Room

3. Creating spaces for students to contribute to history making

The workshop is about creating opportunities to engage students in topics absent from the official curriculum, and to allow them to make history alive. How did we succeed at introducing the history of the civil war period to schools around Lebanon; How can oral history documentation help to us teach divided histories to build bridges between what are thought to be diverging narratives; how to create intergenerational conversations that address trauma and memory; how to empower teacher to become leaders of change in society. The workshop will be addressing these questions through an interactive session and group reflections.

Nayla Khodr Hamadeh Lebanese Association for History
@Hamburg Room

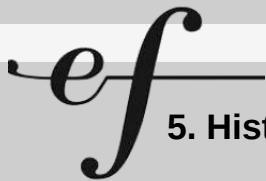
WORKSHOPS **ROUND 2**

Friday 05 April, 16:30 - 18:00

4. Confronting conflicts and perspective taking. Discussing history teachers' reactions on spontaneous controversial remarks

In many Western countries, such as the Netherlands, Germany and Belgium, the debates about segregation and integration have become more polarized in the media and public debate, but also have become more apparent in the classroom. This interactive workshop will focus on spontaneous reactions of pupils in the classroom, caused after events in society, such as terrorist attacks. In these tense situations appropriate reactions of history teachers are important as they are expected to teach pupils essential competences of democratic citizenship, that can become heavily under pressure in these circumstances. Bjorn Wansink will provide a model that can help teachers to reflect on how to react to controversial remarks of pupils (Patist & Wansink, 2017; Wansink & Savenije, 2018). Participants will explore usefulness of the model based on their experiences during the workshop.

Bjorn Wansink, University of Utrecht
@Gdansk Room



5. History as a tool to prevent youth radicalisation

Teachers should bring to the classroom one of the most pressing political problems in current Europe: the growing influence of extremism that leads or could lead to violence among European youth. Two main problems jeopardizes open and democratic European societies: Jihadist terrorism and radical right movements. Both social and political phenomena mutually feedback. The workshop will offer information and learning activities that can enable history and citizenship teachers to confront this issue.

Juan Carlos Ocaña,
IES Parque de Lisboa
@Tallinn Room

SATURDAY 6 APRIL

09:00 On-site learning programme (options A-B-C).

12:00 Lunch

@Senso Restaurant

13:00 Registration for the General Assembly

@Amsterdam Room

13:15 **EUROCLIO General Assembly (13:15 - 15:45)**

The General Assembly will be divided in two parts, with a break

@Amsterdam Room

15:30 Coffee break

@Scandic Hotel Lobby

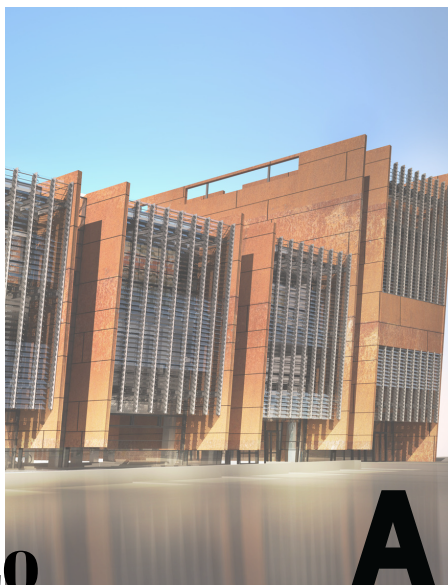
16:00 **Historiana and the Russian Revolution: developing transnational source collections**

Bob Stradling, Historiana Editor-in-Chief



Historiana is EUROCLIO's educational platform that offers free historical content, ready to use learning activities, and innovative digital tools made by and for history educators across Europe. Using the Russian Revolution as a pilot study, Editor-in-Chief Bob Stradling will explain how transnational source collections are made. The session includes a presentation of sources that educators across the network have shared which shed new light on how the Russian Revolution was received internationally and how these will feature into a collection on Historiana. Finally it will also outline plans for future collections developed in this way, and how you can contribute.

@Amsterdam Room



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Check out the options at page 13

16:50 Break

@Scandic Hotel Lobby

17:00 Workshop Round 3

1. Young Track Seekers

Elise Storck, University of Leiden

@Amsterdam Room

2. Textura - Telling (Hi)stories

Daniel Bernsen and Ronald Hild

@Copenhagen Room

3. "Where they really dead there?"

Katerina Brentanou, European School of Luxemburg II
Vassiliki Sakka, Association for History Education in Greece

@Hamburg Room

4. When Does a New Epoch Begin?

Joanna Woydon, University of Wroclaw

@Tallinn Room

5. What keeps memory alive when past is gone?

Ioanna Dekatri, Cultural Issues C PIT Athens

@Gdansk Room

20:00 Festive Dinner @Amber Side Restaurant

Dress Code: cocktail



At **20.00** we will all meet outside the Restaurant to take a **group photo**

see details in page 23

Historiana
your portal to the past



Historiana is
developed
by **25 EUROCLIO**
European Association of History Educators
and **webtic**

GET INVOLVED IN THE DEVELOPMENT OF **SOURCE COLLECTIONS** FOR HISTORIANA

Historiana is an online (e)Learning environment that offers **free historical content, learning to use learning activities**, and innovative digital tools made by and for history educators.

The resources on Historiana are designed to promote teaching and learning of history in a way that is transnational, multiperspective and stimulates historical and critical thinking based active methods.

Historiana is developed by EUROCLIO and Webtic and would not be possible without the efforts and generous contributions of historians and educators from Europe and beyond.

We are keen to involve as more people in the development of Historiana because we believe that working directly with the people for whom we create Historiana, will lead to the best result.

Get involved in the development:

1. Contribute to the transnational source collections that the historical content team is developing. Bob Stradling, the editor-in-chief of Historiana, will explain on Saturday during a plenary session how this works.

2. Let us know which ideas for new eLearning Tools you like most. This can be done during a feedback session with webdevelopers on **Sunday 7 April** at **09:00** in the **Hamburg room**.

WORKSHOPS **ROUND 3**

Saturday 06 April, 17:00 - 18:30

1. Young Track Seekers: oral history on migration

Dutch history textbooks tend to depict migration as 'exceptional' and as a problem. Because of migration, Dutch school classes vary more and more in economic, social and cultural/'ethnic' background. Consequently students (and adults) might experience a considerable distance between history at school and their own reality. In the Young Track Seekers project teachers try to overcome this by connecting school history and family history in doing oral history with their students. They developed small and large projects on digging up family photos and histories on migration and presenting them in the school. In some cities the local archives officially archived these family photos, transcripts, reports. The project resulted in a freely available teacher guide (also in English).

Elise Storck, University of Leiden
@Amsterdam Room

2. Textura – Telling (Hi)stories

"Textura" is an approach to promoting the narrative competence of pupils in history education while also deepening their content knowledge. Because of its modular structure, it can be customized to match different thematic approaches or historical periods, so that the game can be used in different school types and classes. Because of its standardized game principle, it can also be used in different grades or with different topics. During this workshop, participants will be introduced to this card game, and will have the opportunity to discuss its potential as a history teaching tool within their own contexts

Daniel Bernsen, IGS Pellenz and **Ronald Hild**, Freelance Game Developer
@Copenhagen Room

3. When Does a New Epoch Begin? Continuity and Change on the Example of a Local Community

The workshop will concentrate on the development of the perception of continuity and change in history, a key for historical thinking, according to Peter Seixas. It will present the "turning points" of history (from antiquity to 21st century) as arbitrary, often subjective issues, frequently determined by a particular temporal, geographic or social perspective. The activities will point out how changing the perspective may change one's understanding of the past.

Joanna Woydon, University of Wroclaw
@Tallinn Room

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WORKSHOPS **ROUND 3**

Saturday 06 April, 17:00 - 18:30

4. “Were there really dead there?” Alternative facts, denial and public uses of history serving Golden Dawn and the neo nazi agenda.

The workshop uses primary and secondary sources on the seven years Junta dictatorship (1967 - 1974), including photographs, short propaganda films, slogans, historical narratives, used by the Junta and by the current followers of far right ideologies in Greece, as well as documentation on the nature of the regime. Groups work on cross examining the given material while in parallel drama technics are used to expose the propaganda and the distortion of historical truth. Also it discusses the uses of memorial sites and anniversaries on dealing with historical understanding and citizenship, motivating students to respond to challenges of the present day.

Katerina Brentanou, European School of Luxemburg II
Vassiliki Sakka, Association for History Education in Greece
@Hamburg Room

5. What keeps memory alive when past is gone?

This workshop will use object biographies in contact to oral narratives to spark and use students' interest about memory, history and relevant differences. We'll use representations of exemplary material from modern to ancient history (from current times to 1 st World War back to Homer). It aims to show how objects are making history tangible and how people interact with heirlooms about their mutual social quality in certain time and circumstances. Also, it aims to link history education with students' everyday life, thus focusing on material relics as evidences it will elaborate their interest in family and oral history and it will develop their historical consciousness, by making connections, contextualizing information, and realize how micro-history and oral history must be seen in a larger context, focusing also to empathy awareness and social intelligence skills.

Ioanna Dekatri, Cultural Issues C PIT Athens
Ministry of Education, Research and Religious Affairs
@Gdansk Room

SUNDAY 7 APRIL

09:00 (Optional) **Opening up Historiana**
feedback session on new ideas for eLearning tools

@Hamburg Room

10:00 Workshop Round 4

1. Discussing diversity and discrimination - the online tool "Stories that Move"

@Hamburg Room

Femke de Koning, Anne Frank House

2. Enacting the Past

@Gdansk Room

Elizabeth Curtis, University of Aberdeen

3. Intercultural Youth Communication as a Mirror of the Ideology in USSR

@Copenhagen Room

Iryna Kostyuk, Lviv Regional Institute

4. Mystery solving in history education

@Amsterdam Room

Anna Brojer and Aleksandra Kaiper Miszułowicz
Institute of National Remembrance

11:30 Coffee break

@Scandic Hotel Lobby

12:00 Plenary Workshop: why teaching history is more important than ever before

Jacek Staniszewski, Akademia Dobrej Edukacji
Richard Kennett, School History Project

In the present we are faced with more fake news and misrepresentation of the past than ever before. From populist politicians to over enthusiastic media. It is more important than ever before that our students are prepared to challenge this with the appropriate skills and knowledge a brilliant history education will bring.

In this plenary session Jacek and Richard will explore this issue through the lense of the history of WW2. They will explain how the history of WW2 is often misrepresented in Poland and Britain leading to misconceptions that are causing harm in their respective countries. They will also both share how they are trying to tackle this in their classrooms, encouraging their students to take a multiperspective view of the war and being prepared to challenge historical interpretations.

@ Gdansk Room

13:00 Lunch

@Senso Restaurant

14:30 Workshop Round 5



1. *Historical debates in the education process*

Jan Błoński and Radosław Czekan, Poland Debates Foundation

@Hamburg Room

2. *Colonialism: a role-play game*

Yulia Kushnereva, Moscow Gymnasium 1567

@Gdansk Room

3. *Using photographic sources as evidence*

Bridget Martin, EUROCLIO

@Amsterdam Room

see details
in page 28

16:00 Coffee break

@Scandic Hotel Lobby

16:15 Official Closing

@Gdansk Room



YOUR **OPINION** MATTERS TO US!

The 26th EUROCLIO Annual Conference has reached its end, and we would like to know how did you like the training. We have designed a short but detailed evaluation form, which we would like to use to collect your feedback on each session of the conference. The form will be opened from today (Sunday 07 April) to the beginning of July.

Please, take the time to fill the form in. We advise you to do it early this week, when your impressions on the training are still fresh.

You could even do it while you wait for your flight or train home - taking the opportunity for a full immersion in your memories right away!

You can find the form at this link:

<https://goo.gl/forms/AkvZxZU7prYbN6KE3>

The form is completely anonymous. In case you would like to leave a more structured feedback, you are welcomed to write to us at alice@euroclio.eu.

WORKSHOPS **ROUND 4**

Sunday 07 April, 10:00 - 11:30

1. Discussing diversity and discrimination - the online tool "Stories that Move"

The online tool Stories that Move is a cost free resource; an interactive website with five learning paths that help young people explore the impact of hate speech, exclusion and discrimination. Short film clips of young people sharing their experiences are at the core of the materials.

Femke from the Anne Frank House will provide practical suggestions on how you can use this tool to discuss diversity and discrimination in the classroom, introducing the concept of blended learning and visible thinking.

Femke de Koning, Anne Frank House
@Hamburg Room

2. Enacting the Past: Bringing the history of Aberdeen with student teachers

This workshop will be divided in three parts: (1) an introduction on the role of historical understanding in the Scottish Curriculum for Excellence in primary schools; (2) the exploration of primary source evidence about life in the City of Aberdeen in NE Scotland around 100 years ago, including photographs, census returns, maps, and objects, through the medium of drama and poetry; (3) a final discussion on the key question of 'what kind of historical questions arise from using an expressive artes-based approach to investigating historical evidence?

Elizabeth Curtis, University of Aberdeen
@Gdansk Room

3. Intercultural Youth Communication as a Mirror of the Ideology in USSR

The workshop will present a way how to tell to teens about the value of freedom and human rights and the influence of its absence. A story about how young people lived in the late Soviet society, what challenges they met in the communication, how the internationalism was not only in ideology but in real life could be interesting and timely for students. This story could be relevant not only for a post-soviet area but for European students at all for the deeper understanding of complicity of past and about roots of the world-view of people in Eastern Europe.

Iryna Kostyuk, Lviv Regional Institute of Post-Graduate Pedagogical Education
@Copenhagen Room

WORKSHOPS **ROUND 4**

Sunday 07 April, 10:00 - 11:30

4. Mystery solving in history education

The workshop will show how criminal investigation techniques are used in education about XX century war crimes. Participant will have an opportunity to investigate the Katyn Massacre and try to identify particular victims of the Soviet atrocity. Basing on available traces and artefacts found in the mass graves they will find out names and stories of the killed POWs. There will also be a presentation of most recently developed ways of uncovering and identifying of remains of victims of war crimes used in the post Soviet Block countries as well as police criminal investigations.

Anna Brojer and Aleksandra Kaiper Miszułowicz

Institute of National Remembrance
@Amsterdam Room

WORKSHOPS **ROUND 5**

Sunday 07 April, 14:30 - 16:00

1. Historical Debates in the education process

Debates are one of the most engaging educational tools in the classroom. However, badly designed debates, exercises can discourage students from expressing their opinion, discussions or learning the subject. Jan Blonski and Radosław Czekan will use their experience as international competitive debaters, judges, coaches, educators and moderators to deliver crucial skills that turn regular history class into ancient agora. Participants will learn (1) advantages and risks of using debates in teaching history, different debate formats (BP, WSDC, Oxford Union Chamber Debates); (2) debate exercises and basic rules of setting the debate activities in the class at the every stage of education; (3) the most common mistakes in running debates about history.

Jan Błoński and Radosław Czekan, Poland Debates Foundation
@Hamburg Room

WORKSHOPS **ROUND 5**

Sunday 07 April, 14:30 - 16:00

2. Colonialism: a role-play game

During this workshop, participants will try on the shoes of colonial merchants, competing for the largest profits. Via this game, they will learn an innovative approach to the teaching of the roots of colonial trade, while revising some excel and calculus skills, and learning some basics of economics. Participants will act as merchants, consulting with each others and making 'life-or-death' decisions. This workshop lies not only the basis to teach colonialism, but also to spark discussions on human rights.

Yulia Kushnereva, Moscow Gymnasium 1567
@Gdansk Room



3. Using Photographic Sources as Evidence

Photographs are often considered sources that brings history to life, but do they really? Do photographs always capture life in the past as it really was? How useful are they for helping us understand historical periods and events?

The goal of the session is to use the eLearning Activity Builder on Historiana to develop learning activities that help students analyse the usefulness of photographic sources. The session will include an overview of the online tool and principles of using online tools to promote historical thinking, It will work with the Source Collection 'The Visual Front' (official war photography of WWI). Teachers will test out the tool by collaboratively constructing activities for students and provide feedback on the utility of the tool.

Bridget Martin, EUROCLIO
@Amsterdam Room

BIOGRAPHIES OF THE **BOARD**



Mire Mladenovski (North Macedonia) has been working as a primary school teacher since 1992. He is a co-author and an editor of supplementary teaching material for secondary schools. He is an expert in employing information and communication technology in education, and that is why he is currently involved as an editor in a web application initiative of EUROCLIO: Historiana.



Paolo Ceccoli (Italy) teaches philosophy in secondary school. He holds a Master of Arts in history education from the University of London and is the co-author of two history textbooks and several general history education books. He is particularly interested in contributing to EUROCLIO's work through Historiana contributions and editing.



Riitta Mikkola (Finland) graduated from the University of Tampere as a historian and teacher of history and social studies. She has been teaching in both lower and upper secondary schools since 1994. She has been the chairman of Finnish HTA 2006-2011, as well as the chief editor of the Finnish HTA's quarterly magazine Kleio.



Sinéad Fitzsimons (Northern Ireland) is currently a research officer in Curriculum and Development at the University of Cambridge. Sinéad recently completed her doctoral thesis at Queen's University Belfast where she considered how history and language curriculum in post-conflict regions influences students' sense of national identity. Prior to her doctoral research, Sinéad taught secondary history for ten years in Northern Ireland, England and Belgium. Sinéad is currently finishing her third year, and her first term, as a Euroclio Board member.



Frank van den Akker (the Netherlands) served Shell for over 30 years. He worked across Europe throughout his career and nowadays, he runs social-entrepreneurial activities in parallel to an advisory practice. He joined the EUROCLIO Supervisory Board early 2016, with main focus on financial and governance matters as well as international relations.

BIOGRAPHIES

EUROCLIO SECRETARIAT



Steven Stegers is EUROCLIO's Executive Director. He has worked for several years as coordinator of projects seeking to innovate history education in the Black Sea region, North Africa and the Middle East, and he led the development of Historiana. He has an MSc degree in Social and Organisational Psychology from Leiden University, and studied Environment and Global History.



Judith Geerling is Senior Project Manager at EUROCLIO. She manages several of EUROCLIO projects, such as Historiana and the summer schools in the Western Balkan region. She has an MA in International Relations at the Rijksuniversiteit Groningen, and an MA in Conflict Studies and Human Rights at the University of Utrecht.



Jaco Stoop is Network Coordinator at EUROCLIO. He is responsible for outreach and membership, as well as the management of several (global) projects, such as RETHINK and L2D. Jaco obtained a BA in Languages and Cultures of the Middle East, and holds an MA in Modern History and International Relations (both at University of Groningen).



Alice Modena is Junior Project Manager at EUROCLIO, where she has been working since September 2018. She is involved in the organisation of trainings, especially of the Annual Conferences and online seminars. She comes from Italy, has a BA in International and Diplomatic Sciences and an MA in Human Rights and Multilevel Governance.

BIOGRAPHIES **SPEAKERS**



Verena Alberti (Brazil) is professor at the State University of Rio de Janeiro (Uerj), in the area of Methods and Techniques of Teaching of History, and history teacher at the German School of Rio de Janeiro. She studied history (Universidade Federal Fluminense), has a master's in social anthropology (Museu Nacional, Universidade Federal do Rio de Janeiro), a PhD in literary theory (University of Siegen, Germany), and a post-doctorate in history education (Institute of Education, University of London).



Joan Brodsky Schur (United States) is a curriculum developer, author, and consultant based in New York City. Her work for history teachers appears on the websites of PBS and the National Archives, USA. In addition to her work on US history, she has published curricula for the world history websites Our Shared Past in the Mediterranean and The Indian Ocean in World History. She has been a presenter for teacher outreach programs at Yale University, New York University, and the Smithsonian Museum in Washington, DC.



Bojana Dujkovic Blagojevic (Bosnia and Herzegovina) has worked predominantly on large history education projects in all countries of former Yugoslavia. She holds an MSc degree in History relating to contemporary history and education, and is experienced in projects that are focused on culture of remembrance and in improving the capacities of history teachers. She acts as teaching materials developer, textbook author and Editor in Chief for the publications for the Balkans region.



Centre for Education and Innovations (Slovakia) The idea to create CEDIN was born in minds of two Slovak Ph.D. history students at Charles University in Prague, who also happen to be enthusiastic about the use of innovative approaches in history education process. Nowadays the members of the Centre would like to contribute to rethinking and broadening of history education approaches and also to enhance the perspective on this school subject from students' side.



Nayla Hamadeh (Lebanon) Is President of the Lebanese Association for History (LAH) which she co-founded in 2013. She is involved in the planning and implementation of a variety of projects focusing on advancing a disciplinary approach in history education. Her work focuses the role of education in building sustainable peace. Since 2000, Nayla has been involved in planning and facilitating teacher a number of training programs in Lebanon.

BIOGRAPHIES **SPEAKERS**



Bjorn Wansink (the Netherlands) works as a lecturer, trainer and researcher at the Faculty of Social and Behavioural Sciences, Utrecht University. As a history and social science teacher he has worked in secondary schools. At this moment, he coordinates the interdisciplinary research group perspective taking and the role of media. He works as a trainer for EUROCLIO in countries in political transformation and in particular those with inter-ethnic and inter-religious tensions. [photographer: Ivar Pel]



Juan Carlos Ocaña (Spain) has been working as a History Teacher for thirty years in different Madrid secondary schools. He has been Head Coordinator of Bilingual Education at IES Parque de Lisboa for more than ten years now. He holds a Doctorate in History at Universidad Autónoma de Madrid. He has coordinated several Comenius and Erasmus + projects and has also collaborated in different projects at European Schoolnet. He has also contributed to EUROCLIO as a translator and currently is developer in Football Makes History Euroclio project.



Elise Storck (the Netherlands) worked as history teacher from 1983-2011 in several schools in the Netherlands. Since 1999 she works as history teacher trainer at Leiden University. Some of her topics of interest are: assessment and central exams, the didactics of historical thinking, dealing with diversity, empowerment of subject teachers, curriculum development. She sees her function more as a 'generalist, building bridges', than as a specialist.



Daniel Bernsen (Germany) is a history, French and Spanish language teacher. He is the head of upper secondary school branch at the IGS Pellenz (near Koblenz). He has a weblog on history education, media literacy and game-based learning:
<https://geschichtsunterricht.wordpress.com/>



Ronald Hild (Germany) studied history, journalism and political science in Leipzig, and now works as a freelance game developer. His work focuses on pedagogical concepts that are not only fun, but also transport knowledge or sensitize for certain topics. He was awarded by the Federal Centre for Political Education for "Textura - German-Polish History as a Game".

BIOGRAPHIES **SPEAKERS**



Joanna Wojdon (Poland) is an associate professor at the Institute of History, University of Wrocław; a board member of the International Society for History Didactics and managing editor of its scholarly journal (JHEC), and a member of the Steering Committee of the International Federation for Public History. She is involved in the initial teacher training of history and civic education teachers.



Katerina Brentanou (Greece) has been working in Greek Secondary Education for 31 years as teacher of Greek Literature, Greek Language and History. She holds a PhD in History of Theatre and a Master of Arts in Theatrical Studies, University of Athens, Greece. She has followed a 3-year-course on “Drama and acting” in drama school of Keratsini. She has been a teachers’ trainee for many years and she has worked as a school advisor. Nowadays she is working at the European School of Luxemburg II as a Greek Language Teacher.



Vassiliki Sakka (Greece) studied History and Archaeology (University of Athens). She holds a M.A in History Didactics and a phd in History and Adult Education. She works currently as a School Coordinator (responsible for secondary education history and language teachers) in Athens. She has worked as a history teacher, producer and evaluator of educational material, teacher trainer, and history curriculum developer. Former EUROCLIO president (2010-2012).



Ioanna Dekatri (Greece) studied History and Archaeology in University of Athens. She holds a Master in History Didactics, and is a Phd candidate in Museum Education. She has been working in Public Greek Secondary Education for 19 years. From 2012, she works as a Coordinator of Cultural Programs in Schools of Secondary Education. She has been a teachers’ trainee from 2012 in cultural and history subjects. She is member of Scientific Committee of Educational Program of Greek Youth Parliament since 2016, and a founding member AHEG.



Femke de Koning (the Netherlands) has a background in the fields of communication science and history. She received her MA degree in holocaust and genocide studies at the NIOD (Institute for war, holocaust and genocide studies) in 2012. Since 2014, she works at the educational department of the Anne Frank House as a developer and educator, mainly for projects involving Dutch history and sociology teachers, teachers in training and youngsters.

BIOGRAPHIES **SPEAKERS**



Elisabeth Curtis (United Kingdom) is a lecturer in education, with a specialist interest in learning and teaching Social Studies in primary schools. Her professional background is in archaeology and primary teaching, working in a variety of contexts including schools, museums and environmental education. She is fascinated by how people experience time and place and how this shapes identity. This is reflected in her PhD research which focused on people's encounters with stone circles in NE Scotland and recently through AHRC funded Research for Community Heritage Projects.



Iryna Kostyuk (Ukraine) is a guidance counsellor and teacher's trainer in Lviv Regional Institute of Post-Graduate Pedagogical Education, Ukraine. She has 25 years of teaching experience as a History and Social Studies teacher and more than 15 years as a teacher trainer. She cooperates with EUROCLIO from 2001. From 2001 to 2004 she was a national coordinators of the European-Ukrainian project "New times, new history". She was an international editors of the educational manual "Crossroad of Cultures" in the common project of countries in the Black Sea Region "Sharing History, Cultural Dialogues" in 2012-2015.



Anna Brojer (Poland) - historian, she works at the Institute of National Remembrance in Warsaw. Specializes in national and international educational projects for children and adults. She is the coordinator of the "Poland in the Heart of European History" Professional Training Program for international teachers and educators.



Jacek Staniszewski (Poland) is a history teacher in Warsaw. He works at the Akademia Dobrej Edukacji (Good Education Academy), an innovative school that he co-founded along with his wife in 2010. One of the main principles there is the personalised education and wide use of new technologies (ICT). In 2015, he became school headmaster of this institution. Jacek was a member of the History Unit in the Educational Research Institute. His unit ran a number of research projects concerning history teaching. He also prepared and ran many workshops for teachers both in Poland and abroad.



Richard Kennett (United Kingdom) has a BA in History, specialising in Medieval Europe, and an MEd, focusing on history education, both from the University of Bristol. He has been teaching history in Bristol since 2008 at Redland Green School which was awarded the Gold Award by the Historical Association. In addition to teaching Richard is an author of history textbooks for Hodder publishing. He leads the Bristol Schools' History Forum, a network of local teachers, who meet regularly to discuss pedagogy.

BIOGRAPHIES **SPEAKERS**



Jan Błoński (Poland) is a history (5th year) and psychology (4th year) student at the University of Warsaw. For few years he has been involved in sport debating. He has won, judged and organised many tournaments (including historical debates). He is a trainer in Fundacja Polska Debatuje and Warsaw Debate Chamber. Two years ago, he found a possibility to combine both his passions - history and debates: within the new Józef Piłsudski Museum's project. Together with Radosław Czekan I've written the Guidebook to Historical Debates.



Yulia Kushnereva (Russia) is President of the Moscow History Teachers Association, a History and Civics teacher at Moscow school 67. She has worked as a teacher, author, trainer, expert and advisor. She was a EUROCLIO international expert and trainer in projects in Ukraine and Georgia, an author in two EUROCLIO projects in Russia aimed at developing innovative teaching materials, promoting innovative and responsible history and citizenship education. She was the editor-in-chief of 'Sharing History, Cultural Dialogue' EUROCLIO project.



Bridget Martin (Australia) is a history educator in residence at EUROCLIO. After five years of teaching history at the senior secondary level in Canberra, Bridget received accreditation at the Highly Accomplished level on the Australian Professional Standards for Teachers. Bridget has been involved in history curriculum design panels, delivered workshops at conferences of the History Teachers' Association of Australia and published research on history education. She is currently teaching at the International School of Paris while completing a Masters in History Today at the University of Groningen, specialising in History for Teaching and Education.

UPCOMING EUROCLIO EVENTS

Regional summer school Croatia, 22 - 24 August 2019

Early bird
fee: €455,-
full board

Diversity and Violence

RETHINKING APPROACHES IN
HISTORY EDUCATION

EUROCLIO 5th Regional Summer School
Osijek, Croatia - 22-24 August 2019



muzej slavonije

25 EUROCLIO
European Association of History Educators



Through lectures, panels, active workshops and on-site learning we will explore issues of **multiculturalism** and threats of war looking at WW2 and the 1990's war, and co-existence and remembrance.

On-site learning to National Museum of Slavonia,
Batina Memorial and Vukovar

Register now: <https://bit.ly/2UJEr89>

Thematic seminar

Teaching European History Brussels, November 2019



Innovative approaches to promote students' understanding of current European affairs in the light of European history.

Based on the Historiana unit "Changing Europe"

In cooperation with: **the House of European history**

Annual Conference 2020

Learning to Disagree Serbia, Spring 2020



Next year we will come to Serbia for the 27th EUROCLIO Annual Conference!

The programme will include sessions on:

- Teaching sensitive & controversial issues
- Debate, dialogue & discussion methods
- Assessment of social & civic competences

Registration opens in
September 2019