

EUROCLIO 27th Annual Conference

Belgrade Serbia 31 March – 04 April 2020

**CONTROVERSY
and
DISAGREEMENT
in the classroom**



Preliminary Programme

Version 20 January 2020

Monday 30 March

All Day	Arrivals
15:00	Optional Programme to be confirmed
19:00	Intercultural Dinner and Icebreaker Activities

Tuesday 31 March

08:15	Registration of Participants
09:00	Official Opening
09:45	Keynote Lecture on Dealing with Controversy and Polarisation in the Classroom, Maarten van Alstein This keynote lecture will address the role of debates, dialogues, and discussions and how to meaningfully address controversies in the (history) classroom. The main focus will be put on the fact that when the classes are not carefully planned or backed up by relevant material that refers to the variety of viewpoints at hand, discussions and debates might prove counterproductive, and give some practical tips on how to face these problems.
11:00	Coffee Break
11:30	Project Presentations: Learning to Disagree, Sharing European Histories, VPRO In Europe Now
12:30	Lunch
14:00	Learning to Disagree in Serbia, Marko and Lidija Suiča, Education for the 21st Century In this session, Marko and Lidja, who represent the Serbian partner in the Learning to Disagree project, will introduce the Serbian context in which the project unfolds. Focusing on controversies from a Serbian perspective, participants will acquire a better understanding of dialogues, debates and discussions in the Serbian history classroom, in preparation to the School Visits.
14:45	Teaching Challenges in Learning to Disagree, Barbara Christophe and Maren Tribukait, Georg Eckert Institute In this session, Barbara and Maren will introduce the findings of the Needs Assessment that was carried out by the Georg Eckert Institute within the Learning to Disagree project.
16:00	Coffee Break
16:30	Workshops round 1: Learning to Disagree Workshop by Matej Matkovic and Ayse Bilgic, Learning to Disagree Team Workshop by Bistra Stoimenova, Learning to Disagree Team

Disagreement through multiperspectivity in practice, Maayke de Vries

Workshop to be confirmed

Workshop to be confirmed

Workshop to be confirmed

Workshop to be confirmed

19:00 Dinner

20:30 Game Night to be confirmed

Wednesday 01 April

All Morning School Visits

13:00 Lunch

14:00 **Interactive session on the Balkan Region**

In this session, participants will be introduced to the topic of controversy and disagreement in history education in the Balkan region. This will provide invaluable insights in preparation for the on-site learning activities.

15:30 Coffee Break

16:00 **Workshops round 2**

“Keep calm and...”: The power of creating humorous and relatable history memes in the classroom, Nena Mocnik

The workshop is inspired by the pilot version that was delivered by Tea Sindbaek and Teppe Esner in Denmark in 2019 in the frame of AgainNeverAgain project funded by European Commission, and the the upscaling in Bosnia Herzegovina (2019). While the pilot project addressed histories of mass murder and genocide in relation to processes of othering and dehumanization of today; the second one dealt with the controversies related to the collective memory of the 1990s wars in the divided classroom in Mostar. The facilitator will first introduce the general idea of the tool and the two different, yet both controversial and emotionally loaded contexts where the tool has been tested. Participants will be then introduced hands-on to the “internet meme” as a concept or idea expressed through pictures, gifs, symbols, words, or anything else that is relevant to the creator of the meme and the audience they are sharing it with. By making their own memes, participants will be able to explore in what way this tool requires critical positioning toward the topic; releases creativity and fosters empathy but is at the same time fun, entertaining and engaging method, particularly close to the needs of today’s digital generations. Furthermore, participants will learn how the tool of memes and the method of learning by creating memes allows to explore the ways of translating the controversial historical events through humor and by constructive confrontation of conflicting emotions, images and media.

Agreement and Disagreement: Teaching the Cold War to International Students, Stefania Gargioni

The workshop aims to present an enquiry (a circle of lessons) focused on the Cold War. The enquiry is based on the IGCSE Cambridge syllabus and a particular focus on Cold War in Czech Republic, the location of the international school I teach. Due to the various nationalities of my students, the lessons aim to help students to discuss Cold War by unpacking all the elements concerned with their own national perspective.

Borders in Europe and controversies about them, Lulzim Abdiaj (to be confirmed)

Postwar dilemmas, Jakub Mańczak and Anna Brojer, Pilecki Institute

Workshop deals with different topics connected with themes of conference. It shows, how radically borders of post-war Poland were changed and how it affected polish citizens. It shows how many polish citizens were expelled out of their homes during the war and met the end of the war on exile (and the reasons they stayed abroad or got back). Finally, it shows how personal fates were shaped by extremely complex political situation - two governments claiming their right to legal representation of the nation, Red Army occupation of polish territories, falsifying elections by communist and persecution of agrary movement and all opposition. All those complex matters raise disagreement in classroom. We trying to "defuse" the controversial topic by placing participants in shoes of different historical characters to show their motivations and situation.

Addressing competing historical narratives in a diverse classroom, Gijs van Gaans

In diverse classrooms some historical topics can be quite sensitive. Discussing these subjects may sometimes even lead to heated debates, where emotions seem to be more important than sound arguments based on evidence. In some cases the history teacher might be reluctant to adress these topics, because he or she doesn't know how to deal with these emotions. This workshops tries to provide tools not only how to understand the emotions, and the narratives behind them, but also how to make them an explicit element in your classroom while maintaining a safe learning environment.

Workshop to be confirmed from Laurence Bragard, House of European History

In Europe at School, Marian Heesen and Odette Toeset, VPRO

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| 19:00 | Dinner |
| 20:00 | Poster presentation - how do the participants to the Annual Conference address controversial history in their day-to-day practice? |
| 20:30 | Pub quiz |

Thursday 02 April

All Day **On-site learning activities**
(Destination to be announced)

19:00 Free evening in the city

Friday 03 April

09:00 **Historiana Plenary Session**

10:00 **Plenary Workshop on Assessment, Anthony Malone and Majella Dempsey, Maynooth University**
During this plenary workshop, participants will discuss and try out a variety of assessment methods.

11:15 Coffee Break

11:45 **Workshops round 3 - Learning to Disagree**
Workshop by Amaia Lamikiz, Angela Bermudez, and Reili Reintal, Learning to Disagree Team
Workshop by Ann-Laure Lieval, Burcu Cingay, and Vassiliki Yannou, Learning to Disagree Team
Workshop by Benny Christensen, Learning to Disagree Team
Student Engagement with the Cold War: Origins and Course, Jim Diskant, Historiana Historical Education Team
Using the materials from the Cold War module in Historiana participants will discuss a number of cooperative ways for students to access this material so as to encourage a rich environment of classroom discourse, including a jigsaw, a socratic seminar, and a debate. While it appears to be indisputable that “by 1947, any hope that the war-time Allies might continue to cooperate in peacetime was unrealistic. Two superpowers had emerged with political, social, economic and ideological systems that were fundamentally at odds, and were now engaged in a struggle for global supremacy”, it is still important for students to assess individual and governmental responsibility, as well as missed opportunities that may have led to other outcomes so that the overarching questions of this workshop are: “Can the responsibility be placed on one side more than the other? If so, why? What other voices could have influenced these developments? What moments were there for different outcomes?”
Workshop to be confirmed
Workshop to be confirmed
Workshop to be confirmed

13:15 Lunch

14:30 Discussion tables on 'What is Quality History Education? - do history educators agree?'

15:45 Special address by Ms. Monique Conto-Sperber, Evens Foundation

16:00 Coffee Break

16:30 Workshops round - Sharing European Histories

Using stories of the past to teach students about its complexity, Helen Snelson

The workshop will be focusing on different approaches of *using life stories which teaches students about the complexity of the past*. The workshop will use a strategy which is addressing the period 1989-2000, incorporates an intergenerational dialogue that deconstructs the idea of what it means to be an eyewitness to the past. The main purpose of the teaching strategy is to encourage students to talk with people in their lives about the past and to take ownership of what they are learning by bringing together the lived past and what is talked about or what we are told is important.

Using stories of the past to teach students about its complexity, Gentian Dedja

Nowadays, students are influenced by the media and mostly from the hate spread among the people of different nationalities, colors, race, religious etc.

In this context history can help students not only learning about the events and facts, but to evaluate their citizen values of actual society. During this workshop participants will be introduced to different practices based on bringing historical figures and investigates them comparing not only in their historical contribution, but also the perception in different countries.

The historical roots of Islamophobia: when and where, Juan Carlos Ocaña

Using object biographies to foster curiosity and show the complexity of the past, Elisabete Pereira

The workshop will explain the strategy dealing with Europe beyond nationalism through the example of science. Science can bring people of different nationalities and ideologies together. Scientists cooperate despite political regimes; it is not political beliefs that determine relationships and connections of scientific work. The workshop explains, how to use scientific museum objects to teach history. The objects will be questioned and analyzed, which should lead to contextualization and understanding of the environment in which the object was used and the role of people.

History of/in/by/for the city. Using commemorative practices to teach that history is a constructed narrative, Joanna Wojdon

During the workshop, Joanna Wojdon will explain the idea behind the strategy of "Using commemorative practices to teach that history is a constructed narrative". This strategy is focused on analyzing and deconstructing commemorative practices, such as "path of history", historical plaques, monuments and inscriptions, street names etc. in order to determine what message(s) they carry, by whom and to whom they are

formulated, whom and whose interest they serve and who is excluded, and possibly why. In addition, these commemorative practices are changing over time (e.g. how street names changed, what plaques were added, removed or renovated), in order to develop understanding that history in the public space is constructed and re-constructed for various reasons.

When you live in the borderland, EUscreen

During our workshop participants will be invited to create ... you know what?... it will actually depend on you and your choices. It might be a cartoon, a short animation, sketchnote, e-gallery or just a poster. It is up to you. We want to use the opportunity to test with you newly developed different tools created to facilitate a discussion on what it is like to live on the border of nations, states, communities and from time to time face the identity question. Even if you don't want to. We will work with resource collection that was inspired by 3 short videos created as part of an international "In Between?" project. They incorporate local narratives as well as visual and audio documentation of research using the oral history method gathered in three different European locations - Mostar, Catalonia and the Polish-Lithuanian border. By making use of visual media, archival and new, the students will be able to make sense of and look critically at often complicated topics, such identity, mobility, and conflict. And also search for similarities of lives between people who have never met because they lived in different places and different times by a different borders.

The interactive learning activities and tools largely based on archival content coming from the EUscreen and Europeana collections are being developed as part of the (Re)Viewing European Stories project. It is an educational pilot coordinated by the EUscreen Foundation and the European Network Remembrance and Solidarity (ENRS) and funded by the Evens Foundation and supported by EUROCLIO. It aims to encourage and promote historical critical thinking among high school students and teachers.

Workshop curated by HUNP - Croatian Association of History Educators

- 19:00 Dinner
- 20:30 Movie or Documentary Screening to be confirmed

Saturday 04 April

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- 09:00 **Panel Discussion on Controversial History**
 - 10:30 Coffee Break
 - 11:00 **Workshops round 5**

Workshop curated by the United Nations International Residual Mechanism for Criminal Tribunals

On the Road - working on the topic of refugees with the help of short films, Juke Fluitsma, Amnesty International

Amnesty International has created different interactive lesson materials in English on the topic of human rights and migrants and refugees especially for secondary school

teachers. In all of these materials, story telling through short films plays a pivotal role. The assignments in the material evoke empathy and invite students to reflect on what it is like to leave your country and having to start all over again.

Workshop curated by the Global Centre for Pluralism

Workshop curated by the Anne Frank House

Teaching Research Integrity, Katharina Miller

This project receives funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824488

Conceptualizing multiperspectivity in history education, Bjorn Wansink, Utrecht University

Multiperspectivity is popular term, but what exactly is meant with it remains often unclear. In this workshop we will explore the concept of multiperspectivity. Issues that we will address are: what does multiperspectivity means in terms of temporality, how can we understand multiperspectivity psychologically, what are moral, political and epistemological limits of multiperspectivity, what are design principles for teaching multiperspectivity in history, what perspectives do teachers address in the classroom?

In this interactive workshop we explore these theoretical issues and we will try to make them practical. Several models and activities will be proposed to understand this complex concept better.

Adopt a monument, Marjan de Groot-Reuvekamp

By adopting a monument or war grave and organizing a commemoration thousands of children in the Netherlands are annually involved in the (local / regional) history of the Second World War, the tradition of commemoration and associated rituals. With the teaching materials of 'Adopt a monument' they explore the story of the monument, they reflect upon the importance of commemorating and celebrating and they design their own commemoration.

In this workshop we will explore the materials of 'Adopt a monument' and work with philosophical questions to stimulate a dialogue.

The workshop focuses on primary school, however the materials can also be used in lower secondary schools.

12:30

Lunch

13:45

Session on Contested Cultural Heritage

- Presentation on the Institute for Historical Justice and Reconciliation(IHJR)/EUROCLIO work on contested histories in public spaces
- Marketplace to make your own activity with local history using the strategy format developed in Learning to Disagree (with homework)

15:00

Plenary Conclusions

15:30

Coffee break & registration for the General Assembly

16:00

EUROCLIO General Assembly

20:00

Festive Dinner with Live Music