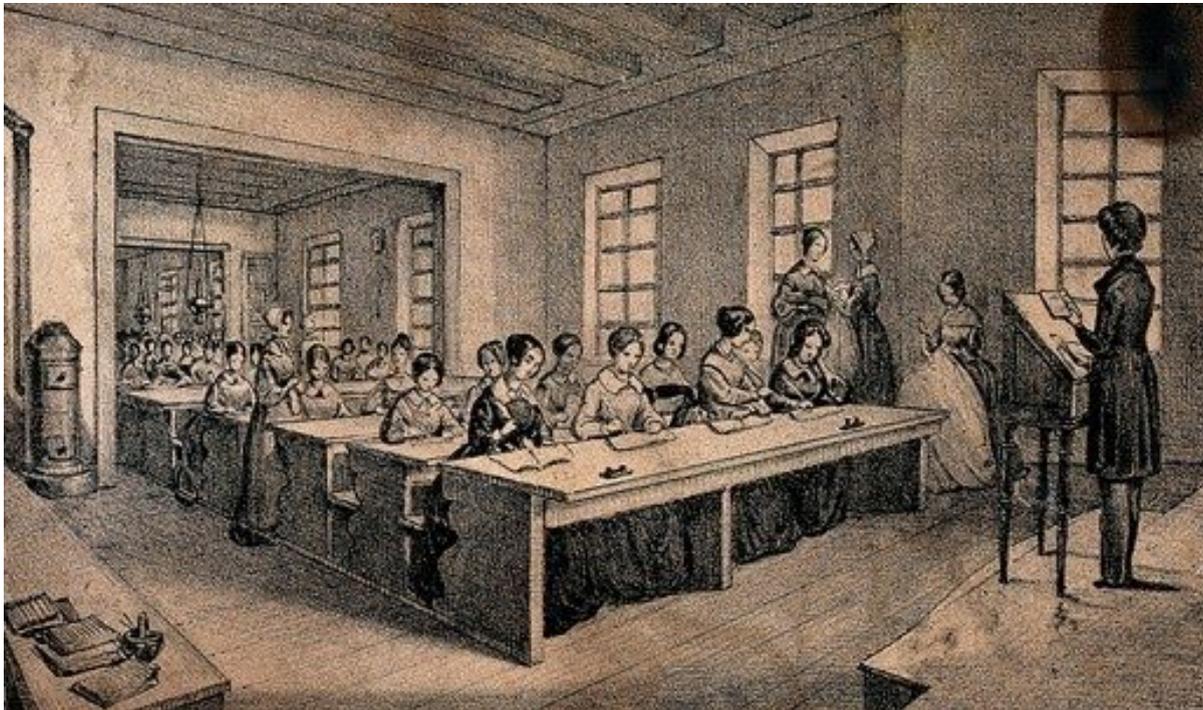# Historiana
Teacher Training Guide
How to use online tools to promote historical thinking?

Lithograph by J.B. Sonde -- A classroom with children sitting at long tables and a teacher standing with a book in her hand.. – Credit: Wellcome Collection. CC BY. Found via Europeana.

Historiana Historical Education Team,
EuroClio - European Association of History Educators,
Version 3, January 2020

Introduction

Welcome to this guide. It has been designed for teacher trainers to challenge and support teacher trainees or teacher colleagues to create, adapt and use eLearning Activities that promote historical thinking using the Historiana eLearning Environment and the Europeana Source Collections.

In this guide you can find practical information on how to set up a workshop, a set of ready to use teacher challenges to create eLearning activities based on specific aspects of historical thinking, background information about the organisations involved, and links to practice support materials that can be used during by teacher trainers.

The guide has been developed by people who have been part of the development of Historiana, and who have given workshops for teachers with Historiana themselves. The current version is an adaptation to the first guide and includes changes that are based on the lessons learned during the workshops given so far.[1]

Depending on how experienced you are as history teacher and trainer and on your familiarity with Europeana, EUROCLIO and Historiana, you may want to read the whole guide, or pick and choose parts. The list of contents will guide you to the sections that you need.

We hope you find this guide useful, and welcome any feedback.

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[1] Workshops have been given in Amsterdam, Blois, Bristol, Cluj, Gdansk, Groningen, Helsinki, Lisbon, Leeds, Donostia - San Sebastián, Tilburg, Utrecht, Warsaw, and York.

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Background information

Who we are
EuroClio

EuroClio - European Association of History Educators is an umbrella association of more than seventy history, heritage, and citizenship educators' associations and other organisations active in the field. Founded in 1992, on the request of the Council of Europe, it has a clear mission.

EuroClio supports the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, multi-perspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing and implementing innovative teaching tools.

As part of this work, EuroClio has developed a Manifesto for High Quality History Education. It has 15 principles that define high-quality history education to promote multi-perspectivity, complexity and critical thinking. The manifesto can be found in the Additional Support materials

Europeana

Europeana works with thousands of European archives, libraries, museums and audio-visual collections to share cultural heritage for enjoyment, education and research. The Europeana Collections provides access to close to 60 million digitised items – books, music, artworks and more – with sophisticated search and filter tools to help you find what you're looking for. It also offers curated resources, such as virtual exhibitions, galleries, blogs and dedicated thematic collections on art, fashion, music, photography, World War I and more. Explore on www.europeana.eu.

Europeana Collections provides materials for the source collections and e-learning activities on Historiana, respectively the ones featured in this training kit.

Historiana

Historiana is an online resource for history educators in Europe and beyond. It offers free historical content, ready to use learning activities, and innovative digital tools made by and for history educators across Europe. Historiana's

development is informed by the EUROCLIO manifesto and it seeks to provide material that is complex and multi-perspective in order to promote critical thinking.

The site is constantly being added to and updated. On it you will find material that is rich in subject knowledge. This can be particularly useful for trainee teachers and teachers moving to a new topic, who feel that their own subject knowledge needs improving before they can plan how to teach a topic. The historical content can also be used directly by students. There are also copyright free source collections, including from Europeana. These are chosen carefully to present a variety of perspectives and to engage students of all abilities. You will find blogs about existing online resources that can be adapted for use in the history classroom, and also blogs about different teaching strategies with ideas about how to use them.

In addition to the rich historical content, there is a teaching and learning section. Historical thinking, teaching methods and teaching challenges are explained and exemplified with learning activities. All learning activities are provided as Word documents, with a teachers' guide, so that you can adapt and change them for the needs of your own students.

Historiana has an eActivity Builder. The eActivity Builder has been designed to promote historical thinking and be easy to use. It is neither a resource that is just more up-to-the-minute than the same idea on paper, nor a resource for the technologically very confident teacher. It enables you to develop enquiry questions, to set up a sequence of learning using digital tools designed by other history teachers, and to get your students to respond to the question in a way that you can assess.

You can either build your own activities for students to use in class or at home by importing material from historiana.eu or elsewhere, or you can adapt and use e-activities already developed by others. A simple sign in process creates your eActivity Builder area where you can organise your own activities, save your favourite sources and keep lists of students. This can, of course, be in any language.

Our views

Essentials for high-quality history education
The items below are what we consider to be essential ingredients for high-quality history education. These statements can be used as a prompt to stimulate discussion about the nature of history teaching.

Evidence-based debate
In history lessons there is not one right answer. However, not all answers are equally valid. The crucial test for validity is evidence. Teachers and students should always evidence their assertions about the past and learn how to challenge and assess other people's assertions by examining the evidence base that supports them.

A variety of histories
Just as people today are diverse in their identity (often shaped by things such as gender, place of origin, family heritage, and so on), so history classrooms should reflect diverse pasts. History lessons should not just select from the pasts of the powerful and dominant groups. They should examine the experiences and perspectives of many people. The past is as diverse as the present.

An understanding that history and the past are not the same
The past can never be recreated in full. What remains of the past is fragmentary source material. The source material we have can be used to put together theories about the past – often called historical interpretations. In order to do this we need to be very aware of what source material has survived. Often the written source material, particularly for the further past, favours the experience of the powerful and dominant groups. Other source material, for example from archaeology and oral history may help to balance this distortion.

An awareness that the present affects the past
The same source material can be used as evidence in different ways. Our present concerns shape what we are interested in the past and how we choose to interpret what we think happened in the past. Consequently, while the past we

cannot retrieve may be a static thing, the history we build from it is constantly changing and being challenged and should be seen as complex.

Disciplinary concepts
History is a subject discipline with its own terminology and conceptual approach. Students should be able to learn how professional historians:

- use sources as evidence to develop interpretations,
- explain and assess change and continuity,
- explain and assess cause and consequence,
- describe and develop a sense of time and place
- develop historical enquiries to structure their learning journey
- communicate their thinking in a way that is accountable and can be verified.

They should learn how to think conceptually in the manner of professional historians.

Knowledge beyond the textbook
A school textbook is simply another historical interpretation. Students need to know that their textbook is not the only source of knowledge or valid interpretation of the past they are studying.

Technology and education
Using digital technologies does not necessarily improve the quality of education. Here are some of the conditions that we believe help ensure that digital technologies are used in a way that it enhances the quality:

- The choice for the educational resources to be used for learning by students, should only be based on the added value for the education of the students, not whether it is digital or not.
- The use of digital educational resources should not be just "fun and games" but should help students achieve their learning outcomes through motivating, engaging and meaningful history education.
- No learners should be excluded from learning because of the use of digital resources. All learners should be included and able to fully participate in the learning.
- The development of new educational resources, and training programmes should be informed by research findings.

Planning a workshop

You could take different approaches to developing a workshop for history teachers or teacher trainees using the Historiana eLearning Environment. You will want to construct your own specific course depending on the time that you have, the nature of your audience, and the context in which you are delivering the training.

Some of the workshops elements that you could include are:

1. Introducing the workshop.
2. Discussing technology in history education.
3. Explaining historical thinking.
4. Sharing teaching strategies for a particular concept or skill.
5. Presenting exemplar activities.
6. Demonstrating Historiana
7. Planning an historical enquiry.
8. Setting a challenge for teachers - "learner challenges"
9. Sharing and discussing the results.
10. Giving feedback to Europeana and Historiana.

Looking at this list 1. is first and 10. comes last. However, in between, number 2-10 will be arranged differently depending on the purpose and audience of the workshop. Some elements may not be relevant to a workshop. The numbering is, in part, to help you to find the discussion of these elements below.

Workshops of 90 minutes or less are unlikely to be sufficient for participants to complete a challenge but this component should certainly be included in longer sessions. It is also possible to treat some elements briefly and others in depth. We have provided ideas for 'short' and 'extended' versions of each element, though these are only suggestions. You are welcome to construct your own version of the element as appropriate to your context.

Below you can find some more information about each of these elements, including a description of the support materials that are available.

Workshop elements

For each of these elements there is a corresponding named folder of resources in the Shared Drive Folder called 'Historiana Education Folder'.

1. Introducing the workshop

During the introduction, you can explain the purpose of the workshop with a clear set of aims. You can also provide background information about EUROCLIO, Europeana and Historiana (see [slideshow](#) and [explanations](#) for support materials).

Aims of this workshop

- To consider how technology can be used to advance the teaching and learning of history.
- To develop eLearning activities that promote students' historical thinking using historical sources.
- To practise planning a historical enquiry.
- To contribute to the further adaptation of Historiana to the needs and wishes of history educators and their students.

Depending on the needs of yourself and the participants in the training, and the time available, you can add, remove, or adapt these aims.

2. Discussing technology in history education

As the focus of the workshops is on using digitised sources and online resources in history education, it may be useful to begin with some reflections on the use of technology for teaching history. You can find EuroClio's position on technology in history education above (p. 8) and a set of useful questions for reflection in the slideshow.

> **A short version:** Highlight the importance of reflecting on the "Really important questions about the use of technology in education" (on slide) during lesson planning.
>
> **An extended version:** Begin with a discussion, in groups and/or plenary, about what participants see as the advantages and disadvantages of using technology in history education. Discuss the "Really important questions about the use of technology in education" (on slide) and, as appropriate, link to advantages and disadvantages already identified by the group.

3. Explaining historical thinking

Because all of the teaching challenges focus on historical thinking, it is important that the participants have a good understanding of what historical thinking is. If the participants in your workshop are already very familiar with the concepts then you can, and probably should, skip this step. If they are not, there are several support materials that could be helpful:

- A model for historical thinking (van Boxtel and van Drie).
- A video by the Center for History and New Media at George Mason University introducing the concept of historical thinking (7:41 mins).
- A video in which Historian Jim Grossman gives a definition of historical thinking (2:03).
- Articles, books and websites that can be used to introduce historical thinking such as The Historical Thinking Project and Historical Thinking Matters (see below in the list of additional resources).

> **A short version:** Include slide with the model from van Boxtel and van Drie and discuss it briefly as a reminder of historical thinking concepts.
>
> **An extended version:** Present one or both of the videos and discuss participant reactions. On slides or in a handout, provide participants with additional information on historical thinking such as the van Boxtel and van Drie model or content from relevant books and sites. It may be useful to brainstorm relevant activity types for a few different historical thinking concepts.

Further information and articles can be found here:
Unnatural and essential: the nature of historical thinking, Sam Wineburg, Teaching History 129, Historical Association, 2007 , Historical reasoning in the classroom: What does it look like and how can we enhance it?, Carla van Boxtel and Jannet van Drie, Teaching History 115, Historical Association 2013, Historical thinking model - Boxtel and Van Drie (2016)

The articles that featured in Teaching History are provided here by permission of the Historical Association, the subject association for history and history teachers in the UK (www.history.org.uk).

4. **Sharing teaching strategies for a particular concept or skill.**

While the workshops focus on using Historiana and technology in the classroom, we are always aiming to ensure that we are supporting teachers to identify and employ appropriate strategies to develop students' historical understanding and thinking skills. You may like to choose one particular concept or skill to focus on in your workshop, such as:

- Understanding chronology, time and place
- Taking historical perspectives
- Applying visual literacy skills
- Using specific source types (e.g. cartoons, maps, newspapers)
- Constructing historical arguments

See the challenges for additional topics and matching exemplar activities.
It would be useful to provide teachers with some research-based ideas on how to teach this concept or skill. These should, of course, be strategies that could be integrated effectively with online learning approaches. Choose an area of your own expertise and/or conduct some independent research to prepare this element.

A short version: Prepare a few slides with information on the focus area, presenting participants with general guidelines or strategies for teaching this concept or skill.

An extended version: Introduce the concept in depth with definition, research and reasons why it is important for students. Present a series of guidelines and strategies, providing interactive opportunities for participants to discuss and practice using them.

5. Presenting exemplar activities.

Before inviting participants to consider how they might create their own activities, it can be useful to present them with exemplars to model how eLearning Activities can be designed to foster student historical thinking. This also allows them to see some of the functionalities of the builder in a finished product.

Present one or two exemplar activities on the focus area of the workshop (the particular concept/skill). You may like to use one of the exemplars, create an adapted version of one of these existing exemplars or make your own activity specific to your chosen focus area.

A short version: Incorporate activity screenshots or click through an exemplar activity on the projected screen. Explain how it incorporates effective teaching strategies for this concept or skill.

An extended version: Share the student link with participants and ask them to complete the activity individually or complete the activity as a group in plenary. Discuss how the activity incorporates effective teaching strategies for this concept or skill. Brainstorm ideas about how it could be integrated into a lesson or series of lessons and/or how the activity could be applied to other historical topics.

6. Demonstrating Historiana.

In order for the participants in the workshop to complete the challenge, they need to know what Historiana is, and how Historiana works in practice.
It would be good to explain at this point that:

Historiana is optimised for use on a desktop or laptop. The browser that works best is the latest version of Google Chrome. You can download this browser for free at google.com/chrome

Demonstrating Historiana can be done in different ways.

You can use the slides of the PowerPoint presentation. The comments on the slides are added to give an idea of what you could say. It would be useful to clarify for participants the different sections of Historiana including:

- Historical Content
- Teaching and Learning
- Search Sources
- E-Activity Builder

- [MyHistoriana](#)

You can give a demonstration of different steps yourself:

1. Creating an account.
2. Adding sources to MyHistoriana.
3. Creating an eLearning Activity.
4. Sharing an eLearning Activity with others.

You can show or share the links of the video tutorials:

1. Registering for a free account at Historiana (tinyurl.com/yctvweab).
2. Adding sources from the source collections to MyHistoriana (tinyurl.com/yd4qkykn).
3. Creating and saving an eLearning Activity (https://tinyurl.com/yd9976t2).
4. Sharing eLearning Activities with students and others (tinyurl.com/ybqy4al2).

A short version: Present ready-made slides about the different sections on Historiana to give an overview of the website and its uses.

An extended version: Visit the website and show participants what can be found in each of the different sections. Using your own demonstration or the tutorials, guide participants to register their own accounts and practice adding sources to MyHistoriana. Using your own demonstration or the tutorials, show participants how to create and share an eLearning Activity.

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7. Planning an historical enquiry.

This element would be used to make very explicit the stages that an experienced history teacher uses to plan a lesson, or sequence of lessons. It would then be clear to trainees / colleagues, where the eActivity Builder fits into the planning.

Steps for designing a historical enquiry

1. Define a learning outcome.
   What is it exactly that you want your students to have learnt at the end?

2. Decide how you will assess the learning outcome.

How will you check that the students have learnt what you hoped they would learn?

3. **Develop an enquiry question.**
   What question will help you to structure the students' learning to achieve the outcome you want?

4. **Decide which interactive building blocks to use in your eLearning activity.**
   Which historical content, knowledge concepts and discipline of history concepts are part of the enquiry? Which interactive building blocks will be most useful to help students learn the concepts?

5. **Decide how to structure the activity.**
   Decide on the order of the learning to achieve the outcome. Think where you need to add texts, tasks and questions.

6. **Select sources for your eLearning activity.**
   Well-chosen sources are vital to an enquiry. There are curated sets of sources available on Historiana. You can use these, search sources via the digital collections from Europeana, or upload your own sources.

7. *Save to MyHistoriana.*
   Once you created an eLearning Activity you can save it in your MyHistoriana. From here you share them with students, and edit them.

A short version: Briefly explain each step using the slides.

An extended version: Model the process either by going 'behind the scenes' of an exemplar activity showing how each step was done or by collaboratively following the steps to create a rough example activity in plenary with the participants.

Further information and articles can be found here:

- Into the Key Stage 3 history garden: Choosing and planting your enquiry questions, Michael Riley, Teaching History 99, Historical Association, 2000,

- Anatomy of enquiry: Deconstructing an approach to history curriculum planning, Abdul Mohamud and Robin Whitburn, Teaching History 177, Historical Association 2019,

- [Conducting the orchestra to allow our students to hear the symphony: Getting richness of knowledge without resorting to fact overload, Alex Ford and Richard Kennett, Teaching History 171, Historical Association, 2018](#).

The articles that featured inTeaching History are provided here by permission of the Historical Association, the subject association for history and history teachers in the UK (www.history.org.uk).

8. **Setting a challenge for teachers - "learner challenges"**

In this part of the workshop, teachers are challenged to create an eLearning activity that helps students to think and work historically.

There are six possible challenges; they include:

1) Making enquiries about change and continuity.
2) Making enquiries about causes and consequences.
3) Developing a strong sense of chronology, period and place.
4) Communicating like a historian in a variety of ways.
5) Analysing and evaluating sources as evidence to investigate enquiry questions.
6) Assessing historical interpretations.

For each of these challenges, a set of support material is available:

- An **explanation of the challenge** and how it can be approached. Each of the possible six challenges given here are challenges that history teachers face when teaching their students.

- A **source collection** which has been put together so that you can give it to your trainees/ colleagues and challenge them to design their own eLearning activity using the builder and addressing the learning challenge.

- **A possible historical enquiry.** This enquiry question can be given to start trainees/ colleagues' thinking, but there are many alternatives possible and trainees/ colleagues will want to be creative.

- **An exemplar eLearning activity.** You can use this exemplar to model how the eActivity Builder could be used to tackle a specific aspect of thinking historically.

1) Making enquiries about change and continuity.
   [Exemplar Source collection and activity](#)
   [Additional Source Collections and Activities](#)

2) Making enquiries about causes and consequences.
   [Exemplar Source Collection and Activity](#)
   [Additional Source Collections and Activities](#)

3) Developing a strong sense of chronology, period and place.
   [Exemplar Source Collection and Activity](#)
   [Additional Source Collection and Activities](#)

4) Communicating like a historian in a variety of ways.
   [Exemplar Source Collection and Activity](#)
   [Additional Source Collections and Activity](#)

5) Analysing and evaluating sources as evidence to investigate enquiry questions.
   [Exemplar Source Collection and Activity](#)
   [Additional Source Collections and Activity](#)

6) Assessing historical interpretations.
   [Exemplar Source Collection and activity](#)
   [Additional Source Collections and Activities](#)

Will you choose the challenge or will the participants?
Both options are possible. Choosing for the participants and letting them work on the same challenge may help to give focus to the workshop and will make the sharing of the end results by the participants more meaningful. Leaving the choice to the participants themselves may be more motivating for them and will result in a wider variety of applications.

Will you ask the participants to work alone, in pairs or in small groups? Or will you leave the choice to the participants themselves?
If there is no time to share the eLearning activities that will be created, it might be better to insist that the challenge should be done in pairs or in small groups. Also if not all the participants have access to a computer or laptop, working in groups may help to solve this issue. If you do want to do the sharing and discussing of the results between groups instead of in plenary, make sure you have an even number of groups.

Will you provide some or all of the support materials?
Depending on your needs and those of the participants in the training, and the time available, you can give some or all of these materials. The most challenging version would be to give only the explanation of the challenge, and the source collection. The possible historical enquiry question and/or the exemplar eLearning question can be given as additional support material.

NB: If you decide to choose to share the exemplar eLearning activity as support material, it should be clear to the participants that they should look at the way the activity is set up, and think about how this can be applied to other historical topics. Here are instructions that you can use to introduce the challenge :

1. Register or log in at historiana.eu (see tutorial at tinyurl.com/yctvweab).

2. Go to the historical content section and find the source collection that is given to you and add the sources from this collection to your MyHistoriana space (see tutorial at tinyurl.com/yd4qkykn).

3. Go the eActivity Builder, create the eLearning activity using the sources from the collection, and save the activity (see tutorial at tinyurl.com/yd9976t2).

4. Share the eLearning activity with the others (see tutorial at tinyurl.com/ybqy4al2).

Note: It is important to clarify how much time the participants have to work on their challenge, and let them know how they will be sharing (see next section).

A short version: Prepare dummy accounts before the session with the relevant sources already saved to MyHistoriana. Ask participants to make a simple three-part activity with: Text (introduction and instructions), Tool (Analyse, Sort, or Prioritise), Question.

An extended version: Provide the most participant-led version of the challenge activity: allow participants to select their own challenge, develop their own enquiry questions, and give them few or no parameters about the length and complexity of the task. Allow plenty of time for them to work through each step of the planning process.

9. Sharing and discussing the results.

Knowing that there will be an opportunity to present the eLearning Activity that they create can motivate the participants to do the challenge. The sharing and discussing of the results can be done between groups, in plenary, or online. Here are some suggested questions to stimulate discussion about the activities they have created:

- What are students going to learn by doing this e-activity?
- How will you know that students have learned what you hoped they would learn as a result of completing the e-activity?
- How would you persuade a reluctant colleague that the e-activity is worth using with students?
- How could this e-activity be adapted for use with other classes and with other historical topics?

To make it easy for the participants to see each other's eLearning Activities, it would help if the participants know how to share their eLearning Activities with others. There is a tutorial that shows how to do this.

A short version: Participants share their activity with others online by sending the link.

An extended version: Ask participants (or collaborating groups) to pair up and send their activity to one another as 'students'. They complete the other participant/group's activity and offer feedback, commenting on aspects they particularly liked and any suggestions for improvement. In plenary, groups share their reflections on the activities created and consider the discussion questions above.

10. Feedback to Europeana and Historiana.

By this stage in the workshop, participants should be familiar with Europeana and Historiana and should have an informed opinion about what can be improved. Let them know that their feedback is very important to us because we depend on it to make informed decisions about what to develop next.

Where next?
EUROCLIO exists for its members and historiana.eu is being developed by and for history educators. Europeana is constantly seeking to improve its website in order to enable users to access the vast range of material for easily. Please get involved by giving feedback!

Please give feedback

We would love to hear your views about:

- How likely is that you will recommend Europeana Collections to your peers? (on the scale 1-10, 10 being the highest)
- What would make you more likely to use Historiana?
- Did you find things on the sites that could be improved? If so, how?
- If you were in charge of the sites and had an unlimited budget, what else would you develop on the site?
- What other topics would you like to see in Europeana source collections on Historiana?
- What other e-learning activity tools should we develop if possible?
- What online tools do you know that could be used as inspiration to further develop Historiana? Please explain why.

An online feedback form for participants to complete is located at: Feedback: Teacher Training Workshop (also available as a PDF to be printed here).

A short version: Provide participants with the link to the online feedback form to be completed individually.

An extended version: Lead a discussion using the questions on the slide to gain the group's feedback. Take notes during the discussion to ensure the feedback is captured. If time permits, you could also ask participants to complete the online form for more detailed feedback on the workshop itself and ideas for development.

EuroClio Manifesto

In 2013, EuroClio published its *Manifesto on High Quality History, Heritage and Citizenship Education.* The Manifesto was unanimously adopted by the EUROCLIO General Assembly in 2014. The Manifesto can be used as a prompt to stimulate discussion about what is considered quality education. Below you can find the original text of the Manifesto in English. Translations into other languages are available at euroclio.eu/manifesto/.

Original text
Manifesto on High Quality History, Heritage and Citizenship Education.
15 Principles for the recognition of the distinctive contribution of history to the development of young people

<div align="center">

Preventing the Misuses of the Past
Complexity – Multiperspectivity – Critical Thinking

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Principle 1
High quality history, heritage and citizenship education does not attempt to transmit a single truth about the past. However it aims to approach the historical truth as near as possible based on solid facts and qualified evidence and by striving towards objectivity. It creates an understanding that historical narratives are multi layered and interpretations, and it stimulates the willingness to question these narratives and think critically.

Principle 2
High quality history, heritage and citizenship education deconstructs historical myths and stereotypes by putting the traditional 'mirror of pride and pain' into perspective, thereby supporting educators and students to question their own logic and cultural idioms. This traditional pattern is created around the suffering of the nation on one hand and the national pride on the other hand, neglecting to tell about the harm done to others and the histories of those areas which did not connect to the nation's narratives.

Principle 3
High quality history, heritage and citizenship education raises awareness on the fact that the past is perceived differently according to a person's social, generational and sexual background as well as belonging to ethnic, linguistic and religious communities, and diverging world-views in society. It encourages an acceptance that people and events must be appraised in the context of their values and time.

Principle 4

High quality history, heritage and citizenship education addresses sensitive and controversial topics in history in a responsible way to undermine the impact of one-sided, biased, and politicised views of the past and to bring into being its complex and multidimensional nature. This implies avoiding emotive, subjective and hostile language and promoting the use of impartial concepts, without nevertheless white-washing and sanitising problematic historical narratives to get a rosy picture of the past.

Principle 5

High quality history, heritage and citizenship education promotes long-term reconciliation in divided societies by developing empathy skills and the ability to disagree about interpretations of the past without resorting to hatred and violence.

Promoting an Inclusive Approach to the Study of the Past
Diversity – Dialogue – Equality

Principle 6

High quality history, heritage and citizenship education recognises that its significance is related to current experiences and challenges and therefore aims to help students understand the world they live in and to support their orientation for the future. This means in particular the conviction that the study of the past is instrumental in the development of political and civic awareness, thus bridging history and citizenship as two school subjects that are mutually relevant.

Principle 7

High quality history, heritage and citizenship education introduces global perspectives and encompasses the multiple dimensions of the study of the past - political, social, economic, cultural and environmental. It includes the study of key events but also long-term developments and addresses major themes such as everyday life, nature, gender, human rights and migration.

Principle 8

High quality history, heritage and citizenship education addresses a manifold of human values, beliefs, attitudes and dispositions, such as democracy, tolerance, respect for human rights, mutual understanding, social cohesion, solidarity, freedom, courage, equal opportunities, and responsibility, but also love and friendship. However, it also tackles negative concepts such as stereotyping, prejudice, bias, xenophobia, racism, violence and hate, because they are also part of the spectrum of human behaviours and need to be reflected upon.

Principle 9

High quality history, heritage and citizenship education embraces cultural, religious and linguistic diversity as a way to foster social cohesion and inclusion and contribute to intercultural and interreligious dialogue

Principle 10

High quality history, heritage and citizenship education uses the "history around us" as a powerful way to convey a vivid understanding of the past, and embraces heritage as a unique access to this past through its tangible and intangible legacies.

Advancing Educational Innovation
Engagement – Competences– Autonomy

Principle 11

High quality history, heritage and citizenship education is based on competences, including cognitive (knowledge), functional (application of knowledge), personal (behaviour) and ethical (principles guiding behaviour) components. This implies giving equal importance to the acquisition of context-appropriate knowledge, skills and attitudes, beliefs, dispositions and values.

Principle 12

High quality history, heritage and citizenship education contributes to develop key competences[2] such as social and civic competences, cultural awareness and expression, learning to learn, digital competence, sense of initiative and entrepreneurship. It also gives transversal competences such as critical thinking, creativity, problem solving and decision taking.

Principle 13

High quality history, heritage and citizenship education develops fundamental thinking skills and concepts: chronological understanding, historical significance, primary source evidence, interpretation, cause and consequence, change and continuity, comparison and contrast, empathy, fact and opinion, bias and objectivity. It also addresses substantive concepts such as slavery, constitution, socialism or depression.

Principle 14

High quality history, heritage and citizenship education develops the ability to understand and analyze issues and events; the ability for gathering, organising, investigating and assessing sources in a logical and coherent way, leading to

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[2] Defined in the European Reference Framework of 2006
http://ec.europa.eu/dgs/education_culture/publ/pdf/lllearning/keycomp_en.pdf

conclusions and generating ideas. It also helps acquire a talent for clear expression by putting forward ideas and arguments in a concise manner.

Principle 15
High quality history, heritage and citizenship education includes pedagogical and assessment strategies that enhance independent learning, motivation and engagement, foster a sense of responsibility, a passion for active involvement, an urge to take initiative, and stimulate communication and cooperation. It emphasises the development of curiosity, autonomy, open- and international mindedness, a spirit of inquiry and the abilities to think independently and to resist manipulation.

Additional resources

- Finding and selecting sources
- Europeana Collections. Link: https://www.europeana.eu/portal/en
- European History Primary Sources. Link: http://primary-sources.eui.eu/
- Digital Public Library of America. Link: https://dp.la/primary-source-sets

- Explaining historical thinking

Articles
- Van Boxtel, C., & Van Drie, J. (2018). Historical Reasoning: Conceptualizations and Educational Applications. In S. A. Metzger & L. M. Harris (Eds.), International Handbook of History Teaching and Learning. : Wiley & Blackwell.

Books
- Davies, I (ed.) 'Debates in History Teaching', Routledge; 2nd edition (16 Feb. 2017)
- Seixas P. and Morton, T (2012). The Big Six Historical Thinking Concepts. Nelson College Indigenous.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York: Teachers College Press.

Videos
- What is historical thinking. Video clips by TeachingHistory.org (7:41 minutes). Link: https://www.youtube.com/watch?v=mSJLmWnxrPg.
- What is historical thinking? Video clip by Intelligent Channel with historian Jim Grossman (2:03). Link: https://www.youtube.com/watch?v=i71veYOUHiw.

Websites
- The Historical Thinking Project – Promoting critical historical literacy for the 21st century. Link: http://historicalthinking.ca/.
- Standards in Historical Thinking – Public History Initiative | National Center for History in the Schools. Link: https://phi.history.ucla.edu/nchs/historical-thinking-standards/.
- What skills should you have when you leave a history class? Link: https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills.

- Purpose of teaching history
- Council of Europe website for History Teaching: Link: https://www.coe.int/en/web/history-teaching
- Schools History Project. Core Principles. Link: http://www.schoolshistoryproject.co.uk/about-shp/principles/
- EUROCLIO Manifesto on High Quality History, Heritage and Citizenship Education: 15 principles for the recognition of the distinctive contribution of history to the development of young people. Link: https://euroclio.eu/manifesto/