25 YEARS
EUROCLIO
European Association of History Educators

REPORT

Learning to Disagree

FOURTH JOINT SHORT-TERM STAFF TRAINING
19 - 21 AUGUST 2019, UTRECHT, THE NETHERLANDS

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About the Learning to Disagree Project

The Learning to Disagree project aims to respond to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classroom, in responding to students who express extreme opinions, or in assessing students' social and civic competences. The project offers training and support materials to history and citizenship educators to overcome these difficulties and enable them to facilitate debate, dialogue and discussion in their educational practice. The core idea of the project is that students acquire those social and civic competences that enable them to interact with people that they (fundamentally) disagree with, in a constructive manner. The project will help students to acquire skills such as the ability to listen, to respond to what others are saying, to use neutral language, and to consider alternative interpretations. These are important life skills that will have a positive impact on students also beyond the school environment.

In this project, EUROCLIO works together with four partners:

Georg Eckert Institute for International Textbook Research, Germany is a publically funded institute with 150 employees. It conducts applied and multidisciplinary research into textbooks informed primarily by history and cultural studies.

Education for the 21st Century, Serbia is a non-profit organization, established in September 2011 in Belgrade. Its aims are to support the promotion of human rights in Serbia and the Southeast Europe region and spread the values of the EU among students, teachers and professors.

The Mount School in York, UK is an Independent School for girls and boys from 5-11 and for girls only from 11-18 years old. It embraces a commitment to education, sustainability, equality, simplicity and trustworthiness.

The National University of Ireland Maynooth is one of Ireland's fastest growing universities with a strong tradition of teacher education. The University is committed to engage in questions affecting education and society and to a diverse and interdisciplinary approach to the study of education.

Executive summary

The fourth training of the Learning to Disagree project took place in Utrecht (The Netherlands) from 19 to 21 August 2019 and was organised by EUROCLIO and Utrecht University. For the training **23** history and citizenship educators were present from the following **16** countries: **Bulgaria, Croatia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Serbia, Slovakia, Slovenia, Spain, Turkey and United Kingdom.** This includes staff of the project partners, and a core team of Historiana volunteers that was formed during the previous short-term training that took place in 2018 Serbia. During this training, they continued to work more intensively on the project results, especially on the historical content that will be featured on Historiana[1], lesson plans that will accompany the content, and National Trainings that will be organised between February and July 2020 to disseminate the final products to the wider community of history educators.

This meeting was conducted within the framework of the EUROCLIO-led Erasmus+ project "*Learning to Disagree*" (L2D) which runs from September 2017 – August 2020.

The 3-day training consisted of a variety of activities that were relevant to the project topic, including the visualisation of the online environment where the final results will be published. In addition, participants received an active training session on multiperspectivity in history education. There were also 11 active workshops on the leasson plans developed by the core team, and an interactive session (World Café) on controversial buildings, monuments, and changing street names in the countries represented at the training. Further work was done on the Variety of Viewpoints, one of the key project outputs, and finally the participants learned more about the controversy around street names related to the colonial past of the Netherlands.

The main aims of this meeting were:
- To work together on designing source collections and learning ideas related to Cultural Heritage.
- To enhance knowledge on the controversies and sensitivities related to Cultural Heritage in the Netherlands.
- To peer-review the developed lesson plans and provide inputs for finalisation for piloting process.

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[1] Historiana is a webplatform build by EUROCLIO that Historiana offers free historical content, ready to use learning activities, and innovative digital tools made by and for history educators across Europe. For more information see: https://www.historiana.eu

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- To be trained in the use of dialogue, debate and discussion in relation to the topics 1) People on the Move, 2) Changing Borders and 3) Surviving under Pressure.
- To agree on the piloting procedure including what inputs to collect, how to integrate this, and timing.
- To co-design the framework for the training package that will be used to organise the 13 national training events in Spring 2020.

Results

The training in Utrecht resulted in a further exchange between educators from across Europe, on experiences and methods related to Learning to Disagree. Participants went more in-depth discussing teaching strategies related to debate, discussion and dialogue, and different assessment techniques. The Varieties of Viewpoints for the themes People on the Move, Borders, and Surviving under Pressure have been mainstreamed and brought closer to finalisation, while work has started to develop three source collections on controversial buildings, monuments, and changing street names, to accompany the Variety of Viewpoints for the topic "Cultural Heritage".

Participants to the 4th Short Term Staff Training at Utrecht University

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INSTITUTE
for International Textbook Research

Maynooth University
National University of Ireland Maynooth

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INDEPENDENT. THINKING.

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Programme: 19 August 2019

The first day of training was dedicated to the piloting of the lesson plans developed by team members, and to the visualisation of how the Variety of Viewpoints developed by team members will appear on Historiana.

Presentation on the content-page 'Variety of Viewpoints' on Historiana by Steven Stegers, EUROCLIO Executive Director

The purpose of Historiana is to provide us with an online environment where to make the results of our project freely available for educators. Since every project adds something, the website is always evolving. For Learning to Disagree, the "variety of viewpoints" filter and functionality will be added.

The Viewpoints filter
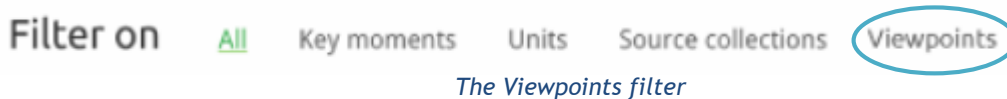
The Viewpoints filter will allow for users to see all the viewpoints available on Historiana. Viewpoints are similar to source collections, but the viewpoints do not have a thumbnail picture. They are characterised by a short description of what the viewpoint is about, instead.

Should a viewpoint proposed by Team Members make use of pictures, these will be viewed once the user clicks on the viewpoint they would like to open.

Example of a Variety of Viewpoints on Historiana (Landing Page)

Once they select the Variety of Viewpoints they would like to open, viewers will be able to see:

- A short summary of the variety of viewpoints and of the event they refer to
- The title for each viewpoint
- Information that help the viewer making an informed choice on which viewpoint to open.

Single Viewpoints

Once the viewer selects which viewpoint to open and clicks on it, they can see the image that corresponds to the reported viewpoint, and the text of the viewpoint. Copyright details will be shown in the information button, as well as captions of the images in the viewpoints. The information button also displays the acknowledgments of the project, both to the authors and to the project as such.

Finally, the team discussed how the link between the Variety of Viewpoints, their context information, and the Lesson Plans developed in the project can be highlighted.
Two scenarios, one that makes use of a resources bar and one that makes use of tags, were discussed. The team decided to develop a mixed version of the two, with both resources and tags.

Active learning: parallel workshops on the Lesson Plans developed by the core team

The afternoon of 19 August was dedicated to 11 parallel workshops, during which Core Team Members presented specific parts of their Lesson Plans. These Lesson Plans have been developed to accompany the Variety of Viewpoints on People on the Move, Surviving under Pressure, and Changing Borders, and aim at providing an example of how the Viewpoints can be used in an educational setting.

Topic 1: People on the Move
Ayse Bilgic - How can immigration be best managed in Europe?
The activity is on the topic of migration to Europe. Students will explore several views about how to manage immigration issues and learn to discuss constructively about this sensitive issue.

Benny Christensen - History learning activities that aim at developing competences – the assessment angle
The workshop was divided in 2 parts, both based on the activity developed by Benny Christensen on the reception of migrants in Europe. In the first part, participants discussed and developed suggestions how the teacher's self-evaluation of the activity can be practised. In the second part, participants worked on the overall issue: how and to what degree can civic competences be assessed when trained during history lessons?

Bistra Stoimenova - Migrant crisis and Europe. How to deal with different points of view

This workshop focused on the so-called migrant crisis of 2015 in Europe, and proposed different ways to help students to understand the main issues related to the events. Working in small groups, participants explored diverse sources, highlighting information, exchanging their opinions and discussing different points of view. The workshop made use of the interactive teaching method World Café.

Matej Matkovic - Are refugees' stories really different?

In this workshop participants looked into 4 life stories of 4 former refugees, from different countries and different time periods. Are their stories really different or can some similarities be found? This workshop revolved around an activity in which students, after reading 4 life stories about refugees, make a round table debate where they will find similarities/differences between them. After that, they write a short article for local newspaper about the round table debate.

Valerio Bernardi - 25 years ago: the Vlora Cargo Ship in Bari. A case Study

25 years ago the Vlora Cargo Ship arrived in Bari with more than 20.000 Albanians escaping from their country. In the material used for the workshop, different perspectives about the events were presented. The aim is to understand how the problem of migration was already present in Europe a quarter of century ago and its similarities with the present situation.

Topic 2: Borders

Amaia Lamikiz Jauregiondo - How do communities draw their borders?

Using the example of the conflict about the independence referendum in Catalonia, this activity aims at making students reflect on the different ways in which communities draw borders. Its aim is to train students to discuss and try to reach compromises.

Domagoj Švigir - How to teach about everyday life in divided society - example of Kosovo

In this workshop participants were introduced to the lesson plan designed around the case of Kosovo's contested border and discussed some examples of how to teach about this sensitive issue using debate and dialogue.

Reili Reintal – Is the Crimean referendum a legal basis for changing the border?

At the beginning of the workshop, participants read 4 viewpoints on the legitimacy of the 2014 referendum on the Status of Crimea and discussed about how and why different parties interpret the situation differently. While doing this, participants mapped the strengths and potential challenges of this lesson plan, and provided advice on how it could be improved.

Topic 3: Surviving under Pressure

Ann-Laure Lieval - The Algerian war of independence: How to understand the complexity of a war and the choices of people beyond simple divisions?

The Algerian war of independence is still a debated topic, and France and Algeria have to deal with conflicted memories. This is a complex issue that needs to be

studied beyond basic divisions (the Algerians versus the "French"). This workshop focused on practicing debates tactics and group working on a case study about French Algerian actors of the war of Algeria.

Burcu Cingay - Critical Thinking through Dialogue, Discussion, and Debate: The Case of Wealth Tax in Turkey during World War II
In this workshop, participants applied learning and teaching methods based on dialogue, discussion, and debate for history and civic education courses. As a part of the topic Surviving Under Pressure, they focused on the case study of the Wealth Tax in Turkey during World War II. Introducing different methods and techniques, they discussed the ways that students can develop their critical thinking and empathy skills.

Juraj Varga & Zsolt Vodli - 'Heroes or Villains': Leaders in Between Rebellion and Crackdown
Participants explored a Lesson Plan in which students are encouraged to think critically to evaluate the actions of leaders in critical historical periods. They have to discuss provocative statement sharing what they think by providing explanation and evidence. By learning to stand up for their opinion they also must respect what other students think. The activity is conducted in groups, followed by a class discussion moderated by the teacher.

Programme: 20 August 2019

The second day of training was dedicated to the study of controversial Cultural Heritage. In particular, three new Variety of Viewpoints were presented, and participants discussed the creation of source collections to accompany the Variety of Viewpoints. Furthermore, participants received active training on multiperspectivity in the classroom and participated to an on-site learning activity.

Variety of Viewpoints on controversial Cultural Heritage

Changing street names – the case of Serbia. Presented by Lidija Suica, Education for the 21st Century

Lidija Suica presented the Variety of Viewpoints on changing street names in Serbia. Changing street names have been studied since the 70s, and are common throughout Europe and beyond. In the case of Eastern European Countries, the changing of street names has been happening since the fall of communism.
In the case of Serbia, this is linked to history and memory, because the names given to urban spaces serve for orientation and for the control of the area.

Contested monuments – the #rhodesmustfall movement in Oxford. Presented by Helen Snelson. Mount School York.

Helen Snelson started by underlining how in the United Kingdom there are not many cases of street name changes, while there are plenty of cases of controversial statues. The acceptance of monuments, she realised in previous discussions and with her research, is deeply related with time and location: the same statue can be accepted in a particular area at a particular moment, and not accepted in a different area/different moment. The Rhodes must fall case as expressed by the Oxford University touches very much upon this debate.

Cecil Rhodes was a controversial figure in his own time, and is still controversial today. He was an English man who made his fortune in the Empire, controlling diamonds trade in Africa, where he even had a country, Rhodesia, named after him. He was deeply racist. When he died, he left his fortune to Oxford for the Rhodes scholarship, which was the first international programme of the college. Two university, that of Cape Town and that of Oxford, displayed statues of Rhodes.

The movement #rhodesmustfall started at the University of Cape Town in South Africa. It asked for the removal of the statue, due to the fact that it commemorated a racist colonizer and slave trader. There, within a month the statue was removed. The same movement was sparked in Oxford where, at the end of the day, the statue was not removed.

Statue of Cecil Rhodes, High Street frontage of Oriel College, Oxford, Oxford. © Copyright Christopher Hilton (CC BY-SA 2.0)

Contested buildings – Hagia Sofia in Istanbul. Presented by Ayse Bilgic and Burcu CIngay

Ayse Bilgic and Burcu CIngay presented the case of the Hagia Sofia in Istanbul. This is a very important building in Turkey, at the centre of a debate on its function. Historically, it has been a church, a mosque and, today, a museum. Some politicians, however, would like to change its function, because to different functions correspond different symbolic meanings.

It could refer to the country's Islamic values (if it were a mosque), the proclamation of the republic (if it were a museum), the success of the ottoman empire, the roman roots of the country (if it were a church).

After assisting to the presentation of the three Variety of Viewpoints, participants took part to a World Café in which they shared information about controversial buildings/monuments/street names in their countries. This World Café resulted in a plan to develop three source collections that will group examples of controversial cultural heritage from all across Europe, and that teachers can use as a database when designing their lessons on dialogue, debate, and discussion.

Session on Multiperspectivity by Bjorn Wansink, University lecturer, trainer and researcher at Utrecht University

Bjorn Wansink presented part of his current research on multiperspectivity in the classroom, and on how he trains teachers to approach multiperspectivity in their classrooms.

Initially, he showed participants three different images of toys: a toy tank from WW1, a toy tank from the Nazi army in WW2 and a (fake) Lego reproduction of a concentration camp. For each toy, he asked participants whether or not they would have bought it for their children, or used it in their classroom.
After a short debate, participants agreed that their replies to the questions depended on temporal distance. A toy of the Colosseum, for example, would be considered acceptable. They also underlined that, potentially, teachers could use all three toys in the classroom, depending on how they used them.

Then, Bjorn mentioned the Social Identity Theory: multiperspectivity, controversies, and day-to-day relations are always a matter of groups of people counterpoising their identities one another. These identities are created by using historical narratives.

History can be taught in various ways. It can be approached just by mentioning the facts, or by presenting it as multiple perspectives and interpretations of set events. Different presentations of history can be used to reach different goals. For example, learning via memory can be used for factual history, and multiperspectivity to approach a nuanced version of history teaching. Furthermore, teaching multiperspectivity might require teachers and students to question their own morals. This is why, when treating controversial issues, we tend to refrain from showing multiple perspectives.

The last part of the presentation was dedicated to discussing the expertise teachers need to teach multiperspectivity:

Classroom Management

- students will have questions. This is partly determined by the fact that, when they are younger, they face factual history and are told there is one truth (the facts). When they are presented with more perspectives, this puzzles them.

Instructional strategies

- how to teach multiperspectivity from a practical point of view.

Subject matter knowledge

- teachers need to know the facts, but also the perspectives, and what determine the perspectives themselves.

Learning to Disagree: the case of the Lombok neighbourhood in Utrecht

The team took then part to a guided tour of the district of Lombok, the multicultural heart of Utrecht. The tour focused on the "Bitterzoete route", and was based on a self-guided tour developed by students of the Utrecht University, guided by Dr. Britta Schilling, Assistant Professor at the department of History and Art History, who was also the tour guide for the team. The aim of the tour is to raise awareness about a feature of the Dutch past that is rarely talked about: its history of colonialism. The legacy of this history is controversial. For example, a lot of people see Jan Pieterszoon Coen as a national hero who brought wealth and prestige to the Netherlands as he led the Dutch East India Company (VOC) to dominate trade in Asia in the seventeenth century. Other people, however, remember Coen as a man responsible for the mass murder and torture of local populations to achieve these aims. This route encourages conversation about this contested, or 'bittersweet' (bitterzoet) legacy.

The walk helped participants to further reflect on the topic of controversial cultural heritage, which was the focus of the day and which will be further developed in the upcoming months.

Programme: 21 August 2019

The third and final day of training was dedicated to discussing how to further advance the project, and in particular how pilot the Lesson Plans developed by team members and how to design the National Trainings that will take place between February and June 2020. Participants has also time to dedicate to concentrated work on updating their Variety of Viewpoints and Lesson Plans based on the feedback and inputs they received throughout the training.

Co-designing the National Trainings

This session focused on the Training Package that EUROCLIO and the other partners in the project will design to help team members plan their National Trainings. The National Trainings will take place between February and July 2020, and will be organised by team members with the assistance, whenever possible, of their National History Teachers Associations, so as to reach out to as many potential participants as possible.

It was agreed that, by January 2020, EUROCLIO will share with all team members a Training Package, containing ready to use templates for team members to design their event. The package will contain, among others, a presentation on the Learning to Disagree project, guidelines on how to make one's own content, a table of contents connecting to all the relevant Education Resources, and templates for promoting and reporting on the event.

The team then discussed potential elements for their programmes, which will be finalised by the end of January 2020.

Planning the Piloting of the Lesson Plans

In this session, the team brainstormed on how to make sure that the Lesson Plans work well when used in a classroom environment, and are interesting and relevant for students from different educational contexts. It was agreed that team members will pilot their Lesson Plans and those developed by their colleagues in the classroom, collecting feedback with a feedback form developed by the partners.

Conclusion & next steps

Overall, this training had a very rich programme with diverse training sessions and active working sessions. It yielded very positive results, with the Variety of Viewpoints on People on the Move, Borders, and Surviving under Pressure being close to finalisation. It also proved to be hard to narrow down the multitude of examples of controversial cultural heritage to a limited amount of iconic cases that show how a building/monument/street name can be controversial, and that can be relevant for educators from across Europe.

Certain main decisions were made and conclusions reached, including:
- To develop three source collections on controversial Cultural Heritage, and exemplary Variety of Viewpoints on specific cases.
- To pilot the Lesson Plans in the fall 2019, until the Germany training in December 2019.
- To finalise the Variety of Viewpoints on People on the Move, Borders, and Surviving under Pressure until December 2019, so that they can be published at the beginning of 2020.
- The content of the Training Package will be ready in January 2020, and team members will start designing their draft programme by that date. National Trainings will be further discussed at the Germany training in December 2019.

Participants

- Alice Modena (The Netherlands)
- Amaia Lamikiz (Spain)
- Angela Bermudez (Spain)
- Ann-Laure Lieval (France)
- Anthony Malone (Ireland)
- Ayse Bilgic (Turkey)
- Benny Christensen (Denmark)
- Bistra Stoimenova (Bulgaria)
- Burcu Cıngay Culha (Turkey)
- Domagoj Švigir (Croatia)
- Helen Snelson (United Kingdom)
- Iman Azzi (United Kingdom)
- Judith Geerling (The Netherlands)
- Juraj Varga (Slovakia)
- Lidija Suica (Serbia)
- Majella Dempsey (Ireland)
- Maren Tribukait (Germany)
- Marko Suica (Serbia)
- Matej Matković (Slovenia)
- Reili Reintal (Estonia)
- Ritta Mikkola (Finland)
- Valerio Bernardi (Italy)
- Zsolt Vódli (Hungary)