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EuroClio

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EUROCLIO 27TH ANNUAL CONFERENCE

## CONTROVERSY AND DISAGREEMENT IN THE CLASSROOM

A professional development course for history educators

31 OCTOBER - 29 NOVEMBER 2020

ONLINE



EuroClio

Inspiring History and Citizenship Educators



edukacija  
za 21. vek



# Conference Booklet

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# Sponsors, Partners, and Collaborations

In our world today, social media and information found on the internet increasingly influences young people's views. They are confronted with a constant flow of information and can access global news and views 24/7. The information they see is based on what their friends, family and people they follow engage with. This bias can result in strongly held beliefs. This is especially problematic when this concerns extremist ideologies, conspiracy theories, alternative facts and so-called 'fake news'. As a consequence, teachers are now more often confronted with radical views and expected to deal with them. The formal education system can be a place to discuss, and challenge these ideas and better where information is coming from and how it is selected. By discussing in pairs, in small groups, or as a whole class, students can deepen their investigations by exploring different aspects of an issue, or exchanging information on different points of view.

At the same time teachers may feel discouraged to tackle controversial issues because they do not feel expert enough on the topic to deal with it. Or they could have concerns that difficult topics will take up too much of the teaching time, jeopardizing the necessary time for the regular curriculum. Teachers are under increased scrutiny these days, as is demonstrated by increasing incidents of students posting video material of their teachers, breaking the safe space that is needed to have difficult conversations.



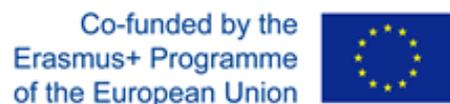
# Why Does it Matter?

In a time of growing division, where intolerance creates an “us-versus-them” attitude among social groups, it is essential for students to learn how to deal with controversial subjects, and how to cope with a variety of viewpoints and disagreements. And therefore it is also important that teachers include methods of dialogue, debate and discussion in their lessons, and deal with controversies.

- Healthy democratic societies are those in which people know how to argue without resorting to harm and violence. Through dialogue, debate and discussion young people can learn to develop listening and speaking skills to argue well. This helps them to become active and responsible democratic citizens.
  - Many countries are experiencing a growing diversity in their classrooms, as societies are growing more diverse. Students should learn how to deal with this diversity of people and plurality of ideas and viewpoints in the world around them.
  - History is always contested, with discussion and debate at its heart. Young people can learn to challenge, explore and test the evidence-base of claims so that they are able to distinguish valid historical interpretations from historical perspectives.
- Using dialogue, debate and discussion gives students voice. They learn that there are many evidence-based opinions and have the opportunity to participate.
  - Schools are a great place to try these methods out, as they should be safe learning environments in which young people can test out ideas and explore new thinking, change their views and critically evaluate their own values and attitudes without fear of judgment. At the same time it offers an opportunity to teach them how to respectfully disagree.
  - Dealing with controversial issues provides a good way to directly connect with students’ lives and with the outside world (outside the safe school environment). Ignoring them would mean ignoring the realities in many students’ lives.

# Sponsors, Partners, and Collaborations

All the sessions of the Annual Conference have been funded by the Erasmus+ Programme of the European Union as part of the final training of the project Learning to Disagree, which incorporates the 27th EuroClio Annual Conference.



Additional partners and collaborators are indicated throughout the programme.

## About the Learning to Disagree Project

The Learning to Disagree project aims to aid educators in how to constructively discuss and debate these issues by exploring different aspects of an issue. The competences that students have learned through meaningful dialogue and debate at school will also enable these students to deal constructively with tensions and disagreement in their daily life.

Throughout the project, we have:

- Assessed the needs of history and citizenship educators across Europe when it comes to tackling controversial and sensitive issues in the classroom;
- Developed two Teachers' Guides, one on Dialogue, Debate and Discussion and one on Assessment. The guides are now available, in a combined and comprehensive Learning to Disagree Teachers' Guide, on the [EuroClio Website](#);
- Developed collections of Viewpoints and Lesson Plans about a variety of topics, rotating around four main subjects:
  - o Controversial Cultural Heritage
  - o Surviving under Pressure
  - o People on the Move
  - o Borders and self-determination.

All Viewpoints and Lesson Plans are available at [Historiana.eu](#).

- Created a set of Policy Recommendations on Learning to Disagree, which will be published in December 2020.

Project Partners:



# Official Opening and Keynote

Saturday 31 October, 14:00-16:00

Maarten van Alstein, Riitta Mikkola, and Steven Stegers

**14:00**

## **Words of Welcome**

Steven Stegers, EuroClio Executive Director  
Riitta Mikkola, EuroClio President

**14:15**

## **Dealing with Controversy and Polarisation in the Classroom**

Maarten van Alstein, Flemish Peace Institute

Why is it important that we learn to disagree with each other? How can we teach young people to disagree in a democratic and peaceful manner? Starting from concrete cases in classroom practice, the keynote lecture will build on empirical research, democratic theory and insights from conflict transformation to make a case for conceptualizing the school as a laboratory for democracy. In this view, the school is seen as a place where students – through a wide diversity of methods ranging from dialogue to artistic practice – can explore their differences in a constructive manner.



# How to bring, discuss, and evaluate diverse perspectives in the classroom. The case of migrants.

Monday 02 November , 16:30-18:30

Matej Matkovic, Learning to Disagree Team

The first workshop of our online conference is a product of the Learning to Disagree project. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials to teachers to face these topics head first with their students, thus teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner. Skills they will enjoy far beyond the classroom.

Matej is a core member of the Learning to Disagree team and will gladly introduce you to the methodologies and teachers' guide they have been working on for the last three years. His workshop will be divided into three parts. The first part will allow you to experience the newly developed lesson plan for students first hand. This lesson plan will consist of what we call "a variety of viewpoints", in which participants are introduced to a collection of written texts and media images about migration. Based on these materials, you and your fellow colleagues from across Europa are asked to form an opinion on migration to Europe and subsequently discuss these opinions in a group. In the second part, Matej will introduce the rationale behind the lesson, e.g. the teachers' guide, focusing on how to use the teachers' guide in different classrooms. In the final part, Matej will ask you to share your views on the teaching strategy and assessment methods presented.



## About the Speaker

I am history and geography teacher from Slovenia. I graduated on Faculty of Arts in University of Ljubljana. I have worked in primary school for last 15 years. I have been involved with EuroClio since 2015 when I participated in my first Annual Conference in Denmark. Since then I participated in several of EuroClio's Balkan Summer Schools and of course the Learning to Disagree project. I am also involved in several national educational projects in Slovenia. At the moment, the focus of my work is introducing ICT in history teaching.

# History Education and Global Politics. The case of borders.

Tuesday 03 November , 16:30-18:30

Ana Radaković and Maja Keskinov, Education for the 21st Century

During this workshop, Ana and Maja will use some of the teaching strategies presented in the Learning to Disagree Teachers' Guide to approach controversial borders. This is done in the context of a new interdisciplinary subject in Serbia: Global Politics, as well as the subject History.

This combination offers the possibility to teach about complex political, economic, and social phenomena. This workshop will present a lesson plan, designed for two consecutive lessons, dealing with the case of Northern Ireland. Using various debate strategies, students will discuss diverse viewpoints and develop argumentation skills and tolerance. In this two part-part lesson-series, students will base their arguments on factual historical knowledge and historical sources and viewpoints provided by the selected materials from the Learning to Disagree project. In particular, they will use sources from the Northern Ireland Variety of Viewpoints, including politicians' speeches, newspaper headlines, references to popular culture.

As a result of the lesson plan presented in this workshop, students will understand that the aim of a debate is not to declare a winner, but to voice structured and convincing arguments. Additionally, all student will develop attitudes of respect, responsibility, tolerance of ambiguity, openness towards the other, and openness to other beliefs, world views and practices. .

## About the Speakers

[Maja Keskinov](#) is a teacher, teacher trainer and a coordinator at the Education for the 21st. Century. She teaches philosophy and geopolitics. She has also worked as a coordinator and consultant on various national and international projects. Maja is highly skilled in using different methods of debates in the classroom. Her experience as a teacher and teacher trainer for debating is extensive.

[Ana Radaković](#) is a history teacher and a member of the Education for the 21st century. She is a PhD student at History department at the Faculty of Philosophy in Belgrade where she has the position of a teaching assistant on the subjects: History teaching and didactics and Initial teacher training. Her field of research is history teaching in Serbia from 1990 to 2020. She was a participant and coordinator of numerous national and international seminars, conferences, trainings and summer schools concerning contemporary history and history teaching.

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

Wednesday 04 November , 16:30-18:30

Nena Močnik

Nena will first introduce the general idea of using memes in the classroom and the two different, yet both controversial and emotionally loaded contexts where the tool has been tested.

You will then be introduced to this lesson plan hands-on by going through it yourself. First, you will be then introduced 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. Then, by making your own memes, you 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, you 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.

The workshop is inspired by the pilot version that was delivered by Tea Sindbaek and Tippe Esner in Denmark in 2019 in the frame of Again Never Again project funded by European Commission. This pilot project addressed histories of mass murder and genocide in relation to processes of othering and dehumanization of today. The second inspiration of this workshop was the upscaling of another project (done by Nena herself) in Bosnia-Herzegovina. This project dealt with the controversies related to the collective memory of the 1990s wars in the divided classroom in Mostar.

## About the Speaker

Nena Močnik holds PhD in Balkan Studies from University of Ljubljana, Slovenia. She is a university lecturer and a researcher at Université de Cergy-Pontoise, France. She is the author of two monographs: "Sexuality after War Rape: From Narrative to Embodied Research" (Routledge 2017) and War-related Sexual Violence and Trauma Transmission: Reconciliation and Peacebuilding in Post-Conflict Settings, Routledge 2020). She has delivered workshops and trainings in the field of social justice and anti-discrimination, using mostly approaches from community theatre and applied drama. Since 2018 she coordinated the project "#Never Again Teaching Transmission of Trauma and Remembrance through Experiential Learning" ([www.againneveragain.org](http://www.againneveragain.org)). At the moment she is working on her new research on trauma transmission and resilience in the classroom, and lead-editing a Routledge monography “Engaging with Historical Traumas: Experiential Learning and Pedagogies of Resilience” (2021).

# Conceptualizing Multiperspectivity in History Education

Thursday 05 November , 16:00-18:00

Bjorn Wansink, Utrecht University



In a time of growing division, where intolerance creates an “us-versus-them” attitude among social groups, it is essential for students to learn how to deal with controversial subjects, and how to cope with a variety of viewpoints and disagreements.

In history education multiperspectivity is a vital tool in dealing with and making sense of a variety of viewpoints. Therefore, multiperspectivity is a popular term used in history education, and yet the concept’s exact meaning and practical implications often remain unclear.

In this interactive workshop Bjorn Wansink will try to help you to deepen your understanding of multiperspectivity. Bjorn will shed light on this frequently used term by exploring the concept of multiperspectivity in a variety of ways. This will be done by addressing the following issues: what does multiperspectivity mean 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, and what perspectives do teachers address in the classroom?

In this workshop you will explore these theoretical issues and, together with Bjorn and a group of motivated colleagues from across Europe, will try to make them tangible and apply them to the situation in your classroom.

Several models and activities will be proposed to understand this complex concept better.



**Universiteit Utrecht**

# Graphic Novel as Educational Concept in Teaching About the Holocaust

Friday 06 November , 16:30-18:30

Miško Stanišić, Terraforming

During this workshop Miško will introduce you to Ester. Ester is a collection of novels and a teaching material about the Holocaust. Ester's most distinctive and important feature is a series of dramatized and illustrated novels about the Jewish victims killed in the Concentration Camp Judenlager Semlin at the Belgrade Fairground (Staro Sajmište) in the beginning of 1942.

These graphic novels are specifically developed to serve as a tool for teaching and learning about the Holocaust. They focus on young victims and their families, their pre-war lives, as well as under the German occupation and during the Holocaust. The novels are based on true historical events and the people who experienced them. Esther graphic novels are reconstructions and dramatizations of history based on available fragments of personal stories. Historical events and facts are central, whilst the main focus is simultaneously placed on the human experience, feelings and thoughts of the main characters.

Created primarily for 12-13- and 16-18-year-old students, the novels can be enjoyed by anyone who is interested in learning history through the means of a graphic novel.

Ester is created by Miško Stanišić and his team at Terraforming – a Serbian NGO which develops educational methodologies and teaching materials, combining best practices in contemporary pedagogy with new-media technologies while facilitating multidisciplinary cross-sectoral international project cooperation and exchange.

In this interactive workshop Miško will show you how you can use Ester in your own classroom.



## About the Speaker

Miško Stanišić was born in Sarajevo, then Yugoslavia, in 1966. As a refugee from the Yugoslav civil war he ended up in Stockholm, Sweden, in 1993, where he lived in refugee camps until getting a permanent visa to stay. In 2012 he moved from Stockholm to Amsterdam in the Netherlands. He is now based between Amsterdam and Novi Sad in Serbia. Misko studied General Law at the Sarajevo University, as well as Pedagogy, Adult Education and New Media in Education in Stockholm. In 2008 Misko Stanisic co-founded Terraforming, an NGO based in Novi Sad in Serbia. Since then he develops educational methodologies and teaching materials in the field of teaching about the Holocaust and combating antisemitism, antygypsyism and other forms of xenophobia, combining best practices in contemporary pedagogy with new-media technologies. Misko is member of the Serbian delegation to the International Holocaust Remembrance Alliance – IHRA, member of IHRA Education Working Group and IHRA Committee for the Genocide of the Roma, as well as member of the steering committee of ENCATE - European Network Combating Antisemitism Through Education.

# Panel Discussion

**Saturday 07 November, 14:00-16:00**

## **Panelists:**

- **Marko Suica (Education for the 21 st Century)**
- **Mire Mladenovski (Learning History that is Not Yes History 2)**
- **Rada Pejic-Sremac (United Nations International Residual Mechanism for Criminal**
- **Tribunals)**

**Session moderated by Jonathan Even-Zohar, EuroClio Ambassador**

During this session, Marko Suica, Mire Mladenovski, and Rada Pejic-Sremac will introduce a set of controversial topics in their respective countries, and how they are tackled in the classroom.

Moderated by the Jonathan Even-Zohar, this panel discussion will then investigate how the teaching strategies presented in the Learning to Disagree project, together with other educational material developed by panelists and by EuroClio in the past, could be used to deepen students' understanding of controversial issues brought to the classroom.

Participants to the panel will be given the possibility to ask questions and to intervene with their own example.



# Hawks and Doves – Conflict: How to use the House of European History online resources to create a lesson plan on Conflict?

Monday 09 November , 16:30-18:30

Laurence Bragard, House of European History



Many reasons can bring individuals and groups into confrontation with each other. At the same time, there are things we cannot achieve without others. This workshop will explore dynamics of war and peace. It highlights how Europe today is largely the result of both a history of war, occupation and destruction, and a history of solidarity, negotiation, and reconciliation.

To illustrate these simultaneous opposing and intertwining processes, this workshop will focus on what it takes to make peace. Indeed, news reports and the stories of battles that fill history textbooks should not make us forget that there are, and have always been, people and groups working for a culture of peace. We want students to learn about some of them! The learning outcomes of this workshop will aim at making students understand the contemporary and historical significance of peace activism and realising that peace is a challenge that requires action to be taken.

Laurence Bragard, Museum Educator in charge of school programming at the House of European History, will present different activities on the theme of conflict that you can use in your classroom. These learning activities are part of the thematic online learning resources available in the 24 official languages of the European Union on the website of the museum.



## About the Speaker

Laurence Bragard develops, co-ordinates and delivers the formal learning offer of the House of European History. She has worked with school, youth and family audiences in museum and gallery settings for over 15 years. She has extensive experience of object based learning practice and played a key role in developing the educational handling collections at the museum. She has facilitated numerous online and onsite teachers' seminars at the House of European History and with teachers networks such as eTwinning and EuroClio.

She has a Masters in Cultural Studies from Leuven University and studied Art History at the Free University of Brussels.

# People on the Move: The Arrival of Migrants to Europe in 2015

Tuesday 10 November , 16:30-18:30

Bistra Stoimenova, Learning to Disagree Team

Bistra is one of the core members of the Learning to Disagree project, and this workshop is one of the results of the project. 'Learning to Disagree' was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials for teachers to face these topics head-on with their students. These materials aim at teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner.

Students develop critical thinking and the vital competences for dialogue and discussion in classrooms. This workshop is designed for history teachers and civic educators who want to foster the development of these skills.

The lesson plan discussed in this workshop aims at doing so by having students deal with a diverse range of sources representing different viewpoints on migration to Europe in 2015 and taking part in a discussion on migration to Europe based on recent events.

This will help students to develop their knowledge and critical understanding of the complexity of reactions to migration, specifically the reaction to the arrival of the refugees in 2015 and 2016, analyse diverse historical resources, discuss and express their opinions, and develop their cooperation skills and their values of human dignity and human rights.



# In Europe Schools

Wednesday 11 November , 16:30-18:30

Odette Toeset, Harri Beobide, Steven Stegers and Eugenie Khatschatrian



In 2019, EuroClio and Dutch national broadcaster VPRO joined forces and developed In Europe Schools – A Unique Exchange Project for European Schools! Inspired by the VPRO-series In Europe – History Caught in the Act, EuroClio and VPRO produced four different Education Kits on Modern European History: Difficult History, Migration, Climate Change and Gender Equality.

In Europe Schools matches participating schools to another participating school elsewhere in Europe to exchange and reflect on their end product: A documentary made by students! Based on the topic and a research question, students are encouraged to dive into their own local histories, do research, and process their answers into a documentary.

During this workshop, author Harri Beobide will demonstrate one of the newest Education Kits on Climate Change, which will focus on the question: How do we deal with Climate Change? She will be joined by VPRO's Odette Toeset and EuroClio's Steven and Eugenie who will present how this project came about, how it works and how to fully use it online.!

For more information about the project, please visit:  
[www.vprobroadcast.com/ineuropeschools](http://www.vprobroadcast.com/ineuropeschools).



**Odette Toeset**



**Harri Beobide**

## About the Speakers

**Harri Beobide** (Basque Country, Spain) graduated in Modern History from the University of Deusto, currently coordinates Social Science school-materials of Ikastolen Elkartea (Association of 100 Basque medium schools) in Basque and English, within a competence-based curricular framework. She also teaches and delivers in-service training to teachers of the same network. She is an ambassador of Euroclio and has participated in the creation of various learning materials within different projects.

**Odette Toeset** is the project leader of In Europe Schools. She is a director at VPRO Television, a public broadcaster in The Netherlands.

She has more than 25 years of experience in producing documentaries and directing live television shows on politics, philosophy and music.

# Using Archival Material to Promote History Education

Thursday 12 November , 16:30-18:30

Anisa Suceska-Vekic, United National International Residual Mechanism for Criminal Tribunals

The workshop will introduce the archives of the International Criminal Tribunal for the former Yugoslavia (ICTY), highlighting some of the features and resources available to the general public, including curated video materials as well as primary sources from the various court cases. Containing a well of sources, the archives serve as an excellent starting point for any educator aspiring to teach about the recent Balkan wars. The workshop is a condensed version of the training course delivered by the International Residual Mechanism for Criminal Tribunals in collaboration with EuroClio to history teachers across the Western Balkans.



# Surviving Under Pressure: Surviving in a War Context (WW2 and the Algerian War of Independence)

Friday 13 November , 16:30-18:30

Ann-Laure Lieval, Burcu Cingay, and Vassiliki Yannou, Learning to Disagree Team

This workshop is the product of the Learning to Disagree project and will help those who want to engage all students, even those who do not usually speak up, in a debate. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials to teachers to face these topics head-on with their students. These materials aim at teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner.

Ann-Laure, Burcu, and Vassiliki are all members of the core team of Learning to Disagree. They have blended three new learning activities into one workshop. They will introduce the teaching strategy of the “silent placemat conversation”. This strategy has been developed to facilitate calm, thoughtful and democratic discussions in classrooms, as all discussions are conducted in silence. Students will be asked to contribute to the discussion by writing their arguments on paper. This workshop will introduce you to the workings of this activity, whilst also addressing how this activity can be adopted to your classroom. Additionally, this workshop will introduce the “K-W-L chart” assessment strategy. This strategy teaches students to reflect on what they know and what they want to know prior to an activity and what they have learned after the completion of a lesson (What do I know, what do I want to learn, what have I learnt). This workshop will use three different case studies and nine viewpoints.

## About the Speakers

[Vassiliki Yannou](#) was born in Atra, and now lives in Thessaloniki. She graduated from the Department of History and Archeology from the Aristotle University of Thessaloniki and also holds a MA in Educational Studies from the Open University of Cyprus. For this Ma she did research on the topic of the role of research projects in upper secondary education in Greece. She has taught on the subjects of the Greek language and history History at the upper secondary education in Greece for twenty years. She has been the school librarian since 2015. She has been the deputy Headmistress at the 2nd General Lyceum of Evosmos, Thessaloniki since 2017. Additionally she runs (in cooperation with other colleagues) the rhetoric school club and took part in national school rhetoric competitions.

[Ann-Laure Liéval](#) is a member of APHG (French national Association of History and Geography teachers), which is a member of the EuroClio network, and that is how she became involved with EuroClio and helped organized the 2018 Annual Conference in Marseille. She is now also teaching in Sciences Po Lille (Undergraduate college 1st year) and also at Lille university for future teachers, as a member of CAPES externe History and Geography (teaching contest) jury. Her current projects with EuroClio are: Learning to disagree and In Europe with VPRO.

# Discussion ‘Tables’ on “What is quality history education? Do history educators agree?”

**Saturday 14 November, 14:00-16:00**

**Session moderated by the EuroClio Secretariat**

What are the main features of quality history education?

The answer to this question is ever changing. However, it is also the main driving force behind EuroClio’s work. Since 1992 it has been EuroClio’s mission to inspire and support educators to engage learners in innovative and responsible history and citizenship education. During this session, participants will discuss what are the main features of quality history education, and how EuroClio can strive to promote them in its everyday work.

As good quality history education is ever changing, the results of the discussion tables will feed into the revision of the EuroClio Manifesto.

The specific topics of the discussion tables will be confirmed soon.



# Leaders in Times of Turmoil

Monday 16, November , 16:30-18:30

Zsolt Vódlí and Juraj Varga, Learning to Disagree Team

When leaders make decisions about letting their allies invade their country, are they heroes or traitors?

This is the question your students should be able to answer by the end of the learning activity developed by Zsolt and Juraj. During this workshop they will discuss the contents of the learning activity, how to use it in your classroom, and how to assess your students during this learning activity. This activity will help your students develop a plethora of skills, abilities and knowledge on historical figures and events.

The learning activity allows students to work in groups and discuss provocative statements; they will have to decide whether they agree, strongly agree, disagree or strongly disagree with these statements. Students cannot just say what they think in these discussions, they have to substantiate their opinions with an explanation or evidence. This learning activity provides students with the opportunity to understand the actions of leaders and people in a historically rather debated era. At the same time, it also gives them the opportunity to learn certain verbal competence while practicing critical thinking.



By the end of this learning activity your students will have developed their ability to evaluate different viewpoints, have learnt to express their opinion on sensitive and controversial topics, and further developed their critical thinking.

This workshop is the product of the Learning to Disagree project. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials to teachers to face these topics head-on with their students. These materials aim at teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner

# How to Teach and Learn About Reliable Research to Foster a Good Future for our Society

**Tuesday 17 November , 16:30-18:30**

**Katharina Miller, Path2Integrity Project**

This workshop is for all of those who are interested in research, and the notion of teachers as researcher and ethics.

This workshop is for all of those who are interested in research, the notion of teachers as researcher and ethics.

According to the statement by the ALLEA Permanent Working Group on Science and Ethics (2013), and “in view of recent events and debates, education in research ethics needs to be strengthened to ensure trust and confidence in scientific research.” Furthermore, “ALLEA argues in this statement that societies need to set aside or create resources (time, human resources, knowledge banks etc.), so as to ensure that all research is conducted by individuals who have the necessary literacy in ethics.”

In light of this, Path2integrity has been designing learning cards to argue in favour of reliable research results and responsible research. These cards cater to secondary school students, students as well as (future) researchers. These units are student-centred and use a dialogical approach, with role-playing and storytelling to foster trust in research. The learning cards empower its users all over Europe to understand how important such reliable research is, especially how important reliable research for society is – especially in times of COVID-19.



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

# The Benefit of Hindsight

Wednesday, 16:30-18:30

Valerio Bernardi, Learning to Disagree Team

This workshop is the product of the Learning to Disagree project. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials to teachers to face these topics head first with their students, thus teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner.

In August 1991, a cargo ship named Vlora arrived from Albania with 20,000 people on board in the Bari seaport, a major city of south-east Italy. The Italian Government decided to authorize the ship to come alongside the quay in Bari. After one or two days the immigrants were brought to the old Stadium in Bari called Victory. They were segregated for several days and most of them were repatriated to Albania. During those days there were also some riots in the stadium. In the decades to come many more ships like the Vlora arrived in Italy from various places.

Valerio is one of the core members of the Learning to Disagree team and created the learning activity about the Vlora. In this workshop you will partake in the learning activity and subsequently you will be introduced to an activity that will allow students to have the possibility to compare migration in the past with migration today. Even more so, it will help students develop an understanding of the motivation of migration, empathize with the actors involved in (the history of) migration, and develop a positive attitude towards people with a different cultural background. The latter is specifically important as understanding of the other is needed to foster good dialogue and communication.



## About the Speaker

Valerio Bernardi teaches history and philosophy in Italian public high schools. He graduated in Philosophy in 1986 and he earned his Doctorate in Cultural Anthropology in 1993. He has a postgraduate in teaching history. He worked with the Regional office of the Ministry of Education in Bari on the national project for active citizenship for two years. For ten years he was a teacher trainer for the teachers of History and philosophy. He is an adjunct professor of Anthropological Studies in Università della Basilicata in Matera. He was in the editorial board of Novecento.org, the online journal of Istituto Parri, dedicated to the teaching history of the XXth century in Italy. He is also part of the team of two Euroclio Projects: Learning to Disagree and Football Make History.

# The Limits of Multiple Perspectives: Deconstructing Hate-based Narratives

Thursday 19 November, 16:30-18:30

Nicole Fournier-Sylvester and Katie O'Brian, Global Centre for Pluralism



Online spaces can provide access to typically marginalized viewpoints and provide substantial content for curriculum that is often one-sided. In fact, including divergent viewpoints is essential for pluralism - i.e. respect for diversity - to thrive. However, in order to effectively navigate online spaces, it is essential that students can identify and be resilient to hateful and extremist viewpoints. This interactive workshop will discuss the challenges of identifying hate speech as well as the strategies most often employed in hate and fear-based messaging. We will explore how these messages appear in participant's contexts, including how different forms of discrimination and exclusion have been exacerbated during the pandemic. This will be followed by a discussion on what teachers can do to help their students build resilience to hate speech while also using the internet to learn about different perspectives.

## About the Speakers

[Nicole Fournier-Sylvester](#) is the Education Manager at the Global Centre for Pluralism in Ottawa, Canada. She has a PhD in Education and an extensive record of conference presentations, workshops and publications on pluralistic dialogue, digital literacy, and critical thinking. Her dissertation, "Connected: Facilitating Transformative Online Dialogue in Peace-Building, Reconciliation, and Global Citizenship Education Programs", compared international online education programs designed to facilitate intercultural dialogue, promote mutual understanding, and advance 21st century learning capacities. Nicole has over ten years of experience teaching courses on democracy and cultural diversity, ethics, education and social change.

[Katie O'Brian](#) is a Program Officer at the Global Centre for Pluralism in Ottawa, Canada where she works on the Education and Award programs. She is a UN-certified intercultural dialogue facilitator and brings this technical expertise to program and content development. She leads GCP's work on MOZAIKO, their new online education platform. She has a Master's Degree in International Development and Global Studies and spent five years living in Taiwan where she taught English and conducted her Master's research.

# Disagreement Through Multiperspectivity in Practice

Friday 20 November, 16:30-18:30

Anna Huijgen, DENISE Amsterdam, Maayke de Vries, International School Almere

History without disagreement would be boring, wouldn't it? Educators are challenged to teach students how to disagree in a respectful way while staying open-minded to new ideas and perspectives. In this workshop Anna Huijgen (DENISE Amsterdam) and Maayke de Vries (International School Almere) will use three approaches or "layers" to teaching disagreements (Wansink et al. 2018): multiperspectivity in the past; multiperspectivity between past and present, and multiperspectivity in the present.

The first layer consists of the perspective of individuals, people or groups who have been living in a particular moment in the past. For this, primary sources can be used to represent a multitude of views in that event.

The second layer is about historiographical approaches and interpretations to the past, developed by historians (but also politicians and journalists) who mostly did not live in the same time period as the events they write about.

The third layer is the approach of history from a contemporary position. The goal for students is to realise that perspectives are personal, that teachers and students are consumers of history, and that we make our own constructions of the past.

In this workshop we will put into practice one activity for each layer so educators can experience each approach and how disagreement can be conducted within the classroom. The aim is to provide educators with practical examples, which are easily translatable to their own context, so teachers get hands-on guidelines on how to address controversial topics. The workshop also aims at having a dialogue between educators to exchange their best-practices in teaching multiperspectivity regarding debated and controversial topics.

## About the Speakers

[Anna Huijgen](#) is a History (IB-DP) and Social Studies (IMYC) teacher at De Nieuwe Internationale School Esprit (DENISE) in Amsterdam, as well as the Extended Essay and IB-DP Coordinator. Anna intertwines historiography into her History lessons, making students aware that history is not set in stone, but written by humans who, in every era, have their preferences, dislikes and blind spots. Through activating class activities, which often link to the present, students are made aware of others' biases, as well as their own, and learn how to perceive other perspectives without prejudice.

[Maayke de Vries](#) teaches history and social studies at the International School Almere, while pursuing a PhD at University College London in Critical Global Citizenship Education. In her lessons, Maayke applies a social justice lens and uses an anti-bias framework to make history relevant for all her students, hereby fostering citizens who aim to make the world a better place. Maayke writes for EuroClio from time to time and was also co-host of the EuroClio podcast, you can find more of her work here: [www.Mizsdafreeze.com](http://www.Mizsdafreeze.com) or by following her on Twitter [@mizsdafreeze](https://twitter.com/mizsdafreeze)

# Plenary Workshop on Assessment

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Saturday 21 November, 14:00-16:00**

**Anthony Malone and Majella Dempsey, Maynooth University**

During this session, Anthony and Majella will introduce a series of different assessment methods, discussing what each of them is most suitable for, and how to practically implement these methods in the classroom.

The plenary workshop will actively engage participants, who will be asked to try out some of the methods and to share their thoughts about and approaches to assessment.

The assessment methods presented in this plenary workshop are based on the Teachers' Guide to Learning to Disagree.



# Postwar Dilemmas

Monday 23 November, 16:30-18:30

Jakub Mańczak, Pilecki Institute



This workshop will introduce you to a game which you can play with your students. The game is engaging and fun, as students are divided into groups and are assigned a post-war hero. Then each group receives cards on which the life history of the post-war hero is documented. However, this is not a reading exercise. As the students read through the life histories, they will have to confront dilemmas these post-war heroes faced and choose between one of the two options presented to them in these dilemmas. They will have to debate amongst themselves which option they will choose as a group. Every time students make a decision the story of the hero will change. There are 16 different outcomes for each life history.

This game does not only teach the players about post Second World War Poland, it also teaches them vital skills such as debating, formulating arguments, listening, and how to reach a consensus. It also teaches them how to substantiate the choices and decisions they make.

Jakub, who developed the game, will talk about rationale behind the development of this game, you will play this game with fellow colleagues from all over Europe, and after you will be able to discuss the games' content and give feedback.

The game has significant historical value, as 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 communists and persecution of agrarian movement and all opposition. All those complex matters raise disagreement in classroom. This learning activity tries to “defuse” the controversial topic by placing participants in shoes of different historical characters to show their motivations and situation.

## About the Speaker

**Jakub** is a philosopher and historian. He studies twentieth-century totalitarianisms from a philosophical and cultural point of view. He has worked in Pilecki Institute in Warsaw since 2016, first as a researcher, preparing testimonies of history witnesses for publishing online, and then, from 2018 as an educator. He conducts workshops for young people and prepares material for history education. He is also engaged in an amateur theatre and loves all kinds of movement.

# Moving Beyond Perceived Borders: Dealing with Disagreement in Contested Borders

**Tuesday 24 November, 16:30-18:30**

**Amaia Lamikiz and Angela Bermudez, Learning to Disagree Team**

Borders divide land into countries, sometimes creating new divisions within communities, or even between them. Where a border is placed is a highly contested issue and to this day many borders cause serious conflict.

This workshop is the product of the Learning to Disagree project. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers training and support materials for teachers to face these topics head-on with their students. These materials aim to teach students vital skills such as the ability to listen, to consider alternative interpretations, as well as the ability of interacting in a constructive manner with people they disagree with.

Amaia and Angela are core members of the Learning to Disagree project. In this workshop they will aim to present the work they have developed. Starting with a general introduction on how the multiperspectivity approach can help us to work on contested issues in the classroom, they will then present the materials we have created to help our students reflect and debate on the topic of borders. We will present the sources we have gathered from different European contexts as examples of a variety of perspectives about contested borders and we will suggest some possible activities and strategies to work with students in order to make them aware of how communities draw their borders, and how we can deal with disagreement in cases of controversy.



# Adopt a Monument

Wednesday 25 November, 16:30-18:30

Marjan de Groot-Reuvekamp, Adopt a Monument Project

The Adopt a Monument project is designed to bring local war history and remembrance to life.

In this workshop, led by Marjan, you will explore the teaching materials of Adopt a Monument, whilst also discussing philosophical questions to stimulate dialogue on commemoration and teaching.

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.

This monument or grave that the children adopt is located in their own neighbourhood, thus really discovering their own local history. They learn what commemoration is and why it is important to pass on the stories from the war.

The workshop starts with a short presentation of a research project (conducted by Marjan together with Arie Wilschut) on the effects of 'Adopt a monument' on grade 7 (12-13 years old) pupils' knowledge and attitudes regarding war commemoration (rituals, values, meanings) in relation to the (local) occupation history of the Netherlands during the Second World War.

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



## About the Speaker

Marjan de Groot-Reuvekamp is a lecturer of history education and didactics at Fontys University for Applied Sciences, School for Child studies and Education in 's-Hertogenbosch, in the Netherlands. She teaches history and didactics and she supervises graduate and master research, next to students' internships in primary schools.

Until 2016 Marjan has been Treasurer and President of EUROCLIO.

In 2017 she finished her Ph.D. on the Improvement of the understanding of historical time for pupils aged 6 -12, on which she published several articles in scientific journals and journals for teachers.

Furthermore she is co-author of a textbook on teaching history in primary education that is widely used in Dutch colleges and universities.

# People on the Move – Why Do People Disagree About Migration?

Thursday 26 November, 16:30-18:30

Benny Christensen, Learning to Disagree Team

This workshop is the product of the Learning to Disagree project. This project was initiated in response to the needs of educators who experience difficulties in addressing sensitive and controversial issues in their classrooms. The project, now in its final stages, offers trainings and support materials to teachers to face these topics head-on with their students. These materials aim at teaching students vital skills such as the ability to listen, to consider alternative interpretations, and the ability of interacting with people that they disagree with in a constructive manner. Benny is one of the core members of the Learning to Disagree team. His workshop will focus on developing lesson plans on the topic of migration to Europe, so you can apply these lesson plans directly to your classroom. Migration is not a new phenomenon, yet it remains the cause of many heated debates, not least in classrooms. Therefore, Benny designed this learning activity around the topic. Via group work and general discussions, you will engage in a variety of strategies that focus on dialogue, debate and discussion. Which outcomes and activities are best suited for class work on this sensitive topic? And how can you use assessment to design such a learning activity? Share your experiences and ideas with European colleagues!

## About the Speaker

Benny Christensen has acted as EuroClio expert on many occasions, e.g. the EuroClio project 'History in Action-Planning for the Future. Regional Approaches for the Learning and Teaching of History in Bosnia, Croatia and Serbia'. (2005-2008). He is currently engaged in the projects 'Learning to Disagree' and 'Football Makes History'

# Addressing Competing Historical Narratives in a Diverse Classroom

Friday 27 November, 16:30-18:30

Gijs van Gaans, Fontys University of Applied Sciences

Are you aware how you construct historical narratives? Do you understand your own bias in organising and highlighting specific historic events? Do you understand how your students construct a historical narrative based on their own experiences in life?

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 address these topics, because they don't know how to deal with these emotions. This workshop tries to provide tools, not only how to understand these emotions and the narratives behind them, but also how to incorporate them as an explicit element in your classroom while maintaining a safe learning environment.

## About the Speaker

Gijs van Gaans (1976) studied history and religious science at the Radboud University in Nijmegen. He has taught history and latin in secondary schools. From 2009 onwards he has worked as a teacher trainer/ lecturer of didactics in history and religious education at Fontys University of Applied Sciences. His main interests are the development of a critical historical consciousness and developing skills that allow for inter-worldview dialogue



# Marketplace on Contested Cultural Heritage

**Saturday 28 November, 14:00-16:00**

**Hosted by**

- **Helen Snelson (Mount School York)**
- **Katria Tomko (EuroClio)**
- **Lidija Suica (Education for the 21st Century)**
- **Marie Louise Riyback-Jansen (Institute for Historical Justice and Reconciliation)**

During this session, participants will learn about the research that EuroClio and the Institute for Historical Justice and Reconciliation have been doing to study contested histories in public spaces.

Then, they will have the possibility to reflect on how the teaching strategies presented throughout the Annual Conference can be applied to examples of controversial cultural heritage within their local context.

To prepare to this session, participants are asked to send an image of an example of controversial street names/monuments/buildings in their country



# Celebratory Pub Quiz

Sunday 29 November, 19:00

## 19:00 Official Conference Closing

How did we do? What could we have done differently? Do you have any suggestions for us? You will have space to share this and much more!

## 19:30 PubQuiz

Moderators to be confirmed

The Pub Quiz tradition continues. After an exciting Pub Quiz in Gdansk, Poland – featuring among other topics Pop Culture, knowledge of EuroClio, and knowledge of the history of Poland – you are invited to get together in carefully constructed teams and to challenge your peers with six new rounds of questions.

Who will be the next Pub Quiz champion? Join us on to find out!



# Networking Session

Did you (e)meet colleagues that you hadn't seen for so long, and would you like to catch up with them in private, without having to use the chat? Then, join our special networking sessions.

How does this work?

Throughout the Annual Conference, you can privately chat with other participants to the sessions and workshops, and agree with them to meet up in one of the three networking sessions that take place in December. Once you have agreed on the day that you would like to meet up, email us at [alice@euroclio.eu](mailto:alice@euroclio.eu) or [djoera@euroclio.eu](mailto:djoera@euroclio.eu). We will share the link to the networking session with you.

You can meet at any time within the time slots that we have set up. For example, you can decide to meet at 17:15 on Tuesday December 1st. We will be there to let you in the meeting, and to set up a separate room for you and your colleagues to have a private chat. If you would like to see who joins online, but have no set appointments, you can email us anyway, and we will let you in at the very beginning of the networking sessions.

The networking sessions will take place on:

- **Tuesday December 1st at 16:30 – 18:30**
- **Thursday December 3rd at 16:00 – 18:00**
- **Saturday December 5th at 15:00 – 16:30**



# Thank you for attending EuroClio's Annual Conference!

Do you want to engage more with EuroClio and EuroClio's Network? Then...

## Write a Review

Due to the pandemic we have all been stuck at home, a perfect opportunity to read all those books, you have been wanting to read for years. Or you finally watched that movie you wanted to see for a long time.

Do you want to share these discoveries with others?

Let us know which books, movies and exhibits you would recommend by writing reviews that our members and webpage visitors can read and share.

you can email your entries to:  
[outreach@euroclio.eu](mailto:outreach@euroclio.eu)

## Sign up to our Newsletter

We send out a newsletter approximately every month. In the newsletter you will find the latest information about the Association, Project updates and Opportunities.

You can sign up at:  
<https://www.euroclio.eu/newsletter/>

Listen to our podcast!  
Click Here:



## Become a Member!

Individual members are of vital importance for the EuroClio community. This service is for all those who are not (yet) part of a local association, but who would like to be part of a large professional network to share ideas, educational challenges, and methods of teaching. Individual membership contributions allow us to develop specific parts of our work, including online workshops, in-depth articles, and the EuroClio Podcast. In return, we strive to involve our individual members in our projects, conferences, and webinars.

Want to know more? Go to:  
<https://www.euroclio.eu/join-us/>

