

## Candidacies for the EuroClio Board

### **Alessandro Camiz**

*Association for Historical Dialogue and Research*

**Biography:** Alessandro Camiz, Ph.D., Architect, Research director of the AHDR (2015- 2017; 2018-2021) graduated (BArch+MArch) in Architecture at “Sapienza” University (Rome, 1999). In 2007, he discussed his doctoral thesis on “History of medieval town planning in Ravenna” (Sapienza), and therein attended Post-Doctoral studies until 2014. He taught at the School of Architecture of University of Miami and at the Faculty of Architecture, Design and Fine Arts of Girne American University (Cyprus), where he directed until 2018 the International Centre for Heritage Studies (ICHS). He is member of ICOMOS-Italy, and secretary general of the Cyprus Network for Urban Morphology (CyNUM). He is now associate professor and director of the Laboratory of Dynamic Research on Urban Morphology (DRUM) at Özyeğin University, Istanbul. His main research interests are on architectural design, urban morphology and architectural history.

**I would like to contribute to the work of EUROCLIO through:** Connecting research, teaching and practice.

**My relevant fields of expertise and interests are:** Urban history and architectural history

## **Bistra Stoimenova**

*Bulgarian History Teachers' Association*

**Biography:** Bistra Stoimenova has been a lecturer and a teacher trainer in Department of Information and In-service Teacher Training at Sofia University St Kliment Ohridsky, Bulgaria. Her professional interests are in Modern history, multiperspectivity and multicultural education, citizenship education, CLIL / EMILE approach, the use of ICT and digital environment in history teaching as well as active strategies for learning. She had many publications in the field of education, methodology of teaching history, civic education and foreign language learning (FLE, Français Langue Étrangère).

Bistra Stoimenova participated as an expert and a coordinator in various EU funded educational projects. She has participated in the work of different national and international forums in Italy, Estonia, Great Britain, Cyprus, France, Switzerland, Spain, Poland, North Macedonia, Greece, Serbia, Romania, Malta, Latvia, etc. She is author and co-author of history textbooks and resource materials (for history teaching, civic education and foreign language learning).

As a member of Bulgarian History Teachers' Association (chair since 2014) she has taken part in many EuroClio activities and projects: "Understanding a Shared Past, Learning for the Future (Innovative Teaching Materials for History Education in Albania, Bulgaria and Macedonia)" (2000-2003), "European Dialogue, a Cultural Rainbow for the Future, An Inclusive and International Approach for the Learning and Teaching of History in Bulgaria" (2006-2009), "Teaching 'Europe' to Enhance EU Cohesion" (2015-2016), "Decisions and Dilemmas 3" (2018), "Learning to Disagree" (2018-2020).

Bistra Stoimenova is also chief editor of Bulgarian HTA Journal "The Dialogue in the History".

**I would like to contribute to the work of EUROCLIO through:** In the last 20 years I was involved, in different ways, in the work of EuroClio: as participant in professional development through annual conferences; in project activities in the Balkans and on European scale; in teacher training events (face-to-face and online format). Thanks to this I met many interesting people and I learnt a lot of things concerning history, heritage and citizenship education. Now I think that it is time, from my part, to support and to contribute to the development of European Association of History Educators. As a democratic organization, the role of EuroClio board, which is completed of international volunteers and elected by members organizations during the General Assembly, is to be a guarantee for continuity, stability and successful realization of EuroClio's mission. So for me, to be elected as a board member is a question of responsible decision to work and to help the European Association of History Educators. I would like to continue to contribute to steer EuroClio's activities and strategies in the coming years; to give new ideas for expanding EuroClio's network of members and to engage learners to become more responsible and active citizens.

**My relevant fields of expertise and interests are:** My expertise as educator is in the field of pedagogy, methodology of teaching history, heritage and citizenship education. My professional interests are in promoting critical and historical thinking skills, multiperspectivity and multicultural education, competence approach, CLIL / EMILE approach, the use of ICT and digital tools for history teaching, active strategies for learning.

Other side of my expertise as teacher trainer is to develop teacher training programs and courses as well as organization and implementation of training events, face-to-face or in distance learning. As lecturer and teacher trainer at Department of Information and In-service Training of Teachers at

Sofia University I conducted a lot of teaching programs.

As author and co-author of textbooks and other teaching materials I had a rich experience in design of learning activities, teaching resources and methodological guidelines.

## **Cláudio Marques**

*EuroClio Individual Member*

**Biography:** I spent a large part of my childhood near an old German prison camp close Chartres in France and that fantasize a lot of my games. It was a fate that, at puberty, the Holocaust TV series touched me to the point of developing in me the passion of this theme, obviously much less accessible on that time. After, I spent my teenage life in Portugal a bit far way of everything and when Portugal was tremendously poor. I start to work with 16 years old to afford money to proceed my university studies and to travel. I was barely 18 years old, shortly after the Berlin Wall fall, I ran to the eastern countries and went to visit Auschwitz and other war mythical places in all over Europe in a non-end list. Likewise, I started to see what part of books was. I start to get involved in political projects when still, URSS and USA was dividing military the world. When I had to choose my university studies, I obviously chose to be a History teacher. Afterward and several passionate teaching experiences, I was invited to be the pedagogical director of a private vocational training school where I stayed and remain today, now as owner and even more dedicated to adult education and training in a second adult center,. I am very focus too on quality systems and internationalization.

Today, by familiar reason I am a substantial part of my time in Flanders in Belgium and totally available to travel and contribute to the EUROCLIO goals and objectives.

My wife is flemish and we have a beautiful kid.

**I would like to contribute to the work of EUROCLIO through:** Today, by familiar reason, as i wrote, I am a substantial part of my time in Flanders in Belgium and totally available to travel and contribute to the EUROCLIO goals and objectives.

I am, of course, able to join regular online and in-person meetings where it needed to represent EUROCLIO at national and international events.

My Erasmus + experience in non or formal education for fundraising experience can be an asset too. We have a good potential to work in Erasmus + projects, leads study visits for students, courses for educators and teachers, outcomes and intellectual products with schools and high schools networking, propose a European curriculum for adult in history and so on with other Erasmus + projects. It is just examples. The possibilities are infinite...

**My relevant fields of expertise and interests are:** History is not part of major part of curriculum of training schools in Portugal, however, it exists other area as Citizenship or Integration Area where we speak and develop about past and past is always part of our present...so the potential is unlimited. This school methodology became very interesting.

History as school discipline in a VET system, when and where students are quite unmotivated would be more a problem than a solution. History in our educative project is not the goal. The goal is what the past shows to us, the reflections and what we can/must learn. On adult education projects that I am leading, own adults' life past history is always the beginning of a long journey of outcomes which we explore centering the adult on the process.

On this perspective the challenge was always to be focus not in studying but in learning processes and I incentivized all my pedagogical class teams to assembly on the same project different scientific fields. Certainly, that the world is changing and, in this century, the new classroom in my schools is confronted by new challenge where the classroom must be replaced by concepts as projects, activities, essentially learning moments, e-learning and physical classrooms, problems-based learning, critical thinking, a new era where we expect more learners and fewer students.

I am Erasmus + expert for the Belgium, Portuguese and French national agency and responsible to

more than 40 international projects on the last 5 years, labeling my schools to VET charter and this week to an Erasmus + accreditation for Vocational and Educational Training field and Adult Education.

I developed numerous educational projects and most of them had mainly concerns about our recent last century past boosting this reality to numerous international projects where we include citizenship activities, reflections remembering about what happen in the past and overall gives to our learners a respect of human being and valuable ideas. I am very worried not only about the content but much more focus on the methodology.

How can we reach the conscience and heart of people ?

## **Elisabete Pereira**

*Portuguese History Teachers' Association*

**Biography:** I obtained my PhD in History and Philosophy of Science majoring in Museology from the University of Évora in September 2017. I was selected by EUROCLIO and the Evens Foundation in 2019 for the project entitled 'Sharing European Histories', whose pedagogical strategy was based on museum object biographies: “Using object biographies to reveal how our pasts are interconnected”. In 2020, the research project “TRANSMAT - Transnational materialities (1850-1930): reconstituting collections and connecting histories” (PTDC/ FER-HFC/2793/2020), of which I am the principal investigator, came first in a competitive call for funding by the Foundation of Science and Technology (Portugal). I have published articles, books and book chapters in the UK (Taylor and Francis), Germany (Technische Universität Dresden Press), France (INHA) and Portugal.

My academic background is in the field of History, specialising in Cultural Heritage. I have ten years' professional experience managing a cultural foundation, where I developed and disseminated material and immaterial cultural heritage, including work on the history and recovery of the memories of the local community in an area of the Alentejo region, the development of archaeological collections, the recovery and cataloguing of collections of books and personal documents, cultural/institutional management and development, the organisation of exhibitions, the production of publications, and leading teams.

My current topics of interest are the 19th- and 20th-century history of museums, transnational and cultural museum history, and translocation and decolonisation issues, which will be part of the research project TRANSMAT I will be leading over the next three years.

Deriving from my professional experience, my interests also include science exhibition, science communication and public engagement subjects and methodologies. I am currently an integrated post-doctoral researcher at the Institute of Contemporary History (IHC-FCSH - Univ. Nova de Lisboa / CEHFCi - Univ. Évora).

**I would like to contribute to the work of EUROCLIO through:** I am Interested in contributing to developing EuroClio's work and strategies and my proposal as a board member is to contribute over the coming years to spread of the integration of heritage of museums in the field of history education.

The heritage of museums can provide an extremely valuable resource for teaching history, by showing through objects the multiple identities of 'others' and ourselves, promoting cultural diversity, addressing controversial issues, highlighting the multiple dimensions and layers of history, and showing how ordinary people and groups have shaped the history of societies. By telling the stories and tracing the history of museum objects the contribution of hitherto unknown actors becomes visible, and information about cultural and scientific practices can be recovered, showing how there was a comprehensive, global approach to heritage preservation and how objects and knowledge circulated between several countries and among actors. The biographies of objects appeal to different audiences and should be used more widely as a means for fostering inclusion, education and lifelong learning.

School curricular programmes covering specific periods, such as the 19th century, the 1930s and the 1940s, and the Cold War, emphasise nationalism, rivalries and conflicts between nations and

between political and ideological blocs. Knowledge of the paths followed by specific objects available in museums shows that even in these contexts of division among European peoples there was cooperation, and the circulation of ideas, people, publications and objects, which enabled the advancement of knowledge and the construction of cooperation and unity through unexpected links between scientists, intellectuals and citizens, which were not visible. Research on the history of science and the history of museum collections has increasingly highlighted these aspects, which can enrich and complement current curricular programmes.

Following my participation in the 'Sharing European Histories' project, I am highly motivated to continue to collaborate with EUROCLIO and contribute to achieving the wide-ranging scope and success of its work in pursuance of its core mission.

I aim to use my skills as a PhD researcher dedicated to work in the history of science, the history of museums, the history of museum collections and the biographies of objects, and my national and international networks associated with museums and research, to develop collaboration with others and work to obtain funds.

**My relevant fields of expertise and interests are:** History of Science: whereas the approach to the history of science has up until now focused primarily on main figures and institutions, my interest is to explore a broader, more inclusive, interlinked history of science. I am especially interested in cross-national networks of people and invisibilities: invisible actors and/or collections, and the paths leading to invisibility.

History of museums/collections in the 19th and 20th centuries: transnational and cultural museum history, and translocation and decolonisation issues.

## **Juraj Varga**

*CEDIN: Centre for Education and Innovations*

Biography: Specific work assignments:

2020 - Pedagogical Advisor at Mémorial de la Shoah for Holocaust as starting point, teacher training program, cohosting teacher training programs and managing development of learning activities.

2020 - Teacher training programs Director at Eppas, developing and managing two teacher training programs in Prague.

2017 - Founder of Centre for Education and Innovations in Slovakia, serving second term as Chairman.

2017 - Project Manager at Eppas in Prague, Czechia for Erasmus+ projects, planning and implementation of Erasmus+ KA1 projects.

2014-2018 - Workshop facilitator at The Institute for the Study of Totalitarian Regimes for Historical Workshops Program for history teachers in Czechia and Slovakia focused on the use of primary sources.

Specific education:

2021 - PaedDr. in history didactics at Pavol Jozef Šafárik University working on a thesis about the use of film in history education. Defense expected in 2022.

2013 - Ph.D. research in Contemporary History at Charles University with focus on political propaganda of Slovak state (1939-1945). Ceased between 2017 - 2022. Defense expected in 2025.

**I would like to contribute to the work of EUROCLIO through:** One of the first steps will be a closer and detailed look on the processes in the Secretariat and within the Board to understand them and to have a better picture of what is behind Annual, Financial Reports, communication strategy and all activities. Specifically I would like to support EC's Mission and Vision to empower educators through strengthening professional development opportunities (workshops, programs, schools) by increasing their numbers and balanced geographical distribution.

My regional focus will be on strengthening and supporting regional cooperation between teachers' associations in V4 countries and then broadly between V4 individual members and member associations from these countries with members in the whole network. My intention is to connect at least one member from each V4 country more in all network activities.

One of the regional steps would be guidance in establishing history and citizenship teachers' association in Slovakia, which isn't still there. Then supporting its membership in EuroClio.

Another one would be applying for hosting of EC's Annual Conference in one of V4 countries, especially in Czechia or Slovakia, because of little presence of EC's network in these countries.

**My relevant fields of expertise and interests are:**

- 6 years of experience in facilitating and organising teacher training programs and workshops.
- 5 year of experience in managing development of learning and teaching materials.

- 4 years of experience in governing small NGO focused on history and citizenship education, specifically on development and production of learning and teaching materials and facilitating and organising teacher training programs and workshops.
- 3 years of experience as project manager of Erasmus+ projects.
- 1 year of experience as teacher training programs director specifically focused on establishing partnerships and cooperations.
- 1 year of experience as pedagogical advisor for international teacher training program focused on program changes and innovations.

## **Maria Georgiu**

*Independent Researcher*

**Biography:** Dr Maria K. Georgiou is a Public History Weekly Co-director and Co-manager of its East Mediterranean branch. She is an educator and researcher. Her PhD research focused on 17-18 year old Greek-Cypriot students' understandings of differing historical accounts. Her research interests are in the purposes and dispositions of history education, including history in the classroom (i.e. students' epistemological ideas and how they navigate conflicting historical accounts) and in public (i.e. identity, collective memory and the uses of the past). She has most recently co-authored the 'Powerful knowledge building and conceptual change research: learning from research on "historical accounts" in England and Cyprus' book chapter in *Knowing History in Schools: Powerful Knowledge and the Powers of Knowledge* (2021, UCL Press). Maria worked in education inside and outside the classroom. She worked as a teacher, both in UK and Cyprus, for a number of years and has taught ages 4 to adults. Maria has also been a History A Level Instructor. She furthermore worked as Teacher Trainer at the European University of Cyprus and held teaching posts in UCL's (University College of London) Institute of Education and BA Arts and Sciences. Maria has also worked in the NGO sector: as an Education & Heritage Consultant for Cyprus UNDP and as an Education Associate for the production of classroom supplementary material for AHDR (Association of Historical Dialogue and Research) in Cyprus.

**I would like to contribute to the work of EUROCLIO through** engaging with the following:

Scholarship:

- I am very much keen to be actively involved on the revision of the EUROCLIO Manifesto. As a young researcher who has knowledge of the history education classroom, I can bring a fresh and nuanced view on the Manifesto. Furthermore, I can engage critically with and provide input on the implications, nuances and tensions between historical understanding, heritage, citizenship and memory, and how all these come together in history education.
- I want to contribute to a new understanding of the ways in which ideas, discourses, images, and representations have been shaped transnationally (i.e. by shedding light to Enlightenment and the Ottoman Tanzimat), with the aim of empowering educators and students to see themselves beyond centres and peripheries.
- According, and in line with research work I started doing two years ago, I am very much keen to engage in decolonising history content, practices and research.

Orientation for the challenges of our times:

- I want to enable young people to understand the glocal worlds they live in, and find themselves in these. As someone who has been having two homes for the last 15 years, I am keen to develop curricula and activities that allow students to see themselves beyond the fixed identities imposed by 'imagined communities'.
- I also envision for young people a world beyond cultural wars and echo chambers. By drawing on the findings of my thesis research on how students engage with conflicting historical accounts, I want to develop material that enables students to go beyond relativism and nihilism, and one that gives them the tools to develop (media) literacy for democratic citizenship.

Empowering (female) educators and students:

- I want to push for more women in educational leadership. This is because, both in Europe and

elsewhere there are more women than men educators, yet women educators are not represented adequately at the top. EUCROCLIO is the ideal organisation to take on such work, through mapping gaps and good practices and, subsequently, providing consultation.

- I am keen to create spaces that can help girls see themselves in history beyond dichotomies and in a way that brings to forth women's agency. In a world where (symbolic) violence against women is still very much present, it is important to bring to the forth role female models to study, emulate and help girls find ways to navigate their present circumstances.

- I am keen to take on the current work I am doing on Teachers and Agency for the purposes of Public History Weekly further. EUCROCLIO, with its long expertise on teaching practices and realities in different contexts lends it self very well to this.

Networking and connecting:

- I bring to the table connections and good lasting relationships with institutions and teachers organisations from UK to the Middle East. I am excited to use these to enhance EUCROCLIO's work and build even more collaborations.

**My relevant fields of expertise and interests are:** My relevant fields of expertise and research interests arise both from my thesis and its loose ends. My research interests are in the purposes and dispositions of history education, including history in the classroom (i.e. students' epistemological ideas and how they navigate conflicting historical accounts) and in public (i.e. identity and its implications, such as collective memory and the uses of the past).

I also bring expertise on historical literacy and how this can be enhanced in the classroom – for example, a) through tackling students prior/mis-conceptions, b) navigating conflicting historical interpretations, and c) subsequently, building teaching schemata that enable students to go from multiperspectivity to validity.

Amongst other, my work aims to understand individuals and/in their contexts. I am therefore interested in: a) how individuals and groups appropriate the past; b) how race and ethnicity have been historically constructed and evolved; c) in the shifting discourses and the tensions between global and civic/national identity/citizenship; and d) the relationship and tensions between citizenship and history education.

As someone who grew up next to the Greek Line I bring empirical knowledge of how memory and 'practical history' always come into classroom. Part of my work is to understand the tensions between the two and suggest how we can tackle them. Recently I have started working on decolonising history (explicit, curricula and research). Finally, I am interested in values (i.e. 'British Values') and how institutions materialise these in the classroom and for identity formation.

## **Ute Ackermann Boeros**

*EuroClio Individual Member*

**Biography:** I was born on 13 February, 1968, in Urach, Germany. After having received my school leaving certificate in 1989, I attended the University of Tübingen, Germany. I studied History and English (majors) as well as Italian (minor). I graduated in 1997. As a student, I had the opportunity to participate in an Erasmus programme at the University of Newcastle, UK, where I attended courses in History and English. Later, I also participated in an exchange programme with the University of Pisa, Italy. After graduating, I moved to Cyprus. I am married to Symeon Boeros, with one son, Emilius, who will soon turn 14.

I have been teaching Middle and High School History at various English medium schools in Cyprus with a focus on GCSE and A Level History. The last 4 years, I have been teaching IB History as well as Theory of Knowledge at the American International School in Cyprus. During a longer maternity leave I received an MA in International Relations and European Studies from the University in Nicosia, Cyprus, as well as a PGCEi from the University of Nottingham. For a number of years, I was working part-time at the local branch of the Friedrich-Ebert-Stiftung where I had the opportunity to get a deeper insight in the political situation of Cyprus and the region.

My professional life as a history teacher has been heavily influenced by the political situation in Cyprus. As soon as I started teaching here, I participated in bi-communal events, including teacher workshops and seminars which were organized by a number of NGOs, but also by Euroclio in collaboration with the Historical Association for Dialogue and Research. These workshops offered the opportunity to meet and develop professional friendships with teachers from both sides of the divide and influenced my teaching profoundly.

About 12 years ago, I began to be more involved with Euroclio and contributed to teacher training workshops, produced teaching material as part of projects as well as seminars or conferences. One of the highlights was a three-day workshop at the Berlin History Festival “War or Peace” in 2018, where I had the opportunity to work with Bob Stradling. The most recent contribution was for the “Football makes History” project. Last year, I became a Euroclio Ambassador.

Apart from being ‘hooked’ on History, I spent a lot of time at and in the sea. Other interests, such as going to concerts or theatre performances and travelling have been limited due to the existing Covid restrictions.

**I would like to contribute to the work of EUROCLIO through:** While I have not been actively involved in any board of any NGO, I would be very interested in contributing to the work of the Euroclio board. Being a board member gives me the opportunity to get more insight in Euroclio and allows me in to offer a ‘Cyprus perspective’ to discussions and decisions and be actively involved on another level.

**My relevant fields of expertise and interests are:** History Education and being Head of the Social Studies department. As such I have been active in developing the current history curriculum with a strong focus on vertical articulation and interdisciplinary links. As part of developing the curriculum with the department, the emphasis was on defining standards and combining a conceptual approach with an emphasis on content.

As a member of the IB team, I have contributed to the regular accreditation process of our school.

I am also an IB examiner for history.

I am interested both in local and global history and how these two strands meet. Furthermore, I am interested in analysing the creation of historical narratives and how different perspectives inform the way historical events are interpreted and taught. "