



Learning to Disagree

SIXTH JOINT SHORT TERM STAFF TRAINING – INCORPORATING THE 27TH EUROCLIO ANNUAL CONFERENCE, PROFESSIONAL DEVELOPMENT AND TRAINING COURSE

CONTROVERSY AND DISAGREEMENT IN THE CLASSROOM

A professional development course for history educators

31 OCTOBER - 29 NOVEMBER 2020

ONLINE



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REPORT



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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 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 among other projects related to textbooks.

Education for the 21st Century, Serbia is a non-profit organization, established in September 2011 in Belgrade, Serbia. 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 final international training seminar was originally set to take place in Belgrade, Serbia, from 31 March to 04 April 2020, and to incorporate the 27th EuroClio Annual Conference. The theme set for the seminar was "Controversy and Disagreement in the Classroom". However, in light of the Covid 19 outbreak worldwide, and in order to protect participants' health and safety, on 16 March 2020 the Consortium decided to postpone the seminar to the week of 10-14 November 2020. On 26 August 2020, given the lack of improvement in international health and travel regulation, it was decided to transfer the seminar online, over the month of November. This meant EuroClio hosted one workshop a day.

The month-long training centered around the question: How can you teach your students to have a respectful debate on controversial topics? This skill is increasingly important as classrooms (and societies) are diverse and teeming with opposing and diverging views. Worryingly, it seems students (and people in general) are losing the ability to respectfully engage in conversation with people they do not agree with. Paradoxically, students (and again people in general) whilst living in these diverse societies, gather mostly information and opinions from others in their “bubble”. This is problematic in its own right, however, this is especially problematic when these bubbles exist of extremist ideologies, conspiracy theories, alternative facts, and so-called ‘fake news’. As a consequence, teachers are more often confronted with radical and opposing views in the classroom and expected to deal with them. *But how do you do that?* The 20 workshops and 5 plenary sessions of the training aimed to provide teachers with tangible strategies and lesson plans on how to go about this immense challenge. These workshops and plenary sessions were predominantly hosted by the Learning to Disagree team, were all received positively by participants. In these workshops participants were introduced to the many lesson plans developed as part of this project. Participants were also introduced to the many teaching strategies that are the product of this project. You can find the teachers’ guide with all teaching strategies here. Additionally, external workshop hosts were invited to introduce the Learning to Disagree team and the other participants to their educational material that were in line with the theme of the training. Workshop hosts were not the only ones transferring knowledge as participants shared their own experiences and philosophy of teaching, which fostered a sense of mutual understanding and made this Annual Conference a place where peers could exchange knowledge. So much so, we sometimes forgot we were not in the same room.

This was the first time EuroClio organised a training of this caliber online, which was an exciting challenge for us. We quickly saw the benefits of hosting the training online; many more than usual could join the training, as people did not have to take days off work and travel to Belgrade.

In total, the training hosted 190 registered participants from XX countries to at least one training session. Of them, 49 were part of the Learning to Disagree project, from a total of XX countries: Bulgaria, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, the Netherlands, Serbia, Slovakia, Slovenia, Spain, Turkey, United Kingdom. 22 ‘Learning to Disagree participants’ joined at least six of the 29 sessions.

- The main aims of this training were:
- To compare and contrast the experiences of Serbia as well as other countries in the region and across Europe and beyond on teaching controversial and sensitive history.
- To disseminate and explore history teaching materials that help students acquire those social and civic competences that enable them to interact with people that they (fundamentally) disagree with, in a constructive manner.
- To become aware of some of the main challenges of teaching controversy and disagreement in the classroom, and teaching strategies that can help overcome these challenges.

- To strengthen capacities of participants in the assessment of social and civic competences.
- To disseminate and explore implementation of innovative history teaching resources and guidelines produced by national, international, NGO's and intergovernmental organizations.

Results

The online training resulted in a further exchange between educators from across Europe, on experiences and methods related to Learning to Disagree. The participants discussed their experiences and different approaches to facilitate dialogue, debate, and discussion. In addition, the training raised awareness about the educational material developed for the Learning to Disagree project amongst the 190 participants registered to the training.

Programme 21 - 28 October, 2020: Preparations

October 21, 2020: Annual Conference Technology Trial

To ensure all participants of online training were comfortable using the online tools and interactive websites that would be used during the Annual Conference and the Learning to Disagree training, EuroClio organised a meeting introducing all software to be used during the workshops. Participants were introduced to the workings of Zoom (how to share your screen, how to move to break out rooms, etc) , Google Jamboard, MentiMeter, and Google Docs.

October 28, 2020: Annual Conference Technology Trial

To ensure all participants of online training were comfortable using the online tools and interactive websites that would be used during the Annual Conference and the Learning to Disagree training, EuroClio organised a meeting introducing all software to be used during the workshops. Participants were introduced to the workings of Zoom (how to share your screen, how to move to break out rooms, etc) , Google Jamboard, MentiMeter, and Google Docs.

Programme 31 October - 07 November: Workshop Round 1

October 31, 2020: Official Opening and Keynote Dealing with Controversy and Polarisation in the Classroom

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? Maarten van Alstein from the Flemish Peace Institute contextualized and answered these questions during the opening of EuroClio's 27th Annual Conference. His lecture built on empirical research, democratic theory, and insights from conflict transformation. Based on his research, Maarten van Alstein came to the understanding that schools should be seen as a place where students can explore differences in a constructive manner. Through a wide diversity of methods ranging from dialogue to artistic practice, he made a case for conceptualizing the school as a laboratory for democracy.

To help teachers create this laboratory in their own classrooms, Maarten suggested some pedagogical practices. The first was to tailor your approach in function of what is happening in the classroom. While this may sound like kicking in an open door, the big challenge for educators lies in tailoring the approach to what is happening in the classroom. The second was to defuse harmful forms of polarisation, but keep the space for discussion as open as possible. This means that teachers should create an open classroom to help students express their opinions freely. When students are comfortable discussing controversial topics their generalized trust, their trust in society and in others, increases. This, in turn, has positive effects on citizenship attitudes as students are able to recognize that conflict is normal in a democratic society. In the classroom educators should be intent on teaching students to disagree. However, it is crucial for students to recognize polarisation. The final suggestion was that a good conversation often starts with a good question. The use of open-ended questions is something educators themselves can train. In addition, Maarten encouraged teachers to reflect on their own positionality.

November 02, 2020: How to bring, discuss, and evaluate diverse perspectives in the classroom. The case of migrants.

This workshop gave participants an opportunity to explore how they could utilise the materials developed for the Learning to Disagree project. During the workshop Matej Matkovič, a core member of the Learning to Disagree team, first discussed the principles of the project by discussing the definitions of dialogue, debate and discussion. He then went on to explain what the project understood the role of the teacher to be in facilitating dialogue, debate, and discussion. Then Matej discussed a variety of teaching strategies from the Teachers' Guide to dialogue, debate and discussion.

The second part of the workshop was used to apply what Matej had just explained, participants broke off into smaller groups and devised their own lesson plan with the Learning to Disagree materials Matej had offered them. The materials were simultaneously reviewed and discussed and by the end of the workshop all groups had devised a lesson plan. As a conclusion Matej suggested

some methods of assessment, again developed for the Learning to Disagree project, to further inspire the participants to use the educational material developed for the project.

November 03, 2020: History Education and Global Politics. The case of borders.

In this workshop Maja Keskinov and Ana Radaković, from Education from the 21st Century, presented their lesson plan on the contested border of Northern Ireland. The main idea behind developing this lesson plan was that classrooms are the place to resolve issues and not to put these issues under the carpet. Ana and Maja explained that history education is particularly well-suited for addressing (controversial) issues, as in history class students encounter the other, otherness, each other, the familiar and the non-familiar. Ana and Maja's lesson plan was made with the intention to develop citizenship and cultural awareness in students. Furthermore, this lesson plan developed for and incorporated teaching and assessment methods from the Learning to Disagree project.

Ana and Maja first explained the rationale behind the Learning to Disagree project, to then focus on the core principles that the project addressed: the substance of an argument is valued more than that of the style of argumentation, all people are worthy of a respectful hearing, everyone has a right to hold any view they wish, diversity of opinion is a sign of a healthy society and should be celebrated, and there is no place for winners in the classroom. Maja and Ana stressed that the skills that students would acquire through Learning to Disagree would be skills that would benefit them throughout their life.

They then continued to explain the case of Northern Ireland, and walked the workshop's participants through the lesson plan (which incorporated the teaching and assessment methods of both Teachers' Guides developed for Learning to Disagree) and the accompanying variety of viewpoints on Northern Ireland. After, participants discussed and positively reviewed the presented educational material and shared their own teaching experiences on controversial topics. This workshop was again an opportunity to receive feedback on the educational material developed for Learning to Disagree and to give participants tangible examples on how to use the educational material.

November 04, 2020: "Keep calm and...": The power of creating humorous and relatable history memes in the classroom.

In this workshop Nena Močnik, researcher and lecturer from Université de Cergy-Pontoise in France, introduced the participants to the usage of memes in history education. This workshop was to introduce participants to the usage of new media in their classrooms.

At first glance one might wonder why and how to use this innovative method, as most know memes to be 'just funny images'. However, as this workshop showed, memes can be a way to relate to your students, help them apply their historical knowledge, and even help you teach sensitive subjects. Nena explained that using memes as a teaching strategy serves a variety of purposes. First, the usage of memes shows that a teacher is willing to relate to their students, which builds trust. Memes can also be used to break the ice, or introduce a subject. Most

importantly, memes can be used to gauge whether students fully grasp the subject matter at hand. This in particular became apparent as the participants were asked to create their own historical memes and soon realised that one needs a substantial understanding of the historical topic to make a funny, poignant, and historically relevant and correct meme.

November 05, Conceptualizing Multiperspectivity in History Education

In this workshop Bjorn Wansink, from the University of Utrecht, discussed 3 ways to conceptualise multiperspectivity in history education, which he based on his multiple research projects on multiperspectivity. According to Bjorn Multiperspectivity (ideally) is an integral part of history education, and it continuously evolves, or as Bjorn said: “Multiperspectivity is a journey, the more I try to understand it, the more questions arise”.

During this workshop he discussed: perspective making and taking, temporal multiperspectivity, and psychological multiperspectivity. Perspective making and taking was mostly discussed in relation to students. Perspective making is when a student forms their own perspective on an object. Perspective taking happens when a perspective is mediated through another perspective. Temporal multiperspectivity referred to the act of looking at a historic event from the perspective of actors of different geographical locations and times. Psychological multiperspectivity refers to the accumulation of different perspectives in one person and how one, as a teacher has to navigate these perspectives.

This workshop offered participants the theoretical knowledge and language to further understand and conceptualize multiperspectivity for themselves, as well as it offered an opportunity to discuss experiences and key questions, such as ‘what are the limits of multiperspectivity’, with colleagues from across Europe.

November 06, Graphic Novel as Educational Concept in Teaching About the Holocaust

Miško Stanišić, from Terraforming, introduced participants to the usage of graphic novels in the classroom to teach about history. Specifically, he talked about the graphic novel series, Esther, he and his organisation had developed to teach about the Holocaust in Serbia. Each novel comes with its own set of activities for students and detailed instructions for teachers, which make it so that

every teacher, irrespective of their experience, can use it. The novels focus on the Holocaust in Belgrade, making sure to drive across the point that “this happened here”: that the Holocaust was not only a far reality, but something that was happening also in Serbia.

Miško discussed how the graphic novels were developed, how they could be used in class, and answered many questions of the participants who wanted detailed descriptions of how to use these novels, as many were highly enthusiastic about incorporating unconventional sources into their own curriculum.

November 07, Panel Discussion on Learning to Disagree in the Balkan Region

This panel focused on discussing what teachers in the Balkan Region do to teach controversy and disagreement, and to help their students deal with competing narratives. This to introduce the participants to the struggles history teachers face in the region, and to provide concrete examples of how history teachers teach a recent history that is highly contested. The panel was moderated by former EuroClio Executive Director Jonathan Even-Zohar.

The panel was composed of: **Mire Mladenovski**, a history teacher with 28 years of working experience and who has been engaged as an expert in several international organisations; **Marko Šuica**, PhD, professor at the History Department, Faculty of Philosophy at the University of Belgrade and participant and advisor in various national and European projects; **Rada Pejić-Sremac**, a strategic communications programme specialist with more than 20 years of experience and currently serving as Head of the Information Programme for Affected Communities within the UN International Residual Mechanism for Criminal Tribunals.

Mire discussed the cooperation between and impact EuroClio had had on the region. He also gave a perspective on the teaching philosophy of most teachers in the Balkan and how it had evolved over years from “just” teaching facts to stimulating critical thinking. He noted that there was still a lot to do as teachers were now battling for a better and more open curriculum, and were trying to improve textbooks and teaching strategies. All the while many topics in all of history are still very controversial in the region, which in turn expose teachers to public critique on how they teach history. **Marko** explained that this panel on this topic had already been organised 4-5 years ago and that little had changed. This is because history education is suffering at the hands of the political processes in the Region, and this is impacting teachers. In particular, this creates problems when it comes to teaching about narratives that are not in line with mainstream politics, especially when it comes to the XX and XXI centuries. **Rada** explained during the panel that the International Criminal Tribunal for the Former Yugoslavia (ICTY) has been involved with teachers and teacher trainers in the Region for quite some time already. Throughout its years of activity, in fact, the ICTY has collected a lot of visual and written material (including photos, videos, processes’ transcripts, and recorded testimonies) in its archives. This material has a great potential when it comes to teaching the history of the 1990s in the Balkan Region. The ICTY outreach programme that started in 2011 to deliver these reliques of history to teachers in cooperation with EuroClio and national History Teachers’ Associations in the Region. However, the archives are not easy to navigate for teachers, and the sources available in the Archives are often moving and sensitive. To train teachers on how to use access and use the materials, a team of teacher trainers from national HTAs and members of the International Residual Mechanism for Criminal Tribunals (MICT) has started to carry out trainings throughout the Region.

Programme 09 - 14 November: Workshop Round 2

09 November, 2020: Hawks and Doves – Conflict: How to use the House of European History online resources to create a lesson plan on Conflict?

During this workshop Laurence Bragard, from the House of European History, showed participants how they could use the online resources of the House of European History to create their own lesson plan on conflict. Laurence is a museum educator at the House of European History in Brussels and she is a highly valued member of the EuroClio community. This workshop was based on both the learning activity *Hawks and Doves* and the temporary exhibition *Fake for Real* now to be seen at the museum.

This workshop first entailed a virtual tour through the museum and its newest exhibition 'Fake for Real', which shows how fake news is not something of the digital age - it has been present for centuries. Then Laurence moved on to introduce the learning activity *Hawks and Doves* to the participants. *Hawks and Doves* asks students to think about their own conception of peace, to research peace activists, and to discuss whether the Nobel Peace Prize was rightfully awarded to the European Union in 2007. Again, providing participants with food for thought to mull over their own conception of peace and providing them with a ready to use lesson plan to talk about peace.

10 November, 2020: People on the Move: The Arrival of Migrants to Europe in 2015.

In this workshop Bistra Stoimenova, core member of the Learning to Disagree team, presented the Lesson Plan she developed for the Learning to Disagree project. Bistra first introduced the learning activity, which is meant to be for students who are about 15 or 16 years of age, it takes 2 lessons of 45 minutes to complete this activity and the enquiry question behind this lesson is: How did people react to the arrival of migrants in Europe in 2015-2016?

To illustrate and introduce the learning activity Bistra decided that is what best if participants went through the learning activity as if they were students. The Lesson Plans based itself around the method of a worldcafe setting. Subsequently, participants were split into four groups, in which they had to analyse sources from a specific group that was involved in the migration crisis of 2015-2016. These groups were politicians, humanitarian workers, locals, and journalists. After the groups reassembled to the plenary and quickly were redistributed in different groups to discuss the findings of their initial group. After people joined their original group, and discussed what they had heard in the second group discussion. Again, this workshop showed participants how they could use the educational material that had been developed for the Learning to Disagree project.

11 November, 2020: In Europe School

During this workshop Odette Toeset, Harri Beobide, Eugenie Khatschatrian and Steven Stegers, introduced the In Europe Schools project, a collaboration between the Dutch broadcasting company VPRO and EuroClio, to the participants. This project was inspired by the documentary

series *History Caught in the Act* based on the book and present by renowned historian Geert Mak. For this documentary series Mak travelled through Europe to investigate the history that has been in the making between the years of 1999 and 2020. The main question the television makers and the writer tried to answer in this documentary is: “Is it possible to recognise history when you’re still in the midst of it?”.

This project produced four education toolkits for students, which all result in students making a documentary on one of the following topics: difficult history, gender equality, migration and climate change. These toolkits aim to develop students’ ability to form an opinion and their sense of European citizenship. It also teaches them how to film and edit a documentary, and media literacy. Besides the exciting new methods of teaching and assessment, participating schools are linked to a partner school in Europe and will exchange and review the documentaries made by students of their partner school. The workshops host walked the participants through the educational toolkit on climate change and showed the videos that teach students the ins and outs of documentary making.

[12 November, 2020: Using Archival Material to Promote History Education](#)

This workshop was hosted by Anisa Suceska-Vekic, Rodoljub Jovanovic, and Igor Radulovic. This workshop addressed a plethora of issues regarding history teaching in the Balkan Region. Anisa first introduced us to Mechanism for International Criminal Tribunals and showed us the materials that we could find in their archive.

Rodoljub then explained how they developed a workshop for teachers to use the sources of the archive. He explained the contents of the workshop, which ensures that all participants are able to search through the archives and that they know how they can integrate the sources in their lesson. During the workshop teachers are initiated in the archive and get suggestions on how to use the materials in class. Often, they are initially given a lot of materials to get them started, so they do not immediately need to know how the archive works. Then teachers are introduced to the teaching framework, Teaching for Understanding, which they could use in their classroom. Rodoljub said teaching about this controversial topic was of vital importance, as it is a vital part of transitional justice and social reconstruction. Rodoljub said that history should be taught after a conflict, as not dealing with the past leads to more problems. This puts a lot of pressure on teachers in countries that go through the transitional justice process, as they are the ones tasked with delivering the content. Igor then discussed the realities of teaching about the 90s in the classroom.

Igor himself is a history teacher in Montenegro and is also a teacher trainer. Igor explained that every country of former Yugoslavia had different perspectives on what had happened in the 90s and this subsequently reflected in their respective textbooks and curricula. He also explained that not everybody is too keen on teaching about the 90s and that others are scared to go outside of the textbooks. However, despite the discomfort caused by the topic, Igor stressed that the wars of the 90s should be taught in school as they still influence the everyday reality of many, and many national problems find their origin in these wars. He stressed they needed a methodology to teach this in a similar way across the region. Additionally, Igor said that these topics interested the

students the most in history class. This led him to the conclusion that we need to teach it in the classroom, as it concerns the students and it affects them in their adult life.

13 November, 2020: Surviving Under Pressure: Surviving in a War Context (WW2 and the Algerian War of Independence)

In this workshop Ann-Laure Lieval, Burcu Cingay, and Vassiliki Yannou, all core members of the Learning to Disagree Team, introduced participants to three cases they had worked on. Additionally they paid special attention to one method of assessment and teaching strategy developed for the project, providing participants with a ready to use activity they can implement in their classroom.

Throughout the Learning to Disagree project, the team has focused on 4 macro topics: People on the Move, Changing Borders, Controversial Cultural Heritage, and Surviving Under Pressure. This workshop deals with the topic of Surviving Under Pressure: how was life in a war context, irrespective of the war? In particular, this workshop focuses on: the Second World War (in the cases of Turkey and Greece) and Decolonisation (in the case of Algeria). After introducing the participants to the case studies, the workshop host introduced participants to the K-W-L chart, a graphic organiser that can help students organise their information before, during, and after a unit or a lesson. It is very useful to engage the students in a new topic, activating their prior knowledge (K=Know), share unit objectives (W=Want to learn), and monitor the students' learning (L=Learnt). The workshop hosts gave participants a thorough rundown of the the silent placemat activity. This simple discussion strategy uses writing and silence as tools to help students explore a topic in depth. Using a predesigned placemat, students write out their responses to a stimulus, and have then the possibility to review their peers' answers.

14 November, 2020: Discussion 'Tables' on "What is quality history education? Do history educators agree?"

During these discussion tables participants were asked to give input on EuroClio's Manifesto. Each table was led by a EuroClio ambassador and discussed two principles of the Manifesto. This session not only helped EuroClio prepare a Manifesto that is grounded in the experiences and philosophies of the teachers it is trying to serve, it was also an opportunity for teachers to reflect on what they considered the principles of history education to be.

Programme 16 - 21 November: Workshop Round 3

16 November, 2020: Leaders in Times of Turmoil

In this workshop one of the Lesson Plans developed for the Learning to Disagree project was presented by its creators Zsolt Vódlí and Juraj Varga. They first gave an historical context of the leaders they had used as examples for their Lesson Plan.

Besides introducing us to this excellent learning activity, Zsolt and Juraj introduced us to the four-corner teaching strategy, a strategy which was developed for the Learning to Disagree Teachers' Guide on dialogue, debate, and discussion. During the four-corner activity students are asked to discuss controversial statements in groups of 4. They then, as a group, must decide whether they strongly agree, agree, strongly disagree or disagree with the statement. They also have to be able to provide their line of reasoning behind their choice after they have decided to either disagree or agree. After all groups have determined their position regarding the statements, a spokesperson is chosen from every group to present the findings of the group to the rest of the class.

Lastly, Majella Dempsey concluded the session with some final remarks on assessment and on how to go about that. Her advice to the participants was based on the Learning to Disagree Teachers' Guide for assessing civic and social competences.

The participants were all happy with the practical tips of Majella. They also really liked the activity, but did struggle with the statements that students had to discuss in the Lesson Plan, as these statements demanded that you chose a standpoint. However, the statements often required a more nuanced answer than a "simple" agree or disagree. Zsolt and Juraj then explained that the purpose of this exercise was to have students discuss and come to a mutual agreement, therefore it should be difficult to position yourself as a group.

17 November, 2020: How to Teach and Learn About Reliable Research to Foster a Good Future for our Society

Katharina Miller, from the Path2Integrity Project, started this workshop on how to teach about research integrity by stating she wanted this workshop to be a discussion. In opening the floor for the participants to chime in whenever they felt appropriate, Katharina hoped that she would also learn something from the participants.

What ensued was an interactive workshop in which participants talked about how to teach students about fake news, the opaque process of social media, and how to teach students about reliable research. Katharina showed the participants the educational materials that Path2Integrity had developed to teach about the latter. She stressed that the team had tried to make the material as interactive and conversational as possible, as they considered this the most effective way to teach students. After having shown the materials to the participants, a lively discussion arose. Participants debated the relevance of teaching about reliable research to students that

would not be pursuing an academic career. Others noted that teaching about reliable research was vital, as it would teach students to think critically about research findings published in (fake) news articles.

18 November, 2020: The Benefit of Hindsight

Valerio Bernardi was meant to host this workshop, however due to circumstances, Alice Modena from EuroClio had to take over. This workshop was a product of the Learning to Disagree project, and subsequently introduced participants to a tangible example of how to use both the Variety of Viewpoints on the Vlora Cargo Ship and the Teachers' Guide to dialogue, debate, and discussion.

As the participants went through the Lesson Plan, Alice explained that the questions the teacher poses throughout the lesson are really meant to have students appeal to both their historical consciousness and their feelings about these events. She stated that emotion is often left out when talking about history, and that Valerio wanted to reintegrate this experience in the Lesson Plan. She also added that this Lesson Plan was not to merely teach students about the past, but also help them question whether hindsight changes our view about migration.

After going through the Lesson Plan the participants debated whether this lesson plan would suit all classrooms; Romania for example does not see a lot of migrants arrive, they see a lot of their population become migrants and leave, so they would have to alter the lesson plan quite a bit to make it suitable for their context. Others noted that this lesson plan could easily be adopted to other cases of migration.

19 November, 2020: The Limits of Multiple Perspectives: Deconstructing Hate-based Narratives

Katie O'brian and Nicole Fornier-Sylvester from the Global Center of Pluralism, gave an engaging workshop on how to deal with hate-based narratives that find their way from the online space into your classroom. They first introduced and explained to participants how hate-speech is conceptualised, and how it differs from country to country, making it hard to regulate hate-speech in the online space.

Nicole and Katie then discussed what teachers can do to build resilience to these narratives in their students. First teachers should develop their students' critical digital literacy skills, which means at a very basic level that teachers should teach their student to check their sources. They need to teach their students to check who wrote what with what motivation. Teachers also need to focus on rights-based arguments and most importantly teachers should discuss the impact of hate speech on its victims. Nicole said we often waste time on the discussion whether something is hate speech or free speech. She stressed we should be looking at impact, as we need to talk about the right to dignity of the victims. Another strategy for teachers that Nicole mentioned is to do what hate groups do: provides structure, purpose and community to your students. You can create the same sense of belonging with positive alternatives. Lastly, she suggested to incorporate online discussions in your classes, to teach students how to behave online.

At the end of the workshop participants shared tips and tricks on how to engage with students that bring hate-speech to the class.

20 November, 2020: Disagreement Through Multiperspectivity in Practice

During this workshop Anna Huijgen from DENISE Amsterdam and Maayke de Vries from the International School Almere gave participants concrete tools to facilitate and mitigate multiperspectivity in their classrooms. This workshop was linked to the workshop of Bjorn Wansink on multiperspectivity; this workshop can be considered as the practical application of Bjorn's research.

They first defined multiperspectivity and then explained why it is so important to foster multiperspectivity in the classroom. According to Anna and Maayke multiperspectivity manifests itself in three layers in a history class: multiperspectivity in the past; multiperspectivity between the past and present; multiperspectivity in the present. To help teachers learn how to differentiate between the three and subsequently how to bring these different layers to their own classrooms, participants were asked to discuss a variety of examples of multiperspectivity in smaller groups. After going through the examples, the groups gave a short summary of what they had learned in the plenary. In this discussion participants also discussed the role of the future in multiperspectivity and considered whether students should also learn to look at recent events and imagine how [people would look at these with the benefit of hindsight.

21 November, 2020: Plenary Workshop on Assessment

During this session [Anthony Malone](#) and [Majella Dempsey](#) presented the Teachers' Guide to assessing civic and social competences developed for the Learning to Disagree Project. The workshop began by looking at the "Council of Europe Butterfly", which helps us answer the question "what does it mean to be competent?". The Butterfly shows four dimensions of competence: values, attitudes, skills, and knowledge. Within these four dimensions, we can find a variety of opportunities to bring dialogue, debate, discussion, and multiperspectivity in the history classroom. The workshop host then discussed how it is important to take these skills as a point of departure in determining how to assess students.

Additionally, when planning for assessment it is important to ensure that we align the curriculum or topic with teaching, learning, assessment and reporting. First of all, we look at the topic at hand, and decide which methodology (in this case, between dialogue, debate, and discussion) is most suited to tackle it. You should also ask yourself what will the student learn. At this point, it is the moment to look not only at how you will assess this learning, but also at how you will present the feedback to the students. They also explained the principles of learning oriented assessment (providing quality feedback that can help bring the student forward) and formative assessment (the learner knows from the very beginning what they will learn, how they will be assessed, and success looks like).

Lessons (and assessment) are often built around questions students need to answer. However, there are some pitfalls in posing these questions. In the second half of the workshop participants were split off into smaller groups and were asked to identify the do's and don'ts when asking questions to students. This exchange and exercise was fruitful as people reported back to the plenary and this list was compiled:

- Often, we ask questions that are too much focused on content and knowledge, and too academic. There is, on the contrary, a need to ask empathetic questions at first, to connect with students and with the topic. Then, we will be able to move the discussion into a space where enquiry questions can be asked.
- Sometimes, we ask too many questions in the same lesson, and students lose the focus on what is “the question that counts”. How many of us plan not only which questions to ask, but also when? This is very important: if you ask your question too soon, you might receive only blank stares in return!
- Sometimes, we ask rhetorical questions that we answer ourselves, and this might be confusing for students.
- Often, the mistake is directly in how we ask the question:
 - We phrase a question in a way that is too complex, believing that the complexity should lie in the question, and not in the task.
 - We try to include as many students as possible in the same question. Unfortunately, this might mean that louder or more confident students “hijack” the conversation.
- We are obsessed with getting the correct enquiry question. Sometimes, this can take away the creativity, or hide what the learners are actually interested in. In other words, obsessing over an enquiry question might put us on a pre-set track, and we miss out on interesting insights.

Programme 23 - 28 November: Workshop Round 4

23 November, 2020: Post War Dilemmas

Jakub Mańczak, who works for the Pilecki Institute, presented a game he and his colleagues developed to teach students about Poland's post - WO II history. The Pilecki Institute tries to educate, popularise, research and commemorate 20th century Polish history, and this game is no exception to this rule.

Jakub explained that Polish post-WOII history is very complex as many actors, organisations, and institutions played a role in this period. Additionally, there were many shifts in power and active political organisations that were all battling each other. Subsequently, there is no simple way to remember this period. Jakub wanted to help explain this complexity. As Jakub as a high school student often felt overwhelmed by the subject and he did not want students to face the same problem he had. Secondly, the game was developed to circumvent students sharing radical judgements, as some commemorations are very radical. Thirdly, they wanted to provide the individual perspective on history, as students are often only introduced to the "general story" that history is, which erases the human experience and the challenges people faced on a day to day basis as that "general story" was happening.

To help participants visualise and understand the game, participants were invited to play the game. After playing the game participants discussed the merit of the game. People were so enthusiastic they even talked about potential partnerships to create more stories that were not only catered to the context of Poland.

to then have participants play the game themselves.

24 November, 2020: Moving Beyond Perceived Borders: Dealing with Disagreement in Contested Borders

Angela and Amaia presented the Lesson Plan they had developed for the Learning to Disagree Project about the case of the Catalan Referendum. They first discussed the principles of the project to then explain why borders lend themselves to be excellent topics for dialogue, debate and discussion. They then took participants through the case, and showed and contextualised the Variety of Viewpoints. They also explained how and why they had chosen specific teaching strategies and methods of assessment to be incorporated in their lesson plan. This allowed participants to get acquainted with the Learning to Disagree project, whilst simultaneously seeing how they could implement the intellectual outputs of the project in their own classroom.

After the presentation participants discussed how they could use the case of the Catalan referendum in their class and whether it would be relevant to the students. Many participants said it would, as it teaches more than 'just' the Catalan Referendum. It teaches students about nationalism, and about the difference between valid and legitimate (law-abiding) claims.

Lastly a participant suggested students to design their own roles. A suggestion that Amaia and Angela really liked, because it would help see what students deemed important and whether they had understood the assignment.

25 November, 2020: Adopt a Monument

During this workshop Marjan de Groot-Reuvekampen introduced the learning materials developed for the Adopt a Monument Project. This project enables students to "adopt" a war memorial or war grave with their class. After adopting the monument students research the story behind the monument and create their own ritual of commemoration around that monument. The Adopt a Monument project developed lesson plans for both primary and secondary education and Marjan presented the materials developed for primary education. By hosting this workshop Marjan hoped that participants would learn something about the programme, the effects of the programme, reflect on possibilities to apply the programme in your own classroom, and to learn to discuss controversial statues in classroom.

After the presentation participants commented on the applicability of the project in different contexts, and all agreed that it would transfer quite nicely. They also discussed whether participation of students differed due to their socio-economic background. Marjan noted that the level prior knowledge differed, but that enthusiasm was not determined by these factors.

26 November, 2020: Why do People Disagree About Migration?

After a month of workshops educating us on teaching strategies, assessment, and lesson plans, Benny Christensen, core member of the Learning to Disagree team, put participants' knowledge to the test and let them design their own learning activity. However, Benny did set a challenge for them. He acknowledged that teachers often had little time to prepare lessons and subsequently the learning materials, such as textbooks, determined and defined the lesson plan. Benny then explained that it was important, when creating a lesson plan, to also focus on the learning outcomes and ways of assessment. To help participants experience the difference in designing a lesson plan by either focussing on outcomes or assessment, Benny divided the participants in two groups. The lesson plan would be for students who were about 15 years of age, and the lesson plan itself would last for about 50 minutes.

Both groups received Benny's learning activity Why Do People Disagree About Migration?. However, some parts of the learning activity were left blank. For both groups the description of the activity was left empty for them to fill in. For one group the learning outcomes were left out, so they had to come up with those first (based on the learning activity) before coming up with a

lesson plan. The other group received a learning activity with assessment left blank, which they first had to fill in before coming up with a full lesson plan.

After designing a lesson plan, groups exchanged their experiences in making the lesson plans. It was noted that the lesson plans differed only ever so slightly. Everyone highly appreciated the lesson plan making, as it really helped them to apply what they had learned thus far.

27 November, 2020: Addressing Competing Historical Narratives in a Diverse Classroom

This workshop is based on Gijs Gaans' research on sensitive historical topics and why they are considered sensitive. In particular, it moves from the awareness that, within the same classroom, students that have received the same content lesson can consider a topic to be controversial for different reasons.

To better understand the role that personal backgrounds have on one's own historical narrative, participants developed their own two-dimensional timelines of European History. If in a one-dimensional timeline you put the events in chronological order, in a two-dimensional timeline you add a further step: you value the events. In our case, the more positive the impact of the person/event on (European) history, the higher on the page this will go. The less positive, the lower on the page. This assignment allows us to make explicit the story that each of us uses to make sense of the past, and how we use this story to navigate everyday life.

Gijs then discussed how students make their own narrative and how you as a teacher can make these explicit. In doing this, teachers should not aim to be neutral or necessarily teach factual information only. What they should do is engage to engage the silent majority in the middle, by listening to all the stories, and try to understand what in a student's personal background determines them, and what do their narratives mean to them.

28 November, 2020: the Marketplace on Contested Cultural Heritage

The goal of the Marketplace on Contested Cultural Heritage was twofold. On the one hand, participants learned about the research that EuroClio and the Institute for Historical Justice and Reconciliation (IHJR) have been doing to study contested histories in public spaces. On the other hand, the marketplace was an opportunity for participants to reflect and share lessons learned during the Annual Conference.

At the Marketplace, the different teaching strategies presented throughout the month of November were applied to examples of controversial cultural heritage within the local context of the participants. Cases from across Europe were discussed and compared. While the issues educators face are distinct, the themes are similar. The importance of contextualization was often emphasised as was the power of comparative studies. Another suggestion was the initial depersonalization of history – shifting personal feelings of guilt or blame that inflame emotions and prevent self-reflection – allowing for multiperspectivity. Another EuroClio expert Benny

Christensen put a recommendation very simply: “[When dealing with controversial histories], apply the three D’s: Discuss, Debate, Dialogue”.