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*LA CULTURE HISTORIENNE DANS ET HORS L'EDUCATION EN
HISTOIRE*

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Byzantine reflections in literary and museum narrations

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Abstract

To become acquainted with our past and our physical and cultural history, lies in the collection of natural and human creations. Undoubtedly, Museums constitute an ever-changing institutions that guarantee the capture of a society's historical path and a nation's timeless presence. As Museum education and Didactics of History today focus on finding methods for developing the education role of non-formal education institutions, constructive teaching procedures are suggested aiming to invite young visitors to envisage the remnants of the past as "texts" and become themselves "readers" of History, as well as cultural icons in the context of freedom and good evaluation. Modern Historical Museums are considered to be alternative non-formal education institutions that provide interpretations and offer children the opportunity to sharpen their imagination, gain exploratory mood, cultivate critical historical thinking, understand abstract historical concepts (e.g. time, past, heritage, swings, identity) and encourage them to involve as many skills and experiences they have in order to understand the world. Given, that, (i) historical education and archaeological thinking consider material residues of the past to have been socially interpreted by subjects who investigate the past- fact that, on the one hand, underlines the essential historicity of Literature and the essentially literary-textual nature of History, and on the other entails the residues' multiplicity of readings and interpretations- (ii) the public / social character of History and Archeology affected the educational museum policy, and (iii) Museums, under the influences of postmodern trends in education, aim at the cultivation of pupils' aesthetic education while setting as a priority the activation of their imagination, this presentation intends to investigate the connection between the printed matter of the educational program of Thessaloniki's Museum of Byzantine Culture in Greece entitled as "I discover the Byzantine icons" as a

sample of Public Archaeology's textual narratives in the context of museum educational function, and children's informational books which combine literacy with science, and specifically the book of Mariza Decastro *Discovering Byzantine icons* (New Akrites, Athens 2008).

Keywords: Modern historical museums, Museum of Byzantine Culture of Thessaloniki, educational museum programs

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CV

Angelaki Rosy studied History and Archaeology (BA, 2002-2006) and Turcology (MA, 2006-2008) in Aristotle University of Thessaloniki (Department of History and Archaeology, Faculty of Philosophy). Since 2004 and for the next 11 years she worked as a researcher at the Center for Byzantine Research, the Society for Macedonian Studies, Aristotle University of Thessaloniki. Between 2010-2013 she translated Ottoman registers and her work was funded by the European Education and Culture Foundation and the Melina Merkouri Foundation. She has a PhD in Didactics of History (2018, Aristotle University of Thessaloniki) and her dissertation was funded by the State Scholarship Foundation. She is currently a post-doctoral researcher in the same Department and her survey is focused on the Didactics of History and the informational books for children that narrate Byzantine History. In 2019 she will teach Museum Education and Literature at the postgraduate program "Cultural Studies and Educational Environments for Children", in the context of the lesson "Educational/ interpretive approaches of material culture".

APOSTOLIDOU, Eleni

Historical Culture as the third period of History Didactics

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This is a paper that discusses different trends in history didactics while it distinguishes between three different periods of the discipline: The first period of history didactics could be the 1960s and the 1970s' when history didactics as a separate disciplinary area appeared and when there was an emphasis on historical thinking in contrast to the rote learning of 'closed' mainly national narratives that prevailed in school teaching before that. History didactics appears as "Didactique des Disciplines" in France (1979), "New History" in England and "New Social Studies" in the U.S.A. and concentrates on critical thinking. A 'variation' of the above history didactics appeared in Germany where there was an emphasis on historical consciousness too (Wilschut, 2009). The second period of history didactics could be the 1980s onwards and it was marked by an emphasis on historical consciousness instead of historical thinking, also the need for the students to connect the past to their present. History educators focused on students' need to "relate" to the past that was being taught at school, on identity, personal experience and last but not least on "emotion", (Kitson et al, 2011). I believe that we are now experiencing the third period of history didactics: it is the period of public history and historical culture. This third period could be epitomized by the old McLuhan saying "the medium is the message". History education research has for many years focused on the ways in which students' historical thinking and historical consciousness are formed with the contribution of different types of historical representations (Munslow, 2007). Do material culture, photography, film and digitized representations, in contrast to the more traditional written texts/sources constrain or facilitate historical understanding? Changes in historical consciousness are also mentioned by analysts: Samida speaks of the fusion of the three time-dimensions, past-present-future, as new type of awareness of video game players (Samida, 2018) and others about 'intertextuality' between different time levels experienced in the digital world.

Finally, history educators speak of possible consequences on people's decision making and citizenship. Within this latter context Wineburg urges for students' development of "Civic Online Reasoning" which should be students' skill to make political and other judgments about the information they receive (Wineburg et al, 2018). To conclude, the three different periods of history didactics seem to focus on different parameters of historical thinking and consciousness and on different literacies: first we have an emphasis on the proper distance between past and present, second a plea to relate to our present, in other words "historical consciousness", and finally a focus on the transformations the several media provoke on the latter two aspects, historical thinking and historical consciousness, a focus that transfers us to the 'environment' in which historical representations appear, that of historical culture.

References: History didactics, historical thinking, historical consciousness, historical consciousness

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CV

Eleni Apostolidou is assistant professor of history didactics at the Primary School Education Department of the University at Ioannina (Greece). She is also an adjunct member (for the period 2017-2020) of the Hellenic Open University in the MA program of Public History. Dr. Apostolidou studied classics and history in Athens, received a MA degree in international studies from the University of Leeds in England and completed her doctoral research,

'The Historical Consciousness of 15-year-old students in Greece', at the Institute of Education of London, between the years 2002-2006. She has contributed to the *International Journal of History Learning, Teaching and Research*, to the *Yearbook of the International Society of History Didactics*, to the *Review of History Education*, to *MuseumEdu*, while she is a co-author of *Public History Weekly*. She has participated in many international conferences; she has been a member of I.R.A.H.S.S.E. since 2012, and an organization committee member for the 2018 H.E.I.R.N.E.T. International Conference (Corfu, Greece).

ARCOCHA MENDINUETA, Eilori,

GARMENDIA AMUTXASTEGI, Gotzon,

BUENO URRITZELKI, Mikel, *Paisible, modèle...? La transition espagnole : qu'en pensent les élèves de première année du lycée ?*

Institution: Université Publique de Navarre

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Résumé

Cette recherche se penche sur les résultats obtenus à l'issue d'une enquête sur la transition espagnole effectuée auprès de 79 étudiants de première année d'un lycée public de la Navarre. À travers d'une méthodologie qualitative l'enquête a pour objectif de dresser un état des lieux, même si encore partiel, sur les connaissances et les idées qu'ont les élèves sur cette période historique à la fin du Lycée. Le questionnaire mené se compose d'un ensemble cohérent des questions, entre lesquelles il existe dans certains cas une relation étroite afin de détecter des contradictions possibles. L'enquête met l'accent sur la violence politique exercée tant par l'État que par les groupes d'extrême-droite et les organisations de gauche et indépendantistes. En outre, on vise à établir jusqu'à quel point les élèves sont-ils conscients du conflit politique qui a marqué la période considérée et, par ailleurs, s'ils ont été capables de se montrer critique face au discours officiel à l'égard de la transition espagnole ou, par contre, s'ils ont assimilé le point de vu

hégémonique que des nos jours l'historiographie est en train de démentir. Pour conclure, l'enquête détermine aussi le poids que la famille a chez les élèves quant à la transmission des connaissances historiques.

Mots-clés: transition espagnole, violence politique, État, élèves, éducation.

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CVs

Elorri Arcocha Mendinueta est historienne. Elle est actuellement professeure à l'Université Publique de Navarre et suit un programme de doctorat en historiographie dans la même université. Elle est l'auteur de plusieurs articles et a participé à des conférences nationales et internationales.

Mikel Bueno Urritzelki est historien. Il est en train d' aboutir son doctorat en histoire contemporaine à l'Université Publique de Navarre. Il a fait son master en histoire et un autre pour être professeur du lycée dans l'UPNA. Il est auteur de plusieurs publications et d'un livre paru en Argentine. Par ailleurs, il a participé à des conférences nationales et internationales.

Gotzon Garmendia Amutxastegi est historien. Il est expert en mémoire historique et il est l'auteur de plusieurs articles et de rapports sur la violation des droits de l'homme et les lieux de mémoire au Pays Basque et en Navarre. D'ailleurs, il est membre du Fonds pour la Mémoire Historique en Navarre.

BENTROVATO, Denise

***Revisiting Historical Culture in the Aftermath of Conflict:
History Education, Transitional Justice and the Politics of the Past
in South Africa and Rwanda***

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Abstract

This paper aims to contribute to historical culture theories by investigating the intersection of formal history education and transitional justice (TJ) processes of fact-finding and historical and social reconstruction in post-conflict societies. The study examines, through a comparative case-study, the implications of TJ practices, and their production, dissemination and transformation of particular histories and memories, for school history in two contrasting transitional contexts. The study compares and contrasts the experiences of post-apartheid South Africa and post-genocide Rwanda, two African countries which simultaneously embarked on starkly different processes of political transition in 1994, after decades of identity-based conflict and human rights abuses: the former through a truth commission; the latter through criminal investigation. The research draws on qualitative content analysis of policy documents, curricula and textbooks to provide empirical evidence of two distinct state-sanctioned educational approaches to the past, respectively mediating multivocal and univocal historical discourses. Informed by TJ theories, the study builds its theorisation by tracing the divergences characterising these contrasting educational models to given political conditions, norms and visions of socio-political change influencing a society's particular mode of relating to the past, and of teaching and learning about it, inside and outside school. It thereby considers history education as a by-product of particular politics and policies with regard to the past which directly emanate from the specific terms of the transition (i.e. achieved though

negotiated settlement or unilateral military victory), and which inevitably reflect predominant configurations of power and agency.

Keywords: Transitional justice, formal history education, comparative case-study, post-conflict societies

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CV

Denise Bentrovato is a researcher in history education and the co-director of the African Association for History Education, based at the University of Pretoria. Her research combines an interest in history education, memory politics and identity formation, and primarily focuses on post-colonial and post-conflict societies in Africa. A central part of her work centres on examining educational responses to historical wrongs within the framework of nation-building and transitional justice processes. In 2019, she will be a visiting Assistant Professor in the department of History and Social Sciences at the Institut Supérieur Pédagogique de Goma, in eastern DR Congo.

BOUVIER, Félix *La culture historique développée par l'apprentissage par concepts dans un contexte de jumelage de l'histoire et de l'éducation à la citoyenneté.*

Institution: Université du Québec à Trois-Rivières, Québec, Canada

Résumé

Au Québec, l'histoire et l'éducation à la citoyenneté sont jumelés spécifiquement et officiellement pour la première fois en 2005 au premier cycle de l'ordre d'enseignement secondaire. Le *Programme de formation de l'école québécoise* (2004) y inclut aussi pour la première fois de façon claire l'enseignement-apprentissage par concepts en histoire générale celle portant sur l'histoire de la civilisation occidentale surtout, allant de la sédentarisation au moment de la Préhistoire et de la période néolithique, jusqu'à la Révolution industrielle et ses suites, en passant par la Grèce antique, l'Empire romain, le Moyen-Âge, la Renaissance, entre autres. Le tout est destiné à des élèves âgés de 12 à 14 ans et inclut une troisième nouveauté, celle de l'approche par compétences, bien importante, mais sur laquelle le prisme didactique n'est pas mis ici pour communiquer le résultat de nos recherches. Il s'agit plutôt pour nous de voir la culture historique que favorise, et dans quelle mesure il le fait, l'apprentissage par concepts, le tout étudié au départ par l'arrimage de l'histoire et de l'éducation à la citoyenneté. Au tournant des années 2000, plusieurs chercheurs, dont Hobsbawm (1999), ont noté un certain désintérêt pour la sphère politique en Occident, ce qui serait plus marqué chez les adolescents, à l'école (Démol, 2000; Selbourne, 1997). Dans cette foulée, des didacticiens québécois (Cardin, 2004; Charland, 2003), observant plus ou moins le même phénomène, ont contribué à favoriser l'émergence de l'éducation à la citoyenneté jointe à l'histoire (Laville et Martineau, 1999). De pair avec cela, l'apprentissage par concepts fut favorisé au plan didactique pour accompagner ce jumelage et pour favoriser des apprentissages historiques davantage transférables dans la vie courante, le tout en bonne corrélation avec la culture historique visée. «Par exemple, selon Langlois (2004), l'apprentissage des concepts historiques permet à l'élève de développer des outils de pensée qu'il peut utiliser dans la construction de sa représentation du passé et dans sa quête de compréhension du présent à la lumière du passé.» (Bouvier et Chiasson-Desjardins, 2013). Cette communication présentera les résultats d'une recherche récente portant sur ces questions et menée auprès de quarante élèves, discriminés dans quatre milieux scolaires distincts et représentatifs de

l'écoumène québécois. Voici quelques-unes des questions posées aux élèves et qui seront développées. Quelles sont leurs perceptions des concepts étudiés, à la fois dans une perspective historique et présente? Comment perçoivent-ils l'arrimage de l'histoire et de l'éducation à la citoyenneté? En somme, quelle culture historique semble émaner des résultats de la recherche menée?

Mots-clés: Québec, éducation à la citoyenneté, éducation en histoire

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CV

Enseignant et professeur de carrière, Félix Bouvier est historien et didacticien des sciences humaines à l'Université du Québec à Trois-Rivières depuis 2005. Ses recherches et ses publications, tant scientifiques que professionnelles, sont nombreuses, en particulier en ce qui touche l'enseignement-apprentissage par concepts et le jumelage de l'histoire et de l'éducation à la citoyenneté au Québec, Canada.

CAJANI, Luigi

***Historical Culture, History Education and and Public History:
A Theoretical Framework***

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Abstract

The aim of my presentation is to shape a theoretical framework of the relation between history education and public history based on the theory of historical culture combined with the theory of historical consciousness. Both history education and public history are indeed the fields of exoteric communication of historical research, but in very different conditions. History education is a structured field, where historians are in a complex relation with politicians, with different degrees of freedom and control. Public history is a chaotic field with many different actors, politicians, social agents, media makers, artists and economic players, and where historians often have a weak role. After systematizing the connections between history education and public history I will analyse the interplay of all actors involved and their impact on the formation of social representations of history, with a special focus on the strategies that history educators in school and historians in the public arena can use in order to develop critical thinking and contrast misuses of history. I will finally highlight with some case studies how these strategies can be implemented.

Keywords: History education, public history, theory of historical culture

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CV

Luigi Cajani is emeritus professor for Early Modern History at the Facoltà di Lettere e Filosofia of the Sapienza University of Rome, where he was also

responsible for initial history teacher training. He is currently Associated Scholar of the Georg-Eckert-Institut für internationale Schulbuchforschung in Braunschweig (Germany) and president of the International Research Association for History and Social Sciences Education (IRAHSSE).

DAKOVIĆ, Nevena,

Educational Turn: Between History and Memory

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Abstract

The aim of this paper is to analyse the 'educational turn' in Holocaust studies as based upon the concepts of performative and entangled memory.

Performative memory solves the tension between past, history and memory often seen as oppositional (Halbwachs 1980, Nora 1989), abusive (Rosenthal, 1998; Ricoeur 2009; Assmann 2006) or denigrating for memory as the one we should turn (to) in order to reveal "what really happened". The tension is resolved through Jay Winter's definition of performative memory when "history is memory seen through and criticized with the aid of documents of many kinds – written, aural, visual "while" memory is history seen through affect".

The entangled memory, on the other hand, as the analysis of genuine "cross-references in acts of remembering" – interlaced with the replacement of history by memory as the object of the study – promotes innovative pertaining methodology that is "mnemography" – "a dialogical practice between theory and empirical research". The emphasis is placed upon interactive and proactive attitude of reader, researcher, visitor exploring the memory i.e. activity of anyone involved in the interpretation of the chosen – and not only given and predesignated – memory artefacts.

Along the process, the passive learner who unquestionably accepts the offered, prepared and ready-made data, facts, narratives... becomes active, knowledge-seeking user of information. He/she acquires the freedom of

decision about the valid and important information. The attained “responsible knowledge” (comp. Morris 2001) is inextricably linked with the practical experience of learning through the visits to various sites and reading of the various texts of Holocaust remembrance more than of Holocaust history. As the case study is taken the history of the *Old Fairground /Judenlager Zemlin* in order to demonstrate the freedom – given to all students, readers safely placed in meta and transcendent position...– to construct memory, reconstruct the past and write (own) history through different new (digital) and old media texts, representations or narratives of the various actors. The outcome is to map out new educational memory/history template that subverts the traditional based learning in the classrooms.

Keywords: Holocaust studies, performative and entangled memory

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CV

Nevena Daković is professor of Film and Media Studies (Dept. of Theory and History, FDA, UA, Belgrade) and Chair of Interdisciplinary PhD Program. She is the author and editor of many books (*Graničnici sećanja*, 2018; *Media Archaeology*, 2016); publishes widely in the national and international framework (*CSE*, *Cahiers du Cinema*, *SEEC*..) participates at the conferences and in international research projects; and is visiting professor at world universities (Oxford, Sorbonne, Wisconsin, Udine..). Main research

themes: film and media, identity representation, cultural memory, trauma and Holocaust.

GEORGIU, Maria

HISTORICAL CULTURE IN AND OUT OF HISTORY EDUCATION

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Abstract

Students all around the world, come into classrooms with unofficial material and memorial cultures (Seixas, 2016). The findings of my Phd Thesis confirm this, as the data results suggest that the majority of Greek-Cypriot students come into the classroom with a number of notions that have been developed outside the classroom, including memory and author first-hand experience. This was a research exploring 17-18 year old students' ideas about historical accounts in the Republic of Cyprus (RoC). Nine schools participated altogether. For the purposes of the Thesis I reported on 79 students. Data were analysed through grounded theory. That Greek-Cypriot students employed practical experience as a criterion of assessing accounts, to a degree, can be connected to Cyprus' context and the prevalence of the 'practical past' (Oakeshott, 1933). Of course, it is natural that students draw on what is around them; it could be also argued that students who are not (fully) familiar with the genre of disciplinary history, i.e. Greek-Cypriot students, use their own conceptions and frameworks, in this case those in relation to practical history, to make sense of the past. However, these non-disciplinary frameworks might prove to be an 'affordance' for developing students' historical thinking skills, hence it is helpful to pose a distinction between the two. Although Rösen (2005) through his matrix draws attention to the fact that the line dividing the diagram cannot become a barrier between history and the practical past, the line *is* there, and it indicates a disciplinary

boundary. It has repeatedly shown through research that for students the line can be blurred, hence this is a line which history educators need to illuminate. Yet, although students' notions may differ from those of teachers and historians, textbook authors and stakeholders, they are part of the historical culture. Indeed, some of these student ideas might seem not 'sophisticated', but they a starting point. Furthermore, these ideas must be brought to the surface and addressed so as to stop their being an obstacle to powerful historical learning. Hence, although a seemingly counterintuitive proposal, I argue that educators *should* use this knowledge rather than dismiss it and dictating knowledge by simple deciding if the students' answers are 'right' or 'wrong', as is currently the case, at least in the RoC.

Keywords: Students ideas about historical accounts, historical culture, Rösen's matrix

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CV

Maria K. Georgiou is a PhD candidate in History Education at the UCL Institute of Education. Her PhD research explored Greek-Cypriot high-school students' ideas of conflicting historical accounts. Looking into both learners themselves, one of the implications raised by her findings were, '(History) Education for What?' and '(History) Education for Whom'. Her PhD findings also have implications for Citizenship Education as the reported students used historical interpretations as cultural tools so as to identify the 'Other(s)' and, thereafter, to identify (with) their 'imagined communities'. Her research interests include powerful knowledge, epistemology and the philosophy of history on the one, and nationalism, citizenship and identity on the other. Maria was a module leader for 'History Didactics' at the European University of

Cyprus from 2012 to 2017. Following, she taught various courses and facilitated a number of workshops at the UCL Institute of Education as well as UCL BA Arts and Sciences (Liberal Arts). She has been involved in the development of supplementary material for the teaching and learning of history (A.H.D.R., EUROCLIO for "HISTORIANA")

GREMAUD, Bertrand, Fribourg, Suisse

Le développement d'une pensée critique et citoyenne par la problématisation interdisciplinaire d'un fait historique improbable en constante évolution: le mythe fondateur suisse de Guillaume Tell

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Résumé

Le passage progressif d'une histoire univoque calquée sur le récit historique à une histoire construite en classe avec les élèves s'inscrit dans un nouveau paradigme épistémologique pour la construction des connaissances en classe, le constructiviste, dont les fondements sont bien affirmés dans le Plan d'étude romand (PER) en Suisse. Ainsi, le questionnement d'un moment ou d'un évènement du passé par rapport à l'influence que celui-ci exerce encore aujourd'hui figure parmi les principaux enjeux actuels de l'enseignement de l'histoire. Si les savoirs déclaratifs sont toujours présents dans la démarche d'enquête historique, ils sont à construire dans une perspective citoyenne en invitant les élèves à développer un esprit critique et une conscience historique (Gagnon & al., 2018). Cette pensée historique s'inscrit dans un rapport qu'entretient l'élève avec le passé, tout en ayant un fort ancrage dans le présent et en mobilisant une pensée dite prospective. L'histoire enquête place ainsi les dynamiques sociales en bonne place au côté des personnages, des dates et des lieux afin de mieux comprendre les liens avec les générations précédentes, de les questionner et d'en synthétiser les principaux éléments. L'acquisition d'une pensée historique devrait permettre aux élèves d'exercer

un jugement progressivement empreint de complexité tout en favorisant la décentration, les nuances et l'esprit critique d'un futur citoyen avec son propre système explicatif (Moisan, 2017). L'enseignement de l'histoire d'un pays ou d'une nation constitue à cet égard un exemple éloquent, car il implique de fabriquer du sentiment national et de la citoyenneté par l'écriture d'un passé collectif devant sceller un projet commun qui sera ensuite enseigné en classe. L'histoire scolaire devrait lier le passé, le présent et l'avenir dans un grand roman national prenant la forme d'une narration linéaire et progressiste, selon les normes historiques typiques du XIXe siècle. A partir de notre poster, nous présenterons dans un premier temps l'intérêt de travailler avec les élèves la démarche d'enquête historique sous l'angle d'une distanciation critique tout en abordant le concept de mémoire collective par l'intermédiaire du mythe fondateur de Guillaume Tell dans un deuxième temps nous irons explorer quelques pratiques déclarées d'enseignants. Nous proposerons ensuite un outil visant à favoriser une analyse a priori interdisciplinaire plus pointue des enseignants afin de problématiser en classe avec les élèves de manière plus pertinente (Gremaud & Roy, 2017).

Mots-clés: Pensée historique, mémoire collective, mythe fondateur de Guillaume Tell

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CV

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Students in Secondary School and Public History: the Holocaust Monument and Students' Representations

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Abstract

This paper seeks to explore initial findings of a research teaching approach to the concept of the Holocaust, which is considered as a final and extreme consequence of the fascism phenomenon. The research conducted by a number of lessons related to the History subject in Secondary school (Gymnasium). Searching for a present-past "bridge" about the Holocaust, was elaborated a worksheet, focusing on the importance and function of the Holocaust Memorial in Thessaloniki. Teaching intervention focus on students' reflections of the connection between the monument and memory, the public history (Liakos, 2007) and the historical education (Kavoura, 2011). Moreover, we made an effort to highlight the value of respect for monuments. These monuments considered to be cultural works that hide "connotations and meanings". These meanings specify for certain ethnographic identities, in our case Greek-Jewish of Thessaloniki. Finally, it was intended to denounce the desecration of these monuments, which is equivalent to questioning or

denying memory. The basic teaching tool was photography as historical evidence (Burke, 2003). In the above research framework, students completed the worksheet individually and at the same time, discussed their answers in class. Students' attitudes derive from their historical knowledge and their representations, which have been shaped by their interacting with public history (Kavoura, 2011). Thus, the monument is considered by the students as a historical evidence of what a society - for the time of being - must recall as significant. The action of destroying a monument in students' consciousness is considered racist and fascist. Students denounce that certain behavior culturally, legally and aesthetically. The moment of creation of the monument reflects the maturity of consciousness or the readiness to express a former and possibly repressed, traumatic or divided memory. Finally, the students expressed their thoughts about the differences between scientific and public history, as well as on the connection between monuments and historical education.

Keywords: Holocaust, Holocaust Memorial of Thessaloniki, photography as historical evidence, monuments and historical education.

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CV

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Intercultural historical learning - theory and practice in changing historical cultures

Contemporary migration and the multicultural society is changing the historical cultures on national as well as on local and classroom levels. In this process, history in schools will have to find new forms, the results of which, however, are not given or clear. Through several theoretical studies as well as researcher-practitioner projects, we have explored the possibilities, and constraints, of history teaching and learning in multicultural contemporary society. Goals, methods and theories of history education and intercultural education need to be linked. While historical knowledge is essential for intercultural learning, so the adoption of an intercultural perspective by necessity affects the nature of history in schools. History will not be only about the past, nor about certain thinking skills, but also about the uses of the past for the purpose of orientation in practical life.

This papers reports results on three levels: (1) a conceptual framework/matrix for understanding historical intercultural learning as a distinct teaching and learning content; (2) a model for constructing specific intercultural historical enquiries to put to use in the classroom; and finally (3) empirical findings on what are the ensuing obstacles that need to be overcome.

(1) Combining theories of historical consciousness and narrative competence with intercultural dimensions, a matrix was constructed. From the systematisation of the matrix we were able to generate aspects of historical learning that takes into account the experiences and needs of the multicultural society, e.g., positioning cultural encounters at the centre of historical narratives, opening for a diversity of voices from different cultures, and examining the dominant historical culture for inclusion, exclusion or othering of historical actors. (2) In a further step, the matrix was used in a collaborative teachers-researchers project, where the result was a model for constructing intercultural historical enquiries. The premises for the concept of intercultural historical enquiry were that the historical cases that were being taught needed to connect to transhistorical processes of migration and cultural encounters, both to ensure relevance for students and, just as much, to build powerful historical explanations of contemporary phenomena. (3) Finally, the paper draws on a number of teaching-learning sequences in Swedish secondary schools and discusses some strengths of adopting an intercultural perspective on history education as well as identifies some complexities and obstacles, both for teachers and students. It ends, however, on a note of confidence that an intercultural perspective connected to historical orientation and the practical use of history in students' everyday life is vital for a history education that counts.

Keywords: Migration, historical intercultural learning, Swedish secondary schools

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“Geschichtsverein” (historical association), An antiquated institution of public history (?)

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Abstract

Since the 18th century, social life in Germany – unlike in other countries – has been sustained by *Vereinen* (associations).¹ Initially based on other facts, in the first third of the 19th century history associations also emerged, in which city dignitaries and typical representatives of the educated middle classes gathered; only later did university historians find their way into the historical associations (Geschichtsvereinen). Their aim was to preserve historical sites and their memories or, more generally, to explore the history of a city, a place or a landscape and keep it alive. It was not unusual for customs and dialects to be passed down through them. This gave them a reputation for being conservative. This was in keeping with the political direction represented by the majority of its members. In the 1970s, they came into competition with the *history workshop movement* (R. Samuel),² which had completely different roots, saw itself as progressive and held political socialist or even communist views. Accordingly, the history workshops researched objects other than the history associations and pursued the goal of increasing the political maturity of their addressees through their work. In this contrast, the paper takes its starting point in order to illustrate the working methods of historical workshops

¹ Cf. T. Nipperdey (1976). Verein als soziale Struktur in Deutschland im späten 18. und frühen 19. Jahrhundert. Eine Fallstudie zur Modernisierung. In T. Nipperdey. *Gesellschaft, Kultur, Theorie* (Kritische Studien zur Geschichtswissenschaft, Bd. 18), Göttingen, pp. 174-205.

² Cf. *Geschichtsvereine. Entwicklungslinien und Perspektiven lokaler und regionaler Geschichtsarbeit* (1990). Ed. Thomas-Moris-Akademie (Bensberger Protokolle, Bd. 62), Bergisch Gladbach.

and historical associations in contemporary historical culture by means of examples. The focus is on a history association, whose scientific advisory board includes the speaker, whose current projects can illustrate the manifold activities. The question of the contemporary nature of these activities will be the guiding question. Public history – as the lecture can show using the example of history associations – is not a new phenomenon, but an old one, which is inherent in history per se. This connection will be discussed within the framework of a theoretical approach, which in Germany operates under the label "historical culture" and has been brought into the discussion in particular by J. Rüsen.³

Keywords: Historical associations (Geschichtsvereinen), public history, historical culture

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CV

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³ J. Rüsen (2008). *Historische Orientierung*. Schwalbach/Ts.

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HASSANI-IDRISSI, Mostafa

Le temps présent du Maroc au miroir de la mémoire, de l'histoire et des manuels d'histoire marocains

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Résumé

Ce projet de communication a pour objectif de vérifier l'hypothèse suivante : les manuels d'histoire marocains, sans être étanches aux discours de la mémoire et de l'histoire historique, manifestent, à propos du temps présent, où les questions vives ne manquent pas, une grande autonomie. Il me semble de prime abord que l'explication de cette autonomie est à rechercher dans l'usage politique qui caractérise l'enseignement de l'histoire en général et celui du temps présent en particulier, ainsi que dans sa « pédagogisation », dans le sens que donne Christian Laville à ce terme, à savoir que « l'histoire enseignée échappe de plus en plus à l'histoire savante et aux historiens ». Elle est à rechercher aussi dans le(s) cadre(s) de référence de chaque type de discours historique. Les référents, s'ils se recourent ici ou là, sont globalement différents d'un discours à l'autre. Cette différence fait que le processus sélectif n'agit pas de façon analogue au niveau de la mémoire, de l'histoire historique et de l'histoire scolaire : la mémoire et l'oubli y procèdent selon une logique sélective propre. Si le corpus du discours scolaire ne me pose pas de problème, celui du discours historique m'impose un choix. J'opte

pour *Histoire du Maroc: réactualisation et synthèse* (2011), *Chronologie de l'histoire du Maroc* (2014) et *Précis de l'histoire du Maroc* (en arabe 2015). Toutefois pour prendre de la distance par rapport à ce discours historien marocain, j'intégrerai dans le corpus deux autres ouvrages : *Histoire du Maroc* de Daniel Rivet (2012) et *A History of Modern Morocco* de Susan Gilson Miller (2013). C'est le corpus du discours historique de la mémoire qui est le plus difficile à délimiter. Je retiendrai ici et à titre d'exemple cinq ouvrages :

Le Maroc et le temps présent (2013)

La mémoire et la résistance marocaine entre 1944 et 1961 (en arabe 2014)

Le Nord du Maroc sous le protectorat et les débuts de l'indépendance (en arabe 2014)

Ces trois premiers ouvrages rendent compte du dialogue qui s'était établi entre historiens et témoins ou acteurs politiques au sein de l'IRRHM.

La Mémoire et l'histoire : le Maroc à l'époque coloniale (1912-1956) de Abdelaziz Ettahiri (en arabe 2016),

Mémoires de l'absence : les Juifs vus par les Musulmans au Maroc (*Memories of absence : How Muslims Remember Jews in Morocco*) de Aomar Boum, traduction de Khalid Ben-Srhir.

Mots-Clés: Manuels d'histoire marocains, pédagogisation, histoire historienne et histoire scolaire

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CV

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Représentations de la coexistence des statues historiques et d'œuvres d'art dans un endroit militaire

Résumé

La coexistence des statues militaires et des œuvres d'art n'est pas un phénomène courant en Grèce. Dans les installations militaires, nous rencontrons habituellement des monuments marquant l'histoire principalement militaire. Cependant, le *Parc de l'Armée* marque une exception. Créé au début du XXe siècle dans le but d'être utilisé comme champ de tir, par la suite a servi à d'autres fins militaires. A l'heure actuelle, dans cette grande étendue luxuriante, se trouvent aussi la Galerie nationale. Dans cette espace se croisent des monuments témoignant des événements de guerre, principalement de l'histoire militaire moderne de la Grèce, ainsi que des sculptures d'art moderne. Ce croisement du passé et du présent forme un domaine particulier de coexistence de la mémoire publique traumatique ou glorieuse avec des symboles et des œuvres esthétiques. Quelles sont les représentations façonnées par cette coexistence particulière ? Quels peuvent être les récits racontés par des élèves lors des visites sur place ? L'objectif de cette contribution est de présenter les représentations sociales initiales des

élèves d'une école primaire à travers d'une action-recherche. Nous avons également l'intention d'illustrer la place de l'histoire publique dans ces représentations. Étant donné que selon la théorie des Représentations Sociales la connaissance n'est pas une propriété individuelle mais réside sur des structures collectives on pourra révéler la relation avec l'histoire publique et son utilisation par rapport à l'origine sociale des élèves. Nous envisageons l'élaboration d'un plan d'action pour rationaliser et transformer ces représentations en pensée et en connaissances historiques.

L'intervention éducative se déroulera sur une période de quatre mois (janvier à avril) en utilisant des outils adaptés aux besoins de cette recherche-action.

Mots-clés: *Statues militaires, Objets d'art, Coexistence, Espaces militaires, Action- Recherche.*

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CVs

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Greek students' historical culture in the making: A research on the interaction between history education and public history

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Abstract

Historical culture as a holistic meta-historical concept encompasses the study of popular engagement with history and the interplay between academic and non-academic institutions that disseminate historical knowledge (Grever and Adriaansen 2017). According to J. Rüsen, the concept of historical culture entails the nexus of extracurricular and curricular knowledge, and material and immaterial articulations, linking places of memory to functions of memory. As a result, historical culture constitutes a focal concept for history education, with it being conceived as the complete range of activities of historical consciousness. Greek students, as in many other parts of the world, in addition to formal history education encounter the past and consume history via a number of means that include museums, mass media, heritage, tourism, commemorations, digital history, films and novels, and historical re-enactments. But how do these “historical” genres and narratives about the

past, which are derived from popular history, interact and balance with the more “official” historical knowledge and meanings that are acquired in the context of history in the classroom? How popular are extracurricular representations to students? And finally, what are the students’ attitudes towards their potential as teaching alternatives and as sources in history lessons? The aim of this paper is to present the preliminary results of a research on Greek primary and early secondary students and their conceptions, attitudes and practices concerning their relationship with historical knowledge both in formal and informal education, taking into account the Greek framework of public history and the consumption of information about the past. The sample data includes answers to a questionnaire addressed to 400 students aged between 11 and 14 years old, that aimed to examine the correlation between history education and the various manifestations of historical culture. The data analysis indicates that teachers avoid incorporating extracurricular sources of historical knowledge in their classrooms and adopt rather conventional teaching methods. On the other hand, students appear to appreciate a number of different popular history representations and to find them more attractive than conventional teaching methods based on lectures and history textbooks. It is reasonable to suggest that these different cognitive routes that students follow with regards to knowledge of the past and the distinction between the official history conveyed through the school context on one hand and the popular history consumed in the public sphere on the other, affect their attitudes towards the values and significance of historical knowledge and influence the conditions of the development of their historical consciousness.

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Valoriser des documents d'archives numérisés en classe d'histoire nationale : quelles tensions à l'œuvre ?

Résumé

Nous présenterons les principaux résultats de la seconde phase de notre recherche-développement (Harvey et Loiselle, 2009) ayant pour objet la valorisation scolaire des contenus culturels numériques (CCN), menée en partenariat avec Bibliothèque et Archives nationales du Québec (BAnQ) et le

Service national du RÉCIT pour le domaine de l'univers social, relevant de la Direction des ressources didactiques du ministère de l'Éducation et de l'Enseignement supérieur du Québec. Bénéficiant de l'appui du Plan culturel numérique du Québec (PCNQ), et faisant suite à une première phase centrée sur le cours d'histoire nationale dispensé en 3^e secondaire, la seconde phase de notre recherche vise à: 1) élaborer des ressources documentaires et didactiques numériques sur les idéologies dominantes durant la période 1840-1896 pour le nouveau cours d'histoire du Québec et du Canada en expérimentation en 4^e secondaire, à partir des archives de BAnQ ; 2) faire expérimenter, par des enseignants de la communauté d'histoire du Québec et du Canada (www.education-histoire.quebec) ces nouvelles ressources; 3) identifier et décrire les enjeux techniques, disciplinaires, didactiques ou pédagogiques (Koehler et Mishra, 2009) et culturels (Simard, 2004) associés à l'usage de ces ressources; 4) à formuler des recommandations aux partenaires culturels et scolaires de cette recherche et à ceux du PCNQ en vue de valoriser les CCN. Élaborées pour le nouveau cours d'histoire du Québec et du Canada de 4^e secondaire, les ressources contiennent des dossiers documentaires et deux tâches d'apprentissage sur les idéologies au Québec de 1840 à 1896. Elles sont diffusées sur le site *Documents d'histoire et de géographie* (http://documents.recitus.qc.ca/ideologies_dominantes et http://documents.recitus.qc.ca/ultramontains_anticlericaux). Ces ressources ont donné lieu à une formation collaborative dispensée à des enseignants en présentiel, à BAnQ, et à distance, les amenant à co-élaborer des tâches pour leurs élèves. Lors de cette formation, l'historien Yvan Lamonde, professeur émérite à l'Université McGill, a présenté une conférence sur ce sujet, offerte en diffusion *live* et en rediffusion sur la chaîne YouTube du RÉCITUS (https://youtu.be/Zo10_TiWvj4). À la suite d'un entretien semi-dirigé en profondeur avec un groupe d'enseignants-utilisateurs et de la passation d'un questionnaire individuel en ligne, nous aborderons les enjeux relatifs aux usages scolaires de ces contenus, sur les plans technique, disciplinaire, didactique ou pédagogique (Koehler et Mishra, 2009) et culturel (Simard, 2002), tenant compte du contexte collaboratif dans lequel se déploient ces usages. Nous mettrons en lumière le fait que les tâches proposées

conduisent à mobiliser les documents d'archives numérisés principalement pour la mise en œuvre d'opérations intellectuelles chez l'élève (à titre d'exemples, situer dans le temps et établir des liens), en vue de la préparation à l'examen ministériel, plutôt qu'en tant qu'objets d'étude, ce qui aurait pu conduire à une critique des sources et notamment à distinguer les sources primaires des sources secondaires.

Mots-clés: Documents d'archives numérisés, Bibliothèque et Archives nationales du Québec, élaboration des ressources documentaires

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CV

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Responsable du Centre de recherche interuniversitaire sur la formation et la profession enseignante et vice-doyen de la Faculté des sciences de l'éducation de l'Université Laval, les intérêts de recherche de **Denis Simard** portent sur la pédagogie et son histoire, l'approche culturelle, l'herméneutique

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LEMONIDOU, Eli, Patras, Greece

Towards a new historical culture about the First World War? The role of history education

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Abstract

The manifestations organized all over the world on the occasion of the centenary of the First World War have created a new wave of interest in this

milestone of 20th century history. The quantity, the wide range and impact of the events, added to the overall influence of innovative historiographical trends in recent decades, have contributed to the emergence of new models of discourse about the First World War, changing the way this event is memorized after the very last veterans of the battlefields have passed away. The first part of the presentation is dedicated to examining to which extent the recent developments in academic and public engagement with the Great War have contributed to the creation of a new historical culture regarding this event, especially in France, where its memory is still very strong. We will highlight how much this new historical culture reflects important historiographical proposals – such as the adoption of a transnational approach in the study of the war, the examination of contested and traumatic war issues and the emphasis on its global dimensions – as well as ongoing initiatives to strengthen public awareness about the reality and impact of the war through alternative channels. The second part of the presentation focuses on the role of history education in the above-mentioned process. It will be highlighted, for example, how centenary commemorations were marked by various activities directly addressed to or involving students within or outside their school education routine. One could mention, among other, the strong interest shown by the *Mission du Centenaire 14-18* in France to support projects aimed at schools, the introduction of contentious First World War issues in history education in the same country, the educational activities in WWI exhibitions in many countries and the school visits in battlefields and other sites of WWI memory. Taking the above into consideration and focusing on the case of France, we will try to give an answer to the following questions: a) to what extent history education has already become an integral and essential part of an emerging new historical culture concerning the Great War, b) in the opposite way, how this historical culture is directly or indirectly influencing (or not) curricula and practices of formal history education and which are the factors that are still hindering a stronger communication and interconnectivity between school history and historical culture in the case of the First World War.

Keywords: First World War Centenary, historical culture, history education

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CV

Elli Lemonidou is Assistant Professor of Modern and Contemporary Greek and European History at the University of Patras (Greece). Areas of her recent research interest include a) History of the First and the Second World War, b) Public History, especially the relation between academic and public history, as well as the links between official history, national identity and collective memories and c) History Didactics.

LOUTA, Katie

From Historical to Lucid Narrative

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ABSTRACT

The revolution of digital technologies has contributed to the emergence of new ways of historical learning and engaging with the past. Among young people, videogames constitute the most popular and appealing way to learn about the past. In videogames, the traditional mode of story-telling of the past, the narrative, has changed radically. Even though in historical studies narrative is the most acceptable way of engaging with the past, in game studies it is a controversial issue. Ludologists and Narratologists disagree

on the existence of narrative in games. The former fervently support that there is no narrative at all in video games. They argue that the experience of play cannot be reduced to the experience of a story. Narratologists claim that if narrative is a common, universal trait, it cannot be absent from digital games. The main aspect of these disputes is whether it is feasible for the historical narrative to be transformed into algorithmic code. If it can be written in algorithmic code, then we have to examine attentively how this transformation influences the historical content and the historical thinking. In this paper we will try to examine narrative in videogames in three different but interconnected levels, at the level of designing, of playing and last at the level of retelling of the game. At the first level, we will try to find out how the designer uses, recreates and remediates the historical facts, in order to be playable. Looking at his work we will underscore similarities with historian's way of working and differences to it. At the second level, we will focus on the player, examining especially how he understands the historical facts during the gaming session and how he interacts with the historical content. At the third level, we will study the narrative from the point of view of the player after the end of the game. The interest here is how he re-narrates or re-plays the historical facts, who is the main agent and finally what he is trying to achieve. The purpose of this paper is not only to demonstrate new ways to narrate the past in digital games, but also to highlight how these changes permit or obstruct the understanding of history itself.

Keywords: Digital technology, historical learning, videogames

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CV

Katie Louta has have been working for more than 25 years as a teacher in secondary school, teaching history, ancient and modern Greek language. She obtained a MA in Social Discriminations, Immigration and Citizenship from the University of Peloponnese. She is currently a PhD candidate at the same university. The focus of her dissertation is how the digital games influence historical thinking and historical consciousness. She studies their historical representations and content. In addition, she is interested in new types of narrative, also in transformations of time and space in them. Digital games have a direct impact on the way students are thinking, so they can be valuably media for the improvement of historical teaching.

MAVROMMATI, Maria

Towards the development of historical film literacy: teaching undergraduate Contemporary History through film

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Abstract

Film is often used to teach history in primary and secondary education, because it is believed that it can provide a representation of past events through a narrative form that is easier to comprehend than that provided by academic or school history. Apart from the extensive use of documentary film, the most common uses of mainstream films in the history classroom aim at distinguishing an historical fact from its cinematic representation or at allowing students to dive deep in the atmosphere of the depicted era and thus develop a sense of historical empathy, without however interrogating the film as a source (Donnelly, 2016). The approach followed to teach Contemporary American History to 1st year undergraduates presented here aimed at developing the students' "historical film literacy" (Marcus, 2005, p. 65) through the adoption of a method designed in accordance with the principles of film studies education developed by Bordwell and Thompson (2008): each film

was presented as an opportunity to discuss a specific historical theme or event, in connection with aspects of film theory and the film's form analysis. Each film was used not only as a chance to engage with the specific historical context in which it was produced and the historical environment to which it refers, but also as an opportunity to discuss the formal elements of historical films as parts of a distinct language. The aim was to develop historical thinking skills as a result of analysing the film's formal elements and their meaning. The proposed approach, therefore, attempted to combine historical analysis with the films' form analysis in order to advance the students' historical analysis skills. Each film was seen as both an historical source, presenting understandings of past events which the film represented, and a work of visual art, with its specific language and codes which convey meanings in manners that are specific to the medium. Seven films were screened in order to discuss themes in American history, from the Civil War and the abolition of slavery to the Twin Towers attack, and a set of filmic language elements such as editing, *mis-en-scène* and the use of music were explored as meaningful choices of representation. Data was collected in the form of reflective accounts of the students. The analysis of the data revealed that students believed that their understanding of the nature of history, memory and historical thinking skills developed as a result of the combined analysis of the films' content and form, while they developed an understanding of historical thinking as a process of "decoding history" that is similar to that of decoding films.

Keywords: Historical film, historical thinking skills, American history

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CV

Maria Mavrommati teaches undergraduate history and historical education modules at Aristotle University, Department of Primary Education, and at the MA in Education Studies at the Hellenic Open University. Her current research interests include the development of new teaching frameworks for history teacher training, the use of ICTs, especially computer games, in the history classroom, historical film education and history education

NAVEH, Eyal

The Historical Culture of a Traumatic Past in and out of History Education: The case of the Jewish Holocaust and the Palestinian Nakba in Israel

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Abstract

My paper will discuss in a comparative way how the educational system in Israel, as well as a general historical culture in the country, deals with the two major dark chapters in its recent history: the Jewish Holocaust and the Palestinian Nakba. Apparently, these two events are diametrically opposing each other as totally different traumatic pasts. The Holocaust that happened to the Jewish people, led the state of Israel to represent the voice and carry the memory of the victims. The Nakba happened to the Palestinians by the state of Israel, which had to deal with the event as alleged perpetrator. Yet, despite these differences, there are some similarities in which historically the state of Israel dealt with these two traumatic events. After a generation of silencing and repression, these two events moved to the center of the public historical discourse. In the paper, I would like to present a conceptual framework that can explain this dynamics, by using a chronological methodology that can point toward interesting results. In the case of the Holocaust, the move is from repression to appropriation and overemphasis, both in the field of formal education and at the other spheres of historical

culture. The use (and abuse) of Holocaust memory in Israel is very essential in recent years. Many even argue that the Holocaust replaced the official Zionist canon as the ultimate narrative, responsible to vindicate the national identity to the Jewish citizen of Israel. In the case of the Nakba Israel start to face this problem only recently, and in a very confused and chaotic way. The move is from repression to denial, conversion, refusal to acknowledge, internal debates, slight but insignificant recognition, lest Israel's enemy will use it to delegitimize its very existence. However, despite these opposed official attitudes (which had certain ramifications in the way schools teach these topics), the historical culture of the country is saturated with notion of Holocaust and Nakba. For reasons that I will analyze in my presentation, both traumatic events became central to the culture of history in Israel. They deal directly with epistemological, moral, and political issues such as historical truth, historical legitimacy, moral justification, guilt, responsibility, recognition, acknowledgement, and potential reconciliation.

Keywords: Jewish Holocaust, Palestinian Nakba, trauma, historical culture

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CV

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NDJOH NKOUTE, Jules Yvon

La construction du savoir historique à l'épreuve de la culture historienne : quelle problématisation en classe d'histoire en contexte camerounais ?

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Résumé

La culture historienne semble être le canal le plus répandu de l'expression de la mémoire historique. C'est pourquoi sa maîtrise intègre les milieux de réflexion en recherche didactique. Ainsi, l'ambition est de concevoir des cadres en mesure de limiter « les effets pervers » d'un contact aussi ouvert des élèves avec le passé, parrainé par des réalités théoriques telles que la contextualisation (Cariou, 2012), la mémorisation de toute information à caractère historique. La présente communication, tournée vers la prise en compte des facteurs de la culture historienne, leur rapport au contexte de compétence, intégrant le développement de l'esprit critique des élèves vise à développer une réflexion pouvant privilégier l'insertion des élèves dans la maîtrise des finalités de l'enseignement-apprentissage en histoire (Audigier, 1995) au secondaire. Bien plus, il s'agit aussi de consolider leurs compétences vers l'appropriation et/ou la construction d'un savoir historique reposant sur les bases fondamentales de l'historiographie. S'inspirant d'une réflexion de Moniot (1993) sur la mise en avant du développement de l'esprit critique dans un projet de construction des savoirs historiques, le contexte

camerounais, pour aussi épars qu'il soit en termes de culture historique, nécessite la convocation de l'esprit critique dans un projet de construction d'un savoir scolaire véritablement historique. Cette communication est une émanation d'un pan de notre travail de recherche de doctorat en cours. Il repose sur une approche méthodologique qualitative dont la collecte des données est appuyée par des entretiens directifs (avec une quarantaine d'élèves exclusivement de la sixième en troisième) et semi-directifs (avec une dizaine d'enseignants d'histoire). En effet, avec les élèves, il s'agit de rechercher les indices des facteurs qui influencent le développement de leur culture historique comparativement aux exigences historiographiques de référence. Quant aux enseignants, leur recours vise la recherche des contingences qui contrecarrent l'expression des savoirs problématisés au profit des éléments externes de la culture historique. Cette démarche permet d'ores et déjà d'observer d'une part que, la culture historique des élèves en contexte camerounais est très influencée par une multitude de facteurs externes à l'environnement scolaire. D'autre part, les savoirs problématisés ne sont pas consolidés en raison de l'environnement scolaire qui ne les prend pas en compte. A terme, il ne s'agit pas de balayer totalement l'importance de la culture historique dans le rapport présent-passé, mais de le recadrer en l'insérant dans un circuit de réflexion critique liée au développement des compétences. Ce travail s'inscrit dans le champ de la problématisation des savoirs (Doussot, 2014, 2018) dont l'objectif est plus tourné non seulement vers l'initiation des élèves au raisonnement historique, mais aussi vers la consolidation des compétences concrètes comme l'esprit critique.

Mots clés : Culture historique, esprit critique, savoir historique, didactique, compétence.

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PALIKIDIS, Angelos, Komotini, Greece

Death as historical statement in 19th-century Greece: seeking historical culture at the cemetery of Athens

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Abstract

During the 19th century the notion of death and burials changes. As in many Western countries, cemeteries outside cities are set up in Greece with specific features, design and rituals. The newly built cemeteries reflect the spirit of modernity on multiple levels: on the one hand they reveal the nature and meaning of life and death, and on the other the character and values that go beyond mortality and temporary life and imbue with eternal principles history and culture. In the First Cemetery of Athens, founded in the first decade of the Greek state by the Bavarian regime (Kardamitsi and Daniil, 2017), were buried both the first generation, e.g. the militants and the political leaders of the Revolution of Independence, as well as their descendants - the members of the bourgeoisie of the newly shaped society. The artists who constructed the grave monuments were the same ones who took orders for the public and private sculptures of Athens and worked in the imposing buildings of the urban center. In a city which believes that it is being reborn from the ashes of its glorious past like the mythical phoenix, neoclassicism was the perfect style to illustrate not only the world of the living, but also its new necropolis (Lydakís, 2011). Thus, a new historical culture, which exceeds the metaphysics of the Christian tradition or, at least, degrades them, is getting shaped and exposed. The research in the cemetery area attempts to give answers to fundamental questions such as: How did the dead wish to be

remembered? How did they themselves and their families aspire to be recorded in history? And, given that the cemetery was conceived as an ideal space of eternity, where mortal people could reserve a portion in an area which seems to be more an outdoor museum of collective memory than a death place, and therefore become immortals, how did the modern Greeks envisioned and portrayed their historic utopia? So far what could be called a "culture of death" and includes, on the one hand, theoretical schemas associated with theology, sociology, social anthropology and literature and, on the other, the items of material culture, the most important of which is grave sculpture, very little has been investigated in terms of its historical and educational value. Besides, since 19th century cemeteries were considered as open-air museums and tours were organized. Cemeteries were, namely, a kind of non-formal historical education. That means that they can and should be part of modern history education, as they provide, along with other sources, knowledge about historical consciousness, mentalities, social construction, aesthetics etc.; because, despite the fact that they praise eternity and strive to overcome the restricted span of human life, death is a historical fact not less than life.

Keywords: First Cemetery of Athens, Neoclassicism, 'culture of death'

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CV

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scientific committee on the new History Curricula in Greece. He organized and participated in conferences and seminars and published books and articles on teaching controversial and traumatic historical issues, museum education, history textbooks and curricula.

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Archaeological landmarks and the formation of historical consciousness: a case study

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Abstract

School history is the main source of national collective memory, as it incorporates parts of dominant narratives and forms the autobiography of nation states (Repoussi & Tutiaux-Guillon, 2010, p. 156). Is, however, the historical culture of the students composed by the contents of the textbooks or is it equally shaped in the public domain of history and in the family? The research presented attempts to explore the relationship between what history teaches in school and the general context in which children encounter history and to investigate how these messages interact in shaping the children's historical culture. More specifically, it is a postdoctoral research which forms a creative development of a Ph.D. thesis (Papakosta, 2016) and aspires to explore the historical perceptions of high school students, within the context of the trends that place students' perceptions at the heart of research questions (Repoussi & Tutiaux-Guillon, 2010). It focuses, in particular, on two archaeological landmarks around which the concept of "Greekness" is structured in the Ancient History of Elementary and Gymnasium, Mycenae and the Acropolis of Athens, in order to investigate the influence of the archaeological narratives of school textbooks on the formation of historical perception. The correlation between the findings of the doctoral thesis and the

postdoctoral research aspires to contribute to a fuller understanding of learning in history, as well as the impact of stereotypes, the hidden curriculum and various historical stimuli to which children are exposed. It is therefore an innovative work that expands and deepens the study of the impact of archaeological narratives in shaping the national self-image of students: not only does it extend the pre-existing research, but it also contributes to the multilateral exploration of learning of history. The method followed is the case study (Cohen et al., 2007). The school where the research is carried out is the 1st Gymnasium of Peraia, where the student population consists of native, second-generation migrants and families who moved from the center of Thessaloniki in the beginning of the 21st century. Moreover, the lesson of Ancient History is taught by three different colleagues. This paper will present the overall design of the research, as well as the conclusions of the first phase of its implementation.

Keywords: Archaeological narratives, school textbooks, ancient history at school

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CVs

Konstantina Papakosta has studied History and Archaeology in Aristotle University of Thessaloniki (AUTH). She gained a MSc in Archaeology and

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PAPANIKOLAOU, Athina,

Parler du passé à travers la production artistique contemporaine.

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Résumé

L'utilisation de l'image comme outil pédagogique sur l'enseignement de l'histoire constitue une pratique fondée et développée les dernières deux décennies. Il a fallu que la science historique accepte l'image comme source équivalente au matériel textuel (Vovelle, Haskel, Duby, Burke). Bien que les sources visuelles soient moins utilisées par rapport aux sources textuelles dans le cadre scolaire, et les arts plastiques aussi sont abordés par les enseignants comme initiation et approche à une période historique, surtout pour les périodes historiques avant la deuxième moitié du 19^{ième} siècle. Le sujet de ma communication sera l'usage de la production artistique contemporaine afin de parler du passé aux adolescents. Par matériel

artistique on peut entendre les expositions qui ont lieu pour commémorer un évènement historique et en général tout œuvre inspiré de l'histoire. Bien que la possibilité du matériel soit très étendue, le critère principal c'est que les œuvres sont contemporaines et que ses créateurs les ont conçues afin d'expliquer, de rendre hommage ou de réfléchir aux périodes et aux faits historiques. Les résultats attendus de cette pratique éducative sont les suivants: i) mobiliser l'intérêt des élèves par le choc produit de la rencontre inattendue du passé avec le présent ; autrement dit, les élèves ne sont pas habitués de voir parler du passé avec des formes artistiques très récentes, ii) partager et interpréter la pensée du créateur : pourquoi et de quelle façon les artistes sont encore touchés par des évènements si lointains, iii) encourager les élèves de former un discours historique en décrivant et en réfléchissant sur l' (les) œuvre(s) proposée(s) et sur les points historiques qu' y sont relevés, iv) enseigner l' importance des périodes ou des mouvements historiques de façon pas trop didactique et scolaire mais plutôt expérientiel. La proposition de mon exposé fondée sur des études de cas et des exemples montre que l'enseignant, au lieu de faire son discours pour aborder des faits historiques comme les Deux guerres, Mai '68 ou la Révolution de 1917, c'est mieux d'amener, d'une façon bien structurée, ses élèves à les découvrir eux-mêmes à travers les multiples transformations de l'art contemporain, qui n'arrête pas de nous surprendre et de nous faire penser.

Mots-Clès: Image comme outil pédagogique, sources visuelles, production artistique contemporaine utilisée à l'école, discours historique

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CV

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REPOUSSI, Maria

For the name of Macedonia: using the past to understand the present

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Abstact

Notwithstanding the increasing dissemination of history, the multiplication of the narratives about the past and of the spaces in which historical meanings are produced and negotiated, historical culture perceived as a collective entity and viewed as a structure of determining our relationship with the past remains in several nation-states, including Greece, a coherent monolithic system. In other words, despite the multi-modality, the radical character of the new mediums and the dynamism of historical culture as a process, the dominant representations and perceptions of the past are not varying. In such cases, history education, public history, historical and commemorative practices, digital histories, cultural products, heritage tourism and heritage industry, politics and identities policies seem to be in the same rails of encounters with history. The only deviation is academic historiography. Although part of the cultural constellation, academic historiography is

simultaneously, for many reasons, an opposing paradigm. But being of a limited contactivity with large audiences remains isolated from shaking historical beliefs and shaping historical perceptions. But what about history education with its large audience? Which is its contribution for the perpetuation of the dominant historical culture? Which is its dynamism on the historical culture as a process? History Education being also a part of the same cultural constellation might have a different path? Might it contribute in an alternative or opposing use of history in the public sphere? Problematize historical stereotypes and traditional uses of history?

These are the main questions which this communication aims to approach. In order to shed light in the correlation between history education and historical culture, I use an intense controversial issue in Greece, the Macedonian Question and the naming of the neighboring country of North Macedonia in order (a) to explore the historical ideas and perceptions of young people about the Macedonian question, (b) to trace the paths of their formation, (c) to compare them with their whole history perception (d) to identify the contribution of formal history education in the shaping of these conceptions, and (e) to correlate them with political affiliations and sympathies. In a next step the results of which cannot be included in this communication, the aim is also to monitor their possible shifts during and after attending History Didactics courses. The research design is based on qualitative methodologies including (a) a quasi- structured questionnaire in order to proceed to a purposive judgement sampling of information rich cases to be interviewed (b) semi-structured individual interviews following Personal Narratives approaches. The data obtained by the interviews is analyzed through content analysis.

Keywords: Macedonia, public history, commemorative practices, academic historiography, school history, young people perceptions, 'personal narratives', content analysis

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Minas SKORDIS, Minas

Cold War Propaganda through American and Soviet Animations

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Abstract

The Cold War period, although a historical phase which, conventionally, ended just 29 years ago, has captured the interest of numerous researchers during its development -from the end of World War II until the fall of the Wall in 1989 that divided Europe in two ideological blocks- and until today, to an even greater extent. If the first interpretations of that time from those that experienced this confrontation seem outdated, they are still though useful. The study of this period begins from a cultural perspective, cinema and more specifically the art of animation. The Cold War, except for a diplomatic struggle or an arms race between the two superpowers, was above all a cultural struggle as well as an attempt to present the moral code of each of the two countries as the most valid. The thesis is divided in four plus one decade, that is the time period which is defined as the Cold War: 1940s, 1950s, 1960s and 1970s, closing with an epilogue for the last decade, namely in the 1980s, with a reference to the Olympics that took place in Moscow and in Los Angeles. The presentation of the historical context is in response to the propaganda animation films and the issues raised therein. Thus, through the animations in question we examine the reasons and the priorities that set each time the responsible for the propaganda groups, what we usually choose

to embellish or for what we blame the “enemy” and why, briefly the mechanisms of the propaganda, an intertemporal and global phenomenon. The animated films are placed opposite and within the era to which they belong and of course in comparison to these of the “enemy”. The thesis ends with the conclusions arising both from the movies and from their historical context. The aim of this thesis is a proposal for an alternative, parallel to the historical narrative, and perhaps more effective both for the child and the adult, teaching of History: through cultural products, let alone products so familiar and so expected in our everyday routine that maybe we consume them without making a second reading.

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CV

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SOKOLOV, Andrei

Training Teachers as a Mean to Implement Public History to School

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Abstract

Not many works on public history touch educational aspect [Groot, 2009, p. 39-424; Radstone, 2000, p. 43]. One of the strategies to fill the gap between traditional school history teaching and other canals of dealing with the past, often noted as public history, may be found in a new agenda of history teachers' training. The aim of my presentation is to discuss the theoretical foundation and practical experience in teaching master program "Educational Aspects of Public History", which had been introduced at the Faculty of History of Yaroslavl State Pedagogical University (Russia) since 2014. The curriculum of the program includes different courses, most of them relate to public history, some have special pedagogical direction. There is some uncertainty about the methodology of public history, even whether it may be attributed to theoretical or applied disciplines. The conception of historical (cultural) memory is used as theoretical background for public history and in the program. There are two different interpretations of the ideological status of PH, "positive" and "negative". On the one hand, it is regarded as unofficial, chaotic, emancipating, truth orientated. On the other hand, as propagandistic, easy to be manipulated, orientated to official discourse. The discussion with the students is focused on the conception of "historical policy" which helps to understand the limitations of freedom in dealing with the past that have been introduced recently in many countries. The other field of methodological discussion takes the topic of trauma so closely linked with notions of remembrance and forgetting. Study of traumatic reality is the only way to escape the cycle of violence into which the heroic stories of the past traps us in [Edkins, 2003, p.14-15]. The other part of curriculum is devoted to the study of the pedagogical aspects of different practices in public history, such as "Museum Pedagogy", "Oral History", "Historical novels", "Visual Art and

History”, “Films and History”, “Monuments and Historical Places”, “Tourism and Pilgrimage”. The optional courses include as case studies: “Historical Memory of the WWI”, “Historical Memory of the WWII”, “Historical Memory and school history textbook”. The course on interpretation of historical sources of different kinds develops student’s professional skills that are important also in their work with canals of public history [Barber, Peniston-Bird, 2009]. In direction of pedagogy special attention is given to the analysis of the theoretical approaches that are actively used in contemporary pedagogy.

Keywords: Teacher training, public history, cultural memory, “historical policy”

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CV

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SOLÉ, Gloria, *University of Minho, Portugal*

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Exploratory study on the Iberian Union in secondary textbooks of

Portugal and Spain: students' ideas about this historical process from their use

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Abstract

The main objective of this work is to analyse the historical culture, the historical and historiographic discourse on the Iberian Union in Portugal and Spain textbooks. It was sought to inquire what differences there are in this discourse, the historical significance attributed to it, the weight given to this historical process, which is common to both countries and addressed as the thematic content in Secondary Education in Portugal and Spain. An exploratory study was carried out focusing on the analysed of thematic Iberian Union is inserted in the textbooks of the 8th year in Portugal and of the 2nd year of ESO in Spain, having as sample of six textbooks, three publishers in both countries. This study analysed, in a comparative way, the substantive content of this theme (what historical knowledge about the theme is proposed?; what differences there are in this discourse?), as well as the strategic contents (How these contents are presented?; What sources they propose?) and what competences are required of students? In a second part of the study, we tried to analyse what ideas Portuguese and Spanish students build on the Iberian Union using the textbooks. The data show disparate results. A greater focus of this theme it is in Portuguese textbooks, such as a period of Spanish domination in Portugal, which ended with the Restoration of Independence, with a discourse of nationalist leanings, while the Spanish textbooks give little relevance and integrate this historical process in the Spanish empire. There is also a great difference in the historical competences proposed to the students in Portugal (with a deeper analysis of the historical sources) while in Spain (with a more memoristic learning). It was found that the Portuguese students express nationalist ideas and resistance patterns, while the Spanish students recognize the Iberian Union as a historical process, integrated in the Spanish empire.

Key Words: Textbooks; Iberian Union; history education; historical significance; historical competences

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CVs

Gloria Solé is an Assistant Professor at the University of Minho, Institute of Education (Portugal). Is a professor of the Department of Integrated Studies Literacy, Teaching and Supervision. PhD in Child Studies from the University of Minho with a thesis: *Primary History: Time concepts and historical understanding in children and context for their development*. Her research is related to History Education, on historical cognition, especially examines students' understanding such as historical evidence and historical time, knowledge and historical thinking; analysis of textbooks and Heritage Education. She as published numerous articles, book chapters, and communications related to History Education, especially to children. She is a Scientific Coordinator of the Journal *Estudos Regionais*, Centro de Estudos Regionais (CER), Portugal.

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-Member of IRAHSSE

-Member of HEIRNET

Research projects areas: History Education; Historical cognition; Time and

historical Time; Elementary Children's Chronological Thinking; Historical evidence; Visual historical literacy; Historical Consciousness; Heritage Education.

Cosme J. Gómez Carrasco is an Associate Professor of Social Sciences Education in the Faculty of Education of the University of Murcia (Spain). He is European PhD in History from the University of Castilla-La Mancha. He obtained a predoctoral fellowship (FPI) in the Faculty of Humanities of Albacete, where he defended the Doctoral Thesis in October 2007. In 2008 he obtained a postdoctoral fellowship in the École des Hautes Études en Sciences Sociales in Paris. From October 2009 to October 2010 he was Postdoctoral Researcher in the Institute of Historiography of University Carlos III of Madrid. He is author over a hundred scientific contributions including articles, books, chapters, communications and presentations in national and international conferences. His current research interests are assessment of knowledge and historical thinking; narrative inquiry; analysis of textbooks and other teaching resources and methods; historiography and social history. Research projects areas: History Education; Historical Thinking; Assessment; Textbooks analysis; Narrative Inquiry; Historical Consciousness; Heritage Education.

STAMOS, Nikos

Historical culture and visual literacy: A research approach about the construction of conceptual historical knowledge through visual literacy skills

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Abstract

In this paper it is approached the way in which the visual literacy skills can help students on constructing historical literacy by avoiding the study difficulties and modernizing the teaching means. Our aim for the students is to be familiar with the use of film and animated film for the construction of conceptual historical knowledge. The research questions are related to the skill development of distinguishing historical elements from the fictional ones

in a historical fiction film as well as to the construction of conceptual historical knowledge and historical thinking by students. The skill development of visual literacy (director's perspective, shot interpretation), historical literacy (historians' or writers' perspective, conceptualization, historical elements distinction) as well as the history and film connection (identification of historical and fictional elements), the cooperative learning and the preference for the teaching method on history, are the specific aims. The historical framework is referred to the colonial period. The theoretical framework includes historical culture, concerned to be a communication channel of present to past. In addition, it includes basic assumptions on history didactics and especially on constructivism, where knowledge is built on students' experience, depending on their social representations with socio-cognitive polyphasia. The conceptualization is a demanding process for the students and requires a crosscheck of historical text-sources to find the interpretation multiplicity of historical phenomenon as well as to cultivate their historical thinking. The visual literacy skills after the analysis-interpretation and comparison, not only of the film clips, but also of historical narratives contribute to historical culture and literacy in history class. That is why film art is a means of producing historical culture. In this didactic process it is basic prerequisite the distinction of historical elements from the fictional ones for avoiding misinterpretations. In relation to methodology, it was used the action-research by having spiral feedback and redefinition during the intervention phases. The researching-teaching intervention was addressed to 14-year-old students of second grade at a Greek middle school. On the research data, collected from the questionnaire, report (text synthesis) and interview, there was a qualitative content analysis and conclusions were presented, as: 1. Almost all students preferred the history and film connection as a teaching mode on history subject. 2. Most students reached to a higher level of historical knowledge and used/understood historical conceptions. 3. Some students faced difficulties on conceptualizing, remained at the level of declarative historical knowledge and a minimum number of them insisted on memorizing historical information.

Key-words: Historical culture, historical literacy, visual literacy, film art, constructivism, historical knowledge.

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CV

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STOURAITIS, Elias, Athens, Greece

Scrutinizing the meaning of digital historical culture in history and history education: the example of digital games.

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Abstract

Historical culture has recently emerged in the field of philosophy of history and history education referring how people come in touch with the past. Historical practices overwhelm the public sphere since digital technologies have democratize the construction, the consumption and the interpretation of history beyond the academic field. Given the fact that modern societies and especially students grow up in a digitized environment before their first formal educational experience at schools, this paper clarify the meaning of digital historical culture. It's a crucial term of 21th century since young people handle with digital born material and construct their thinking about the past through them. A great example of this new term is the digital games since they operate as the basis of digital developments. Children, students and adults feel immersed when they play these games enable them to develop sentiments and skills. Many surveys underscore the impact of digital games in user's learnings abilities featuring a new field of survey. The historian, Wulf Kansteiner (2007) points out the new utopia of video games and especially users' experiences of games in which a larger social network emerges. Virtual sociability constructs digital identities which are based on game rules, the interrelations among players, veterans' role, the imagination and the simulated narratives. Claudio Fogu (2009) characterizes games as processes of de-temporalization and de-referentialization of history focusing on possibilities rather than historical facts. As such, a survey was conducted an academic semester with 13 voluntary students of Ionian University. We chose to study two digital games named "Grepolis" and "World War 2 Online". The users were students of a history department who played these games as part of their history course. We focused on qualitative research methods to gather data around the games and players. Software studies require an in-depth analysis of the interaction between the software and the users as well as an analysis of the content of the games. We observed users' reactions and documented their views from their experience playing the two games. We ended up collecting visual material, audio material, group interviews, individual interviews, questionnaires and researcher observation. Some students have never played games, some students were gamers and some of them had an overall idea about the gamification procedure. The research

analysis focused on the multiple representations, the selected past and the history cognitive challenges provided a clear understanding of digital historical culture since users realized time through digital space based on the games, hybrid memories emerged due to interrelation among personal collective and algorithm memories and history learning possibilities were welcome between users through a transnational and global context.

Keywords: Digital technologies, digital historical culture, digital games, virtual sociability

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CV

Elias Stouraitis is currently a PhD Candidate in Digital History at the Faculty of Historical Survey, History Didactics and New Technologies, Department of History and Informatics, Ionian University in Greece. He completed his undergraduate studies in History and Archaeology at the University of Athens in Greece and undertook a Master Degree in Modern Greek History at the University of Athens. He teaches History and Greek Language at private education in Greece. He has worked as a Research Project Manager in National and European projects regarding Digital Technology in Education, Social Inclusion, History and Culture. His main research interests are Digital History, Historical Culture, Digital Games and Digital Humanities.

STYLIANOY, Maria,

Remembering the Past. Public Sculpture and Historical Education. A case-study at Kavala

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Abstract

The central issue of this presentation is about the traces of the past, especially in the form of public sculpture, in the urban landscape and the way the city allocates and projects memory (and oblivion) in the public space. The research takes place in Kavala, a city with a variety of ethnic-religious communities, a tobacco hub, where tobacco trade and labor struggles developed, a major port hosting occasionally refugees and immigrants in the early and late 20th century. Social, political and diplomatic developments leave their mark not only in the lives and thoughts of the inhabitants, but also in the public space. We attempt to study this footprint from the point of view of Public History and Historical Education. We are interested in public sculptures like the border fighter (Akritas) of Pont, the soldier of the Balkan wars, the tobacco worker, the horseback statue of Mohammad Ali, the statue of Victory by the City Hall, etc. We intend to answer questions like the following:

-How past and present coexist and intersect. Public memory, symbols, trauma and emotions, victimization in public sphere. -Public representations of the past and education. Which of them are recognizable by the students? How could we make use of public sculpture in history classroom? Could they become motivation for learning history and in what way? Could they become topics in/of a history narrative? -The multidimensional aspect of monuments: local and national, social and class dimension, national, cultural and religious, sculptures as places of unity or differentiation and tension?

Theoretical framework: Public sculpture functions as a place of memory and reproduces the official version of the past, chooses historical facts and personalities, projected by the master narratives of national history. It emphasizes through visual and material representation aspects of the past

and history, promotes and confirms standard values and stereotypes, mainly incorporating and sometimes exacerbating differences or contrasts.

Keywords: Public sculpture, public memory, trauma

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CV

Maria Stylianou obtained a Diploma of the Department of History and Archeology- Aristotle University of Thessaloniki/AUTh (1990), a Master in Medieval History-AUTh (2006), a Master in Contemporary History- AUTh (2009), and a Doctorate in Sciences of Education/Historical Education, AUTh (2015). She currently works on her post-doctorate thesis “Public Sculpture in Kavala in the 20th century. Historical memory and Education” in Democritus University of Thrace, Department of History and Ethnology. Her academic interests are about Public History, Oral History, Memory Studies, Critical Historical Education and Contemporary History. She has taught as a Philologist in Secondary Education since 1998 and applied teaching methods which promote active, creative and experiential learning. She has published pedagogical and historical articles in scientific journals and has participated in seminars and conferences about History, Historical Education, History Didactics and ICT in Education.

TAMISOGLOU, Chrysa, Ioannina, Greece

Invigorating pre-service teachers’ engagement in history via popularised forms of history: a case study

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Abstract

History as subject area has been the object of contradictive aspects. On one hand, history learners view it as a boring subject which involves a collection of facts and dates that happened in the past and instructor-directed lectures in history teaching settings. Also, there are several voices which warn that historical profession is committing slow-motion suicide in terms of the number of students who are majoring in history. On the other hand, many scholars advocate that history learning offers tangible and lifelong benefits: critical thinking skills, tolerance, multi-perspectivity, research skills etc. In recent decades, popularised forms of history (i.e. fiction, media, documentaries) emerge. Popular history ignites the interest of no-academic audience in the past and the percentage of those who are concerned with historical events and areas. In their efforts to reboot social studies, many scholars report the positive impact of new approaches in history teaching which are based on public history paradigm. This paper seeks to identify what effect the employment of popularised forms of history has on academic history teaching and in particular on pre-service teachers in order to invigorate both the subject and its learning process. It is based on a project which involves more than 100 pre-service teachers who enrolled in an academic history course in winter semester of the 2018 academic year. The course was constructed around historical themes. Having in its core the historical inquiry, the historical knowledge transformation employed a variety of popularised forms of history (e.g. films, fiction, images, oral testimonies, social media) relevant to each theme. By the end of the semester, the instructor utilised a mixed-method research design triangulating qualitative and quantitative data collected from questionnaires and focus group interviews in order to investigate the effect of the popularized forms of history. The findings suggest that the inclusion of popular history in pre-service teachers' education could ignite their interest in history and its learning and result in high engagement with the subject. Pre-service teachers report that the use of popularised forms of history made them re-value the significant of the subject and how it should be presented in history teaching settings. The study also proposes that both academic knowledge and pedagogy should equally be considered as

significant agents of the subject area of history.

Keywords: Popular history, public history, pre-service teachers education,

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CV

Chrysa Tamisoglou has been awarded two bachelor's degrees; one in Education and one in Philosophy. Her postgraduate studies are in the field of History of Education and Educational Leadership. She has completed her PhD studies on history didactics at University of East Anglia, UK. She teaches at the Department of Primary Education at the University of Ioannina, Greece. She is interested in history and history didactics. She has participated in many conferences and symposiums related to school history and her articles has been published by Greek and European journals.

VAN NIEUWENHUYSE, Karel,

History education in the 21st century: knowing, doing, and/or deconstructing history?

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Abstract

This presentation focuses on history education and historical culture in Flanders (the northern, dutch-speaking part of Belgium). It starts with presenting the principles, aims, design and analysis of the results of a large-scale online 'Great History Quiz' organized in Flanders (Van Nieuwenhuyse,

2019). The quiz did not solely test a lay audience's historical knowledge, yet particularly focused on testing its ability to debunk historical myths and its historical reasoning skills (for the field of tension between history and memory, see Assmann, 2010). Based on an analysis of the results of a set of 70 multiple choice questions launched among a test panel of 1013 volunteers, eighteen questions were selected to be part of the final, online quiz, in which ultimately 100.563 people participated. The analysis of the results allowed to gain a good understanding of how lay people look at and perceive the past. While the results were good regarding historical knowledge, they revealed shortcomings in historical reasoning and in deconstructing historical myths. In a second part, the results of the quiz, divided according to age groups, are related to different (and subsequent) Flemish history curricula, each containing different aims for and views on history education. This allows to examine whether or not a correlation occurs between history education practice and perceptions of the past in historical culture (Van Nieuwenhuyse, 2018). The analysis indeed found a correlation. For especially participants younger than 35 years obtained the highest scores on questions related to critically debunking myths and to historical reasoning. Precisely that age group has had history education according to the latest history curriculum particularly emphasizing critical and historical thinking skills. In a third and last part, the current history curriculum and history educational practices are examined, with a particular emphasis on the way history education does (not) include an analysis of and enters into a dialogue with popular representations of the past in historical culture. Connections are made here with theories from the field of the history of education (Popkewitz, 2004). From there, the presentation sketches out how the new history curriculum, currently being designed and to be put in practice in September 2019, deals with the encounter between history education and historical culture.

Keywords: Flanders, history quiz, lay historical knowledge, historical reasoning, historical myths deconstruction

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CV

Karel Van Nieuwenhuysse is associate professor and head of the History Teacher Training Programme at the University of Leuven (Belgium). His main research interests related to history education are the position of the present, the use of historical sources, the link between historical narratives and identification, representations of the colonial past in textbooks since 1945, and the impact of historical thinking on students' understanding of the past and their civic attitudes.

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ARANUREN, Olatz,

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Teaching of history and controversial issues: The educational program Adi-Adian in the Basque Country.

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Abstract

The treatment of relevant topics in the social sciences classroom needs to be one of the working lines within an initial teachers training. In a time of conflicting memories, there is a tendency to be oblivious about the most controversial issues in our society, where the teaching staff, especially the novels, avoid discussing them, due to the fear of being publicly exposed or to the parents' response. One of the most important conflictive issues affecting the students of the teacher training school of the UPV/EHU university is the one generated after the disband of ETA, an armed group. The Basque Country is now immersed in a new chapter of its history, in which, as a society, it will have to deal with the hazardous challenge of restoring the coexistence among citizens. The Basque society has undergone a time of suffering, fear, emotions and tensions between its conflicting parts, with diverse ranges of intensity, reaching from political discordance up to violent murder. The severity of the problem reaches up till today with a strong bipolarization of society. However, the youth feels, up to some extent, distant from this social problems. In some cases, no one has ever explained them what happened, in other cases they get a biased version of history. Therefore, there is a need to give back to them what we took, the right to know the truth. Only through a deep knowledge of their most recent history can they develop their identity and a critic point of view, allowing them to take their own decisions. Recognizing the suffering and the injustice, the bipolarization and the hostility lived within our society, is a powerful opportunity to improve it. The Basque institutions have developed several programs, from which a handful of didactical proposals have emerged, aimed specifically to secondary education. One of them is the educational project "Adi-Adian": learning of human dignity, coexistence and empathy via an experience where students listen to the victims. This project also allows to develop various skills of the Basque education curriculum, as well as ethical values and contents of the subjects of Social Sciences. Three years ago, the Department of Didactic of

Social Sciences started the “Adi-Adian” programm with students of first year of the Degree in Primary Education, in the subject of Didactic of Social Sciences. The objectives were to understand the components and principles of a democratic society, its evolution, and the public and private institutions, to evaluate each student’s personal relation with its surroundings and to contribute to a peaceful conflict management. In this communication we will present our evaluation’s first results.

Keywords: Basque country, Initial teachers training, conflictive issues in history

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CVs

Naiara Vicent obtained a Bachelor Degree in History from the University of the Basque Country UPV/EHU in 2000, a Post Graduate Degree in Museums and Education in 2001 and a Graduate Diploma in Archaeology from 2001–2003; both from the University of Barcelona. Her work experience has been linked simultaneously to the archaeology and heritage industry and the education sector, participating in several education projects relating to the teaching of history and archaeology. A highlight of her career includes her work as a technical officer and educator at the Art and History Museum of Zarautz, where she is completing her thesis to evaluate a learning program using mobile technology within the heritage context. She is currently a professor in the Social Science Teaching Department in the University of the Basque Country (UPV/EHU) and a member of the Research Group in

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Olatz Aranguren Juaristi holds a Bachelor Degree in Contemporary History from the University of the Basque Country in 2002, and she is finishing a Master in Psychodidactics this 2019. Her work experience has been linked to the education sector simultaneously in high school and university education, participating in several education projects related to teaching history. She made learning resources to work the heritage of Azpeitia for primary school students, on request of the town hall of Azpeitia. Her master final thesis is about the treatment of basque conflict in Education evaluating a programme in students of Children Education degree. She is currently a teacher in the Social Science Teaching Department in the University of the Basque Country (UPV/EHU) and in the Adult Education Center of Tolosa.

Maria Begoña Molero is since 2008 Associate Professor in Social Science Teaching Department, College of Education, University of Basque Country UPV/EHU. The main subject of her teaching and research activity has been focussed in three different files. Firstly, the teaching and learning of social knowledge; not only in childhood education, but also in Primary and Secondary Education. Secondly, she has been working in promoting and studying heritage education in one of the most competitive research groups of the field in Spain. And lastly, she has been involved in teacher training in Social Science, participating in the design and implementation of the University Programs for this subject as well as the final degree thesis. She has also carried out prominent tasks in the management of the College of Education (UPV/EHU), like vice-dean of the faculty, secretary and head of Department of Social Science Didactics.

Dorleta Apaolaza Llorente holds a bachelor Degree in Art History and a PhD in American History. She is a full time teacher in Social Science Teaching Department, College of Education, University of Basque Country UPV/EHU.

In the last few years she has published in top-tier research journals in the field of History and has several publications about Art History in educational context. She has also attended numerous international conferences and is involved in competitive educational projects as *AAC@school for social inclusion*, an Erasmus+ Project. Currently, her main field of research is heritage and art history in educational environments. She has long experience in multicultural research contexts thanks to her PhD project, and international experience gained through international universities research and teaching stays (Cuba, Italy, Czech Republic), her involvement in Erasmus+ projects and her participation in international conferences.

WENTRAUB, Roy,

Constructing Redemptionist Historical Consciousness in a Conflict Zone: The Two-Dimensionality of Religious Zionist History Education

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Abstract

Religious Zionism is one of the most powerful ideological forces in Israeli society. As the standard-bearer of the settlement project in the occupied territories, the movement is central to understanding the Jewish-Arab conflict. In the Religious Zionist worldview – a theological synthesis of traditional Messianic Jewish faith and modern nationalism – the Zionist enterprise represents the quintessential fulfillment of the divine redemption. In this lecture I will explore, using Jörn Rüsen's theoretical framework, various aspects of formal history education and historical culture central to the development of the Religious Zionist historical consciousness. In particular, I will examine how this consciousness has shaped Religious Zionist positions on the Jewish-Arab conflict. I will begin by analyzing the history teaching in Israel's Religious Zionist public education system, the State Religious Education (SRE). SRE is unique in that it seeks to reconcile theological and national elements with the principles of scientific method. I will then move on

to examine historical representations transmitted via religious education, and to explore the role of the Jewish religious way of life in shaping the historical consciousness of the young generation. My analysis reveals that Religious Zionism seeks to surmount the gap between faith in divine providence and scientific research by creating a hybrid educational sphere consisting of two parallel interpretive dimensions. While SRE secondary school history teaching adheres to the principles of the scientific method, Religious Zionist historical culture subjugates these principles to a theological, metaphysical interpretation of history. The fusion of these two dimensions creates a historical consciousness that rejects the critical-pluralist approach and projects an unequivocal and (usually) one-sided understanding of the conflict that denies Palestinian sovereignty. Moreover, it dictates understanding that Israeli control of the occupied territories – in the Religious Zionist view, the heart of the Promised Land – is part of a larger process, the real solution to the conflict, which will bring divine redemption to the people of Israel, the Palestinians and the entire world.

Keywords: Zionist history education, Jewish-Arab conflict, religious Zionist historical consciousness, Jörn Rüsen

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CV

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ZANAZANIAN, Paul

An approach to examining historical consciousness's impact on epistemic positioning: Implications for research and education

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Abstract

As a core element of historical culture's manifestation, historical consciousness permits examining the workings between individuals' collective memory, historical imagination, and capacity to act in the world (Grever & Adriaansen, 2017). This provides adequate space for relating individuals' culturally-embedded mental processes to their epistemic positioning when faced with social problems of a historical nature. In this paper, seeking to further discussion on how historical consciousness is operationalized and accessed when teaching and conducting empirical work, I introduce a particular theoretical and practical approach to specifically nuance the concept's workings as *life-oriented praxis*. I propose a *holistic* framework for examining the linguistic resources that underlie individuals' historical sense-making and explain how these can be produced and applied for empirical and educational purposes. The impetus is to capture the mental schemas that abound in historical culture and that drive individuals' uses of history for navigating social reality, to then explore the extent to which they take critical distance from the knowledge claims they develop when using these same structures in their everyday lives. Linking historical consciousness to facets of human agency, the focus is on examining the relationship between individuals' historical sense-making and their differing positionalities, or epistemic stances, for knowing and acting in the world. In following a socio-cultural approach, the framework particularly uses both narrative and metaphor for analyzing how individuals' meaning-making processes or uses

of *history-as-interpretive-filter* work (Wertsch, 1998; Straub, 2005). When operationalized for research, the framework permits examining the prior knowledge/thinking that individuals employ when negotiating their positionalities and interacting with temporal change for engaging in the world. Consequently, input can be gained regarding the degree to which the different epistemic stances that drive people's thinking towards actuating their actions in the world are self-reflexive and whether they are able to take critical distance from the ideas they put forth in that regard. For educational purposes, the framework can moreover help learners discover the conceptual frames they employ when using *history-as-interpretive-filter*, which, once located, can then be historicized to explore the sources of their knowledge-making schemas and how they have come to infiltrate their present-day cultures and societies. The extent to which individuals/learners complicate and problematize their understandings and uses of history can also surface. Such information provides important insight into the ways personal stances are developed for engaging in the world.

Keywords: historical consciousness, historical culture mental schemas, history uses, people's epistemic stances

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CV

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Trendsetters' historical memories of English-speaking Quebec and degrees of inclusion: A comparative look at community leaders and English-language history teachers

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Abstract

Historical culture provides a space for examining the links between the workings of historical knowledge – as manifested by its material and immaterial representations of the past – and its transmission across informal and formal school settings (Rüsen, 1997; Grever, 2009). In light of the identity politics that underpin how historical culture manifests itself within Quebec's unique majority-minority setting, this paper focuses on the multiple strategies employed by the province's English-speaking community to become more visible and tell their story. At stake, in following Grever & Adriaansen's (2017) framework, are the ways in which historical narratives and their performative representations of the past relate to the mnemonic infrastructures that maintain them.

English-speaking Quebec is a new, linguistic minority in decline that is misunderstood and, because of its former colonial past, is perceived as being privileged. While English as an international language is today secure, the community's demography and institutional control are threatened, negatively impacting its social standing and ability to survive as a historical Quebec

entity. Group trendsetters seek to offer coherency and direction to English-speakers' wide diversity, while raising awareness of their declining status among the French-speaking public. Given the politicized binary of "French versus English," the needs of the province's Indigenous peoples and the community's own marginalized sub-groups are nonetheless silenced. To gain credibility and act for the community politically, the challenge is to engage individuals who self-identify as English-speaking and Québécois in ways that are meaningful to them, but that also foster feelings of commonality as "Anglophones." The present paper provides a detailed description of these trendsetters' historical memory from two different studies. It offers a comparative look at how community leaders and high school history teachers from across the province remember their common past and the extent to which they make room for the community's differing sub-groups. A cross-boundary portrait consequently emerges of the similarities and differences in how they view the community when acting on its behalf. Participants were asked to write the history of their community from the very beginnings until current times. Content analysis helped analyze the contents of their open-ended compositions. This determined emergent narrative patterns and key structural themes. While the majority of the community leaders present a more homogeneous or "British" portrait of English-speaking Quebec, the history teachers are more inclusive in their outlook. Strategies of inclusion are discussed by examining best practices from both sectors for imagining and mobilizing the community.

Keywords: English-speaking Québécois, identity politics, community leaders, history teachers, comparative study

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CVs

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Emmanouela Tisizi is a PhD candidate in the Department of Integrated Studies in Education at McGill University. Her research interests include heritage language education, cultural contexts and learning, and sociolinguistics. Her doctoral work explores Greek Heritage Language teachers' identities and educational practices. She is currently Dr. Zanazanian's research assistant for a study on history teachers from Quebec's English-speaking minority and how they teach Quebec/Canadian history.