

Historical Memory in History Education-- a European Approach

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Questions of today

Who is Jonathan?

What is EUROCLIO anyway?

***Can Historical Memory be used for
History Education? (+How? Personal
Examples)***

***Can History Education go beyond
borders? (+How? Example from Turkey-
Greece “From Emigrants Perspectives”)***

When can I have my coffee?



Icebreaker - the common memory timeline



What is EUROCLIO, the European Association of History Educators?



EUROCLIO MISSION

EUROCLIO supports the Development of
Responsible and *Innovative* History and
Citizenship Education

by promoting

*Critical Thinking, Mutual Respect, Peace,
Stability and Democracy.*



Democratic Association si

1992



63 Independent *Member Associations* of History and Citizenship Educators from **46** countries. **15** *Associated Members* from **12** countries

In all actions EUROCLIO addresses

Professional capacity building, developing and implementing innovative teaching tools



Three Pillars

Dialogue, national, cross-community and trans-border networking and

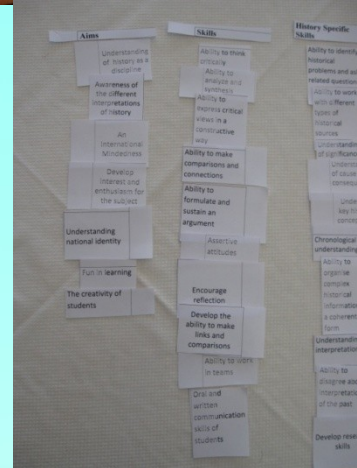


Participatory and sustainable professional civil society



The EUROCLIO Focus

- History, Citizenship and Societal Advancement
- **Responsible** and **Innovative** history and citizenship education through a **cross-community** and **trans-national** focus
- Sharing **Experience** and **Expertise** and **Networking**
- Key words **Dialogue**, **Trust**, **Diversity**, **Multi-perspectivity**, **Critical Thinking**, **Capacity Building**, **Life Long Learning**, **Cooperation**









RESPONSIBLE HISTORY TEACHING

- ✓ **Willingness to question and to deconstruct historical myths**
- ✓ **Accept that history is based on evidence**
- ✓ **Understand that history is made of multi-layered narratives**
- ✓ **Recognize that history is interpretation**

INNOVATIVE HISTORY TEACHING

3.2. Сопоставление исторических источников

35.  36. 

37.  38. 

3.3. Обсуждение политики. Страны XIX столетия

3.1. Политическая инициативная группа


Цели, задачи и компетенции


1. Цель: изучение истории XIX века.

2. Задачи: изучение истории XIX века.

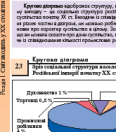
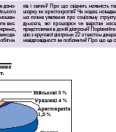
3. Компетенции: умение работать с историческими источниками.

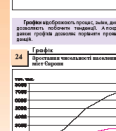
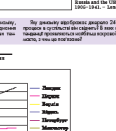
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3.2. Сопоставление исторических источников

39.  40. 

41.  42. 

3.3. Обсуждение политики. Страны XIX столетия

3.1. Политическая инициативная группа

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✓ **Developing Competencies: Knowledge, Skills and Attitudes.**

MULTIPERSPECTIVITY

FACT: 1 – 0

Causes?

Consequences?

Short/Long-Term

Significance?

Evidence?



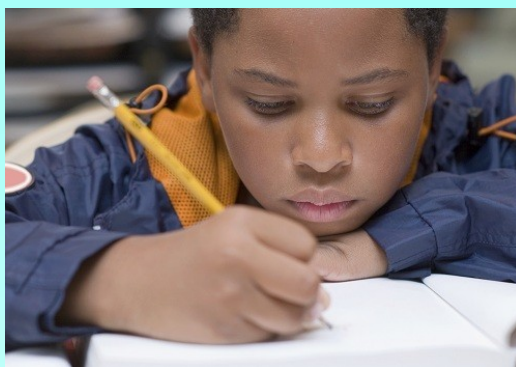
INTERPRETATION UNDERSTANDING

History Mirrors

PRIDE

PAIN

(SHAME)



Current Programmes

HISTORIANA - YOUR PORTAL TO THE PAST

promotes digital literacy through history, heritage and citizenship education by means of an online multimedia tool, offering students multi-perspective, cross-border and comparative historical resources supplementing their national history teaching tools.



Relation to Historical Memory: Source Portal, Themes
Partnership with Europeana: <http://www.europeana1914-1918.eu>
Working with Key Questions - Comparative

Current Programmes

INTERNATIONAL TRAINING

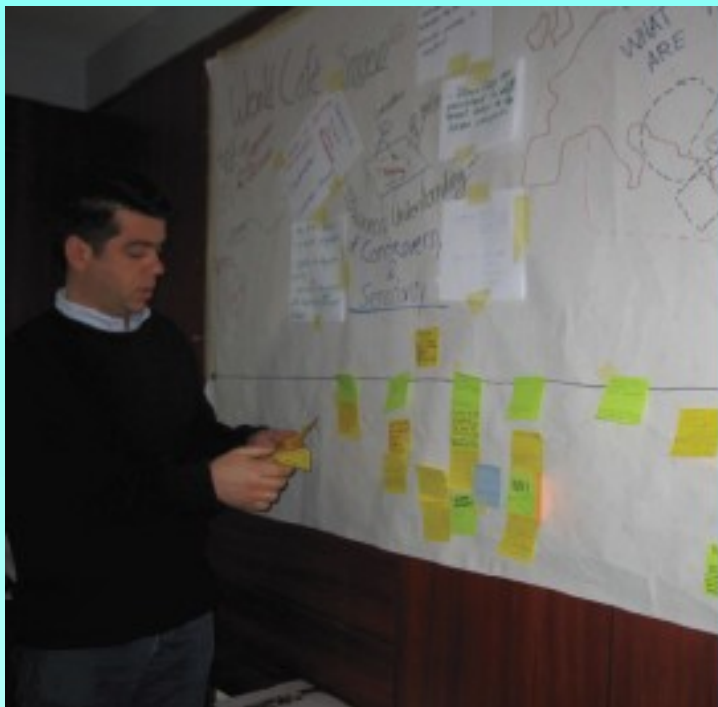
provides cross-border professional capacity building for history, heritage and citizenship educators related to innovative and responsible history education.



Relation to Historical Memory: How to teach Remembrance, Conflict & Cooperation

Teacher Training across Borders; 2012 in Turkey, North Ireland and Israel; 2013 in Germany, France and United Kingdom

Current Programmes

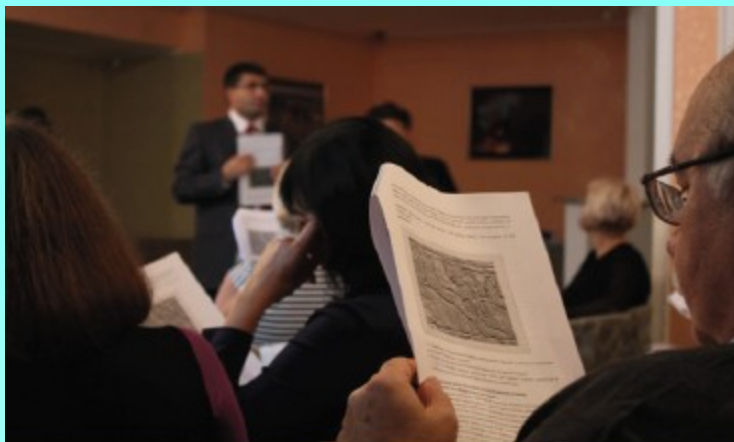


HISTORY THAT CONNECTS THE WESTERN BALKANS

restores the professional relations between history, heritage and citizenship educators and explores opportunities for a collaborative approach to teaching history in the region, including sensitive and controversial issues.

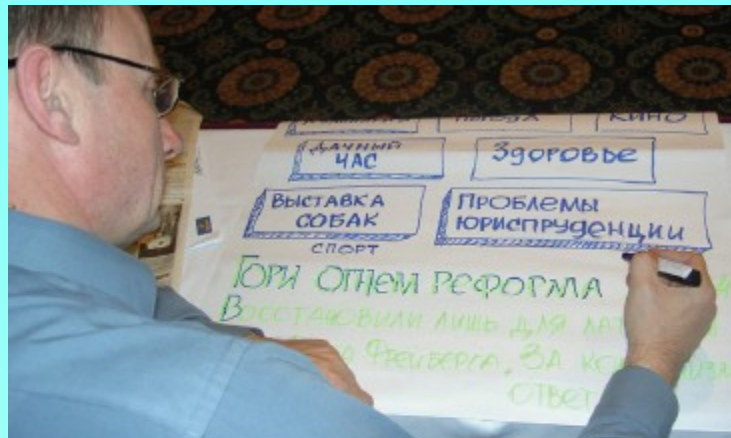
Relation to Historical Memory: Dealing with Sensitive and Controversial History through Dialogue and Cooperation; From the perspective of “Ordinary People” (example)

Current Programmes



INNOVATING HISTORY EDUCATION IN THE BLACK SEA REGION

raises awareness in this region for approaches in history, heritage and citizenship education, which enhance democracy and intercultural dialogue and is creating sustainable national and cross border networks.



SOCIETIES IN TRANSITION

supports post-communist countries in their reform process towards more innovative and responsible approach in history, heritage and citizenship education.

Current Programmes

MEDITERRANEAN DIALOGUES

enables educators across the Euro-Mediterranean region to open a common dialogue, to share experiences and to develop cross-community and cross-border cooperation and networks.



From Memory to History and Back

1950-2012

Memory Sources

- **Urbanization** *“When My father moved...”*
- **Emancipation** *“My mother told me...”*
- **Media Technology** *“Our first Computer...”*
- **Youth Culture** *“When I listened to...”*
- **Household Technology** *“We used to wash clothes...”*
- **Public Celebrations** *“Every year we celebrated...”*

- **DECIDE TOGETHER ON ONE OF THE THEMES**
- **WRITE DOWN AT LEAST FOUR MEMORY-SOURCES PER GROUP**
- **PUT THE MEMORY-SOURCES on the BIG PAPER**

SOURCES answer QUESTIONS



From Emigrants Perspectives



© GATE TO GREECE 2008

N° 807.

GRÈCE ET TURQUIE

Convention concernant l'échange des
populations grecques et turques et
Protocole, signés à Lausanne, le
30 janvier 1923.

GREECE AND TURKEY

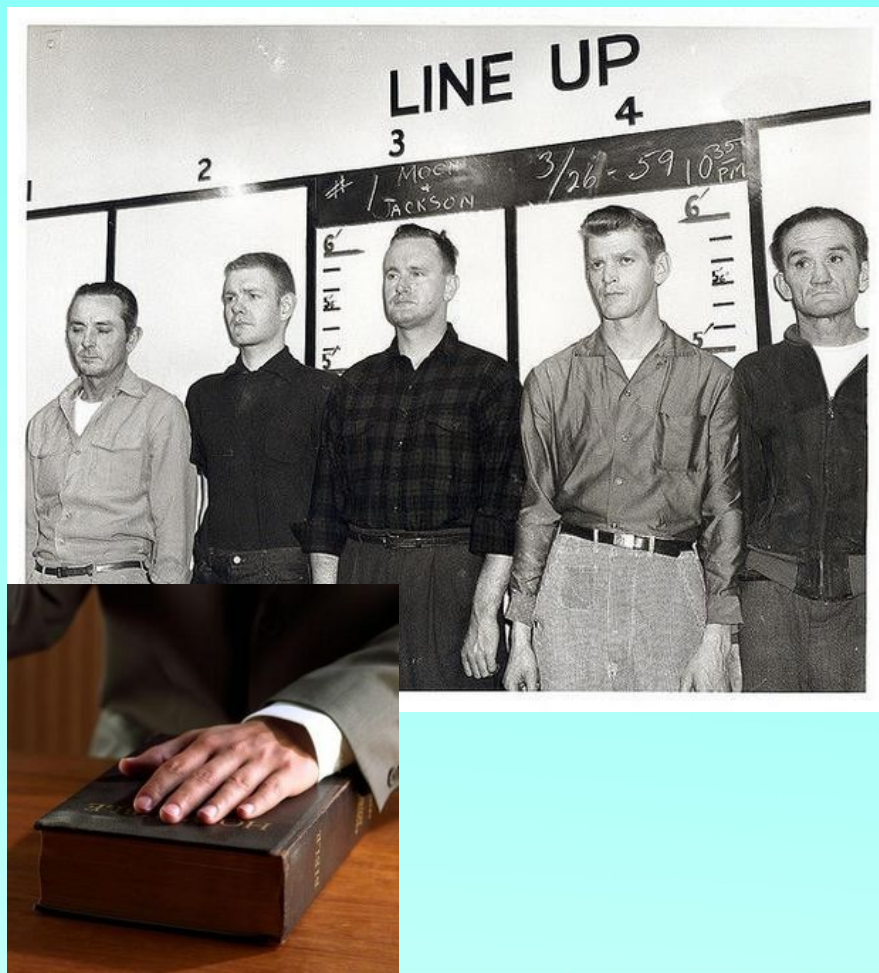
Convention concerning the Exchange
of Greek and Turkish Populations
and Protocol, signed at Lausanne,
January 30, 1923.



GROUP ONE
READ SOURCES A

GROUP TWO
READ SOURCES B

CONCLUSIONS?



Historical Memory can be used in history education as “primary source”, eg *Eye-Witness*

What does it add?

When is it usefull?

How can it be analysed?

What do we want from Historical Memory?

Truth?

Evidence?

Experience?

Perception?

Education = To Lead Out

History is a rear-view mirror

Memory engages the
Local
Personal
Emotional
Social

