

SEM@s



Sharing European Memories
at school

WP4: Internal Report of Experimental Application of the methodology in schools



Education and Culture DG
Lifelong Learning Programme



Education, Audiovisual & Culture
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Index

A. Introduction

B. Implementation of the methodology

1. Schools
2. Topics
3. Time
4. Objectives reached
5. Outcomes
6. Teachers feedback
7. Reaction of students
8. Adjustments
9. Didactical methods

C. Learning Processes

- a. Communication in foreign language
- b. Learning to learn
- c. Social and civic competences
- d. Other competences developed indirectly

D. Conclusion

Introduction

The present document is aimed at presenting the results of the six participating countries (**Spain, Italy, Norway, Poland, Slovenia** and **United Kingdom**) in implementing the SEM@S methodology between January and June 2012.

This is an internal report to analyse the work done with schools involved in the project with the objective to collect the comments from teachers and students related the application of this methodology into school curricula.

It is made a common method of working to gather information, to document the problems and experiences noting any critical points and / or strength of the process.

The experimental application in the school was managed under the supervision of experts who coordinate and monitor for maintaining the focus on phases and steps of the methodology proposed and to support teachers during the challenging phases or during the phases more experimental.

In addition to the working method was built common tools in order to obtain results that can be comparable among different countries. The idea was to not complicate the job of the teacher and to make tools as much as possible quick and easy to use, without running the risk of invalidate the results and comments expected.

Implementation of the methodology

1. Schools

Each partner has individually prepared its implementation with the schools, taking into account such as an important issue as the selection of the topic.

The **Italian** partner has involved two schools. Forma Giovani is a professional institute in the compulsory education sector placed in San Giovanni in Persiceto (Bo). The classroom involved is the second year of electricians. The class is composed by 16 students from 16 to 19 years old and some of them are students coming from outside the European Union. We involved the English and History teachers and the staff of tutors who follow the students during the scholar years. This is the first time that the school and its staff have involved in a European project so the experimentation was also in the coordination and management inside this structure. The other school involved, "Istituto Caduti della Direttissima", is a secondary school, located on the territory of the Gothic Line (defensive line, established by the Germans in 1944, in an attempt to slow the troops of Allies towards the North of Italy). We involved the classroom of the four year for a total of 23 students from 16 to 17 years old. The History and English teachers have participated at experimentation.

The teachers of both schools have collaborated with Italian Expert. The History teachers are the ones that were primarily involved in activities while the English teachers have played a cross part.

In **Slovenia** are involved 2 classes of 2nd grade students for a total of 52 students, 16 and 17 years old of the a gymnasium secondary school "Gimnazija Kranj" (Gymnasium

Kranj). The teachers who have participated in the project activities were 2 history teacher: Patricija Veldin, Gašper Markič, and one teacher of English, Will Tomford (foreign teacher from USA).

In **Spain** the methodology was implemented in Santo Tomas Lizeoa (<http://www.santotomaslizeoa.net/web/default.php>). Santo Tomas Lizeoa is a private school and the biggest one in Donostia-San Sebastian. It is member of the Association of Ikastolas of the Basque Country. Ikastola is a type of primary and secondary school in the Basque Autonomous Community, Navarre and French Basque Country in which main teaching language is Basque. The Basque education system is structured in three levels: Primary (up to age 12), Secondary (up to 16) and Further Education/ Vocational Training. In SEM@S project 113 students divided in five classes of the last year of lower secondary education (4th course, 15-16 years old) participated during the last term (18th April-20th June). SEM@S project was carried out in History classes, which is completely taught in English. All History hours of the last term were devoted to SEM@S implementation. 5 teachers of the Department of Social Sciences of Santo Tomas Lizeoa were involved in the project from September 2011 to June 2012. The adaptation of the methodology to the Basque context and the chosen topic was made in collaboration with the department coordinator, by means of regular workshops with the coordinator of Social Sciences (every three weeks from October 2011 to March 2012) whose results were shared with the involved teachers every two weeks. During the implementation a follow up meeting or a skype conference was held with Aranzadi team. Taking into account the number of students and teachers involved, we have stressed the coordination and communication between Aranzadi Santo Tomas and the Santo Tomas Lizeoa.

In **Norway** was involved one school: Havlimyra school (lower secondary school), Kristiansand. This is a school with approximately 220 pupils. There are some socio-cultural challenges at this school. Traditionally this area has a high level of social housing and with a relatively low level of education, but this picture is changing now along with city development and mobility. Traditionally Havlimyra recruits many students to vocational programs in upper secondary school, but this is also changing, with more students going for the general university and college admissions certification. The number of pupils with minority background is low, with approximately 2-5 pupils per year. The pilot class consists of 31 students aged 15. There are some learning challenges, but the pupils are generally hard working if they are encouraged and inspired. For this project one teacher has been in charge; Arne Christian Ringsbu, who is head teacher and social science teacher. In addition the Norwegian teacher Kjersti Fosse Alfredsen and the English teacher Lise Fagerli have been involved.

The **English** partner worked with the Co-operative Academy of Leeds. The Academy is a large inner-city mixed-ability school in a catchment that includes a wide range of social and cultural backgrounds. There are 70 languages spoken in the school and over half of pupils do not have English as their first language. In addition almost half of pupils are eligible for free school meals, an indicator of economic disadvantage.¹ The school became an Academy in September 2011 so we were working with staff and pupils at a time when they were still getting accustomed to change. At its last inspection in October 2010, before the change to Academy status, pupils at the school

¹ Data from Department for Education school performance tables 2011, referring to Primrose High School which became the Co-Op Academy in September 2011
<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=108062>

were judged to have a 'satisfactory' level of attainment². In 2011 approximately 30% of students gained the equivalent of five GCSEs at grade A* to C³ compared with an average of 58% of pupils nationally.⁴ We worked with one class of Year 9 History students aged 13-14. In year 9 History is still a compulsory part of the curriculum so the students' levels of interest in the subject were mixed. The partner delivered the project during history lesson time but it also made connections with English and ICT curriculum areas. There were 27 students in the class, though we did not have 100% attendance at every lesson. The class teacher was the Head of History and an experienced teacher. During some lessons the partner had cover from a less experienced History teacher. Towards the end of the project, the Head of History was promoted to be Assistant Head. This promotion has impacted on his availability to support the development of the methodology, though he has offered to review subsequent versions.

In **Poland**, the project has been inserted in an ambitious and innovative educational program named "Memory of generations" which took place during the whole school year. Were involved the pupils of the gymnasium "Dębinka" for a total number of 54 pupils and 3 teachers.

2. Topics

Despite the common methodology, each partner adapted it to each country school curricula taking into account such as an important issue as the selection of the topics.

In **Slovenia** the pupils were tackled on the Industrialization of Kranj between 1st World war and 2nd World war.

Both **Italian** schools were tackled, as topic, a local event of Gothic Line. It was the last front of the Second World War in Italy, lasting eight long months, and in this area the Italians fighting with the Allies (or as Partisans behind enemy lines) found themselves on the opposite site to the other Italians still in combat alongside the Germans, with the civilian population in between. The soldiers who fought there and came into contact with the civilians belonged to around forty nations, looking ahead to today's globalised world. The problem of the massacres of civilians; the difficult, contrasting relationships between the Partisans and civilians behind the lines and with the Allies in the front line, as well as with the Fascist soldiers and German army. With both has been worked on the Monte Sole Massacre but with the school of Castiglione dei Pepoli has been touched also the theme of the town liberation at the end of '44 short time before the Monte Sole massacre. It took place in the territory around the small village of Marzabotto, in the mountainous area south of Bologna located on the Gothic Line. The massacre was perpetrated from 29 September to 5 October 1944 by the German SS

² OFSTED report on Primrose High School, October 2010 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108062>

³ 2011 data on Primrose High School available from <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=108062>

⁴ Data from the Department for Education <http://www.education.gov.uk/cgi-bin/rsgateway/search.pl?keyw=066&q2=Search>

and Wehrmacht troops under the command of the 16th SS-Panzer-Grenadier-Division «Reichsführer»: 770 civilians were killed, the largest such atrocity in Western Europe.

Despite their different background they proceeded with the same steps:

- Reconstruction of the historic context and sequence of events
- Difference between history and memory
- Discussion about how the war changes people, the problems of back home and dealing with memories
- Critical discussion of the sources. Selected books about the Monte Sole massacre, critically discussed, book by book in chronological order, focusing on what the author is offering: history or personal recollection, which aspects of the massacre are highlighted and questions relating to controversy arising from the publication of the book
- On the use of verbal testimonies
- Meeting with eye-witnesses
- A visit to the location memory using the living diorama method

Students from Santo Tomas Lizeoa, **Spain**, analysed the historical memory of the Second Industrialization in Donostia-San Sebastian (1950-1970). From urban and landscape changes, students reviewed changes in the town (demography, housing, public authorities); economy (sector and gender work distribution); and society (daily life, education, rites of passage, festivities and leisure). Each team composed of four students researched these specific topics (demography, housing...) and then, the teams shared the work done with other students. In the end they organized a final exhibition showing the results of their research using archive and object collections. Within the project, students re-discovered their town, visiting buildings and neighbourhoods of the time and interviewed people from their community (parents, grandparents, neighbours).

The topic of the **Norwegian** project is local memories from the Second World War. Stiftelsen Arkivet is a foundation based in a building which served as a Gestapo regional headquarters during the Second World War. Our pilot class of 9th graders (14-15 years old) has worked with the concept of historical memory related to this period. Through history classes the pupils have worked with historical information in the way we normally encounter it through school textbooks and “official records”. The pupils then examined the historical memories of this period. One of the main activities was a full day excursion where the pupils visited authentic places and memorials in our local area. These were

- Odderøya fortress: A costal defence battery from the Second World War.
- “Hestmanden”: A ship of the Second World War Nortraship fleet, which is today a museum ship.
- Jegersberg: A place where Soviet Prisoners of War were executed by the Gestapo.
- The refuge: The only remaining restored refuge from the Second World War in Kristiansand.

On each of these, they met and interviewed living witnesses who have experiences from these exact places. The methodology has involved primarily Social Science (history), but Norwegian and English classes have also been involved.

In **United Kingdom**, following initial discussions with the teacher has been decided to focus on the Second World War with a particular focus on the experiences of people who took part in the invasion of Normandy on D-Day. The Second World War is on the National Curriculum for that age group and while Academy schools are not required to

follow the National Curriculum, the teacher was happy to cover this topic. He was particularly interested in the opportunity for students to meet and interview Second World War veterans which is not something they would normally be able to do. The interviewing of veterans was the most appealing part of the project for the teacher.

The students, in **Poland**, were requested to collect recorded conversations conducted with witnesses of past events, which are important for the understanding of everyday life in the past century. A particular attention has been focused upon the history of the Poznan's districts: Debiec, Wilda over the last seventy years of the 20th century. They examined the following aspects: changes of appearance of city districts, the process of suburbs urbanization, people's habits, their daily problems and joys. The material has been collected using a standardized questionnaire, conducting a series of interviews, making copies of photos and documents or preparing photo documentation of different objects and places. The other action comprised a second part of the workshop on "oral history" carried out by Mrs. Magda Kowalska (University of Birmingham / University of Adam Mickiewicz in Poznań). The aim of this course was to teach the students how to write the first questionnaire and prepare for meetings with the witnesses of recent history. Each class, on the basis of information about one particular person, prepared a set of questions that may be useful during the interview. One of the most important elements of the project is a series of meetings with history in places referred to by the authors of the project as "The Temples of Memory". These are mainly museums, libraries and archives. So far the students of Dębinka have visited 14 such places in Poland and Germany (mainly Berlin). Having completed the series of the museum classes, the school plans to prepare a questionnaire and debate, the effect of which is going to be a creation of an image of a "perfect museum"- one that appeals to a younger generation and is effective in passing the knowledge and skills to younger generations.

3. Time

In general each partner has found the time insufficient or in any case it was inappropriate for implementing of this methodology in schools.

The **Polish** teachers were satisfied with the project but their major problem was a need to find additional time to complete the project as it goes beyond the program basis. Its major advantage was to significant enrichment of teaching curricula and acquiring new skills.

For **Italian** partner the time was just sufficient to develop the full methodology. The presences of the expert in classroom were few although the objectives were reached. In Forma Giovani School, the expert poor hours didn't allow to link the work developed in classroom with the visits on memory sites. The students had difficulty to find the connection between both works. Also has spent much time from the first year to the second year so the students have forgotten the work prepared at the beginning. In Castiglione dei Pepoli the presentation of the methodology has been facilitated by the students which participated in the previous project. They have reported their project experiences developing a sort of peer-education. The ideal would be to have 2 hours per each month for a total of six months so we had the opportunity to make a better link with other subjects, for example: Civic Education, Geography, Italian, and English.

The topics of **Slovenian** curriculum for history classes are strictly oriented on the final exam. So there was not enough time to deal with other topics. Has been planned to work within the project week but that did not work out. Due to lack of time the

methodology has adjusted so that students did more work at home, individually as research tasks. A lot of work was done after school hours.

In **Spain**, the project took 22 hours (22 lessons, each 1 hour long; from 18th April to 20th June). According to the teachers involved they would need another 3 hours to implement all the lessons, 2 hours more for the students' project and the third one for finishing presentations. It is to highlight that teachers added two extra activities: one to know the city and the second one to prepare a survey for interviews. To sum up the teachers suggested that the complete methodology needs 25 hours to implement

In **Norway** the general teacher comment about time were:

- The question is rather whether the teacher is free to spend this much time. The subject of social science is not enough, so this needs to be a big, cross-curricular subject. Modification is needed to make the methodology less ambitious. Relying so heavily on other subjects will not always be welcomed by the other teachers.
- If this were 10th grade (i.e. final year), it would have been impossible to carry out the methodology due to the focus on exams.

For **English** schools, they were lucky to have a lot of classroom time devoted to the project. In total they had 11 lessons, each 1 hour 45 minutes long, plus a full day visit to the Royal Armouries Museum. Students therefore spent about 16 hours of classroom time on the project as well as a day out of school. This is far in excess of the time schools would normally be able to spend on this kind of project. The teacher suggested that the final methodology needs to be deliverable in 6 or 7 hours in the classroom.

4. Objectives reached

Despite little differences linked the topics chosen, there are some common objectives reached with the experimental application of the methodology. In particular, as evidenced by questionnaires, the project helped the pupils to develop the following skills:

- Critical thinking skills
- Team working skills
- Ability to learn independently
- Decision-making skills
- Verbal communication

In **Italy**, the experimental application of the methodology has made in the students the awareness about: the war complexity, to break the dichotomy of good and bad, how the war changes the people and how this change affects on their family life. There was a sincere and passionate comparison among students which have reported their family stories. Other reached objective was to develop in the students the team-work skill and to introduce in the school a new teaching mechanism and the Historical Memory concept. The pupils were able to discover the different memories and stories of the same event (for example how one historical event is interpreted by different political views).

In **Slovenia**, the students involved in the project have reached the following objectives:

- Learning about industrialization of Kranj
- Distinguishing between historic facts and memory

- Developing ability of critical thinking
- Comparison between memory and history
- Cooperation of students and their mentors
- Individual and team work
- Creative work
- ICT technologies
- Independent work
- To see the bigger picture about industrialization of a small town (international European dialog).

For the **Spain**, the main objective of the project was to adapt the methodology to develop the competencies included in the Basque scholar curriculum. During the implementation seven specific competences and four general competences were addressed, according to the Basque curriculum terminology. The Basque school curriculum is based on a model that mixes key or basic competencies (related to subject areas) and generic or transversal competences (based on the Four Pillars of Delors' Report proposed to European Commission for 21st century education). The Basque curriculum includes the following generic competencies: learning to live autonomously; learning to learn and think critically; learn to communicate; learning to live together; learn to develop as a person; learning to do and be entrepreneurial. Basic education includes the following basic competencies that are closely related to key competences for lifelong learning throughout life proposed by the European Commission: competence in linguistic communication; mathematical competence; competence in scientific culture, technology and health; information processing and digital competence; competence for learning to learn; social and civic competence; autonomy and personal initiative; competence in humanistic and artistic.

The curricular design of the adaptation of SEM@S to Basque context of the methodology was done focusing in four general skills: learning to learn and think critically; learn to communicate; learning to live together and learning to do and be entrepreneurial and seven specific competences. These competences are divided in three groups: a) historical thinking, related to History and Social Sciences discipline competences; b) cooperative learning as a multidisciplinary competence and c) communication skills, as interdisciplinary competences.

In **United Kingdom**, the project was successful in engaging students with the subject matter and developing their understanding of the importance of memory in history. They developed their knowledge of the Second World War from different perspectives, including those of different European countries. In terms of students understanding the concept of historical memory the project was less successful. The partner and the teachers felt that this was a difficult concept to communicate to 14 year olds and that we had perhaps been over ambitious.

The pupils of the gymnasium "Dębinka", in **Poland**, acquired the skills connected with work with historical sources, preparing, conducting, documenting and analysing the interviews (the so-called oral the history). The pupils engaged in the project developed interests in history. Has been created the "historical map" of surroundings of school as well as the school environment - they got to know with the average man's perspective the newest history and the local history using material culture (architecture, landscape elements altered by man, etc). During realization of the project was prompted the inter-generational dialogue and the pupils had the possibility of become aware of the collective memory, as a means of understanding the present. A sense of belonging to the European community was strengthened by the pupils of the Gymnasium „Dębinka”, also was introduced a significance of European and local historical memory.

As indicated the **Norwegian** partner, in general the objectives are clearly stated for each step, but further feedback are included in following chapters and other comments on objectives that were not clearly reached are included in the teacher's feedback below.

5. Outcomes

In **Italy**, during the implementation were been made videos in particular during the witness interviews and Living Diorama. Also was made a power point with the themes treated with students during the lessons. Each of this material is collected in one final video with English subtitles, made by the help of an expert that gives a summary of the methodology implemented and the objectives reached.

At the beginning of implementation, in **Slovenian** schools, the students created, in class, posters on the basis of theoretical background. The posters were exhibited along with presentation of project activities in the lobby of Kranj city library. For the final creative output students created short documentary with English subtitles about industrialization in Kranj. For the scenario they used theoretical background from research papers, pictures, photos, old footage, interviews ...One of the techniques included was comparison between "then" and "today". Students made photographs of the city approximately from the same angle as in postcards and then compared them with them. As a narrative of the film runs a story of the seven people students interviewed. Every interviewee has a different background so their stories cover different angles of the period. In the documentary students also included an old short film from Historical archive that shows the life Kranj citizens of that time. Documentary will be shown on the closing event in September along with final outputs of students from other partner countries.

For the **Polish** partner, the initiating the building of "School bank of memory" is regarded as one of the most important effects of the project (this database includes the remembrance of parents, grandparents and other members of local community). This task will be continued in the coming years. The school considers a preparation of the publication of this memories in collaboration with Adam Mickiewicz University in Poznań.

The realization of the project tasks made possible the transfer of some classes beyond the school. Altogether, throughout the project we completed 16 thematic trips and museum lessons (some of them for all groups while the others for selected groups only). Thanks to the project, the pupils had the possibility to connect history as seen from the perspective of textbook with the surrounding world, as well as inscribe it into this surrounding, recognize it from the surrounding reality and to bring closer historical events and be able to look on history from a different, closer perspective. An overall opinion on the way in which history is presented in museums was not high. A majority of visited museums were unable to adapt the offer to expectations of the pupils. There is a clear difference in way skills and historical knowledge is passed on between German and Polish museums on disadvantage the latter. The glorious exceptions are archaeological open museums offering the so-called live history, The Museum of the Poznań June 1956 in Poznań (due to multimedia presentations) as well as the Gross - Rosen Museum thanks to individual approach to the pupils and efforts of the museum staff preparing the workshop directly related to the project. Equally high notes revived the Municipal Museum in Wrocław. The major shortcomings of the Polish museums are

the form of exposition, the lack of commitment of the museum staff and far too routinized, boring and old fashioned approach to the visitors. Within the frame of the project activities it proved possible to elaborate a range of skills of our pupils in terms of ability to work with different kinds of historical sources, the communication, collecting, assembling and analysing interviews, team work and explicit application of the project methods. The project also contributed to the growing consciousness of pupils of historical identity also - both in reference to the region, state, and Europe.

In **United Kingdom** has been reached the following outcomes:

- Timelines on the Second World War – international, national and local
- Interviews with living witnesses (on audio files and films)
- Manuscripts on local memories about the Second World War
- Storyboards on local memories about the Second World War
- Digital stories on local memories about the Second World War

Other information for **English** and **Spanish** partner is available in the section regarding student learning outcomes.

6. Teachers feedback

The teachers' feedbacks are mainly positive. In each country, with the exception of some case, the teachers were very happy and collaborative. They have demonstrated interest and they desire to carry on the work developed with this project and sharing it with other teachers.

In **Italy**, the teachers have demonstrated an interest to participate in another project, although they highlight that there was little time for this activity. They have noticed in the students a growing awareness and a greater active participation.

In **Slovenia**, the biggest problem was lack of time dedicated for topics that were not in curriculum so students did a lot of work at home, individually after school hours. The methodology was too time consuming. If this methodology would be repeated every school year it would become routine and that is why it would be much easier to apply but in Slovenian school is not possible to implement it every year. Not in a regular class anyway. Maybe it would be more useful as History workshop of some kind. The teachers recommended smaller groups of students: five or max ten. Smaller groups are easier to work with, easier to control their working tasks; they are more motivated and work more intensive. Also, they emphasised communicating in foreign language. Most of Slovene students are very good in English (a lot of them are going to the international final exam), so maybe it would be better to involve another language. English in general is no challenge for students. Maybe it would be more efficient with younger pupils or students. The most impressive thing for her was students' enthusiasm and willingness to work outside of school obligations.

In **Spain** the teachers were very satisfied with the curriculum design of SEM@s. According to them, the educational needs of secondary education (competences, use of ICT, teaching in English...) have been perfectly detected, as well as current trends in active learning (POPBL, cooperative learning, community-focused learning). They add that sharing of experiences with foreign students is an added value for the project. They considered that one of the weaknesses of the Spanish schools: participation of the educational community (not just teachers) is solved by project approach. The

schools finds difficult to get out from school environment, and this project allowed students to know the city, interviewing people outside of schools... Finally, according to psychological development, adolescents develop personal and collective identity when they are 14-16 years old. The collective memory and identity are closely related, therefore, analyze the collective memory of the community or the city they belong, supports the psychological development of students. The teachers also considered the modules of the project were chosen, design and developed very well. The first two modules (general concepts and interviews) worked very well. The third module (research) was designed well but they would have needed more experience and time to develop it better. The creative output is a very interesting encouragement for students which motivated them a lot. Sharing memories was an added value and interesting part for students, but it was not carried out very well. Skype conference held with Slovenian students worked very positively and only one of the two arranged skype conferences with the Polish school was performed. Teachers suggest starting before contacting teachers from other countries to avoid future coordination problems. To sum up, they are very pleased with the implementation of the project

For **Norwegian** teachers the timeline was effective, and well explained in the guidelines. The visit to realms of memory was very good (agreed by students, teachers and experts). The difference between history and memory seemed to have been understood by the students in the theoretical phase, but later on in the process (phase 3/ analysis) this seemed to have been too difficult for them. Historical memory as an entry “to understand national identities and heritage value” has been poorly developed. About the meeting living witnesses, according to the teacher, the students met the interviewees “on post”, meaning at a place of memory in our local area. The interviewees had been asked to talk freely. The result was that the interviewee had answered their questions before they had the chance to ask them. In the methodology the analysis is divided into four parts. The three first ones are analysis of the interviews, memory construction and comparison history/ memory. At Havlimyra this formal analysis ended up being too much of a “three in one” session (2x45 minutes), and thus too thin. The students’ focus was on production on digital stories, especially the technical part of the production. The analysis did continue to some extent in the production of digital stories, but the focus on analysing interviews, on memory construction and comparison of history and memory turned out to be too thin, as the digital stories showed. The analysis should be kept more clearly as a separate section (as designed in the methodology). The students easily get “carried away” on technicalities. Experts (or expert teachers) have to be active in guiding the students in this phase. By and by the Stiftelsen Arkivet experts realised that they should have been more involved in this process than they were, and became more involved in the guidance of the students. Regarding the creative output, according to the teacher this was the hardest part of the methodology, due to all the technicalities (please note the choice of digital stories as a creative output – this of course brings in a substantial technical element). Also, this was the first time the students used imovie, so there were many things to learn. It is a question whether the students should learn the relevant digital skills first. However, it is most often in these kinds of “big projects” that teachers take the time to let students work with such time consuming programs/ methods. This has been another one of the on-going debate between teachers and experts along the way. Maybe a possible solution is that the students are not going to produce digital stories in this project, but choose other creative outputs that they know how to do in advance. Each group should have had one mentor (teachers involved) in order to guide them through the process of the creative output. The students showed an interest for memory historical sharing with the schools of other country involved (as long as they were not native speakers). Some of the students have been interested in

learning about the perspectives of Italians; i.e. another culture and foreign language. It is quite challenging to organise Skype between two classes who have different schedules, teachers and subjects and at the same time are at different stages of a methodology. Also, there are practical reasons like teachers getting in touch and organising, technical issues should be sorted. Moreover, the students were actually worried they would be speaking with native speakers of English. This was too much for many of them, and it was better when they learnt that they would speak to other non-native speakers. The guidelines for implementing the methodology are clear and helpful. They are short and not always detailed, but the teacher feels that this is the way to go. Teachers don't like (or are even unable to) just taking a detailed program and carrying it out in the classroom. There is a need to adapt this according to what suits the teacher anyway. Some of the tips were a little bit "over the top" or didn't suit this teacher. The teacher missed not having them in Norwegian.

The **English** teacher questioned how other teachers would be able to deliver the interviewing part of the methodology without external support. Teachers typically do not have contact with living witnesses other than through specific programmes that provide speakers for schools, such as Holocaust education. He felt that the interviews were the main driver for the project and without this teachers will not be motivated to use the methodology. It has been suggested to include, in the teachers' guidance for the final methodology, recommendations on where to find interviewees, or contacts with organisations that schools could work with to find interviewees on particular subjects. Could also incorporate suggestions for how teachers can deliver the project if interviewees are not available. The teacher suggested using another member of staff to 'hot seat' the interview in role if interviewees are not available. Students could use recorded audio or filmed testimony but would lose the interaction with an interviewee. The message about the difference between history and memory should have emphasised much more strongly throughout the projects. The students did not all understand the difference at the end of the project. Should have done more work on comparing the differences between testimonies and should have revisited the historical sources after the interviews and looked at how the information gained was different. This was a problematic part of the project since the relationship between history and memory is complex and not easy to explain to 14 year old students. Also for other partners the skype conference did not work. The teacher commented that the school has tried to use skype on a number of occasions but without success. Maybe skype would only work if schools had a twinning arrangement with another school.

The **Polish** teachers were satisfied with the project. The major problem was a need to find additional time to complete the project as it goes beyond the program basis. Its major advantage was to significant enrichment of teaching curricula and acquiring new skills.

7. Reaction of students

From Student Post-project questionnaires and from teachers' feedback, the reaction of students were satisfactory. After a first little difficult to increase interest in the project activities, the students have demonstrated desire to participate. The interviews with witness were the main point of interest in each country. Maybe this was the step of the methodology more clearly for the students.

The **Italian** students have reacted with very interest in some steps of the methodology. One of the class involved was difficult for several social and cultural reasons. In any

case they have shown interest for the witness interviews. This comparison, with a person who has lived the historical events that they are studying, has allowed touching the history with hand and has felt less distant from those historical events. Other aspect is the students have linked that those historical events have led the current society in which they live. Interesting how the students have appreciated the visits on the memory sites as an ordinary lesson and not as a sharing and comparison moment. In some case there was a problem for students to link the classroom work (run with the teachers) with the interviews and visits. These last actions have perceived as an isolated moment.

In **Slovenia**, at the beginning students were happy only to avoid the ordinary hours of history but after the theoretical part was over they started working with more enthusiasm for the project itself. From theoretical part they created posters and made exhibition in library lobby. But the most attractive part was the stories from their interviewees and filming documentary about it. They were still working very hard to put together documentary and were digging deeper into the stories. Teachers were amazed with their enthusiasm, knowledge of ICT and ability to speak in English language. Students were on their own initiative returning to museum to get a specific photo that they included in the film. They added details and finished the documentary in the summer time – their own wish.

In **Spain**, were conducted a focus groups with eight students to analyze the opinion of students, in addition to surveys of students. Students greatly appreciate the SEM@S project. They said the project involved more work for them and sometimes they took some planning and research work because they felt lost. But they recognised that they have learned more than with traditional lessons. According to them, topics approached in history classes are strange to them, at the contrary, they found SEM@S topic much closer to them, which also motivated them more. They have learned many things from their town that they were unaware. The most interesting points of the project for them were the skype conferences, even if it means they have to do a better job (according to them explaining the work to people from other countries requires to perform a better job). As regards of the surveys, valuations are not as positive. At the end of the project the students had to work hard because the project was a little bit delayed, then the final assessment was not as positive as the opinions from the focus group would have let thought (although half the valuation of the project was very positive). They said that they were too busy for the project (final exams of the year).

In **Norway** the students have been very enthusiastic and hard working. They have been eager to work and especially the theme day with Stiftelsen Arkivet and the production phase have been very popular. In the WP7 student evaluation, the results showed that 25% of the students enjoyed the project a lot, 55% of the students enjoyed it a little, 16% were neutral, 0% didn't enjoy it much and 3% (i.e.1 student) didn't enjoy it at all. According to the teacher students have been really motivated, but it is a little bit hard to say whether this is entirely due to the methodology, as World War 2 is normally a very popular topic. The local focus has worked positively so that more students than normal have been positive. There are also some examples of students who have experienced a real boost during this project. The students who are perhaps the strongest ones theoretically (in the read and learn-sense of the word) have liked this least, perhaps due to the project's focus on group work and independent thinking and analysis.

English Students responded positively to the project. All 24 students who completed an evaluation form said they had enjoyed it: 16 had enjoyed it a lot and 24 a little. Students were more likely at the end of the project to choose to study history in future – 15 were very or quite likely to want to study history by the end of the project, compared to 5 at the beginning – though given that students are subject to a range of different influences this cannot necessarily be attributed entirely to the project.

In **Polish** schools a vast majority of pupils claimed that the project helped them to develop all these skills and 21 pupils defined their experience in working with the project as satisfactory. A half of them did not have a clearly specified view.

8. Adjustments

The adjustments suggested in the individual reports are both about contents and organizational point of view. We need to reduce the documents to fill by teachers otherwise they don't do it and get lost during the implementation. It could be better to have one final document. We should present a methodology with a very simplified format as a sort of index with different steps to follow, compared to the draft for school that we have made at the beginning that could be a document for delving.

Also we need to adjust some phases of the methodology. About the phases of general concepts, oral testimonies and creative outputs, there were no indications about the need of changes. Regarding the Analysis phase, the Norwegian partner have been covered the three first steps as a whole and not in isolation. This is an adjustment that the experts felt were a weakness, and is not recommended as an adjustment to the methodology as such.

It's important that the step about the analysis of the interviews is approached individually to allow the students to elaborate the interview experience valuating and analysing how the memory intersects with the historical fact while maintaining its own different identity. We need to devote time at this action for creating and closing the conductive thread between the work done on the concept of memory and historical event, interview witnesses and the subsequent comparison with the experiences of other schools. The Italian partner has omitted this part for lack of time that it was approached in classroom by teachers, but without a link to the methodology. So the students have felt the interview as an action itself and have not been able to establish a connection with the other steps. In general the English summaries haven't created problems, despite different adjustments. Only the Italian partner have cut this step because was lacked a joint work between teachers of the different subjects. It's important to concentrate the school activities, with the involvement of students, in an only one year otherwise they lose the connections. The presentation and preparation during the first year should involve only the experts and teachers without students with at least 5 meetings to explain better the project and its methodology. More meetings among them are needed for a more teacher's involvement in the experimental application process.

9. Didactical methods

The partnership has used very different didactical methods as discussion, analysis, working with ICT, web research, interview, Excursion/ visit to realms of memory,

lectures, Production of storyboards, manuscripts and digital stories, power point presentation, critical evaluation, working with statistical data, debate, individual work and Historical Resources to allow the comparison between historical facts with the memory of the people who lived those events. In some cases also has applied on the base of different context specific methods. For example in **Italy** as a final moment of the process was carried out the “Living Diorama” in a place of the Gothic Line with both schools involved so the students could comparison with the different point of view of the war participants. This is an educational technique which uses the biographical narration of characters on each side of the conflict, played by historical researchers. It defines and reconstructs a specific historical episode, connected with a date and a memory location. It aims at rousing active, emotional participation in the events and complexities of war amongst the audience (with whom the role-players interact) In **Slovenia** most of the work on theoretical background students did individually with the guidance of the teacher (aspects of the topic) and librarians (selection of literature: books and articles). A lot of information was gathered from web page Kamra (page for digitalized cultural heritage of Slovenia - <http://www.kamra.si>). Contents on this page are uploaded by libraries, museums and archives. In museum for Gorenjska region expert for contemporary history and the present prepared us power point presentation about industrialization of Kranj and showed the main products of factories that were working a that time. Students also got some material that they used in their film. The archivist from local archive prepared for us old documents, photographs, old footage of Kranj, postcards, contracts, labour documents, plans of factories, old invoices. Students choose the documents that seemed the most representative of the time and we scanned them on library scanner so that they could use them in film. In **Spain** for the adaptation of SEM@S to Spanish context it was applied the Project Oriented Problem Based Learning (POPBL) methodology according to Aalborg University (DK) model. POPBL is an instructional method of practical, active learning centred on the investigation and resolution of real-world problems or projects. In project-based learning, students work in teams to explore real topics and create presentations to share and apply what they have learned, resulting in deeper knowledge of subject matter, increased self-direction and motivation and improved research and problem-solving skills. The students analysed causes as well as the diversity of perspectives, opinions and interpretations in history to develop their critical thinking in team-work; then they presented their conclusions. All the gathered material were showed in an exhibition during the School’s day. SEM@S project’s students approached their individual projects in 8 steps and the didactic sequence (inserted in the scholar curricula) of the project was created in a virtual portfolio using Google Sites toolkit. Each student created its own virtual portfolio where they stored evidences and materials, which were used to co-evaluate their work and learning process. In **United Kingdom** the methods were focused on encouraging students to learn independently and develop their skills in analysing different types of source material. The student activities in school included:

- Responding to presentations, led by the teacher or the project expert
- Historical source analysis individually or in groups
- Taking part in group feedback sessions following source based activities
- Watching and analysing short film clips, both archive and contemporary
- Analysing examples of contemporary media reports and advertising
- Practice interviewing in small groups
- Preparing for interviews by coming up with questions and practising relevant skills
- Interviewing living witnesses
- Creating a storyboard for a digital story
- Writing and recording an audio track about their chosen interviewee

- Creating a list of images for the digital story
- Creating the digital story using Movie Maker software
- Writing a summary of the project in English.

During the visit to the Royal Armouries Museum students did practical activities including:

- An exercise in small groups to explore individual and shared values
- An exercise in small groups to explore the factors that contribute to a peaceful society and the causes of conflict
- A question and answer tour of the museum led by a member of museum staff
- An object handling workshop led by museum staff
- A tour of the gallery based on analysing the methods of interpretation and the types of story the museum includes and excludes
- An object handling workshop based on using clues to identify the owner of four different sets of Second World War clothing and equipment, led by an external expert.

Learning processes

a) Communication in foreign language

The students were prepared for the communication in foreign language (vocabulary, grammar, intonation or pronunciation). In addition to English summary that have increased the written skill, the students were prepared for a skype conference with the schools of other countries involved. Unfortunately due technical and/or time troubles, the comparison didn't run or it was inadequate. In any case the preparation has permitted a learning process in English language (working language) and a work cross between the themes concerned.

b) Learning to learn

In general the students showed great dedication to the project work. They were working individually organising their teamwork getting over their lacks and in teams and were happy to change their learning routine and go out on the field. They were dividing tasks according to individual abilities and adapting to one another about timing of their learning hours. The pupils have shown collaboration skills and initiative sense, they structured the family interviews trough key words and concepts, developed knowledge and skills about History and memory as concepts and the difference between them, Historical knowledge (both international, national and local), selecting information independently, knowledge about interviews, interpretation, critical thinking. In particular, in **Spain** it was used the methodology Project Oriented Problem Based Learning (POPBL). According to this methodology, the students manage their own learning process; as it is described in section j. Therefore, they have developed the skills to plan, develop and evaluate their learning process. Also, the steps of cooperative learning were followed to carry out the students' research. According to the teachers, it was not easy to do cooperative work for the students because they did not use to use such active learning methodologies (the methodologies used in Santo

Tomas Lizeoa were quite conventional). But, teachers are quite pleased of the results, in fact, according to them; this methodology helps a lot in the development of the competence learning to learn. In **Unit Kingdom** the pupils responded to the active learning approach built into the methodology. They said the that project was different from their normal history lessons and they felt more engaged as a result. All the students enjoyed the project: of the 24 who filled in evaluation forms at the end, 16 said they had enjoyed it a lot and 6 had enjoyed it a little. This is a higher level of enjoyment than students usually have for history lessons: at the beginning of the project 4 students told us they enjoyed history a lot, 10 enjoyed it a little, 6 didn't have an opinion and 4 didn't enjoy it very much.

“Instead of just learning about stuff by reading books, we actually got to meet people who'd been there during the war and had real life experiences. I think it was a lot more interesting because we got to do more activities, like varied, and we got to meet people we wouldn't be able to meet in a usual history lesson.”

“Normally we just read some stuff, write some stuff about it, see stuff on the whiteboard, but in this one we actually got to interact with some stuff, like when we went to the museum and we got to interview some actual veterans and it's better actually interviewing them because you get the emotion in their voice, it's like listening to actual experiences happening right before you instead of just reading it off a page.”

The teacher felt that students had learnt independently throughout the project.

“The outcomes which lead to an understanding developed through the students' work not teacher led interventions’.

He told us that the project had helped ‘a little’ in developing students' decision-making and critical thinking skills. Students also thought the project had helped them develop those skills. 18 of the 24 said it had helped them develop critical thinking skills and 17 of 24 felt it had helped their ability to learn independently.

c) Social and civic competences

The students acquired skills related to historical thinking: historical awareness, causal explanations, to understand an historical and social context, historical interpretation, to use historical sources. It is also very important that students from different countries share their experiences and projects because the students become aware of the complexity of social and / or historical process and the importance of understanding their context. SEM@S helps developing students' historical and social empathy. The students can understand better the historical context of previous generations and how their community has been set up.

Also they acquired the knowledge of historical facts and memory from different point of view (political view included) will contribute to arise interpersonal competences in order to be able to participate in a constructive way and resolve conflict on social life, in interacting with other individuals (or groups) in personal, family and public contexts. The project contributes to cover the intergenerational gap, helping the young generation to understand that what the old generations lived and did have contributed to create the actual society in which they are living. This point of view allows achieving an active participation in civic life. Student made a team work about historical memory. They acquired guidelines to find out, select and collect information of different sources of evidences. The information collected is contrasted, analysed and synthesized. After

that, they did a creative output with the help of an expert. The project has contributed to a focus on democratic competence through the way every person's individual interpretation is in focus. The students have developed empathy and an awareness of other people's views.

d) Other competences developed indirectly

The competences that the students developed indirectly have been initiative sense, ability to transform their thoughts into action, capacity to take a risk as confront their opinions with other people, appreciate the importance of creative expression and ideas, of experiences and emotions, digital competence, creative thinking. Students have a more sophisticated understanding of history. Several of them said they had realised that the Second World War was far more complex than they had originally thought. They had an opportunity to find out different opinions and experienced that gave them a more rounded, balanced view.

Conclusion

When students are involved in projects addressing community or local issues, they see themselves as knowledge producers and actors. Being sometimes disengaged from learning, they become willing to invest themselves in their own education, the life of their community, and the wise stewardship of local resources. As well, researching the historical and local oral history helps students have a greater intergenerational communication with their families, but also an interesting resource for social research and develop specific competences related to think historically. We believe that SEM@S methodology is based on active learning process, which does not only support the acquisition of specific competences related to history, but it also develops general competences such as cooperation, team work, autonomy and entrepreneurship. The methodology proved to be a good tool able to articulate the work in classroom and the pupils learning. It was applied in schools with different background. The objectives were reached so it could see the high adaptability of the methodology. The better feedback came from the pupils at the end of the work through the interest grown and from their emotional changes. These changes aren't always visible from the competences point of view but are visible on relationship level.

The methodology has permitted to work on internal dynamics inside the classroom. In conclusion, it needs some little changes in particular at the moment of entering in activities school. It's important an intensive application that allows students to not lose the track of work done.

The general impression of teachers and experts is that there is a great potential here, but we need to discuss and modify the following points:

- Age group. In some case the pupils are too young for understand the themes treated. In other case the students and teacher were focalized on final exams. difficult to coincide the age and the right class for the methodology with the themes provided by the school curricula.
- Time and scope, also the period of application in the schools.
- The level of detail.
- Focus on events and special methods (like producing digital stories and Skyping) versus analysis.
- How to involve schools and what level involves (directors, teacher, and students).

- It needs to be much less academic and simpler for teachers to use, expressed clearly in a couple of pages (needs a simplification to explain better to teachers).
- The objectives need to be clearly expressed to the students in a way that they understand – both the overall objectives of the project and for each individual lesson
- Teachers need information on how to find appropriate interviewees, or alternative ways of delivering the project if they can't find living witnesses for students to interview
- The teacher felt a creative output like digital stories needed more time for the students to plan and complete them properly

