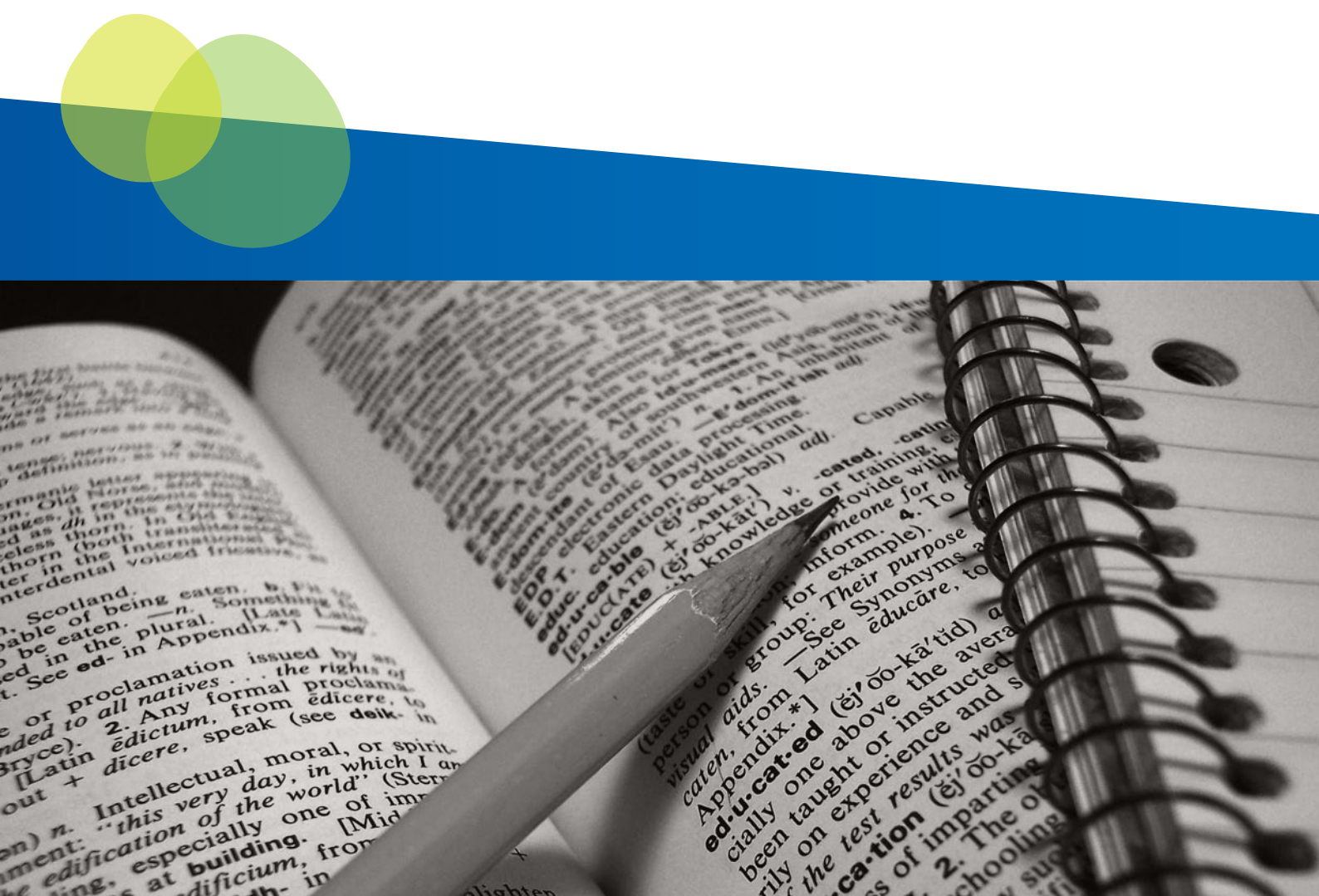


Historical memory at School. Attitude of students and teachers.



1 Attitude of students towards the past.	<i>pg. 2</i>
a · The attitude of students towards history classes.	<i>pg. 3</i>
b · Student assessment of teaching methods used during history lessons.	<i>pg. 4</i>
c · Historical memory.	<i>pg. 8</i>
2 Comparative analysis of attitudes of teachers.	<i>pg. 11</i>
a · Comparative analysis of interviewed teachers according to their age, didactic workload and teaching experience.	<i>pg. 11</i>
b · Methods of work during the class.	<i>pg. 15</i>
c · Historical memory in secondary schooling.	<i>pg. 24</i>
d · Interdisciplinary, inter-school and international projects.	<i>pg. 25</i>

The present report was prepared for the needs of the European Comenius Project Sharing European Memories at School. The report consists of two parts. Part I analyses the attitude of students towards the historical past, while Part II examines the attitude of teachers towards the taught subject and the methods they use in dissemination of the historical knowledge. The analysis was conducted based on gathered poll data (both examined groups) and on an extended questionnaire interview (teachers only) on all participant countries (**Spain, Italy, Norway, Poland, Slovenia and United Kingdom**).

The cross-national study of six EU member-states has been carried out basing on a coherent set of identical questionnaires and surveys. Only the research carried out in Great Britain significantly varies from the ones of other countries. Firstly, the research focusing on teachers that was undertaken there is based on a modified version of the questionnaire. The answers obtained this way do not hence directly reflect the research question of the study. This means that it is impossible to compare these results to the ones from other European states. Thus, for coherence's sake, research outcomes from Great Britain have been omitted in this report wherever their content did not correspond to the data collected in other countries. Moreover, materials sent in from Great Britain did not include surveys, which were to be taken by students. For this reason some spaces have been left blank in the following tables.

Another issue requiring explanation is the fact that the data sent in from Norway consisted only of percentages while lacking absolute figures. Hence, Table 1 does not include the absolute figures for this data.

In general, the study has been undertaken on a similar number of girls and boys. According to approximate data, around 250 students, aged 13-19, from five EU countries took part in this research. The dominant age group in this sample was that of 15-16 year-olds.

Tab. 1 · Students sex

1	Female	Percentage	Male	Percentage	
Poland	28	56 %	22	44 %	50
Norway ¹	-	60,4 %	-	39,6 %	-
Great Britain	-	-	-	-	-
Italy	16	35,55 %	29	64,44 %	45
Spain	20	47,62 %	22	52,38 %	42
Slovenia	41	50,62 %	40	49,38 %	81
Summary					218

¹ Absolute figures were missing in the Norwegian report



1 Attitude of students towards the past

a · The attitude of students towards history classes

The young people under study determined their attitude towards history lessons very positively. The highest level of satisfaction with their history explorations was reported by students from Poland and Slovenia. 90% of the students there declared to 'like' and to like 'very much' their history classes.

Tab. 2 · Do you like history classes (percentage)

2	Very much	I like	I do not like	I hate it	Other
Poland	30 %	62 %	6 %	2 %	-
Norway	18,9 %	62,3 %	17 %	1,9 %	-
Great Britain	-	-	-	-	-
Italy	6,67 %	64,44 %	22,22 %	4,44 %	2,22 %
Spain	19,05 %	52,38 %	26,19 %	2,38 %	-
Slovenia	38,27 %	55,56 %	6,17 %	0 %	-

The youth from Spain (28.57%) and Italy (26.22%) has the highest number of students declaring their dissatisfaction with history lessons. What is interesting, the amount of history teaching hours that the students have does not correspond to their fondness of it. In Spain, the average number of history teaching hours per week is 3.5 hours, which is the highest amount in the studied sample. Italian students on the other hand are exposed to an average of 1.8 hours of history per week. It is hence clear that both 'too much' and 'too little' history lessons can result in student dissatisfaction.

Tab. 3 · Is the historical knowledge useful in adult life? (percentage)

3	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	20 %	58 %	12 %	6 %	4 %	-	-
Norway	3,8 %	30,2 %	56,6 %	5,7 %	3,8 %	-	-
Great Britain	-	-	-	-	-	-	-
Italy	11,11 %	40 %	20 %	22,22 %	4,44 %	-	2,22 %
Spain	9,52 %	23,81 %	26,19 %	33,33 %	7,14 %	-	-
Slovenia	16,05 %	43,21 %	37,04 %	-	3,70 %	-	-



1 Attitude of students towards the past

The awareness of the usefulness of historical knowledge in adult life is declared mostly by students living in Poland (78%) and Slovenia (59.26%). These results clearly converge with the ones on the level of 'liking' history lessons. The more students declare to enjoy history lessons, the more they are aware of its usefulness in adult life.

Undeniably, the number of students from Spain (59.53%) and Italy (26.66%) that declare not being aware of the usefulness of history in adult life is the highest. The data from Tables 2 and 3 clearly shows that the countries, in which students are aware of the usefulness of history in adult life, at the same time, declare the biggest interest in history. The opposite also proves to be true. Where the interest in history is low, the belief about its uselessness in adult life is higher.

The next question reflected upon which part of history the students find most interesting: *Do you prefer a history of other nations and countries or that of your own country, region and town?* Here opinions varied greatly and the young people were not able to determine what interests them and why.

The world history was interesting for the youth mainly in the context of their holiday travels. In this case, opinions were expressed that *"if you travel across the world, it is good to know something in advance about the history and the culture of the country you visit. In this way, you remember everything better"* (PL). On the other hand, the main stress of statements of the polled students was put on the way the knowledge was passed down. They maintain that the history of foreign countries is presented in a more interesting way and thus it is easier to learn. *"Its more interesting"* (SL), *"I remember facts better"* (It), *"I know a lot about my country"* (Sp).

Among explanations for preferences of willingness to learn the history of their own country, patriotic statements dominated, such as *"every Pole should know something about his or her own nation"*, *"we should know what our ancestors went through"*, *"because I live here and it is important"*, *"because it is the past of our ancestors"*, or *"because it is the past of my nation"* (PL). *"I am interested in history of my own Venetic nation"* (Nor), *"It's very important for each person to know the history of its own country and nation, national awareness"* (Nor), *"I live in my country and history influences on me too"*, *"It's more important to understand our country"*, *"It's about me"* (Esp), *"It's more fun, It's closer to me"* (It), *"because I live in Norway and I like my country"* (Nor).

One statement had a clearly nationalist subtext: *"you must know why you should hate Russians and Germans"* (PL). This statement makes it clear how difficult it is to teach the political history of one's own country in order to evoke patriotism but avoiding to evoke chauvinist attitudes at the same time.

b · Student assessment of teaching methods used during history lessons

A teacher of history can use many tools for the purpose of teaching. In this case, films (be it fictional, documentary, or animated) proved to be the students' favourite teaching aid. These three types were chosen by all polled students, with fictional films being the most preferred ones. History classes when the teacher uses a film have a much greater impact on the students. Such classes arouse the imagination in a stronger way than other media do. This is no doubt due to the fact that historical contents are disseminated not only via the sense of hearing, but also via the sense of sight. This makes the classes much more attractive. A film enables the students to better imagine how given events looked like. Sometimes they find it difficult to travel in their imagination to the Middle Ages or the time of insurrections. By means of watching a movie,



1 Attitude of students towards the past

they will see not only the event itself, but they will also be able to learn about the cultural context of the time. They will see architecture, costumes and everyday life. Due to this, such a "complex" learning is much more effective than transferring the sole book knowledge. "I like to visualize the topic" (SL), "They are useful to visualize topic" (SP), "I like movie based upon real events because it's easier to imagine the historical events. Witnesses of historical events help you with the further thinking" (SL), "then we can learn how people lived in the past" (NR), "I like to watch movies and e-learning courses, because the lessons go faster than with writing. It's easier to remember", (SL) "You learn more when hearing than reading" (NR).

Furthermore, excursions of all kinds, both in their home town and outside, are attractive form of acquiring knowledge.

Tab. 4 · What kind of activities at history classes do you like the most?

4	Poland	Norway	Great Britain	Italy	Spain	Slovenia
Watching documentaries	3 %	39,6%	-	13,33 %	35,71 %	40,74 %
Watching movie based upon real events	56 %	77,4 %	-	88,89 %	50 %	70,37 %
Watching cartoons referring to true events	3 %	9,4 %	-	-	40,48 %	6,17 %
Visit in the archive	26 %	1,9 %	-	8,89 %	-	1,23 %
Visit in the museum	16 %	-	-	28,89 %	21,43 %	17,28 %
City tour	54 %	22,6 %	-	26,67 %	23,81 %	22,22 %
Inviting special guests specializing in particular topics	3 %	3 %	-	17,78 %	19,9 %	8,64 %
Inviting witnesses of historical events	27 %	3 %	-	35,56 %	4,76 %	24,93 %
Multimedia presentations	18 %	3 %	-	-	21,43 %	20,99 %
Organizing thematic sessions	20 %	3 %	-	-	4,76 %	3,7 %
Using auxiliary materials illustrating discussed issues	-	3 %	-	-	2,38 %	8,64 %
E-learning courses	-	3 %	-	2,22 %	11,9 %	16,05 %
Field trips	28 %	22,6 %	-	60 %	21,43 %	29,63 %
Listening to music illustrating -discussed topics	10 %	3,8 %	-	2,22 %	-	7,01 %
Reading literature excerpts illustrating discussed topics	-	- %	-	-	-	-
Team work	26 %	41,5 %	-	31,11 %	11,9 %	19,75 %
Writing essays illustrating discussed topics	3 %	7,5 %	-	1 %	-	2,47 %



1 Attitude of students towards the past

41.5 % Norwegians, 31.11% Italians and 26% Polish polled students chose group work as their preferred way of work during the classes. Group work is an attraction for them. Within a group it is easier to prepare a more interesting form of presentation of an assigned task and at the same time the responsibility for its completion is divided between all the members of the group. There is no "pillory" in the form of a direct assessment of an individual student but the whole group is assessed. This also provides weaker students with a chance to closely see the work of students who are better or have more interest in the subject. Such a form of work stimulates the students in a much better way and they are thus more eager to undertake more difficult tasks or challenges.

Nevertheless, the teacher who is deprived of the afore-mentioned teaching aids is not in a lost position. It was described in a very nice and accurate way by a 16-year-old student from Poland in the questionnaire: *"My preferred way was not included in the questionnaire. If the teacher of History can tell the students the story in an interesting way, has good contact with the students and attracts the students with the story he or she tells them, it is the best way of working during the class".*

Students choose activities that make their history lessons more attractive to them and enable them to engage with the knowledge in a more appealing manner.

The youth living in the EU is very open and is not afraid of international contacts. The majority of the respondents declare the will to study with colleagues from other countries. Here the most open group is the one from Poland. As much as 66% of Polish students stated that they would like to take part in such an undertaking. A slightly smaller number of Norwegians and Spaniards were also interested in such a project. The most reserved to this idea were students from Italy and Slovenia. The latter group was the most reserved of all. More than 22% young people declared not being interested in joint history lessons with students from other countries, while 6% were 'rather' not interested. Norwegians appear to be the most hesitant group – as much as 17% of them declared not being sure if they would want to study with students from abroad. They probably would consider it depending both on the the topic that would be tackled during such study sessions, as well as on the people taking part in the project.

Tab. 5 · Would like to study history along with colleagues other countries?

5	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	32 %	34 %	14 %	12 %	4 %	2 %	2 %
Norway	37,75 %	20,8 %	15,1 %	5,7 %	1,9 %	1,9 %	17 %
Great Britain	-	-	-	-	-	-	-
Italy	2,22 %	42,22 %	24,44 %	8,89 %	6,67 %	4,44 %	8,89 %
Spain	35,71 %	23,81 %	14,29 %	21,43 %	7,14 %	-	-
Slovenia	20,99 %	24,69 %	25,93 %	6,17 %	18,52 %	3,7 %	7,41 %



1 Attitude of students towards the past

A similar phenomenon seems to occur when it comes to video-conference lessons. The attitude of students from Poland, Spain and Norway is the most positive towards this idea. The rest of the subjects are more hesitant, but positively so. Here, once again, the Norwegian group is not able to decide if this teaching method would be appropriate for them.

Tab. 6 · Video-Conferences

6	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	36 %	24 %	18 %	14 %	8 %	-	-
Norway	30,2 %	24,5 %	20,8 %	7,5 %	1,9 %	1,9 %	13,2 %
Great Britain	-	-	-	-	-	-	-
Italy	6,67 %	40 %	24,44 %	20 %	4,44 %	2,22%	2,22 %
Spain	40,48 %	21,43 %	11,9 %	4,76 %	14,29 %	4,76 %	2,38 %
Slovenia	25,93 %	33,33 %	30,86 %	1,23 %	4,94 %	2,47 %	1,23 %

Research results prove the openness of Spanish and Polish students, which answers the question about their interest in participating in a project together. The most hesitant groups here are Norwegians and Italians.

Tab. 7 · The idea of a common historical Project with pupils from other countries

7	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say	Not answered
Poland	36 %	34 %	16 %	12 %	2 %	-	-	-
Norway	28,3 %	18,9 %	28,3 %	7,5 %	3,8 %	-	11,3 %	1,9 %
G.Britain	-	-	-	-	-	-	-	-
Italy	15,56 %	31,11 %	28,89 %	15,56 %	4,44 %	2,22%	2,22 %	-
Spain	52,38 %	23,81 %	16,67 %	4,76 %	2,38 %	-	-	-
Slovenia	27,16 %	33,33 %	23,46 %	1,24 %	11,11 %	3,7 %	-	-



1 Attitude of students towards the past

c · Historical memory

The last part of the questionnaire was aimed at examining whether the students noticed the “entanglement” of their place of living in the history of Poland and Europe and whether they felt a need to know the history of the closest neighbourhood. It turns out that the youth are not fully convinced that such relations exist.

Listening to witnesses of the past is enjoyed by all students under study. Only the students from Spain seem to be less enthusiastic and not as interested in learning history from the people who were a part of the historical events. More than 28% of them answered ‘rather no’ and ‘no’. In the other groups, the percentage of students that marked these answers oscillates between 1.9 and 6%. In the case of Spanish students this answer corresponds to their general dislike of history lessons. It is hence visible that the history lessons in Spain are not seen as interesting and valuable by the students.

Students from Poland, Norway and Slovenia on the other hand declare interest in listening to personal accounts of past events.

Tab. 8 · Do you like listening to witnesses of the past event?

8	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	44 %	44 %	6 %	4 %	2 %	-	-
Norway	43,4 %	35,8 %	18,9 %	1,9 %	-	-	-
Great Britain	-	-	-	-	-	-	-
Italy	37,78 %	37,78 %	20 %	2,22 %	2,22 %	-	-
Spain	11,9 %	23,81 %	35,71 %	21,43 %	7,14 %	-	-
Slovenia	43,21 %	37,04 %	13,58 %	2,27 %	3,7 %	-	-

At the same time, the willingness to listen to personal history accounts does not correspond to the interest in getting to know the local history of the region in question. Here, the group declaring the largest interest was that of Italians. Over 70% of the young Italians are interested in local history (22.22% ‘absolutely’ and 53.33% ‘yes’). The students from Poland are the group that marked the answer ‘absolutely’ the least (only 10% of the respondents). At the same time the next figure grew to 52% (‘yes’).

This exposes a smaller degree of interest in local history. Also the students from Poland are the largest group openly admitting to their lack of interest in the local history of their region. The answers stating this reach 14%, while in the case of other groups it ranges between 4 and 8%. This clearly shows that the local is not perceived to be valuable by young Poles. These views are also reflected in the openness of Polish students towards other countries, which would potentially enable them to study European rather than local history.



1 Attitude of students towards the past

Tab. 9 · The willingness to recognize students' own place of residence

9	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	10 %	52 %	20 %	2 %	8 %	6 %	2 %
Norway	15,1 %	24,5 %	32,1 %	5,7 %	5,71 %	1,9 %	15,1 %
Great Britain	-	-	-	-	-	-	-
Italy	22,22 %	53,33 %	20 %	2,22 %	-	-	2,22 %
Spain	23,81 %	42,86 %	11,9 %	11,9 %	2,38 %	4,76 %	2,38 %
Slovenia	13,58 %	23,1 %	29,63 %	14,81 %	2,47 %	2,47 %	1,23 %

Very interesting results come from the next question, which was supposed to analyse the awareness of students about the fact that each local historical event is to some extent intertwined in European history. Generally speaking student awareness about this is on a rather high level. Undoubtedly, the Polish students are the group where the amount of young people that recognise this relationship is the lowest. What is interesting, this is also the group declaring the biggest interest in history in general and is characterised by the highest level of openness towards knowledge. This shows that local history is marginalized in the Polish history syllabus. Teaching focuses on the 'grand events' of history without exposing their influence on the local and regional affairs. Hence, the attitude of Polish students towards the fact that each local historical event is to some extent intertwined in European history. A similar problem is noticeable amongst Spanish students.

A bigger amount of respondents in this group acknowledges the relationship between local and European history than the Polish, however a larger percentage of Spaniards declares not seeing this relationship (over 26% of the respondents). It is therefore desirable that both countries include the study of the link between local and European history in its syllabuses. Explaining the ways in which the history of the region is both directly and indirectly intertwined with European history would enable a more in-depth understanding of history in general.

Presenting national history as if it were detached from the local is also a highly undesirable practice. Similarly, all European and global historical events should be taught in relation to the impact they had locally. Each topic should be ended by analysing the ways in which these events shaped the socio-cultural, economic and political life of the local population. Such practices would result both in the students' greater interest in local history, as well as in making them aware of the close relationship between global events and the life of each and every European.



1 Attitude of students towards the past

Tab. 10 · Awareness of the relationship between the place of residence and history of Europe

10	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	4 %	32 %	36 %	20 %	10 %	4 %	2 %
Norway	7,5 %	49,1 %	28,3 %	-	1,9 %	-	11,3 %
Great Britain	-	-	-	-	-	-	-
Italy	6,67 %	48,89 %	35,5 %	-	4,44%	-	2,22 %
Spain	9,52 %	33,33 %	23,81 %	4,76 %	23,81 %	2,38 %	2,38 %
Slovenia	22,22 %	33,33 %	32,01 %	2,47 %	2,47 %	2,47 %	1,23 %

a · Comparative analysis of interviewed teachers according to their age, didactic workload and teaching experience

The study focused on secondary school teachers from six European countries. This group of teachers varied greatly in their experience and didactic backgrounds. The average amount of years of experience as teachers is 17. Polish teachers are the group with the highest amount of teaching hours per week, the average of 15.71. A similar picture is observable in Slovenia. It also appears that Italians have the least amount of teaching hours (an average of 5 hours of history per week). The largest amount of classes, with which the teacher shares his knowledge is 11 (Slovenia), 9 (some cases in Poland and Italy), with the least being 3. On average, there are 24 students in each class, but there are some cases of larger classes – 40 (Spain), as well as smaller – 15 (also Spain).

As I mentioned above, the amount of teaching hours allotted to history lessons varied in all of the European countries under study. In Italy, the amount of teaching hours was the smallest, while in Spain and Norway it was the largest. I asked myself how the amount of history teaching hours per week corresponds to the amount of material covered in the lessons. All teachers claimed that the amount of class time that they have available is “definitely sufficient” in order to realise the syllabus. At the same time it is important to mention that the amount of hours that the teachers have to teach their subject does not reflect their level of satisfaction. Spanish teachers who meet with their classes for around 3.5 hours per week are amongst the most dissatisfied teachers. As much as 85.86% of the teachers claimed the amount of hours they have available as “rather no”, “no” and “absolutely not” enough. At the same time, Polish teachers are relatively satisfied with their amount of class time hours.

Tab. 11 · Number of hours – historical knowledge

11		Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	2 h.	-	42,85 %	28,57 %	28,57 %	-	-	-
Norway	3,5 h.	-	7,7 %	46,2 %	30,8 %	7,7 %	-	7,7 %
G. Britain	-	-	-	-	-	-	-	-
Italy	1,8 h.	-	15,38 %	23,08 %	30,67 %	30,67%	-	-
Spain	3,5 h.	-	14,29 %	28,57 %	28,57 %	42 %	14,29 %	-
Slovenia	2 .h.	-	35,29 %	41,18 %	-	17,47 %	5,88 %	-

When it comes to the concept of historical memory, the most dissatisfied teacher group is once again the one having the biggest amount of teaching hours to their disposition. This time these are the Norwegians (77%). Polish teachers once again state that the amount of hours that they have available is satisfactory.



2 Comparative analysis of attitudes of teachers

Tab. 12 · Number of hours and historical memory

12		Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	2 h.	-	14,28 %	42,85 %	-	28,57 %	-	14,28 %
Norway	3,5 h.	-	7,7 %	7,7 %	46,2 %	30,8 %	-	7,7 %
G. Britain	-	-	-	-	-	-	-	-
Italy	1,8 h.	-	23,08 %	15,38 %	30,77 %	15,38 %	15,38 %	-
Spain	3,5 h.	-	20 %	26,66 %	39,99 %	-	6,67 %	6,67 %
Slovenia	2 .h.	5,88 %	11,76 %	35,29 %	5,88 %	23,53 %	11,76 %	5,88 %

The amount of teaching hours also does not reflect the passion for history that teachers pass onto their students. The most satisfied here are the teachers from Poland. More than 66% of them state that the amount of teaching hours that they have is enough to pass on passion for history to their students. The opposite is true for teachers from Spain, who are the ones possessing the highest amount of teaching hours.

Tab. 13 · Number of hours and passion

13		Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	2 h.	-	16,67 %	50 %	-	28,57 %	4,76 %	-
Norway	3,5 h.	7,7 %	15,4 %	30,8 %	15,4 %	23,1 %	-	7,7 %
G. Britain	-	-	-	-	-	-	-	-
Italy	1,8 h.	-	23,07 %	38,46 %	23,07 %	7,69 %	-	7,69 %
Spain	3,5 h.	12,5 %	18,75 %	18,75 %	18,75 %	25 %	-	6,25 %
Slovenia	2 .h.	-	35,29 %	23,53 %	17,65 %	17,65 %	-	5,88 %

What is interesting is the fact that almost all of the questioned teachers stated that the amount of teaching hours they have to their disposal is enough to show the youth that historical knowledge is useful in adult life. Here the most skeptical group was the one from Poland. 50% of the interviewed teachers said "rather yes," 16,67% said "yes," while 28,57% said "no." The examination demonstrates that the teachers do not completely accept the curriculum and the time they have to discuss it. They do not have enough time to make good contacts with the students and to both transfer their passions to them and show them that historical knowledge is needed in the life of an adult.



2 Comparative analysis of attitudes of teachers

Tab. 14 · Is this enough to show that historical knowledge is required in the adulthood?

14		Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	2 h.	-	14,29 %	28,57 %	-	42,87 %	-	14,29 %
Norway	3,5 h.	15,4 %	23,1 %	53,8 %	-	-	-	7,7 %
G. Britain	-	-	-	-	-	-	-	-
Italy	1,8 h.	-	30,77 %	38,46 %	15,38 %	-	-	15,38 %
Spain	3,5 h.	12,5 %	37,5 %	43,75 %	-	-	-	6,25 %
Slovenia	2 .h.	-	41,78 %	29,41 %	11,76 %	11,76 %	5,88 %	-

The question concerning the correlation of the History curriculum at the gymnasium with the interests of the students demonstrated that there was a strong discrepancy between what was taught and what the students wanted to learn. The research results clearly show that the teaching syllabus in Slovenia is most correlated with the actual interests of students. Italian teachers think similarly. At the same time, teachers from other countries are not so sure about this. Such a lack of correlation no question renders it virtually impossible to make the students feel interest in the subject or to transfer the teacher's passion to them. Furthermore, it renders it difficult to transfer the historical knowledge as such.

Tab. 15 · Does the course correspond with interests of pupils?

15	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	-	-	28,57 %	14,29 %	42,86 %	-	14,29 %
Norway	-	15,4 %	30,8 %	7,7 %	7,7 %	-	38,5 %
Great Britain	-	-	-	-	-	-	-
Italy	-	-	53,85 %	15,38 %	23,08 %	-	7,69 %
Spain	-	-	-	31,25 %	50 %	-	18,75 %
Slovenia	-	29,41 %	47,06 %	5,88 %	5,88 %	11,76 %	-

It is interesting to note that teachers from almost all countries under study doubt that their students are aware of the usefulness of history in adult life. Here, the situation is the best in Slovenia and Norway. Slovenia as one of the youngest European countries puts a lot of emphasis on the knowledge of the nation's history. During the whole education process it emphasizes the fact that historical knowledge is very important for the maintenance of national awareness.



2 Comparative analysis of attitudes of teachers

Tab. 16 · Are the pupils aware how important a history of their own country is?

16	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	-	14,29 %	28,57 %	42,86 %	-	-	14,29 %
Norway	-	30,8 %	53,8 %	-	15,4 %	-	-
Great Britain	-	-	-	-	-	-	-
Italy	-	7,69 %	23,08 %	46,15 %	7,69 %	-	15,38 %
Spain	-	6,25 %	12,5 %	31,25 %	50 %	-	-
Slovenia	-	41,18 %	41,18 %	-	11,76 %	-	5,88 %

Despite their previous doubts, teachers know that students like taking part in history lessons. Norwegians are the group that most readily notices the high level of student satisfaction with their history lessons. At the same time, Slovenian teachers have the largest amount of doubts about student satisfaction levels. Here opinions are most diversified.

Tab. 17 · Do they eagerly participate in the history classes?

17	Absolutely	Yes	Rather yes	Rather no	No	Absolutely no	Difficult to say
Poland	-	-	85,71 %	-	-	-	14,28 %
Norway	7,7 %	92,3 %	-	-	-	-	-
Great Britain	-	-	-	-	-	-	-
Italy	-	30,77 %	53,85 %	7,69 %	-	7,69 %	-
Spain	-	25 %	68,75 %	6,25 %	-	-	-
Slovenia	23,53 %	41,18 %	23,53 %	-	5,88 %	-	-

In spite of the afore-mentioned doubts, the teachers are in a perfect agreement that the students "rather like" to participate in History classes. There is some uncertainty in this response, as the teachers are aware that not all the attitudes and declarations of the students are authentic and genuine. Therefore, they assume the existence of apparent and not actual willingness to participate in classes.



2 Comparative analysis of attitudes of teachers

b · Methods of work during the class

Defining the used teaching activities/ strategies proved to be difficult in the Polish schools under study. The questionnaire was not precise enough in using terms such as 'often', 'sometimes' or 'rarely'. Teachers could have been very subjective in assessing the teaching methods they use because for each of them the listed terms could have meant something different.

Surely the most common answer that was given to virtually all questions relating to teaching methods was 'sometimes'. This suggests that the method was not unused, but that its use was not dominating or even systematic.

Tab. 18 · How often do you make use of the following didactic materials?

Tab. 18 a · Documentaries

18 a	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	14,28 %	42,86 %	28,57 %	-	14,28 %
Norway	-	15,4 %	76,9 %	7,7 %	-	-
Great Britain	9,5 %	28,6 %	52,4 %	4,8 %	4,8 %	-
Italy	-	30,79 %	38,46 %	23,08 %	7,69 %	-
Spain	6,25 %	37,5 %	50 %	-	-	-
Slovenia	-	17,65 %	64,71 %	17,65 %	-	-

Documentaries are mostly used as didactic support by teachers from Spain and Great Britain. On the other hand, Italians are the group using documentaries the least often. This can be explained by the amount of time that the teachers have available. The more teaching hours per week, the higher the chance that documentaries are used as a part of the teaching process.



2 Comparative analysis of attitudes of teachers

Tab. 18 b · Films based on real events

18 b	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	14,28 %	57,14 %	14,28 %	14,28 %
Norway	-	7,7 %	76,9 %	15,4 %	-	-
Great Britain	13,65 %	36,4 %	45,5 %	4,5 %	-	-
Italy	-	23,08 %	35,29 %	17,65 %	7,69 %	-
Spain	-	12,5 %	26,25 %	31,25 %	-	-
Slovenia	-	5,88 %	52,94 %	35,29 %	5,88 %	-

Films based on true events are most often used by British teachers, while the least often by Spanish teachers. At the same time, table 18b shows that in general, films based on true events are rarely used by teachers.

Tab. 18 c · Cartoons referring to true events

18 c	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	14,28 %	57,14 %	14,28 %	14,28 %
Norway	-	7,7 %	76,9 %	15,4 %	-	-
Great Britain	13,65 %	36,4 %	45,5 %	4,5 %	-	-
Italy	-	23,08 %	35,29 %	17,65 %	7,69 %	-
Spain	-	12,5 %	26,25 %	31,25 %	-	-
Slovenia	-	5,88 %	52,94 %	35,29 %	5,88 %	-

It appears that historical cartoons are even less popular than films based on true events. Here once again the dominant group, which uses them, is that of teachers from Great Britain. They are the only group that noted using such films. Teachers from other countries only sporadically use cartoons. The group which uses cartoons the least is that of Spanish teachers.



2 Comparative analysis of attitudes of teachers

Visiting archives is also a not a widely used method of teaching history. Both Spanish and Polish teachers use it the least. At the same time, Italian and British teachers use it most often, but even so, these are rare cases. Most probably teachers do not have enough time and possibility to organize such lessons. They focus on teaching the historical syllabus while archives usually do not offer to organize lessons for students (if they do then these are mostly directed at an older audience). The Polish Institute of National Remembrance is the most active in this field. It specializes in collecting Polish post-war documents and offers a wide range of lessons, which are keenly attended both by students and teachers.

Tab. 18 d · Visits to archives

18 d	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	-	14,28 %	85,71 %
Norway	-	-	7,7 %	38,5 %	53,8 %
Great Britain	-	4,5 %	13,6 %	45,5 %	36,4 %
Italy	-	7,69 %	38,46 %	30,77 %	15,35 %
Spain	-	-	-	12,5 %	87,5 %
Slovenia	-	-	5,88 %	29,41 %	61,71 %

Despite their smallest amount of teaching hours, outings to museums are mainly organized by Italian teachers. 30.77% of the Italian respondents claim that they organize such lessons. Spanish teachers also often take their students to museums. In the other countries such outings are organized, but are not commonplace.

Tab. 18 e · Visits to museums

18 e	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	42,86 %	57,14 %	-
Norway	-	-	30,8 %	46,2 %	23,1 %
Great Britain	-	13,6 %	18,2 %	63,6 %	4,5 %
Italy	-	30,77 %	61,54 %	-	7,69 %
Spain	-	-	75 %	18,75 %	6,25 %
Slovenia	-	11,76 %	41,18 %	41,18 %	5,88 %



2 Comparative analysis of attitudes of teachers

The research clearly show that the way local history is taught in European schools leaves a lot of space for improvement. The country, which seems to engage with local history the most, is Italy. 30.77% of the respondents declare organizing city tours aimed at presenting local history for students 'very often'. Polish and Norwegian teachers organize such tours the least.

Tab. 18 f · City tour aimed at presenting local history

18 f	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	28,57 %	71,43 %	-
Norway	-	-	23,1 %	46,2 %	30,8 %
Great Britain	9,1 %	4,5 %	22,7 %	63,6 %	-
Italy	30,77 %	-	38,46 %	17,65 %	7,69 %
Spain	-	6,25 %	43,75 %	50 %	-
Slovenia	5,88 %	17,65 %	23,53 %	41,18 %	11,76 %

Italian teachers invite special guests and witnesses of historical events most often. This is rarely done by Spanish and Slovenian teachers.

Tab. 18 g · Inviting special guests specializing in particular topics

18 g	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	28,57 %	57,14 %	14,28 %
Norway	-	-	7,7 %	61,5 %	30,8 %
Great Britain	-	-	13,6 %	36,4 %	50 %
Italy	5,88 %	5,88 %	46,15 %	30,77 %	5,88 %
Spain	-	-	6,25 %	31,25 %	62,50 %
Slovenia	-	-	5,88 %	41,18 %	52,94 %



2 Comparative analysis of attitudes of teachers

Tab. 18 h · Inviting witnesses of historical events

18 h	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	28,57 %	42,86 %	28,57 %
Norway	-	-	7,7 %	61,5 %	30,8 %
Great Britain	-	13,6 %	13,6 %	36,4 %	36,4 %
Italy	-	7,69 %	38,44 %	46,15 %	7,69 %
Spain	-	-	12,5 %	31,25 %	56,25 %
Slovenia	-	-	5,88 %	23,53 %	70,59 %

Multimedia presentations are used in Great Britain most often. The difference between GB and other countries is significant here – over 77% of British respondents noted using this method 'very often'. Slovenians are the second with 23.53%. The teachers from Poland use multimedia presentations least often.

Tab. 18 i · Multimedia presentations

18 i	Very often	Often	Sometimes	Rarely	Never
Poland	-	14,28 %	14,28 %	42,86 %	28,57 %
Norway	-	23, %	69,2 %	-	7,7 %
Great Britain	-	-	-	-	-
Italy	-	7,69 %	61,54 %	15,38 %	15,38 %
Spain	6,25 %	12,5 %	75 %	6,25 %	-
Slovenia	-	11,76 %	23,53 %	64,71 %	-



2 Comparative analysis of attitudes of teachers

History teachers also reported using thematic sessions during their lessons. It is not their favourite teaching method, but it is not completely neglected. It is difficult to compare the research results due to the high level of response dispersion. It seems that Slovenians use this method most often, while Poles, least often.

Tab. 18 j · Organizing thematic session

18 j	Very often	Often	Sometimes	Rarely	Never
Poland	-	14,28 %	14,28 %	42,86 %	28,57 %
Norway	-	23,1 %	69,2 %	-	7,7 %
Great Britain	-	-	-	-	-
Italy	-	7,69 %	61,54 %	15,38 %	15,38 %
Spain	6,25 %	12,5 %	75 %	6,25 %	-
Slovenia	-	11,76 %	23,53 %	64,71 %	-

Using auxiliary materials illustrating discussed issues is most popular in Spain and Norway. They are used least often in Poland where as much as 42.86% of the teachers declared never to have used such materials.

Tab. 18 k · Using auxiliary materials illustrating discussed issues

18 k	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	14,28 %	28,57 %	42,86 %	14,28 %
Norway	7,7 %	61,5 %	23,1 %	-	7,7 %	-
Great Britain	-	-	-	-	-	-
Italy	-	46,15 %	30,77 %	15,38 %	7,69 %	-
Spain	12,5 %	56,25 %	37,5 %	-	-	-
Slovenia	-	17,65 %	52,94 %	29,41 %	-	-



2 Comparative analysis of attitudes of teachers

E-learning courses are a relatively new method of teaching. Hence, it is not surprising that it is rarely used in almost all countries. Slovenia is the exception here with as much as 29.41% of teachers having declared using e-learning 'often' or 'sometimes'. None of the Slovenian respondents claimed to have 'never' used e-learning. Table 18. l. illustrates that teachers from other countries do not often use this method.

Tab. 18 l · E-learning courses

18 l	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	-	14,28 %	57,89 %	14,28 %
Norway	-	-	15,4 %	46,2 %	38,5 %	-
Great Britain	-	-	-	-	-	-
Italy	-	-	23,08 %	7,69 %	69,23 %	-
Spain	-	-	-	18,75 %	81,25 %	-
Slovenia	-	29,41 %	52,94 %	17,65 %	-	-

Organizing field trips is definitely difficult for the teacher, especially when it comes to traveling outside of the town or city of residence. It is hence not a surprise that most teachers 'rarely' or 'never' organize such trips. Only Italian and Slovenian teachers organize field trips more than the others. Nevertheless, it is clear that this is not the dominant teaching method.

Tab. 18 m · Field trips

18 m	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	87,17 %	-	-	14,28 %
Norway	-	-	23,1 %	61,5 %	15,4 %	-
Great Britain	-	-	-	-	-	-
Italy	7,69 %	23,08 %	46,15 %	23,08 %	7,68 %	-
Spain	-	-	43,75 %	43,75 %	12,5 %	-
Slovenia	5,88 %	35,29 %	29,41 %	29,41 %	-	-



2 Comparative analysis of attitudes of teachers

Illustrating the discussed topic with music is also not a popular method of teaching history. It rarely occurs during the lessons (table 18 n.). This looks different in the case of using literature examples as an illustration of history. British, Italian and Slovenian teachers use this method most often.

Tab. 18 n · Illustrate discussed issues by music

18 n	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	14,8 %	-	14,28 %	57,14 %	-	14,28 %
Norway	-	7,7 %	38,5 %	53,8 %	-	-
Great Britain	-	-	-	-	-	-
Italy	-	7,69 %	30,77 %	23,08 %	38,46 %	-
Spain	-	-	-	68,75 %	31,25 %	-
Slovenia	-	-	17,65 %	58,82 %	23,53 %	-

Tab. 18 o · Illustrate by literature excerpts

18 o	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	42,86 %	28,57 %	14,28 %	14,48 %
Norway	-	7,7 %	53,8 %	30,8 %	7,7 %	-
Great Britain	13,6 %	36,4 %	31,8 %	13,6 %	4,5 %	-
Italy	7,69 %	30,77 %	46,15 %	7,68 %	7,69 %	-
Spain	-	6,25 %	18,75 %	43,75 %	18,75 %	-
Slovenia	-	35,29 %	41,18 %	23,53 %	-	-



2 Comparative analysis of attitudes of teachers

A method commonly used by teachers is group work. Spanish teachers seem to be using this method most often. Polish teachers also appear to be fond of group work. Teachers from other countries use this method, but it is not the dominant way of engaging with their students during class time.

Tab. 18 p · Work in groups

18 p	Very often	Often	Sometimes	Rarely	Never
Poland	28,57 %	14,28 %	28,57 %	14,28 %	14,28 %
Norway	-	38,5 %	53,8 %	7,7 %	-
Great Britain	-	-	-	-	-
Italy	-	30,77 %	61,54 %	7,69 %	-
Spain	43,75 %	25 %	31,25 %	-	-
Slovenia	-	29,41 %	47,08 %	17,65 %	5,88 %

Writing essays is a very important element of the education process in Great Britain. 95.5% of the British respondents claim that their students write essays 'often' and 'very often'. Also Spanish students seem to write many essays. This teaching method is least used in Poland and Slovenia.

Tab. 18 r · Writing essays

18 r	Very often	Often	Sometimes	Rarely	Never
Poland	-	-	42,86 %	14,28 %	-
Norway	7,7 %	23,1 %	61,5 %	7,7 %	-
Great Britain	45,5 %	50 %	4,5 %	-	-
Italy	-	15,38 %	46,15 %	38,46 %	-
Spain	18,75 %	56,25 %	25 %	-	-
Slovenia	-	-	17,68 %	47,05 %	35,29 %



2 Comparative analysis of attitudes of teachers

Generally speaking, teachers seem to use a wide range of teaching methods. The methods they choose depend on the discussed topic and on the attitude of students. The more teaching hours they have available, the more diversified the lessons become. At the same time all teachers state that *“Different concepts enables development and preserving of historical memory. I would expose interdisciplinary – knowing of facts with support of stories of witnesses of historical acts, documentary films, museum materials”* (Sp). Most teachers use a variety of multimedia presentations and engage in an analysis of historical evidence. However, not many of them currently invite witnesses of historical events to the schools. Visiting places of memory are seen to be a better way to secure an active participation of students. Because the students can feel and see history from up close, it appeals to them more readily.

A teacher says *“for historical memory I mean the sharing of personal memories about recent history, through witnesses, contacts, documents and places. Each person who receive these memories becomes himself “memory” (It) and contributes to extend the “chains” of memory. Often the history memories link personal facts to national or international history. In this way our students understand that we live inside the History!”* (It).

c · Historical memory in secondary schooling

Teachers believe that historical memory (which is first of all shaped in the family) is extremely important in teaching History. Above all, it facilitates to understand discussed issues, especially if they concern local history. This memory *“should make the young people aware of the roots of their existence in the country, the society and the nation”* (PL), *“Historical memory enables person and society understanding of present and future. It develops in longer time period and transfers trough generations. With preserving and awareness becomes part of historical process”* (It).

The interviewed teachers were asked to define or to specify what historical memory was. Their responses may be divided into two groups. The first (larger) group consists of statements saying that historical memory is: *“an image of the past which is shaped by subsequent generations”* (PL), *“a widely adapted version of history, which is acceptable for the society. It is understood as the common past”* (PL), *“a set of ideas which most generally concern the past and which function in the society”* (PL), *“the awareness of one’s roots; it is the knowledge of the past that enables one to understand the present time”* (PL), *“ With personal experience of students (they can gain it in different ways) is the easiest way to assure historical memory”* (It). *“The common vision on the past”* (Sp), *“Remember past tragic moments of our History to share with new generations in order that these errors of the past will not be repeat”* (Sp). *“The memories of normal people, who sould never appear in a school book, their experiences in a situation, a time , a war, but not just data, it has to be focused on make us understand that those events may occur to anyone and it is worth to be remembered in order not to be forgotten or distorted”* (Sp). These statements unequivocally demonstrate that the Polish teachers usually understand the idea of historical memory in a proper way, i.e., as the memory which is sanctioned and honoured by a given society. However, not all the Polish teachers understood it that way.

The other group of statements understand historical memory as *“acquiring knowledge about significant historical events”* (PL), *“memories of normal people, who should never appear in a school book, their experiences in a situation, a time , a war, but not just data, it has to be focused on make us understand that those events may occur to anyone and it is worth to be remembered in order not to be forgotten or distorted”* (Sp). *“To know, study and remember the past and to be aware it might have influence on the future. It is interesting to work with students the critical thinking and analyze the different ways of an event may be remembered, and how can be manipulated and changed”* (Sp), or *“acquiring knowledge about past historical events”* (PL). As it can be seen, here the stress is put not on the awareness of an individual or a



2 Comparative analysis of attitudes of teachers

society, but on the process of acquisition of knowledge, although the process itself has not been fully defined. I assume that the teachers meant the entire process of school education and not the process of knowledge formation based on family traditions, or, in a broader sense, on social traditions.

d · Interdisciplinary, inter-school and international projects

One of the methods, which enable making history more appealing to students, is allowing the preparation of interdisciplinary projects. These would also prepare students to understand the importance of historical memory. Such projects, coordinated by teachers from a variety of subjects, have already been introduced in Poland. 71.43% of the teachers declared having organized such projects 'sometimes', while 14.47% 'rarely' engage in such undertakings.

Tab. 19 · Prepare interdisciplinary projects

19	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	71,43 %	14,47 %	-	14,47 %
Norway	-	-	61,5 %	30,8 %	7,7 %	-
Great Britain	-	9,1 %	50 %	36,4 %	4,5 %	-
Italy	7,69 %	15,38 %	46,15 %	23,08 %	7,69 %	-
Spain	6,25 %	18,75 %	50 %	18,75 %	6,25 %	-
Slovenia	-	11,76 %	41,18 %	29,41 %	17,65 %	-

Tab. 20 · Share didactic experiences with teachers from other schools

20	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	14,28 %	57,14 %	14,28 %	-	14,28 %
Norway	-	7,7 %	46,2 %	38,5 %	7,7 %	-
Great Britain	-	9,1 %	36,4 %	50 %	4,5 %	-
Italy	7,69 %	46,15 %	38,46 %	-	-	-
Spain	12,5 %	-	62,5 %	18,75 %	6,25 %	-
Slovenia	5,88 %	5,88 %	36,29 %	17,65 %	36,29 %	-



2 Comparative analysis of attitudes of teachers

The cooperation with teachers from other schools looks the best in Italy. It seems to be commonplace there. Over half of the Italian teachers claim to cooperate with teachers from other schools 'often' and 'very often'. The opposite can be said about Slovenia where only as much as 11.76% of the respondents declared having cooperated with teachers from other schools. At the same time, teachers from Poland, Norway and Spain 'sometimes' contact teachers from other schools.

Teachers working in Europe do not share their experiences with each other. In Norway 90% of the respondents 'never' shared their experiences with teachers from abroad. Italians seem to be more active when it comes to foreign contacts; 60% of them claimed to cooperate with teachers from other countries. In general, such contacts do not seem to be commonplace at the moment, but it is expected that their amount will gradually grow.

Tab. 21 · The declared cooperation with teachers from other countries

21	Very often	Often	Sometimes	Rarely	Never	Not answered
Poland	-	-	14,28 %	14,28 %	57,14 %	14,28 %
Norway	-	-	-	7,7 %	92,3 %	-
Great Britain	-	-	9,1 %	36,4 %	54,5 %	-
Italy	-	-	30,77 %	30,77 %	38,46 %	-
Spain	-	-	18,75 %	18,75 %	62,5 %	-
Slovenia	5,88 %	-	11,76 %	23,53 %	58,82 %	-

Tab. 22 · The declared willingness to participate in teachers' international didactic meeting

22	Yes	No	I do not	Not answered
Poland	57,14 %	-	14,28 %	14,28 %
Norway	69,2 %	7,7 %	23,1 %	-
Great Britain	-	-	-	-
Italy	84,62 %	-	15,38 %	-
Spain	62,5 %	12,5 %	25 %	-
Slovenia	52,94 %	11,76 %	36,29 %	-



2 Comparative analysis of attitudes of teachers

Tab. 23 · The declared willingness to carry out international projects

23	Yes	No	I do not	Not answered
Poland	57,14 %	14,28 %	-	14,28 %
Norway	53,8 %	15,4 %	30,8 %	-
Great Britain	-	-	-	-
Italy	92,31 %	-	5,8 %	-
Spain	62,5 %	12,5 %	25 %	-
Slovenia	17,65 %	29,42 %	52,94 %	-

The above tables clearly expose the openness of Italian teachers towards international cooperation. They declare their interest both in attending trainings, as well as in participating in international projects. The data from Slovenia is very interesting here. Teachers from that region would only be interested in exchanging experiences; they would not like to be engaged in more demanding international projects. The other national groups are characterized by a high level of hesitance, which is understandable when it comes to deciding to take part in daring and difficult projects.

www.memoriesatschool.eu