



# PESTALOZZI PROGRAMME

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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## **Multiperspectivity in history education**

### **European Workshop**

#### **Dates**

**27/03/2017**

#### **Venue**

**Town : Bacau  
Country : Romania**

#### **Organisers**

**Ministry of National Education in Romania,  
Teacher Training Center of Bacau**

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On 19/04/2017

# Introduction

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The workshop got together history teachers in an attempt to support them in sharing views and experiences on how to deal with multiperspectivity in history teaching.

Learning to think historically also means to recognize that history and those who try to reconstruct the past are constrained by the types of sources they have access to and they interpret and use these evidences in different ways, selecting and highlighting different aspects of them. The defining characteristics of multiperspectivity in history and history teaching is a way of looking at things and a predisposition to view historical events, personalities, developments, cultures and societies from different perspectives, based on processes that are fundamental to history as a discipline.

The teachers discussed methods and techniques that could help them in the everyday work at class and tried to acquire methods and practices to foster positive attitudes in a multiperspectivity approach of a situation.

## Main issues

### *Issue 1*

#### **The darts table**

Aim : To analyse characteristics of multiperspectivity in History education.

Duration: One hour

In this activity, each participant presented his/her point of view about topics related with multiperspectivity in history education. The teachers could develop their knowledge and critical understanding of the self and the skills of listening and observing. They cultivated empathy and equity. The teachers were given five sentences to think about and decide if they agree with it and to which degree. They debated along these sentences:

Sentence 1. History as practised and taught is often mono-cultural, ethnocentric, universalistic rather than pluralist, and exclusive rather than inclusive.

Sentence 2. Multiperspectivity in History education can be used in extracurricular activities.

Sentence 3. We can replace traditional teaching methods such as chronological presentation by using Multiperspectivity in History classes.

Sentence 4. Multiperspectivity requires a curriculum structure for history which has some flexibility in it.

Sentence 5. We are going to develop appropriate competences for our students by using Multiperspectivity in history classes.

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## Issue 2

### **Show and Tell**

Aim : To know better about educational system around Europe & to share teaching methods and activities within participants' group.

Duration: Two hours

Each participant had 5 minutes to present his/her activity as a practitioner in his/her school. They were given this task to prepare before arriving to the workshop. They prepared .ppt files and even short films about themselves and their work in school.

The feedback from the teachers was very good, especially that very interesting ideas about how to motivate children in class were presented. We saw videos on stage plays with historic topics being presented by children in class, also shorts films on historic festivals organized by the teachers in their towns.

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### *Issue 3*

#### **Long River**

Aim : To analyse characteristics of multiperspectivity in History education.

Duration: Two hours

The activity was an adaptation after Active Citizens Facilitator's Manual and was a solve problem one. The activity was carried out in groups of 5 teachers. Each group had a representative in the plenary.

The teachers collaborated in order to present the importance of national specificity in a global context, understanding the interdependence between local and global structures and establishing the effects of a regional problem for the international community.

Five countries were imagined: Newmania, Piscatoria, Greenland, Pura, Mystico Delta. Each representative of the groups had to present the answer of his/her country land to propose a solution for the river.

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#### *Issue 4*

#### **Accept**

Duration: 75 minutes

Aim : To adapt teachers' behaviour in different contexts;

The group of teachers was divided in 4 groups. Two groups had similar tasks and the other two played the teachers' role.

Each group had to create a poster about discrimination.

At the end, the debriefing was set on what should a teacher do, in order to have a fair perspective among a process that has to be analyzed.

Participants valued democracy, justice, fairness, equality and the rule of law.

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## Issue 5

### **Base groups & Base groups Evaluation**

Duration: three hours

The participants learned together and became familiar with multiperspectivity in history education. They met in groups of 3 or 4 to discuss what they have learned during the day and support the group's members' individual learning goals.

The group's discussions focused on participants' individual experience and gave a specific focus for the whole group to work on.

The activity was meant to engage the teachers in self-directed and peer learning, identifying learning goals and developing transversal attitudes skills and knowledge. They also experienced team building.

During the evaluation session, the teachers went back to the sessions of the workshop and focused on their progress with regard to their values.

The activity was meant to help participants to gain perspectives of the workshop as a whole, reflect on the progress they have made towards the development of attitudes, skills and knowledge as teachers.

At the end of each day, the teachers had to present his/her impressions (written on the emoji page).

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## Conclusions

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One of the main ideas throughout the workshop was that the teacher should become a facilitator, he/she should have vision and be prepared to take action because sustainable change needs educational action. The teacher should also promote human rights, democracy and the rule of law.

At the end of the workshop, as the outcome of Base Groups activity, the teachers created dissemination plans and uploaded them on Pestalozzi platform.

The workshop used the Pestalozzi Programme pedagogy, being interactive, learner-centred, and represented an opportunity for participants to learn by doing and to work in a cooperative way.



25 April 2017