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HOUSE OF  
EUROPEAN HISTORY



European Economic  
and Social Committee

**#HISTOLAB**

**EUROPEAN INNOVATION  
DAYS IN HISTORY  
EDUCATION**

**PROGRAMME**

**8 - 10 MARCH 2023**



 @CoE\_Education

 @OHTECO

 [www.coe-histolab.eu](http://www.coe-histolab.eu)

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## Why an event to promote innovation in History Education?

The Council of Europe and the European Commission have a common position regarding the importance of history education, and how it can further inspire young people to participate in democratic processes, a priority for the Erasmus+ programme<sup>1</sup> and an integral part of education for democratic citizenship<sup>2</sup>. By encouraging critical analysis of history and through thought-provoking history classes, future generations can learn how to think independently by examining events using critical thinking. In this manner they learn how events in history have impacted upon the world and contributed to the formation of our societies. The European Economic and Social Committee also highlights the integral role that education plays in helping people understand the positive impact of the European Union in their everyday lives, specifically considering Europe's history<sup>3</sup>.

When history education is referred to as boring or inaccessible, this stereotype could be due to a disconnect between the topic information and how history relates to the lives of students. We are beyond a time when students should be expected to memorise names and dates of famous battles or to recite the speeches of "great men" whose achievements often appear alien to the lived experiences of today.

From research to teacher training initiatives, to advances in technology, the means for creativity and creation are abundant. The potential for history education to evolve is as limitless as for other school subjects such as science or mathematics.

The European Innovation Days in History Education bring together teachers and other practitioners, academics, researchers, junior professionals, as well as students all in the field of history education to engage with one another on projects and ideas previously submitted through an open call, or by the HISTOLAB partner organisations<sup>4</sup> or the Council of Europe's Observatory on History teaching in Europe (OHE). While the HISTOLAB project is implemented in all 46 Council of Europe member states, persons from other countries were also welcomed to apply to take part in the Innovation Days.

The event is organised within the framework of HISTOLAB as a joint project between the European Union and the Council of Europe<sup>5</sup> that focuses on the potential for evolution in history education, and shines a light on innovative initiatives in research, academia, and teaching practices. The motto for HISTOLAB is "where history education meets its future."

The European Economic and Social Committee and European Parliament through its House of European History also contribute to the organisation through hosting the event at their venues, as well as by providing content and organisational support.

The event is preceded by the **Second Forum organised on 7-8 March, in the framework of the intergovernmental project on history education of the Council of Europe.**

<sup>1</sup> Erasmus+ Programme Guide, Version 1 (2021): 25-03-2021

[https://www.erasustrainingcourses.com/uploads/6/5/6/3/65630323/2021-erasmusplus-programme-guide\\_en.pdf](https://www.erasustrainingcourses.com/uploads/6/5/6/3/65630323/2021-erasmusplus-programme-guide_en.pdf)

<sup>2</sup> Education for Democratic Citizenship and Human Rights Education (EDC/HRE): <https://www.coe.int/en/web/edc>

<sup>3</sup> Education about the European Union (Exploratory opinion at the request of the Romanian Presidency) SOC/612-EESC-2.

<sup>4</sup> EUROCLIO, Fédération Européenne des Ecoles, Leibniz institute for Educational Media | Georg Eckert Institute, House of European History, International Society for History Didactics.

<sup>5</sup> HISTOLAB Official Digital Hub : [www.coe-histolab.eu](http://www.coe-histolab.eu)

# SESSION 1

## WHERE HISTORY EDUCATION MEETS ITS FUTURE: WHY WE NEED INNOVATION

*HISTOLAB seeks to reinvigorate the field of history education by bringing together innovative ideas on how to contribute to the teaching of history. From research to teacher training initiatives, to advances in technology, the means for creativity and creation are abundant. The opening of the Innovation Days allows us to reflect on the importance of innovative methods and tools that are either already making waves in schools across Europe or are the seeds of projects that will take form during the event. This should ignite a conversation on how history education can evolve, and how exactly to involve the various actors in the field.*



Venue: European  
Economic and Social  
Committee VMA Building,  
Rue Van Maerlant/Van  
Maerlantstraat 2

09.30 – 10.30

### The importance of history education for a peaceful Europe and sustainable democracies

*Chair: Aurora AILINCAI, Executive Director of the Observatory on History Teaching in Europe and Head of the History Education and Schools of Political Studies Division, Council of Europe*

Welcoming video message from Themis CHRISTOPHIDOU, Director General of the European Commission's Directorate-General for Education, Youth, Sport and Culture

MEP Sabine VERHEYEN, Chair of the European Parliament's Committee on Culture and Education

Alain LAMASSOURE, President of the Governing Board of the Observatory on History Teaching in Europe

Villano QIRIAZI, Head of the Education Department, Council of Europe

Tatjana BABRAUSKIENĖ, Member of the European Economic and Social Committee

10.30-11.00

### Coffee break

Moderation by:

Emilia KITSIOU, Policy Assistant, Policy Coordination and Inter-Institutional Relations Unit, European Commission - Directorate-General for Education, Youth, Sport and Culture

11.00 – 11:30

### History#5: toolkit for gender history

*This interactive presentation will introduce History#5 (a toolkit made of a teachers' guide with*

*detailed lesson plans, thematic literature reviews, and 240 primary source cards with a comic-art design) as a resource for multi-perspective analysis and reflect on history education in Armenia.*

Narek MANUKYAN, Paradigma Foundation  
Hasmik KYUREGHYAN, Paradigma Foundation  
Talin SAGHDASARYAN, Paradigma Foundation  
Arpine HAROYAN, Paradigma Foundation

11.30 – 12.00

### Teaching the Shoah to teenagers in a different way

*Teaching the Shoah was always a difficult task and seems to be more challenging today. The European Project Convoi 77 offers teachers an innovative approach.*

Georges MAYER, Founder and President of Convoi 77



12.00 – 12.30

### EUSTORY

*Illustrating how students' history competitions in more than 20 countries in Europe and beyond enrich commemoration cultures, inspire history teaching, and foster critical thinking and international understanding. How can a successful methodology be kept fresh and be adapted to current challenges?*

Katja FAUSSER, Managing Director EUSTORY / Körber-Stiftung

12.30 – 14.00

### Lunchbreak buffet

## SESSION 2

### INNOVATION IN THE CLASSROOM: TEACHING METHODS AND PRACTICES

Teachers are at the centre of the work in HISTOLAB. When discussing innovation in history education, the focus is often on the use of new technologies, interactive software, video games and virtual reality. While all these tools are useful and can add to the experience of learning about history, it is the expertise of the teachers that moves the needle of progress in history education. In this segment, teachers take centre stage to share their classroom experiences of using innovative teaching methods and strategies, learning from one another by sharing expertise from across Europe.

#### Introduction and moderation:

Bridget MARTIN, History Teacher and Member of the OHTe Scientific Advisory Council

14.00 – 14.30

#### Digital storytelling - students as historians

*With the digital storytelling method, students create short video narratives of their family history during war times. When researching, they work as real historians selecting information and finding reliable sources*

Sari HALAVAARA, Otaniemi Upper Secondary School, Espoo, Finland  
Juha-Pekka LEHTONEN, Otaniemi Upper Secondary School, Espoo, Finland

14.30 – 15.00

#### Us and them, before us (Erasmus + Project)

*"US and THEM, before us", is a project in which partner high schools from Serbia, North Macedonia and Cyprus gathered to create a manual containing 15 lesson plans / teaching scenarios on "How to teach about WW2" and "How to nurture Remembrance while closing in on the 80 years' Anniversary of WW2 Victory".*

Zorana MATIĆEVIĆ, Sociology teacher, project team leader (Serbia)  
Konstantina KONTOU, History teacher, project team leader (Cyprus)  
Ilio TRAJKOVSKI, History teacher, project team leader (North Macedonia)

15.00 – 15.30

#### Learning from the past, acting for the future

*An interdisciplinary approach combining Holocaust remembrance, human rights, and intercultural education. This approach guides students to learn about the past, understand the way in which the past is connected with the present, and contributes to the development of democratic and intercultural societies in which every individual can live a life of dignity.*

Oana NESTIAN-SANDU, Olga Lengyel Institute for Holocaust Studies and Human Rights / Intercultural Institute Timisoara

15.30 – 16.00

#### Networking coffee break

16.00 – 16.30

#### What is the place of history teaching in vocational training programmes?

*A proposal to jointly develop a pedagogical chapter that would promote awareness of the importance of history in the analysis of contemporary events. This approach endeavours to help students navigate superfluous information, to strengthen their critical capacities and to learn about multiperspectivity.*

Xavier PAROUTAUD, Educational director, Federation for Education in Europe (FEDE)

16.30 – 17.00

#### Detective investigation

*An example of integrative teaching, in which history is connected to literature, chemistry and math. Through research work and problem solving, students gain a new perspective on history and make new connections with the material of other subjects.*

Vesna KOSTIĆ, History teacher  
Jelena MUCIĆ, Chemistry teacher  
Snežana BOGIĆEVIĆ, Math teacher  
Tatjana HADŽIĆ JOVOVIĆ, Literature teacher

17.00 – 17.30

#### Books not bombs – rebuilding education during war (Euroclio)

*While the war rages on, a group of passionate history and civic educators from Ukraine pushes for better education. "History of Ukraine and the World" uses active methods, puts Ukrainian history in its wider context, and promotes civic competences.*

Stefano DI PIETRO, Director  
Iryna KOSTYUK, Co-author "History of Ukraine and the World"  
Maryna KAFTAN, Co-author "History of Ukraine and the World"

19.00 – 21.00

Cocktail (beverages and food provided)  
Townhall Europe, Sq. de Meeûs 5, 1000 Bruxelles, Belgique

## SESSION 2 (continuation)

### INNOVATION IN THE CLASSROOM: TEACHING METHODS AND PRACTICES

#### Introduction and chairing:

Oana NESTIAN-SANDU,

Olga Lengyel Institute for Holocaust Studies and Human Rights / Intercultural Institute Timisoara



Venue: European Economic and Social Committee VMA Building,  
Rue Van Maerlant/Van  
Maerlantstraat 2

09.30 – 10.00

#### **Sound in the Silence**

*Sound in the silence is a unique remembrance project for high school students. The presentation will focus on the roots, ideas, goals, and different aspects of the project.*

Joanna ORŁOŚ, European Network Remembrance and Solidarity

10.00 – 10.30

#### **History and war thunder: recreating military history through video games**

*The idea of the project is recreating a battle from World War II combining history and video games.*

Dr. Eliza AFTENIE, History Teacher at Genesis College, Bucharest, Romania

10.30 – 11.00

#### **Networking coffee break**

11.00 – 11.30

#### **Roma history for children**

*Two projects in a mirror: past and present. One of the projects is an illustrated history book for children (+10 years), the other one is a series of four children's picture books with contemporary Roma heroes written by Roma young authors.*

Dora CERIN, Cu Alte Cuvinte (In Other Words) – NGO

11.30 – 12.00

#### **Reading like a historian: a document-based, inquiry-driven curricular approach**

*The Reading Like a Historian curriculum is a collection of classroom-ready materials that support history educators to cultivate students' historical thinking skills and content knowledge. In contrast to textbook-based instruction that often prevails in the United States, the "Reading Like a Historian approach" engages students in historical inquiry, primary source analysis, and evidence-based argumentation.*

Teresa Elena ORTEGA, Stanford History Education Group

12.00 – 12.30

#### **Online platforms as a means of innovative teaching: The examples of "Zwischentöne" and "EduSkills+"**

*Online platforms offering various ways of supporting innovative teaching methods for history education in schools. "Zwischentöne" offers teaching materials that are sensitive for diversity including innovative materials. "EduSkills+" is a multilingual platform with materials for the European context.*

Imke RATH, Leibniz Institute for Educational Media | Georg Eckert Institute

12.30-13.00

#### **Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training**

*Practical support for teachers in primary and secondary education to address pressing societal issues such as fighting disinformation and promoting digital literacy in the classroom.*

Simona PETKOVA, Policy Assistant, Digital Education Unit, European Commission - Directorate-General for Education, Youth, Sport and Culture

13.00 – 14.00

#### **Lunchbreak buffet**



## SESSION 3

### BRIDGING THE GAP BETWEEN ACADEMIA AND TEACHING

As research on history education continues to evolve and shine light on innovative methods, strategies, topics, and concepts for teaching and learning history, research needs to reach and impact upon the classrooms themselves. Academics focusing on history education often have the liberty to explore how this field can change and learn from similar research by their peers. This work plays an integral part in drawing attention to the shortcomings or the challenges of history curricula and can offer teachers a new perspective of how to approach teaching history in their classrooms, or guide state and non-state actors towards new and innovative ways to view historical thinking and teaching. This segment allows academics and teachers to interact and engage with one another on the differences between theory and practice, and to explore how academic research can be used to inspire teachers. How can this research be applied considering the constraints of national curricula? Why has it been theorised that history teaching is slower to adapt and change than history academia?

#### Introduction and chairing:

Raul CĂRSTOCEA, Historian, Vice-Chair of the OHTE Scientific Advisory Council

14.00 – 14.30

#### **Origins: a new global history**

*Origins introduces global History chronologically to pre-teens from the perspective of the marginalized. With a series of original workbooks that also function as textbooks, this project seeks to build engagement and enthusiasm among young learners, challenge and develop their skills in historical source analysis, and to nurture a sense of compassion and care for people and our world.*

Dr. Judith PERERA, Head of history at the British School in Colombo, Sri Lanka

14.30 – 15.00

#### **Historylab for European civic engagement: open e-toolkit to train history teachers on digital teaching and learning (Erasmus+)**

*Presenting the results of HistoryLab: a proposal of cross-cutting topics about the History of Europe, and teaching/learning proposals developed by 6 partners: University of Murcia (Spain), University of Porto (Portugal), University of Bologna (Italy), University of Amsterdam (Netherlands), University of Malmö (Sweden) and University of Helsinki (Finland).*

Cosme J. GÓMEZ CARRASCO, University of Murcia, Spain

Juan Ramón MORENO VERA, University of Murcia, Spain

15.00 – 15.30

#### **How to make history lessons more responsive to global challenges**

*Searching for a new quality of collaboration between the academia, history didactics or teacher training) and the classroom in strengthening global history (perspectives).*

Susanne POPP, International Society for History Didactics

Steffen SAMMLER, Leibniz Institute for Educational Media | Georg Eckert Institute, EFREC Project

15.30 – 16.00

#### **Networking Coffee Break**

16.00 – 16.30

#### **Environmental history in high schools: Ways of including it in the British international curriculum**

*The presentation looks at ways to include environmental history in the British international curriculum for high school. Despite the constraint of a curriculum that is mostly oriented towards the study of political history, this item will show how environmental history could be included in a high school course.*

Dr. Stefania GARGIONI, Learning Support and Assessment Coordinator at Forest International School, Paris, France

16.30 – 17.00

#### **Le moyen-âge dans tes oreilles**

*The presentation will explain the genesis of the project, show key figures about the audience, and present the evolution of the podcast over the upcoming years.*

François LENHOF, Podcaster

17.00 – 17.30

#### **The joint history project (1999-2020): History teaching and reconciliation**

*With more than a hundred historians from thirteen countries in Southeast Europe, JHP created alternative teaching materials to promote reconciliation in a region that suffered from a series of wars from the fourteenth century to date. After one year of war in Ukraine, the JHP could offer a model of how to teach controversial and sensitive issues in post-conflict societies.*

Prof. Christina KOULOURI, Panteion University of Social and Political Sciences, Athens

Prof. Dubravka STOJANOVIĆ, University of Belgrade

# SESSION 4

## INNOVATIVE USE OF SITES OF REMEMBRANCE, HISTORICAL PLACES, AND MUSEUMS



Venue:  
House of European History,  
Rue Belliard 135

*By making use of sites of remembrance, historical places such as local landmarks and museums, students can relate the historical knowledge they acquire in schools to tangible places and items. It gives both students and teachers a chance to expand their points of view, diversifying their learning experiences and gaining a new appreciation for the work done by history practitioners.*

*This segment follows on from the initiative taken by the Council of Europe's First annual forum for history education entitled, "Sites of Memories: Learning spaces for democracy" which was organised in Belgrade, Serbia in 2022. The Innovation Days are building on the forum's aims by inviting participants to share their expertise on teaching history away from the classroom.*

### Introduction and chairing:

Marko ŠUIČA, Historian, Member of the OHTe Scientific Advisory Council

09.30 – 11.00 (for HISTOLAB School Award Students only)

### **Guided tour of the House of European History**

Length 90 minutes

*The tour explores historical memories and experiences, both different and common, of the peoples of Europe and delves into how these relate to the present.*

09.30 – 10.30

### **Parallel workshops (open to all participants)**

#### **Disinformation in the shape of traveling exhibition**

Workshop  
Raluca NEAMU, House of European History

*The HEH's first travelling exhibition places the concept of "Fake" - one of present day's most widely discussed topics - as a common thread throughout history. Along with the Fake (F)or Real exhibition, this session aims to raise awareness about how facts, techniques and emotions may be blended to influence our worldviews, in the past and present.*

#### **Explore the multiperspectivity of Europe: a digital toolbox for history learning**

Workshop  
Laurence BRAGARD and Paul GRABENBERGER, House of European History

*This workshop offers an exciting opportunity to shape the multiperspectivity of European History into an accessible and useful digital toolbox for teachers and students. The learning team is launching the development phase of this new project. Come and take part!*

#### **War(s) in photos – A pedagogical tool about teaching war conflicts in the area of former Yugoslavia**

Workshop  
Bojana DUJKOVIĆ-BLAGOJEVIĆ, History teachers association of Bosnia and Herzegovina, Euroclio HIP BiH

*History of the wars of the 1990s in the area of former Yugoslavia is a rather sensitive and controversial issue in all the countries of the Western Balkans. In some countries these topics were introduced in teaching, in some only partially or not at all. This period is remembered in different ways, often confronting and mutually exclusive. Some believe this is why this period of history still is not a past that should be studied.*

10.30 – 11.00

### **Networking coffee break**

11.00 – 11.30

### **Confronting Memories**

*Confronting Memories will present its resources for history educators, give an overview of the programme as a whole, and discuss the importance of multiperspectivity. A new pedagogical guide on the use of memorial sites in history education will also be presented.*

Marcus CHAVASSE, EU-Russia Civil Society Forum e.V.  
Iryna KASHTALIAN, Confronting Memories Ambassador

11.30 – 12.00

**Museums, schools, and maps: a new road to learning**

*The presentation will focus on the explanation of the collaboration between schools and museums and the use of innovative digital tools (StoryMaps) for the enhancement of history education.*

Chiara PARISI, PhD student in the University of Ferrara, Italy

12.00 – 13.00

**Parallel workshops**

**Teaching history that is not yet history**

**Workshop**

Dea MARIĆ, Zagreb University,  
Ana RADAKOVIĆ, Belgrade  
University  
Bjorn WANSINK, Utrecht University

*A teacher's guide with strategies designed to help teachers teaching history in the countries of the former Yugoslavia about the recent history, including the wars of the 1990s. This is part of the Learning History that is not History project, which was awarded the Global Pluralism Award in 2019. During the workshop the authors would share some the strategies that can be used when history become very personal and/or emotional for the teachers and/or students.*

**Sensitive issues, emotions, and games**

**Workshop**

Anna ZADORA, University of  
Strasbourg

*Analysis and implementation of innovative practices and media (video game etc.) allowing for the expression of emotions when discussing sensitive topics (wars, conflicts, famine) to better "manage" and support these emotions and to promote open and democratic discussion.*

**HistoryLab.cz: An educational application for working with historical sources  
CANCELLED**

**Workshop**

Čeněk PÝCHA, Institute for the  
Study of Totalitarian Regimes

*The presentation will offer the experience of developing complex digital application that enables active interaction of students with historical sources, their analysis, and interpretation. Workshop participants will use concrete examples to discuss key decisions we made during the application development process.*

12.30 – 14.00

**Lunchbreak buffet**

# SESSION 5

## FROM INSPIRATION TO INNOVATION: LEARNING FROM ONE ANOTHER

*The HISTOLAB Award for Innovative School Projects in History Education encourages students to share their interests and ideas, and to tell the world how they want to learn about history. They were asked to ruminate on how much they engage with and are interested in the subjects covered in their history classes. The recipients of the HISTOLAB Award are invited to receive their award and present their projects.*

### Introduction and chairing:

*Aurora ALINCAI, Executive Director of the Observatory on History Teaching in Europe and Head of the History Education and Schools of Political Studies Division, Council of Europe*

14.00 – 15.00

### **Presentation of the HISTOLAB award for innovative school projects in history education**

*The award is presented to the recipients of the prize, which were selected after students were invited to reflect on and to submit their projects about how they wanted to learn about history or what they would change about their history classes.*

### **Congratulatory remarks**

Ms Yevheniia KRAVCHUK, Chairperson: Committee on Culture, Science, Education and Media of the Parliamentary Assembly of the Council of Europe

### **Continuation of afternoon presentations**

15.00-15.30

### **Global task force against Holocaust distortion**

*The IHRA offers a variety of tools including an online campaign #ProtectTheFacts, explanatory film and policy recommendations to help policy and decision makers and civil society take steps towards recognizing and countering Holocaust distortion. Their online toolkit provides practical tools, guidance and example activities.*

Andrea SZONYI, International Holocaust Remembrance Alliance (IHRA) delegate

Julana BREDTMANN, Senior Project Officer at the International Holocaust Remembrance Alliance (IHRA)

15.30-16.00

### **Alternative approaches to peace and history education in museums**

*Presenting War Childhood Museum's educational approaches to teaching about history and peace through the utilisation of image theatre, storytelling, and object-based learning.*

Merima RAŽANICA, Educational Activities Co-ordinator at the War Childhood Museum Foundation

16.00 – 16.15

### **How much innovation in history education?**

*It is Machiavelli who said once „Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times”. It is thus obvious present-day history education requires more new approaches. In a society where there are so many difficult and important tasks history teachers should address, history education becomes a good way to reconcile peoples and struggles for basic human rights.*

Mihai MANEA, Historian, President of the Romanian Association of History Teachers – Clio

16.15

### **Closure of the event**

**We invite you to finish your day with a 30-minute, self-guided tour of the fascinating exhibitions offered by our hosts, the House of European History.**