

TEHO2017 conference / konferenssi

Abstracts and bios

Session 1-1 - Between historical thinking and identity

Sirkka Ahonen, University of Helsinki

History lessons towards "literacy" or "identity"? Theoretical reflection on the human and social purpose of history education

The end of the Second World War means a watershed in European history education. Since the rise of small nation-states after the First World War history education had served nation-building. The bankruptcy of nationalism in 1945 was reflected in a strictly objectivist turn in history education. However, the role of history in people's lifeworld resisted the positivist idea of historical knowledge. History educators have subsequently been divided into the positivists keen on fostering skills of critical skills, i. e. historical literacy, and the idealists pursuing education towards historical consciousness and identity. "Literacy" rules in the Anglo-Saxon world, while "historical consciousness" is the leading key concept of history education in Central and Northern Europe (except Finland). In Finland, the peak of the positivist "literacy" pursuit is constituted by the basic school curriculum of 2016, in the text of which historical the concepts of "identity" and "consciousness" are played down. The measurability of outcome and the necessity of intercultural competence constitute the main arguments for the prevailing curricular policy. The counter arguments are constituted by the idealistic responses of the big public, that according to mass surveys, seem to support the ideas of trans-generational moral responsibility for the past, of a need of recognition of historical dignity among the marginalized groups in a society, and of an undeniable historical interdependence of the world throughout its history. The ideas refer to a universal historical identity, the prospect of which in education will be studied in this paper.

Terry Haydn, University of East Anglia

The complexities of developing children's understanding of time: a view from England

In recent years debates about children's understanding of time have focused to a large extent on their understanding of chronology, and their ability to be able to form an accurate 'big picture' of the past.

This raises the question of what it means 'to be good at understanding time', and how is progression in understanding time understood by those who teach history in schools? What is there about time *other than* knowing the order of events?

The paper looks at how this facet of history has been approached in England since the inception of the National Curriculum in 1991, and how history educators in England have tried to conceptualise progression in the understanding of time in terms of theoretical models.

The paper also draws on a survey of over 400 12 year old pupils' responses to a short test which attempts to assess their grasp of some basic time concepts and vocabulary.

Although the presentation focuses on developments in England, given that understanding time is an essential component of school history, there are implications for those teaching history in other countries.

BIO

Terry Haydn taught history at an inner-city school in Manchester for 19 years before moving to work in history teacher education at the Institute of Education, University of London. In 1996 he moved to the University of East Anglia. His research interests are in the purposes of school history, the use of new technology in history education and behaviour in schools. He is currently Curriculum Tutor for history and Professor of Education at the University of East Anglia and lead author of *Learning to Teach History in the Secondary School*, a standard text for history student teachers.

Per-Arne Karlsson, Stockholm University

How to qualify Historical Thinking? Learning Trajectory Based Instruction – a plea for a visible sequence in teaching and assessment

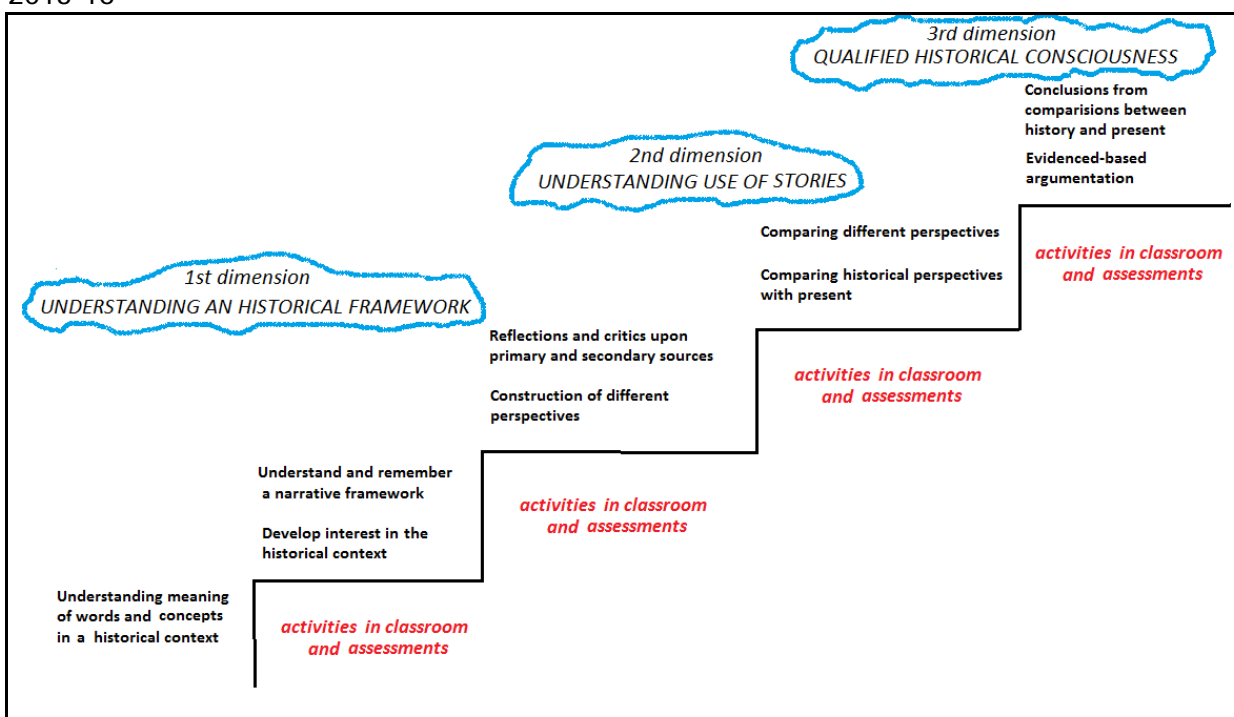
Questions and hypothesis about the Education of History-teachers

The progress in research of Teaching and Learning History has produced a paradox and a challenge for History-Teachers: the traditional image of an overloaded History-curriculum of 1st order concepts has been supplemented with a large amount of 2nd order concepts and expected learning outcomes in terms of procedural knowledge. Will the History-teachers master all these concepts or will they produce an even more overloaded curriculum and fragmentation?

Facing this challenge in education of Teacher-students at Stockholm University I have 2013-16 used a "Learning Trajectory" as a framework for teaching– *figure*. I suggest the concept of a *Learning Trajectory* for building connections between content-knowledge and procedural knowledge. The concept present, hypothetically, a cognitive tool for Teaching and Learning History in a *coherent and progressive process*.

In the presentation, I discuss the general concept, its application for teaching History and some preliminary results of investigating the learning-process of Teacher-students in History.

Figure. Learning Trajectory for a History assignment in school – learning goal, activities and cognitive process. Cognitive tool used in Education of Teacher-students at Stockholm University 2013-16



Per-Arne Karlsson, Associate Professor, Department of Humanities and Social Sciences Education, Stockholm University, Sweden

Session 2-1 - Methodologies for investigating the construction of historical interpretations

This panel aims at strengthening the theoretical and methodological groundings of investigations on constructing interpretations in the domain of history. The topic touches on many scholarly areas, including the philosophy and theory of history, educational psychology, history education, and the learning sciences. However, despite sharing many common overall goals, scholars in these fields employ diverse theoretical and methodological frameworks, which have seldom been aligned. We believe that more thorough exchanges of ideas among all these areas would be fruitful for the further development of research on history education.

Arja Virta, Department of Teacher Education, University of Turku, Finland

How to approach adolescents' conceptual understanding in history

A basic requirement for the development of historical thinking skills is coping with the language of historical presentation, and understanding the meaning of historical concepts as basic components of texts. In this presentation, I present preliminary findings of a research dealing with adolescents' understanding on the meaning of historical concepts and textbook contents. For this study, I developed an instrument combining think-aloud and interview techniques. The students read excerpts of their current textbooks, they were asked questions about concepts, and finally they retold the contents of each piece of text in their own words. Total of 44 students from grades 5 through 7 were selected. Roughly half of them had Finnish as a second language. One source of difficulties were abstract concepts, or concepts combining abstract and practical meanings. Some historical expressions also caused false associations. All difficulties with the "historical" language were not related to words including historical contents, but can be explained by general problems of understanding texts.

BIO

Arja Virta (PhD, history; PhD, education) is a Professor of History and Social Science Education in the Department of Teacher Education at the University of Turku. Her research interests include teaching and learning in history and social studies, historical literacy, multicultural education, and teacher education. Virta has extensive experience in educating history and social studies teachers.

Mikko Kainulainen (Department of Teacher Education, University of Turku)

Marjaana Puurtinen (Turku Institute for Advanced Studies & Department of Teacher Education, University of Turku)

(absent member) Clark Chinn (Graduate School of Education, Rutgers University)

Historians' epistemic aims: An interview study of experts

Despite the large amount of research on philosophy and theory of history, and the growing interest in training students to work with historical sources and historiography as historians do, there is still relatively little empirical evidence about historians' epistemic practice. While previous research provides crucial insights about how eminent historians reflect on their general practices, these reports have been unable to systematically access the *situative* epistemology of "doing history" by a significant sample of working historians. It is therefore crucial to approach historians' work not only through their general beliefs about the nature of historical research, but also through more detailed reflections on their everyday work. To approach this issue, we conducted semi-structured interviews with 26 Finnish academic historians about their practices, understanding of historical research, and the epistemic and non-epistemic aims of their ongoing projects. Preliminary content analysis allowed the identification of considerable between-respondent variety in four different respects: type of end products, agency, source, and structure of epistemic aims. Positioned at the intersection of historical theory, expertise research, and research on epistemic cognition, this study adds to current understanding of expertise in this domain and provides findings relevant for the justification and further development of instructional practices.

BIO

The presenting author, Mikko Kainulainen (MA, education), is a PhD candidate at the University of Turku. His research focuses on history education, mathematics education, epistemic cognition and conceptual change. He is currently working on a doctoral thesis about the development of history experts in higher education.

Marjaana Puurtinen, Turku Institute for Advanced Studies & Department of Teacher Education, University of Turku, Finland

(absent member) Anna-Kaisa Ylitalo, Department of Music, Art and Culture Studies, University of Jyväskylä, Finland

(absent member) Markus Nivala, Department of Education, Communication and Learning, University of Gothenburg, Sweden

Arja Virta, Department of Teacher Education, University of Turku, Finland

How to study the interpreting of historical images? Pros and cons of the eye-tracking approach

This presentation will discuss the potential benefits and challenges of applying the eye-tracking method in examining the interpreting of historical images. We ground our work mainly on prior eye-movement research on the development of domain-specific visual expertise. History offers an intriguing new area for such explorations, as the skills for identifying information relevant for a particular analytical perspective can be seen as an essential part of expertise in history: however, research methods suitable for this domain still need to be developed. In our pilot study 23 university history students named themes for two briefly presented series of historical images. Both series were presented twice on a computer screen, and eye movements during picture viewing as well as verbal responses after the first and second viewing were recorded. Preliminary statistical analyses indicate that changes in the given topic between first and second viewing of a series were related to changes in particular eye-movement patterns. Although our procedure thus allowed us to, for example, locate pictures during which reinterpretations of a series theme may have occurred, careful reflections on how to best approach this research topic are still necessary. We argue that it is these kind of reflections that will prove fruitful in developing teaching methods on working with historical (non-textual) sources.

BIO

The presenting author, Marjaana Puurtinen (PhD, education; MA, history), is a Postdoctoral Researcher at the Turku Institute for Advanced Studies and working in the Department of Teacher Education, University of Turku. Her research focuses on the characteristics of expert-like performances in the domains of music and history. She has specialized in the application of the eye-tracking method in educational research.

Ilkka Lähteenmäki, Department of History of Science and Ideas, University of Oulu, Finland

History in a social media: theoretical aspects of the #sota39 project

In my presentation I explore the theoretical aspects of the #sota39 project by the Finnish National Broadcasting Company YLE. The research explores a radically different form of historical representation, which puts the emphasis on encountering rather than learning history, even though the project was used in a high school as teaching tool. The project is a chronological representation of the Finnish Winter War produced for the social media platform Twitter. The project remixes authored material with content produced by the project's consumers to provide a multivocal representation of a seminal historical era which seems to excel in invoking experience to its readers. How can historical characters be transfigured to relive 105 days of national crisis, after 70 years of its passing, through a strict chronology and on a social media platform, in a manner that connects with contemporary media consumers and still maintains its relevance as a historical project? The social media form is radical for historians, yet well suited for presenting chronologically proceeding events. My attention is not in the content of #sota39 but in its experimental format, use of historical sources and the historiographical consequences.

BIO

Ilkka Lähteenmäki (M.Soc.Sc., contemporary history) is a PhD candidate at University of Oulu. His research focuses on possibilities and limitations of different forms of historical (re)presentation, including games, social media feed, museum exhibitions, and the traditional narrative historical text. He is currently working on a thesis discussing the theoretical usefulness of conceptualizing different kinds of historical representations as historical worlds instead of informative texts or explanations.

Session 2-2 - Lukio-opetuksen kysymyksiä

Lasse Hongisto, Helsingin normaalilyseo

Luonnontieteen historian opetus tieteenhistorian sisältöjen avulla – kehittämistutkimus lukion historianopetuksen mahdollisuuksista

Väitöskirjassani *Luonnontieteen historian opetus tieteenhistorian sisältöjen avulla – kehittämistutkimus lukion historianopetuksen mahdollisuuksista* Helsingin yliopisto 2012, tutkin mitä sisältöjä luonnontieteen historiasta tulisi opettaa suomalaisen lukion opiskelijalle. Mielestäni tätä merkitystasojen pohdintaa historian opetuksessa tulisi tutkia laajemmin: mitä taitoja tai sisältöjä tulisi sisällyttää lukion OPS:n karsittuun opetussuunnitelmaan. Nythän tieteen historiaa käsittelevä kurssi jätettiin pois pakollisista kursseista. Väitöskirjassa pyrin ratkomaan tätä tieteen historian osalta ja myös laatimaan ratkaisusta myös konkreettisen ehdotuksen. Tietenkään mikään opetusratkaisu ei voi stabiili, vaan sen tulee elää ja muuttua opettajien ja historiantutkijoiden kriittisen keskustelunkautta. Myöhemmin olen jatkanut samantapaisen teeman, teknologian opetuksen, tutkimista ja pyrkinyt saamaan hahmoa sen järkevään opetuskäyttöön.

Mari Vares, Hatanpään lukio, Tampere

Ei pelkästään kielikysymys: S2- ja LUVA-opiskelijoiden haasteet ja voimavarat lukion historian opiskelussa

Kielitietoisuus ja kotikansainvälisyys ovat saaneet huomiota lukion uudessa 2016 opetussuunnitelmassa ja näin vähitellen myös koulujen käytännöissä. Myös yhteiskunnan kansainvälistyminen ja monikulttuurisuuden läsnäolo ovat osa omaa aikaamme. Tästä huolimatta lukio-opiskelussa menestyy helpoimmin kotimaisella kielellisellä taitavuudella ja suomalaisen yhteiskuntaan kytköksissä olevalla kulttuurisella ja sosiaalisella pääomalla. Maahanmuuttajat ja monikieliset opiskelijat kohtaavat näin lukio-opinnoissaan haasteita, jotka liittyvät sekä kielitaitoon että kulttuurintuntemukseen.

Historian kursseillakin näkyvät haasteet eivät rajoitu kuitenkaan tähän. S2- ja LUVA-opiskelijat eivät ole yhtenäinen, vaan varsin heterogeeninen ryhmä, jolla on myös sisäisiä ristiriitoja. Arki ajattelussa monikulttuurinen ryhmä nähdään herkästi "toisena" ja erilaisena vain suhteessa suomalaisuuteen ja unohtuu se, kuinka ryhmän sisällä kulkee erilaisia ja kolinjoja. Lisäksi lukion S2-opiskelijan ja lukioon valmistavan (LUVA) koulutuksen opiskelijoiden välillä on usein suuriakin eroja. Kyse ei ole ainoastaan kielitaidosta. Opetuksen kannalta erityisesti LUVA-opiskelijoiden lisähaasteita ovat opiskelijoiden psyykinen ja fyysinen terveys sekä sosiaaliset olosuhteet. Viime aikoina ilmestynyt sosiaalitieteellinen ja humanistinen kirjallisuus on kiinnittänyt tähän huomiota, mutta teoksissa on usein kiinnitetty huomiota laajempiin kuin koulua koskeviin kysymyksiin.

Esitelmässäni käsittelen koulun arjessa ja opetustilanteissa havaittaviin haasteiden lisäksi niitä voimavaroja, joita monikielisillä, monikulttuurisilla ja maahanmuuttaneilla nuorilla on ja joita olisisyytä hyödyntää lisää. Esimerkkinä käytän Tampereella Hatanpään lukiossa toteutettuja projekteja (Helsingin yliopiston kanssa tehty pilottiprojekti WeQ Pedagogy goes Lukio/Gymnasium sekä Maailma Haluun, halu maailmalle – projekti).

Tuon esille myös lukion ja LUVA:n historian kursseilla hyviksi osoittautuneita käytäntöjä ja keinoja, joilla voi makkaasti kielellinen, kulttuurinen ja tulkintataitoja vaativa historia avautuu S2- ja LUVA-opiskelijoille. Lähtökohtana on soveltaa oppimisen skaalaa asian "tietämisestä" ja "suomentamisesta" laajempiin tulkintataitoihin ja tiedon tuottamiseen. (vrt. Bloomin takson omia ja esim. Rantala & Veijola Haik/3/2016 s. 267-277)

Esitykseni havainnollistava osuus nojaa lukuvuoden 2016-2017 Hatanpään lukion LUVA-ryhmän sekä eri opintojen vaiheissa olevien S2-opiskelijoiden tapauksiin.

BIO

Taustaltani olen historian ja yhteiskuntaopin opettaja, mutta olen suuren osan työurastani toiminut myös historian tutkijana ja yliopisto-opettajana Jyväskylän yliopistossa. Olen työskennellyt vuodesta 2010 Tampereen kaupungin lukioiden palveluksessa. Toimin historian ja yhteiskuntaopin lehtorina Hatanpään lukiossa, jossa S2-opetuksella on vankat perinteet ja jossa toimii yksi harvoista nuorille suunnatuista LUVA-koulutuksista.

Tero Toivanen, Helsingin yliopisto

Historiallinen ajattelu antroposeenin aikakaudella

Vuosituhanneen vaihteen jälkeen luonnontieteissä on keskusteltu kiihkeästi uudesta geologisesta aikakaudesta antroposeenista. Alun perin kemian nobelisti Paul Crutzenin ehdottaman termin ajatuksena on, että ihmiskunnasta on tullut maapalloa ja sen toimintaa pysyvästi ja syvästi muuttava geologinen voima. Asteroideihin, tulivuoren purkauksiin ja jääkauden liikkeisiin vertautuvana luonnon voimana ihmiskunta on singonnut maapallon vakaasta holoseenin aikakaudesta epävarmaan ja riskialttiiseen antroposeeniin, ihmisen aikakauteen.

Vaikka antroposeenilla ei toistaiseksi ole virallista asemaa geologisessa aikajärjestyksessä, on termi vaikiintumassa käyttöön laajasti. Keskustelun eräs keskeinen kiista on koskenut sitä, mihin uuden aikakauden alku tulisi sijoittaa. Ehdotukset ovat vaihdelleet maanviljelyn alkuhetkistä teolliseen vallankumoukseen ja toisen maailmansodan jälkeiseen merkittävään ihmistoiminnan globaaliin laajentumiseen. Samalla on jouduttu vastaamaan vaativaan kysymykseen siitä, millaisten kehityskulkujen kautta ympäristökriisien leimaamaan antroposeeniin ylipäänsä päädyttiin.

Vaikka ajatus ihmisen aikakaudesta on mullistava ja voimakkaita historiallisia merkityksiä sisältävä, on se toistaiseksi herättänyt niukasti keskustelua historioitsijoiden parissa. Tämä on valittavaa jo siitä syystä, että luonnontieteistä ponnistava antroposeeni-käsite sisältää koko joukon yksinkertaistavia historiallisen selittämisen tapoja.

Esi telmässäni keskityn tarkastelemaan, millaisia muutoksia antroposeeni ruokkii historiallisessa ajattelussa ja ymmärtämisessä. Ensinnäkin se kannustaa pohtimaan uusin tavoin historiallisen ajan merkitystä. Niinpä arvioin, kuinka antroposeenin ajatus haastaa Fernand Braudelin tunnettua käsitystä ajan kerroksellisuudesta. Toiseksi antroposeeni kannustaa tarkastelemaan menneisyyttä ylittämällä modernille ajattelulle tyypillinen – ympäristötutkimuksessa jo pitkään ongelmalliseksi katsottu – jaottelu luonnon ja ihmisen historiaan. Dipesh Chakrabartya seuraten esitän, että antroposeenin kehitystä tulisi tarkastella luonnon, ihmisen ja yhteiskunnallisen vallan historioiden yhteenkietoutumisena. Tällainen ote puolestaan kannustaa historiantutkimuksen perinnettä ylittämään yhä rohkeammin vaikiintuneita rajoja esimerkiksi talous-, sosiaali- ja ympäristöhistorian välillä.

Marjo Mela, Sibelius-lukio, Helsinki

Neuvostovalta Baltian maissa

Viron, Latvian ja Liettuan historiaa käsitellään lukion historianopetuksessa hyvin vähän, mutta sillä voidaan selkeyttää opiskelijoille sitä, mitä neuvostovalta käytännössä tarkoitti. Miten tämä liittyy Suomen historiassa ns. räähmällään oloon? Tämä esitys pohjautuu lukion historian kursseihin HI2 ja HI3.

Lukion oppikirjoissa on varsin vähän viittauksia Baltian maiden historiaan, vaikka niiden historiassa on monia rinnakkaisuuksia Suomen historiaan esim. valtioiden itsenäistyminen Venäjän keisarikunnasta.

Olen huomannut, että nykyopiskelijoilla, jotka ovat luonnollisesti syntyneet Neuvostoliiton hajoamisen jälkeen, on hyvin vaikea ymmärtää sitä, mitä totalitaarisella neuvostoyhteiskunnalla tarkoitetaan ja miten se vaikutti ihmisten elämään. Tässä Virolla, Latviassa ja Liettualla tarkoitetaan myös niiden muodostamia neuvostotasavaltoja.

Otan esimerkeiksi Viron ja Latvian, sillä useimmat oppilaat ovat käyneet ainakin Virossa, mutta eivät osaa lukea neuvostoajan merkkejä esim. rakennuskannasta. Suomen lehdistössä ja televisiossa kerrotaan väkivalloituksista, jotka eivät sinänsä neuvostoyhteiskunnassa olleet mitään uutta, sillä väestönsiirtoja oli tehty Neuvostoliitossa aikaisemminkin. Opiskelijat kyselevät, minkä vuoksi tietyt ihmiset, kuten poliisit, sotilaat ja sivistyneistö kyyditettiin ja minkä vuoksi koko perhe kyyditettiin? Siksi, että neuvostoyhteiskunnassa syllisyys oli kollektiivista, ja sivistyneistöä poistamalla saatiin kulttuuria tuhottua (kulttuurigenotsiid).

Mitä tarkoitti sovjetisointi kulttuurin, politiikan ja sosiaaliselta kannalta, kun valtaan tuli venäjänkielinen neuvostoyhteiskunta, sillä käytännössä neuvostoyhteiskunta oli valtaa pitävien ideologia, jonka käsityskykyyn (maailmankuvaan) vähemmistöt ja vähemmistökielet eivät mahtuneet. Neuvostoliittolaiset katsoivat olevansa valtaa pitäviä, eivät vähemmistö. Lähtökohtana oli Neuvostoliiton isojen kaupunkien Leningradin ja Moskovan ym. tarpeet esim. maataloustuotannon ja teollisuustuotteiden suhteen.

Session 3-1 - Theory, pedagogy and Practice in Teaching Historical Interpretations: A case study of Professional Knowledge and Learning in English Teacher Education

Simon Thompson, Richard McFahn and Marc Scruby, University of Sussex, United Kingdom

This panel contribution from faculty working in the Department of Education at the University of Sussex will combine both presentation and workshop to unpack and illustrate how teacher educators can nurture, develop and challenge the professional knowledge and practice of beginning teachers in teaching history. Drawing upon research in professional learning as well as activities and resources from initial teacher education the panel will exemplify the theory, pedagogical models and teacher education practices used to introduce, scaffold and develop historical thinking associated with the disciplinary concept of interpretations as encountered in secondary school classrooms in England.

Simon Thompson, University of Sussex

Unpacking Historical Interpretations as a Disciplinary Concept in the UK Context

This presentation will introduce the policy and practical complexities of professional learning in history teacher education as well as the fluctuating nature of curriculum change in the English education system over the last thirty years. Beyond establishing a political and historical context, the presentation will share a theorised model of professional knowledge which prioritises disciplinary thinking and understanding in learning to teach history and illustrate how new history teachers dynamically draw upon their knowing of history, pedagogy, resources, learners and context as well as their beliefs and values. The concept of historical interpretations will be offered as a case study to demonstrate how successful teacher education requires students to rethink preconceptions of effective history teaching, reflect upon with their own and others' experiences of thinking historically and prioritise the needs and capabilities of their pupils in learning about how history is authored, shaped and encountered both within and beyond the classroom.

BIO

Dr Simon Thompson

Simon is Head of Education at the University of Sussex. In the 1990s Simon taught history and politics in Brighton before joining the University of Sussex to develop history education. Simon has since supervised over a hundred beginning teachers many of which now support the professional learning of other new practitioners.

As a Senior Lecturer in Education Simon has been engaged in researching the professional knowledge of beginning history teachers which has informed his innovation and leadership in a range of teacher education courses both within the UK and in international contexts.

Although now engaged in higher education leadership he considers himself first and foremost a teacher. In recognition of his engagement in pedagogy and practice he was recently awarded a National Teacher Fellowship.

Richard McFahn, University of Sussex

Modelling Effective Classroom Pedagogies in Understanding Historical Interpretations

This workshop will demonstrate the ways in which teachers can plan, support and assess progression in pupils' thinking about, and understanding of, historical interpretations. Participants will be encouraged to engage in different enquiries which draw upon tried and tested planning techniques, teaching strategies and engaging resources which have both classroom pedigree and are used as instructive learning tools by teacher educators at Sussex. Drawing upon medieval, early modern and contemporary history topics, successful classroom models will be shared to show how pupils can be challenged to consider the style and tone of interpretations, the context in which they are created, their intended purpose and audience as well as their veracity against historical evidence or competing narratives. The workshop will seek to open up reflections on whether historical interpretations deserves its reputation as the "jewel in the crown" of any history curricula.

BIO

Richard has worked for twenty years as a history teacher, Subject and Senior Leader, Local Government Adviser. He is now a Teaching Fellow at the University of Sussex running Initial Teacher Education in History.

As teacher Richard helped set up and develop a series of thriving and sustainable teacher networks in Hampshire, which School Inspectors have subsequently described as [best practice](#).

Richard has regularly led well received workshops at the [Schools History Project](#) and the [Historical Association](#) Conferences.

He has written a number of books on different aspects of History Teaching and created and developed www.historyresourcecupboard.com - a website aimed at supporting history teachers.

Marc Scruby, University of Sussex

Scaffolding the Professional Learning of Beginning Practitioners in Teaching Historical Interpretations

This final presentation will draw together the impact of theory and pedagogy in teaching historical interpretations by examining the ways in which a skilled school based teacher educator can challenge and scaffold beginning teachers during their professional practice and beyond. Illustrated through the stories of different beginning teachers, the presentation will demonstrate how mentoring can support new teachers to reshape existing teaching frameworks and plan their own enquiries which target pupils' thinking in interpretations as well as the formative feedback and professional dialogues which are required during and after classroom observations to move professional knowledge and learning forward. In conclusion reflections by the presenter will be shared which acknowledge that learning to effectively teach historical interpretations is a career long engagement which is enriched through fully participating with the processes of teacher education.

BIO

Marc has spent the last ten years teaching history and sociology in secondary schools. He is currently Head of History at Priory School in Lewes and a junior member of the school's senior leadership team. As an experienced and creative practitioner he has supported other schools, departments and teachers across Sussex.

After completing his own teacher education, Marc became a mentor for the University of Sussex's Teacher Education courses and has successfully supervised over 15 beginning teachers of history.

In 2015 he was seconded to the University of Sussex as an Associate Fellow. He is an integral part of the University team engaged in selecting new teachers, assessing the quality of school supervision and examining both academic and professional learning.

Session 4-1 - History in society 1

Karina Hoření & Vojtěch Ripka, Institute for the Study of Totalitarian Regimes, Prague

HistoryLab CZ- Developing an online learning environment

HistoryLabCz is a working title of a new online learning environment developed by experts from the Department of Education at the Institute for the Study of Totalitarian Regimes. The learning environment is designed to engage students of primary and secondary education in active building of historical literacy as it was summed up by Peter Lee (2011). The development process of the environment currently offers analytical and interpretational tools for historical photographs and texts. The learning environment attempts at making use of the mediating options of digital technologies to apply elements of methodology of constructivist pedagogy. Scaffolding techniques are employed to deepen understanding and acquire skills by working with primary sources along the line proposed by Levstik and Barton (2015: 166-172), rather than use these sources only as an illustration of a synthetic interpretation. The application has been tested empirically in 2016 in the Czech Republic in 50 schools. The testing design consisted of mixed methods and its main aim was to find out how the teachers and students interact with the online learning tool in the context of current Czech education system.

In the presentation, concrete examples of the work with the application shall be presented to demonstrate its main principles together with the challenges of the development of the project- What kinds of text or photographs have the best potential for educational purposes? What is the most effective and appropriate type of work with the learning environment (groupwork/whole class discussion/individual work out of the classroom)? May this type of work replace the more traditional teaching methods? What were the biggest challenges for students and for teachers?

BIOS

Vojtěch Ripka, born 1979 is a head of the Department of Education, Institute for the Study of Totalitarian Regimes, Prague. He has studied political science and comparative social politics at Masaryk University in Brno and the University of Oxford. He has published on topics of social science methods, comparative history of social politics, and transitional justice. He has been working in teacher instruction and educational tool development since 2008.

Karina Hoření, born 1984, is a lecturer and researcher at the Department of Education, Institute for the Study of Totalitarian Regimes, Prague. She holds M.A. in history and sociology and currently is a student of PhD. programme in sociology at the Masaryk University, Brno. She is developing educational resources and lesson plans for the teachers and public history programmes. Her research interests are contemporary history of Central Europe, memory studies and minority narratives in the history curricula. She is the main co-author of the online learning environment *Socialism Realised- Life in Communist Czechoslovakia, 1945- 1989*

Hanna-Liis Kaarlõp-Nani, independent scholar

Bridging Memory Conflicts Through History Education

World War II brought to Estonia major changes in demographics, in fact between 1950 and 1980 nearly half a million “Russians” moved to Estonia. Today, despite the fact that being an Estonian citizen is so regardless of ethnic origin, the Estonian-Russian speaking community is still a relatively closed community, associating itself to Russia rather than Estonia. The educational system is not immune to this, therefore, although having one system, schools are divided in those having Estonian as their main language of tuition and those having Russian.

This empirical study investigates how sensitive topics of Estonian history should be taught in schools with Russian as the language of instruction in order to favor the bridging of the distance between the two communities sparked from history and different collective memory.

While the theoretical part of this work discusses how Estonians and Estonian-Russians memory discrepancies are based on different narratives of the Second World War and on the following occupation period, the empirical part, made of mixed methods, shows that teachers should consciously include students' collective memory about the past events, they should empathize the difference between collective memory and history and they should address students' negative attitudes to favor social cohesion.

BIO

Hanna-Liis Kaarlõp-Nani is currently a teacher for history and civics. She graduated *cum laude* from Tallinn University in 2013 with the master thesis “Bridging Memory Conflicts Through History Education”. Her master thesis received a national award as the best pedagogical master thesis of the year. As well as teaching, she worked from 2013 to 2016 at the Estonian National Commission for UNESCO as educational programs coordinator.

Mare Oja, Tallinn University

IT in history teaching in Estonia: challenges of teachers

The digitalisation of education is no longer a potentiality, but a reality educational systems must take into account and adapt to. Teachers are being encouraged to use digital tools in their classrooms, because students must become digitally literate to live in today's world, but also because these tools may also improve the learning process. The skill to find information, which is necessary for orientation in information abundance, for life, work and learning, is a base of the knowledge society.

Pupils learn differently today: their way of thinking has changed, they are constantly rewired with each other and with the world. Access to information is available and almost unlimited all over the world. The generation born and grown up in the information society is appointed i-Generation, who has advanced playback and photo-visual literacy, but the ability of information selection and critical assessment requires development. The teacher must find ways to employ technology in teaching for it to be purposeful. The digital revolution in education means the integration of the digital possibilities into the learning process, to make teaching more effective and to meet better needs of today's learners.

The aim of the presentation is to discuss 1. the changed teaching environment, using electronic archives and having virtual lessons in museum; 2. challenges of using IT: it can become a goal by itself, technology changes faster than skills of users, environments become chargeable or companies will stop their support and dictate the use of ICT opportunities; 3. and to introduce some examples of practise.

Session 5-1 - History teaching in broader context

Alison Twells, Sheffield Hallam University

'Have you a photo of yourself in school uniform, or are you shy?': using WW2 letters to teach sex and safety in PSHE – and using pedagogies from PSHE to develop a curriculum for resilience in HE.

This paper explores the use of pedagogies from Personal, Social and Health Education (PSHE) in the secondary school curriculum in Britain in the development of university history curricula and academic research. It focuses on my work with a school teacher/PSHE consultant in the development of a resource concerned with sexual grooming. The resource is based on my research into a collection of sexually-explicit letters written during WW2 by a Royal Navy sailor to an English schoolgirl. The paper explores: feedback from Y9 students (13-14 years old) about encountering historical material via PSHE pedagogies; the use of PSHE pedagogies in informing the development of a new module on History of Gender and Sexuality for second year undergraduate history students; how exploration of the dynamic between a predatory male and a sexually alive but innocent young woman in wartime Britain might help our approach to grooming and sexual abuse and vice versa; and the way in which a focus on history and resilience can raise new research questions. My wider interest concerns the uses of history beyond the traditional university setting and the ways in which innovative external pedagogies can enhance our teaching.

Bio

Dr Alison Twells is a Reader in History at Sheffield Hallam University, UK and a HEA National Teaching Fellow. She has taught history in university for more than twenty years. Prior to then, she trained as a secondary school teacher and wrote active learning teaching resources on empire and British history. At Sheffield Hallam, she researches, publishes and teaches in the fields of Public History and Gender History and has a particular interest in the use of external pedagogies, particularly community history, creative history and school history, and in the development of history curricula for resilience and self-efficacy.

Carey Beam & Kristen Hengtgen, Indiana University

Getting Outside the Classroom (and into old houses): Practicing Historical Thinking with Teacher Education Students

The discussion of historical skills and history education often happen in isolated spaces. The history department tends not to cross-collaborate with the school of education, who may not collaborate with university museums, for example, even though all spaces are likely interested in history pedagogy. What happens when an educational historian who teaches the history of American education collaborates with a librarian and museum director to work together to infuse an undergraduate educational history class with historical skills?

This presentation will explore the major findings from our collaboration. We found that, although in different spaces, we experience similar bottlenecks with students practicing historical skills. In response, we have worked together to address historical empathy skills, differentiating between bias and reliability of evidence, and making an argument using evidence. The dual purposes of this panel are to advocate for teaching historical skills through multidisciplinary collaboration, as well as explore innovative pedagogical methods including evidence analyses at museums and student participation in deciding how the museum can better serve students in higher education.

Bios

Carey Beam is a librarian and director of the Wylie House, a historic house museum at Indiana University. Her areas of interest and practice include instruction in primary source literacy and historic research skills. The Wylie House serves as a real-life model where archival materials and historic research skills impact knowledge of history and interpretive decisions.

Kristen Hengtgen is a doctoral candidate and Associate Instructor at Indiana University. Her research focuses on the history of educational innovation and the practice of democracy in the outdoors. She is additionally interested in rethinking the ways social foundations courses are taught in teacher education, particularly through exercises in historical thinking.

Taru-Anneli Koivisto, University of the Arts, Helsinki

Historical Reenactment and Music:

Collaborative Educational Dialogue between Generations?

The purpose of this ongoing study is to explore the approach of living history and historical reenactment as a form of collaborative and educational dialogue between the participants of such an event. In particular, the study contemplates the reenactment of the 10th Trail of the Dispatched (Evakkovaellus) held in Finland during the summer of 2016, an event in which the author participated as a music therapist, music educator and researcher. The tentative research question is: What are the possibilities of historical reenactment and music in creating collaborative educational dialogue? The study will also include discussion on emerging critical views on historical re-enactment in general and how these apply to the unique emotional setting at hand. The research methodology is based on qualitative ethnography and partly inspired by autoethnography. The data of the research comes from multiple resources (e.g. newspaper articles, a research diary, interviews and video recordings) that are triangulated and analysed using reflexive methodology.

Session 5-2 - Mikä historian opetusta ohjaa?

Mikko Puustinen, University of Helsinki

Ylioppilaskoe, oppimateriaalit vai opetussuunnitelman perusteet lukio-opetuksen ohjaajana?

Esityksessäni lähestyn taitopainotteista historian opiskelua lukiossa opettajan näkökulmasta. Kysenalaistan, sopivatko opetussuunnitelman perusteisiin kirjatut taitovaatimukset yhteen historian reaalikokeen kysymystyyppien kanssa. Lukion syksyllä 2016 voimaan tullut OPS asettaa historian opetukselle kunnianhimoisia taitotavoitteita. Opiskelijan odotetaan esimerkiksi kykenevän *"rakentamaan menneisyyttä koskevaa tietoa tarkoituksenmukaisia lähteitä käyttäen, arvioimaan sitä kriittisesti sekä ymmärtämään sen monitulkintaisuuden ja suhteellisuuden"*. OPS:n kunnianhimoiset taitovaatimukset ovat ristiriidassa perinteisen, kronologiaa ja ulkomuistia korostavan historian opetuksen perinteen kanssa.

Työssäni lukion opettajana kohtaan valtavasti nuoria, jotka tietävät valtavasti mutta eivät taida. Arkisen opetustyön kannalta haasteita asettavat sekä tietokeskeiset opetusmateriaalit että ennen kaikkea ylioppilaskokeen tehtävät, joiden backwash-vaikutus ohjaa painottamaan ulkomuistia. Ylioppilastutkintolautakunta on sitoutunut uudistettuun Bloomin taksonomiaan, jossa muistaminen sijoittuu alimmalle tasolle. Ylempien tasojen osaamista tai niitä kuvaavia verbejä on kuitenkin käytetty historian reaalikokeissa hyvin vähän. Aiemmin on havaittu, että yhteiskuntaopin ylioppilaskokeiden kysymykset vuosina 2006-2010 edustivat kaavamaisista oppimiskäsitystä ja miittasivat muistamista, mutta eivät taitotavoitteita (Ahvenisto ym., Kasvatus & aika 3/2013).

Yksi lukio-opettajan tehtävistä on auttaa opiskelijoita menestymään päättökokeessa. Tutkiessaan aiempia ylioppilaskokeen kysymyksiä lukio-opiskelijat orientoituvat tietopainotteisuuteen myös itse. Samaan suuntaan heitä ohjaa sisältöpainotteinen oppimateriaali. Esitykselläni haluan herättää keskustelua: Voiko opettaja jättää päättökokeen kysymystyyppit huomiotta pyrkiessään saavuttamaan OPS:n taitotavoitteita? Entä millaiset tehtävätyypit ja arviointi tukevat taitopainotteista historian opiskelua?

Ida Vesterinen, University of Jyväskylä

Etnografinen lähestymistapa kahdeksaluokkalaisten historialliseen ajatteluun

Esitelmä käsittelee yläkoulun historiallista ajattelua tarkastelevan väitöstutkimuksen tutkimusasetelmaaja menetelmällisiä lähtökohtia. Tutkimuksen keskiössä on kahdeksannen luokan historian oppitunnit, joita lähestytään kouluetnografisesti keräämällä havainto-, haastattelu- ja tekstiaineistoa muutaman kuukauden ajalta. Taustaoletuksena elää ajatus luokkahuoneesta eräänlaisena keskuksena, jossa vuorovaikuttavat muun muassa opettajan ja oppilaiden historiakäsitykset, ympäröivä historiakulttuuri ja kollektiivinen muisti sekä koulukulttuuri ja koulutuspolitiikka, joilla kaikilla on osansa sekä nuorten että opettajien historiallisen ajattelun muovaamisessa. Tutkimuksen tavoitteena onkin selvittää miten ja millaista historiallista ajattelua yläkoulun historian opetus tuottaa.

Juuso Repo, Jyväskylän aikuislukio

Historiatietoisuuden syventäminen lukion historian kurssilla

Esitykseni käsittelee historiatietoisuuden huomioimista lukion historian kurssin suunnittelussa ja toteutuksessa. Historiatietoisuus on noussut keskeiseksi teemaksi lukion historian opetuksessa. Uudessa lukion opetussuunnitelmassa asetetaan tavoitteeksi, että opiskelija kykenisi syventämään historiatietoisuuttaan, kun aiemmassa opetussuunnitelmassa todettiin, että historian opiskelun yhtenä tavoitteena on rakentaa historiatietoisuutta. Kysyn esityksessäni, miten historiatietoisuutta voidaan opetuksessa syventää aktiivisesti ja kriittisesti. Esittelen myös omia vastauksiani opettamaltani Suomen historian käännekohtia -kurssilta keräämäni aineiston pohjalta.

Tarkastelen esityksessäni aluksi historiatietoisuuden määritelmää ja teen lyhyen katsauksen viimeaikaiseen keskusteluun historiatietoisuudesta. Nostan esille muutamia linjauksia historiatietoisuuden määrittelystä, kuten historian merkitys ja yksilön merkitys toimijana sekä toiminnan motiivien tavoittaminen.

Esimerkkinä käytän Jyväskylän aikuislukiossa pitämäni Suomen historian käännekohtia - verkkokurssia. Käsittelem kurssin suunnitteluprosessia ja esittelen kurssin sisältöä. Analysoin kurssipalautetta historian merkityksellisyyden kokemusten osalta. Lopuksi kysyn, millaisia mahdollisuuksia historiatietoisuuden syventämisen tavoite antaa lukion historian opetukselle.

BIO

Opetan Jyväskylän aikuislukiossa historiaa, yhteiskuntaoppia, filosofiaa ja elämänkatsomustietoa. Historianopetuksessa olen kiinnostunut historian opiskelemisen merkitykseen liittyvistä kysymyksistä. Olen valmistunut historian ja yhteiskuntaopin opettajaksi Jyväskylän yliopistosta vuonna 2004.

Session 6-1 - History in society 2

Luana Salvarani, University of Parma

Teaching history to prospective educators and social workers: fostering open-mindedness and cultural awareness through historical thinking

Professionals in the field of non-scholastic education and social work are facing increasing complexities in defining their objectives and their contribution to community building. Cultural diversity and economic inequalities pose new challenges and require a reflective, problematic attitude. Historical thinking is, in our opinion, a key competence that should be developed in prospective educators, teaching the discipline not as a further refinement of a general culture in humanities, but as a tool to decipher the cultural framework of their own educational principles and make themselves open to reevaluation and change.

As far as Italy is concerned, a academic tradition places history (usually declined as “history of education”) among the core subjects in University curricula for prospective educators and social workers, but its potentialities are often not fully exploited. As an historian and a professor in a Department of Education, I’d like to reflect on the subject and discuss some methodologies aimed at developing educators’ historical thinking, in order to make them able to shift between different points of view, and to suppress the deliverance of hasty moral judgments about other people’s lives and choices.

BIO

Luana Salvarani holds a PhD in “Theory and tradition of texts” and is currently Assistant Professor in History of education and Juvenile literature at the University of Parma, Italy.

In the years 2001-2013 she worked both as an independent researcher and fixed-term teacher in the same University, and as a teacher of history in Italian public compulsory school system, with pupils aged 11-13. She also worked with drop-out pupils aged 15-17 in a regional project (“Second-chance school”). Her research interests as historian of education are focused on nation-building processes and religious debate, both in Europe (16th-17th century) and North America (18th-19th century).

Her most recent and relevant publications are listed in <https://unipr.academia.edu/LuanaSalvarani>

Tom Haward, University College London (UCL)

State of the Art: An Investigation into how students, teachers and education professionals experience visual historical sources in the teaching of Secondary School History in England

Teaching History using visual historical sources poses a number of apparent paradoxes. Why, for instance, when some prominent voices assert that pictures 'are complicated,' and 'need unpicking and unpacking,' (Schama: 2015), do they seem all too often to be used as illustrative adjuncts to text? Indeed, there seems to be a discrepancy between the aesthetic immediacy of visual sources that invite a surface glance, and deeper, more complex readings that are possible, with their attendant pedagogical implications for the teaching of History. Further, why is it that at a time when there seems to be a move among some academic historians towards acknowledging the utility of visual sources as historical evidence in their own right (Gatrell: 2016), recently revised GCSE and A-level syllabuses in contrast have tended to marginalise their use? Within this visual-text dichotomy, some have claimed that visual texts can be 'read' just as 'the printed word' (Howells & Negreiros: 2012), yet the very nature of their non-linearity immediately invites interrogation of such claims.

These are some of the questions this research has sought to explore, through a series of semi-structured interviews, lesson observations and focus groups involving students, teachers and education professionals who work with students in art galleries.

BIO

Haward is a lecturer in History and Holocaust Education at the University College London (UCL) Centre for Holocaust Education. He has over 20 years' experience teaching History both in English comprehensive schools and abroad, and has also been an Associate Fellow at the University of Sussex working in Initial Teacher Education in History. He has been awarded a Monticello-Barringer Fellowship at the University of Virginia, and has recently studied American History at Stanford University with Gilder-Lehrman. Author of 'Seeing History' (Bloomsbury), he is currently also a doctoral student at the University of Sussex, conducting an investigation into how teachers, students and education professionals experience visual sources of information in the teaching of History.

Visa Helenius, University of Turku

Latin Studies as a Valuable Maker of Historical Understanding and Thinking, and How This Is Threatened Today

The presentation explains, first, why Latin studies are valuable for historical understanding generally and in the Finnish school and academic systems and, second, why this valuable thing is threatened in the present Finnish society.

The presentation offers and argues next claims: (i) Latin studies can create and improve historical understanding and thinking in many useful ways. (ii) From the all-around lack of Latin studies in the Finnish society follows the loss of certain areas of historical know-how and knowledge in the Finnish school and academic systems. (iii) There are several reasons for this process, although it is difficult to detect these explicitly. (iv) There is a concern regarding the loss of certain historical skills in the Finnish school and academic systems in future.

The structure of the presentation is next: 1. Introduction: Latin studies and historical understanding and thinking; 2. Latin studies in the Finnish school and academic systems today; 3. Latin studies and valuable specialization; 4. The lack of Latin studies and valuable specialization; 5. Conclusion.

The presentation is founded on statistics, research literature, and personal experience by me.

WORKSHOPS

1-2: Workshop - Socialism Realised

Karina Hoření & Ilana Seelinger, Institute for the Study of Totalitarian Regimes, Prague

At the workshop participants will be introduced to an online learning environment *Socialism Realised- Life in Communist Czechoslovakia 1948- 1989*. Its main goal is to introduce to international public the history of so called Eastern Bloc on the example of Czechoslovakia. Portal is using innovative teaching methods. The learning environment consists of primary and secondary media sources- movies excerpts, photographs or personal documents which illustrate specific situations or decisions of people living in the Eastern Bloc. Methods of the portal are based on principles of constructivist pedagogy and enquiry based learning approach. The students are encouraged to analyse in depth the sources and accompanying texts are giving only necessary context. Sources are organised along different topics and can be grouped by users or by teachers to explore different aspects of the history of Eastern Bloc. The sources were chosen to overcome stereotypical image of the „East“ and through different sources provide multiple perspectives of different historical actors. The whole project is an attempt to enable the teachers to include the history of communist countries into the curricula and present the history of communist regimes as an integral part of shared European memory. The choice of the content was based on the results from the focus groups with international students so that it is understandable also for users without knowledge of the historical context. Main topic of the workshop will be discussion about the usage of various media and sources in the history education- how to choose them, how to work with them and what are their potential advantages and disadvantages. The participants will be working individually or in groups with the portal (tablets will be provided), also will have the chance to design their own lesson plans which will be presented and discussed.

BIOS

Karina Hoření, born 1984, is a lecturer and researcher at the Department of Education, Institute for the Study of Totalitarian Regimes, Prague. She holds M.A. in history and sociology and currently is a student of PhD. programme in sociology at the Masaryk University, Brno. She is developing educational resources and lesson plans for the teachers and public history programmes. Her research interests are contemporary history of Central Europe, memory studies and minority narratives in the history curricula. She is the main co-author of the online learning environment *Socialism Realised- Life in Communist Czechoslovakia, 1945- 1989*

Ilana Seelinger, Project coordinator at the Institute for the Study of Totalitarian Regimes, Prague. Studied Slavic Studies at the Northwestern University and Russian and Eurasian Studies at the Glasgow University. She worked as a English teacher in Georgia and Czech Republic and as a journalist in various media in USA and Europe. Now she works on the international project at the Institute for the Study of Totalitarian Regimes. Her main field of interest are: contemporary politics and East and Central Europe, writing and education.

Session 1-3 - Yksilöllisen oppimisen malli lukion historian opetuksessa - teoria ja käytäntö

TYÖPAJAN RAKENNE:

Työpajassa osallistujat pääsevät kokeilemaan ja tutustumaan yksilöllisen oppimisen malliin käytännössä

- oppimistehtävät
- arvioinnit
- keskustelut
- palautteet
- Twitter-projektit

Koska kaikki toimii sähköisessä muodossa käytetään työpajassa tabletteja, jotka tulevat talon puolesta, tai vaihtoehtoisesti voi käyttää omaa kannettavaa tai tablettia.

Työpaja jakaantuu kahteen osaan:

- Malliin tutustuminen, painopiste enemmän käytännössä
- Keskustelu: kysymysten ja kommenttien esittäminen mallin toimivuuteen jne. liittyen; samalla alustavia huomioita tutkimusaineistosta ja yleisesti käytännön kokemuksia opettajan näkökulmasta

Session 2-3 - Miten opiskelijoiden historiallista ajattelua ja taitopohjaista historianoppimista voidaan arvioida?

Jukka Rantala & Najat Ouakrim-Soivio, Helsingin yliopisto

Työpajan kohderyhmä:

- historiaa opettavat opettajat (kouluasteella ei ole merkitystä),
- historianopettajaksi ja luokanopettajaksi opiskelevat

Työpajan tavoitteena on:

- vahvistaa osallistujien arviointiosaamista,
- perehdyttää osallistujat historian tekstitaitotehtävien avulla historiallisen ajattelun ja taitopohjaisten tehtävien arviointiin,
- tehdä näkyväksi osallistujien arviointiajattelua sekä
- kerätä tutkimusaineistoa opettajien arviointiajattelusta.

Työpajan rakenne:

- Työpaja jakautuu kahteen osaan. Sen ensimmäinen osa (90 min.) sisältää esityksen, jossa avataan historian taitotavoitteita ja erityisesti historian tekstitaitoja sekä paneudutaan historian arviointiin (erityisesti taitojen arviointiin). Tauon (noin 15 min.) jälkeen alkaa pajan toinen osa (60min.), jossa osallistujille avataan muutaman arviointiharjoituksen avulla taitojen arviointia. Osallistujat pääsevät arvioimaan oppilaiden autenttisia tuotoksia annettujen ohjeiden ja mallivastausten avulla. Harjoitusten aikana osallistujat jakautuvat (alakoulun, yläkoulun ja lukion ryhmiin). Paja päättyy loppukeskusteluun, jossa tehdään näkyväksi yhtäältä historian taitotavoitteita ja toisaalta niiden arviointia.
- Työpajan ensimmäinen osa sisältää alustuksen lisäksi keskustelua, toinen osa on puolestaan työtavoiltaan toiminnallinen.

HUOM! Työpaja on tarkoitettu tutkimustarkoitusta varten.

Session 3-2 – The use of primary sources in history teaching

Susanna Soininen, Jyväskylän Lyseon lukio / IB World School

When we work with sources, we are practising a key component of historians' methodology. How could we incorporate an in-depth use of primary sources in our daily history teaching? The aim of the workshop is to provide tools for history teachers' approach to the use of primary sources. Questions like "How do teachers use primary sources", "What obstacles are teachers facing when using primary sources" and "How could teachers address the obstacles" will be examined and discussed together. A case study concerning three American high school history teachers' use of sources and the IB (International Baccalaureate) format in using primary sources will give valuable frame of reference for the workshop agenda and implementation.

BIO

Susanna Soininen has been working as a history teacher at Jyväskylän Lyseon lukio / IB World School since 2002. IB History Syllabus values in-depth use of primary sources and especially the source evaluation. For the last semester in 2016 Susanna was awarded with the Fulbright Distinguished Award in Teaching at the Indiana University, USA, which made her possible to begin the study on this highly relevant topic.

Session 4-1 – Maailmanvalta: historian opetuksen pelillistäminen peruskoulussa

Juho Annala, Korpilahden yhtenäiskoulu
Matti Rantonen, Iitin lukio ja yläkoulu

Keväällä 2017 Korpilahden yhtenäiskoulun ja Iitin yläkoulun kahdeksannet luokat asetettiin vastakkain kylmän sodan ilmapiirissä: korpilahtelaiset ottivat johtoonsa USA:n ja liittiläiset Neuvostoliiton. Tehtäväksi oppilaat saivat oman maansa johdattamisen voittoon kylmässä sodassa.

Opetuskokeilua varten rakennettiin vuoropohjainen peli, jota pelattiin muun opetuksen rinnalla muutamana viikon ajan. Pelin tavoitteena oli syventää ymmärrystä kylmän sodan maailmasta, sen vastakkainasettelusta ja päätöksenteon logiikasta. Kontekstina olivat Berliinin ja Kuuban kriisit, mutta oppilaiden pelissä tekemät valinnat mahdollistivat tapahtumille täysin uuden historiankirjoituksen.

Työpajassa tutustutaan itse peliin, kuullaan kokeilun tuloksista ja keskustellaan aiheen tiimoilta.

Session 4-2 - Digital Storytelling - Students as historians

Juha-Pekka Lehtonen & Sari Halavaara, Olari Lukio, Espoo

The history curricula emphasize not only knowledge but also skills. The competence in history consists of source criticism and gathering information as well as the ability to understand chronology and explain causal connections and human actions at any given historical context. The digitalization of learning has brought digital competence into the equation. Technology, however, must not be a requirement in itself, without a real connection to teaching and learning; learning strategies must correspond with the pedagogical goals. The aspiration of digitalization is to redefine learning. It is possible if technology enables creating something that was previously unattainable.

The critics of digitalization see especially mobile devices as mere “surfboards” although various applications make them valuable tools for creating content. Digital technology is usually personal and, thus, strengthens student-centered learning. When the students themselves become the content creators, learning becomes personal and meaningful.

When Olari Upper Secondary School adopted a one-on-one policy in the use of digital devices, “The Digital Citizenship Course” was created to ensure that all students have basic ICT skills. The course helps subject teaching greatly: the learning can focus on the knowledge and skills in history instead of the ICT skills during history lessons.

History is essentially about creating a compelling narrative, about telling a good story. An idea was born: to make use of the students’ digital skills, using familiar and accessible technology. In history courses the students create digital narratives with the help of technology when doing genealogies. A digital narrative is a multimedia product, a video that is a few minutes long. The visual presentation consists of photographs, video clips, drawings, letters, and newspapers combined and presented in a creative way. The student’s own narrator’s voice, complemented with sound effects or music fitting the specific historical context, is important. As the student is searching for answers to the research questions, the micro-level history is woven into the larger macro-level context, displaying the multifaceted nature of history. The content of the history curriculum is thus transformed into creative products.

The method of digital storytelling introduces students to learning by doing research. Students use primary sources in their research: interviews conducted by themselves, family memories, and digitized archives. Local history provides new points of view and new possibilities to doing a genealogy. When researching their own family history and selecting information, the students compare documents and find reliable sources. As they account the family history, they form an emotional connection to the past and start understanding history in a new way. This supports the students’ growth and identity.

ICT skills, such as sharing files, image processing, and understanding data protection, are needed in digital storytelling. Students also learn about copyright laws when doing research. Digital narratives are often created as teamwork and, thus, students are able to develop their cooperation and working skills for the future. (Future Work Skills 2020, www.iftf.org). Students learn creative thinking, applying their knowledge, and examining information in a critical way, when they have to solve problems without existing answers as a part of their studies. (<http://www.p21.org/our-work/p21-framework>).

Session 5-3 - Taidot edellä, yksityiskohdista mielikuvituksen avulla suuriin linjoihin

Suvi Tirkkonen, Kuopion Lyseon lukio

Esittelen kahta toteuttamaani lukion kurssia, uuden OPS:n Hi1 ja vanhan OPS:n Hi5 eli uuden OPS:n myös Hi5. Hi5 kurssi toteutettiin syksyllä 2016. Toisin kuin yleensä, edettiin yksityiskohdista suuriin linjoihin. Teimme yhteistyötä Kuopion museoiden ja Kaavin Telkkämäen kaskimuseon kanssa. Alusta lähtien opiskelijoiden oli tarkoitus kirjoittaa muistiin O365 ClassNoteen tunteitaan, oivalluksiaan ja huomioitaan. Museoissa saatiin fyysisiä aistikokemuksia esineistä. Museokäynnit kohdistivat tarkastelun yksilöön. Koeviikolla ei ollut kirjallista koetta, vaan ajanjaksosta toteutettiin roolipeli Twitterissä. Opiskelijoiden palaute oli joko erittäin positiivista tai superpositiivista. He kokivat oppineensa parhaiten mitä koskaan millään muulla lukion kurssilla yleensä. Lisäksi hyvin moni sanoi kovasti kiinnostuneensa Suomen historiasta, jota he olivat pitäneet aiemmin tylsänä. Opiskelijat kokivat olevansa tiedon omistajia ja tiedon notkeita käyttäjiä.

Hi1 kurssi toteutettiin talvella 2016-2017. Kurssi opetti historiassa tarvittavia taitoja. Jokaisen kirjan kappaleen kohdalla opeteltiin yhtä taitoa. Sisällöt olivat taitojen opettelussa käytettäviä materiaaleja. Näkökulma oli siis toinen kuin se tavallinen, missä opettaja kahlaa läpi täyteen ahdetut kurssisisällöt. Nyt annettiin taitoja, joiden avulla opiskelija tulee selviämään sellaisistakin historian aiheista, joita hän ei tunne. Myös tässä O365 ClassNote oli apuna.

Työpajassa esittelen käännteisiä lähestymistapoja lukiohistorian kursseihin, omia kokeilujani ja museoiden kanssa tehtävää yhteistyötä. Museoilla voi olla pedagogiikan mentävä aukko ilman koulu yhteistyötä. Koulut tietävät, miten tavoittaa nykynuoret.

Nuoret ovat erilaisia kuin opettajansa, erilaisia kuin nuoretkin opettajansa. Perspektiivi on lyhyt, keskittyminen lyhytaikaista. Opiskeltava asia on osattava pilkkoa pieniin palasiin ja jokaisella palasella on oltava oma tavoitteensa. Tarvitaan monenlaisia työtapoja kurssin aikana eivätkä ne voi olla vain kirjoittamiseen tai kuuntelemiseen perustuvia. Nykynuori ei ole alttiina yhteiskunnallisille asioille, koska hän ei lue sanomalehtiä eikä katso televisiota, joten historian opetuksessa ei ole mitään pohjaa, jonka päälle opettaja voisi kurssinsa rakentaa. Mielestäni historian pitäisi koskettaa nuoren sielua ja tunnemaailmaa, jotta hänestä kasvaisi empaattinen maailmankansalainen.

BIO

Suvi Tirkkonen on historianopettaja Kuopion lyseon lukiossa. Hän uskoo että historian oppiminen lähtee taitojen oppimisesta, sisältö on väline taitojen oppimiseen. Opetuksen perusta ja tavoite on käsitteellinen ajattelu. Opetan kaikenlaisten lähteiden, myös nykyajan lähteiden käyttöä ja tulkintaa. Esseitä kirjoitetaan siksi, että opitaan argumentoimaan historialle ominaisten käsitteiden varassa. Teenvilkasta yhteistyötä museoiden kanssa. Museossa yksityiskohta nostetaan merkitykselliseksi. Yksityiskohdat opettavat empatiaa. Kritisoin suomalaisen opetuksen ajatusta suurista linjoista, sillä liian suuret linjat eivät kosketa ketään. Kaiken oppimisen sinetöi leikki, sillä leikki on opitun soveltamista ja leikki jättää vahvan muistijäljen.

Session 6-2 - Kekkonen murha(yritys)mysteeri

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Tässä työpajassa sukellaan tutkivaan ja ta itopohjaiseen historianopetukseen Kekkonen murhayritysmysterin kautta. Työpajassa tehdään dokumenttipohjainen harjoitus, jossa edetään historian tutkijan tavoin lähdeaineiston tarkastelusta uuden tiedon etsimiseen. Harjoituksen te on ohessa tarkastellaan 8.-luokkalaisten samaisen tehtäväkokonaisuuden aikana tuottamia ratkaisuja ja tekstejä sekä keskustellaan tutkivan historian oppimisen mahdollisuuksista sekä oppilaiden tuotos ten arvioimisesta.