

SEM@s



Sharing European Memories
at school

WP4: Report on experimental application



Lifelong Learning Programme



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<p>Common identification data</p>	<p>Partner: Futura s.p.a, Italy. School: Forma Giovani, San Giovanni in Persiceto (Bo) and “Istituto Caduti della Direttissima”, Castiglione dei Pepoli (Bo). Students: 39 students from 16 to 19 years old. Subject: History and English themes.</p> <p>Partner: Aranzadi Society of Sciences, Spain. School: Santo Tomas Lizeoa, Donostia-San Sebastian. Students: 113, 4th course of secondary, aged 15-16 Subject: History taught in English language</p> <p>Partner: Mestna knjižnica Kranj (Kranj City Library), Slovenija School: Gimnazija Kranj Students: 16 – 17 years old Subject: History and English themes.</p> <p>Partner: Royal Armouries Museum, United Kingdom School: Co-operative Academy of Leeds Students: 27 year 9 students aged 13-14 Subject: History curriculum, with cross-curricular content relating to English and ICT</p> <p>Partner: Stiftelsen Arkivet, Norway. School: Havlimyra school lower secondary school, Kristiansand Students: The pilot class is a class of 31 students aged 15. Subject: History and English themes.</p> <p>Partner: Adam Mickiewicz University, Poland. School: Społeczne Gimnazjum Dębinka Poznańskie, Poznan. Students: 54 pupils aged 14-17 Subject: History and English themes.</p>
<p>General concepts</p>	<p>In Italy both schools are tackling, as topic, a local event of Gothic Line. It was the last front of the Second World War in Italy, lasting eight long months, and in this area the Italians fighting with the Allies (or as Partisans behind enemy lines) found themselves on the opposite site to the other Italians still in combat alongside the Germans, with the civilian population in between. The schools have worked on the Monte Sole Massacre but the “Istituto Caduti della Direttissima” has touched also the theme of the town liberation at the end of '44 short time before the Monte Sole massacre. The schools proceeded with the following steps:</p> <ul style="list-style-type: none"> - Reconstruction of the historic context and sequence of events - Difference between history and memory - Discussion about how the war changes people, the problems of back home and dealing with memories - Critical discussion of the sources. Selected books about the Monte Sole massacre, critically discussed, book by book in chronological order, focusing on what the author is offering: history or personal recollection, which aspects of the massacre are highlighted and questions relating to controversy arising from the publication of the book - On the use of verbal testimonies - Meeting with eye-witnesses - A visit to the location memory using the living diorama method <p>The meeting with eye-witnesses has involved, in the School of Castiglione dei Pepoli, 2 persons of the village that have lived the war when they were young. Their stories told about their daily life (job, experiences, meeting with soldiers, their point of view...) showing the life and the people of the village in which the</p>

students live. Also the pupils met the son of the soldier from New Zealand who fought in the IWW on the Gothic Line. He told about the difficulties of the return at home in a country that hasn't lived directly the war (also family troubles). In School of San Giovanni in Persiceto, the students interviewed the son of Aldo Cervi who was one of the Cervi brothers. The Cervi were a family of anti-fascist sentiments. With strong democratic convictions, took an active part in the Resistance. 7 brothers, of this family (Aldo too), were taken prisoner and shot by the fascists in 1943 in the shooting range of Reggio Emilia. The students visited the memory places: the military cemetery of New Zealand soldier (most of the dead soldiers were between 16 and 20 years old) in Castiglione dei Pepoli and Monte Sole park, in which there was a civilian massacre. At the end of the path, all the students participated at the same time at Living Diorama in Monterumici (place of the Gothic Line). The "living diorama" is an educational technique which uses the biographical narration of characters on each side of the conflict, played by historical researchers. It defines and reconstructs a specific historical episode, connected with a date and a memory location. It aims at rousing active, emotional participation in the events and complexities of war amongst the audience (with whom the role-players interact). So the students met Partisans, Allies and SS Soldiers, with mixed feelings and at the end they shared their impressions and emotions elaborating the event.

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

In **Slovenia** the students tackled as topic the Industrialization of Kranj. The schools have proceeded with the following steps:

- visit of Museum of Gorenjska (Gorenjski muzej),
- visit of Historical Archives of Ljubljana, Unit for Gorenjska Kranj (Zgodovinski arhiv Ljubljana, enota za Gorenjsko Kranj)
- visit of RTV Ljubljana
- workshops of filmmaking at Openlab

The pupils ran 7 interviews with people who were witnesses of the period of industrialization in Kranj:

- Jože Bohinc – citizen of Kranj, teacher of Slovene language, expert of Slavic, diplomat, member of the National Assembly, Chairman of the municipal trade union
- Franc Benedik - historian and former curator of the Museum of Gorenjska
- Milan Prah - engineer, son of the founder of Factory for weaving and cotton spinning mill products Adolf Prah
- Tatjana Dolenc Veličkovič – citizen of Kranj, doctor
- Silvo Mravlje – worker in Sava (rubber industry)
- Franc Rebolj - textile technician, worker in Tekstilindus
- Valentin Pivk – citizen of Kranj, graduated physicist, former school headmaster in Gimnazija Kranj.

In **United Kingdom** was run the programme over a full term of 11 weeks. The experts taught the class during a 1h45 History lesson every Thursday morning, with additional time for interviews and a full day visit to the Royal Armouries Museum. The teacher taught the first lesson, and the project team took over for the remaining 10 lessons. The programme ran as follows:

Lesson 1: the rise of Hitler and the background to the Second World War

Lesson 2: Chronology of the Second World War; main events and turning points

Lesson 3: introduction to the memory concept; source work on history and memory sources relating to D-Day

Lesson 4: broader understanding of D-Day including success factors; analysis of different memory sources (English, Canadian, German, French)

Lesson 5: Changing interpretations of D-Day; perception of veterans of different conflicts, comparison between personal memories and social memory (eg concept of heroes)

Lesson 6: Interview skills

Lesson 7: Interviews with living witnesses

Lesson 8: Interview review and script writing for digital stories

Lesson 9: Digital story making

Lesson 10: Remembrance and commemoration; how images of the past are used and manipulated in the present

Lesson 11: complete digital stories, evaluation and feedback

Students interviewed 5 living witnesses with first or second hand memories of the Second World War:

- Alf Ackroyd, D-Day veteran
- Jim Reddyhof, veteran of Dunkirk and photo reconnaissance interpreter
- Paddy Hope, aerial reconnaissance during the Second World War
- Mary Todd, the widow of a D-Day veteran
- Jeff Todd, the son of a D-Day veteran

In addition to the lessons in school the students spent a day at the Royal Armouries museum doing the following activities:

- An exercise in small groups to explore individual and shared values
- An exercise in small groups to explore the factors that contribute to a peaceful society and the causes of conflict
- A question and answer tour of the museum led by a member of museum staff
- An object handling workshop led by museum staff
- A tour of the gallery based on analysing the methods of interpretation and the types of story the museum includes and excludes

An object handling workshop based on using clues to identify the owner of four different sets of Second World War clothing and equipment, led by an external expert.

In **Norway**, the topic of the project is local memories from the Second World War. The pilot class has worked with the concept of historical memory related to this period. Through history classes the pupils have worked with historical information in the way we normally encounter it through school textbooks and "official records". The pupils then examined the historical memories of this period. One of the main activities was a full day excursion where the pupils visited authentic places and memorials in our local area. On each of these, they met and interviewed living witnesses who have experiences from these exact places.

In **Poland**, the students were requested to collect recorded conversations conducted with witnesses of past events, which are important for the understanding of everyday life in the past century. A particular attention has been focused upon the history of the Poznan's districts: Debiec, Wilda over the last seventy years of the 20th century. They examined the following aspects: changes

	<p>of appearance of city districts, the process of suburbs urbanization, people's habits, their daily problems and joys. The material has been collected using a standardized questionnaire, conducting a series of interviews, making copies of photos and documents or preparing photo documentation of different objects and places. The other action comprised a second part of the workshop on "oral history" carried out by Mrs. Magda Kowalska (University of Birmingham / University of Adam Mickiewicz in Poznań). The aim of this course was to teach the students how to write the first questionnaire and prepare for meetings with the witnesses of recent history. Each class, on the basis of information about one particular person, prepared a set of questions that may be useful during the interview. One of the most important elements of the project is a series of meetings with history in places referred to by the authors of the project as "The Temples of Memory". These are mainly museums, libraries and archives. So far the students of Dębinka have visited 14 such places in Poland and Germany (mainly Berlin). Having completed the series of the museum classes, the school plans to prepare a questionnaire and debate, the effect of which is going to be a creation of an image of a "perfect museum"- one that appeals to a younger generation and is effective in passing the knowledge and skills to younger generations.</p>
<p>Objectives and competences</p>	<p>In Italy the experimental application of the methodology has made in the students the awareness about: the war complexity, to break the dichotomy of good and bad, how the war changes the people and how this change affects on their family life. There was a sincere and passionate comparison among students which have reported their family stories. Other reached objective was to develop in the students the team-work skill and to introduce in the school a new teaching mechanism and the Historical Memory concept. The pupils were able to discover the different memories and stories of the same event (for example how one historical event is interpreted by different political views). Thanks the involvement in this project, the students were able to improve their competences in:</p> <ul style="list-style-type: none"> a) <u>Learning to learn</u>: They were organized sharing the works and structured the family interviews through key words and concepts, also the witnesses' interview. They organised their teamwork getting over their lacks. The pupils have shown collaboration skills and initiative sense. b) <u>Social and civic competences</u> :The knowledge of historical facts and memory from different point of view (political view included) will contribute to arise interpersonal competences in order to be able to participate in a constructive way and resolve conflict on social life, in interacting with other individuals (or groups) in personal, family and public contexts. Also it contributes to cover the intergenerational gap, helping the young generation to understand that what the old generations lived and did have contributed to create the actual society in which they are living. This point of view allows achieving an active participation in civic life. Students made a team work about historical memory. They acquired guidelines to find out, select and collect information of different sources of evidences. The information collected is contrasted, analysed and synthesized. c) <u>Other competences developed indirectly</u>: initiative sense. Ability to transform their thoughts into action. Capacity to take a risk as confront their opinions with other people, demonstrate their opinions. Appreciate the importance of creative expression and ideas, of experiences and emotions. <p>In Spain, the curricular design of the adaptation of SEM@S to Basque context of the methodology was done focusing in four general skills: learning to learn and</p>

think critically; learn to communicate; learning to live together and learning to do and be entrepreneurial and seven specific competences. These competences are divided in three groups: a) historical thinking, related to History and Social Sciences discipline competences; b) cooperative learning as a multidisciplinary competence and c) communication skills, as interdisciplinary competences.

*In **Slovenia** the development of the project activities has allowed to reach the following objectives and acquired the following competences:*

- a. Learning about industrialization of Kranj*
- b. Distinguishing between historic facts and memory*
- c. Developing ability of critical thinking*
- d. Comparison between memory and history*
- e. Cooperation of students and their mentors*
- f. Individual and team work*
- g. Creative work*
- h. Independent work*
- i. To see the bigger picture about industrialization of a small town (international European dialogue)*
- j. To develop European citizenship*
- k. Comparison of topics between different European countries*
- l. individual and collective work*
- m. ICT competences*
- n. developing argumentation skills*
- o. intergenerational cooperation*
- p. developing critical thinking*
- q. developing communication skills in foreign language*

*In **United kingdom**, the students were able to improve their competences in:*

- a) Learning to learn. Pupils responded to the active learning approach built into the methodology. They said that project was different from their normal history lessons and they felt more engaged as a result. All the students enjoyed the project: of the 24 who filled in evaluation forms at the end, 16 said they had enjoyed it a lot and 6 had enjoyed it a little. This is a higher level of enjoyment than students usually have for history lessons. The teacher felt that students had learnt independently throughout the project. He told that the project had helped 'a little' in developing students' decision-making and critical thinking skills. Students also thought the project had helped them develop those skills. 18 of the 24 said it had helped them develop critical thinking skills and 17 of 24 felt it had helped their ability to learn independently.*
- b) Social and civic competences. The teacher thought the project had helped students 'a lot' in developing their team working and verbal communication skills. He rated their team working skills as 'OK' at the beginning of the project and 'good' by the end. Students also said they had developed these kinds of skills. 14 of the 24 students who completed evaluation forms said the project had helped their verbal communication skills and 16 out of 24 felt it had improved their team working skills. 11 of the students were interviewed to find out in more depth what they thought about the project. Pupils also cited interviewing skills as an area in which they had improved. In particular, students have developed empathy and an awareness of other people's views. Students also have a more sophisticated understanding of history. Several of them said they had realised that the Second World War was far more complex than they had originally thought. They had an opportunity to find out different opinions*

	<p>and experienced that gave them a more rounded, balanced view.</p> <p>In Norway the pupils increased their competences about</p> <ol style="list-style-type: none"> Communication in foreign language: Foreign language skills (English) Learning to learn: History and memory as concepts, and the difference between them; Historical knowledge (both international, national and local); New genres – storyboard, manuscript, digital story; Selecting information independently; Knowledge about interviews; Interpretation; Critical thinking. Social and civic competences: group work and a common analysis Democratic competence: focus on individual interpretation Other competences developed indirectly: digital competence <p>In Poland the pupils acquired the skills connected with work with historical sources, preparing, conducting, documenting and analysing the interviews (the so-called oral the history). The pupils engaged in the project developed interests in history. Has been created the “historical map” of surroundings of school as well as the school environment - they got to know with the average man's perspective the newest history and the local history using material culture (architecture, landscape elements altered by man, etc). During realization of the project was prompted the inter-generational dialogue and the pupils had the possibility of become aware of the collective memory, as a means of understanding the present. A sense of belonging to the European community was strengthened by the pupils of the Gymnasum „Dębinka”, also was introduced a significance of European and local historical memory.</p>
<p>Didactical methods</p>	<p>In Italy the didactical methods applied with the presence of the teachers and experts were frontal lessons and team work in classroom during which we tackled the historical background and the concept of memory. It is held witnesses interviews after an interview technique preparation on the historical context and witness' story. As a final moment of the process was held the “Living Diorama” (an educational technique which uses the biographical narration of characters on each side of the conflict, played by historical researchers. It defines and reconstructs a specific historical episode, connected with a date and a memory location. It aims at rousing active, emotional participation in the events and complexities of war amongst the audience) in Monterumici (place of the Gothic Line) with both schools involved so the students could comparison with the different point of view of the war participants. In addition the students used Historical Resources to allow the comparison between historical facts with the memory of the people who lived those events. Also to find through these resources a community memory of the territory in where the pupils are living.</p> <p>For the adaptation of SEM@S to Spanish context it was applied the Project Oriented Problem Based Learning (POPBL) methodology according to Aalborg University (DK) model. POPBL is an instructional method of practical, active learning centered on the investigation and resolution of real-world problems or projects. In project-based learning, students work in teams to explore real topics and create presentations to share and apply what they have learned, resulting in deeper knowledge of subject matter, increased self-direction and motivation and improved research and problem-solving skills. The students analysed causes as well as the diversity of perspectives, opinions and interpretations in history to develop their critical thinking in team-work; then they presented their conclusions. All the gathered material were showed in an exhibition during the School's day. SEM@S project's students approached their individual projects in 8 steps and the didactic sequence (inserted in the scholar curricula) of the project was created in a virtual portfolio using Google Sites toolkit. Each student created its own virtual portfolio where they stored evidences and materials, which were used to co-evaluate their work and learning process. (This evaluation was used as official</p>

	<p>mark for their History lessons)</p> <p>In Slovenia the pupils used the following instruments: Film, Power Point, presentations, Scans, Photographs, Books, Internet pages (http://www.kamra.si/), Skype conference, Web. Have been used different methodologies such as: lecture, working with ICT, working with statistical data, debate, discussion, presentation, critical evaluation, analysis, interview. Through the project activities the students were able to develop themes related history, memory, industrialization, working class, factory owners, factories, labour migration, citizenship, Europe.</p> <p>In United Kingdom was used a range of teaching methods which were focused on encouraging students to learn independently and develop their skills in analysing different types of source material. The student activities in school included:</p> <ul style="list-style-type: none"> • Responding to presentations, led by the teacher or the project expert • Historical source analysis individually or in groups • Taking part in group feedback sessions following source based activities • Watching and analysing short film clips, both archive and contemporary • Analysing examples of contemporary media reports and advertising • Practice interviewing in small groups • Preparing for interviews by coming up with questions and practising relevant skills • Interviewing living witnesses • Creating a storyboard for a digital story • Writing and recording an audio track about their chosen interviewee • Creating a list of images for the digital story • Creating the digital story using Movie Maker software • Writing a summary of the project in English. <p>In Norway the methodology has involved primarily Social Science (history), but also Norwegian and English classes. The didactical methods used, were:</p> <p>Teaching in classroom Stations Use of informatics tools Excursion/ visit to realms of memory Workgroups Production of storyboards, manuscripts and digital stories</p> <p>In Poland was used very different didactical methods as discussion, analysis, working with ICT, web research, interview, Excursion/ visit to realms of memory, workshops, critical evaluation, debate, team work and Historical Resources to allow the comparison between historical facts with the memory of the people who lived those events.</p>
<p>Creative outputs</p>	<p>In Italy during the implementation were been made videos in particular during the witness interviews and Living Diorama. All videos are composed in one final video with subtitles in English language. Also was made a power point with the themes treated with students during the lessons and the memories collected.</p> <p>In Spain on 9th June, Santo Tomas Lizeoa organized a final exhibition showing the results of their research using archive and object collections. This day was the festival of the school.</p> <p>At the beginning of implementation in class, in Slovenia, students created posters on the basis of theoretical background. The posters were exhibited along with presentation of project activities in the lobby of Kranj city library. For the final</p>

creative output students created short documentary with English subtitles about industrialization in Kranj. For the scenario they used theoretical background, pictures, photos, interviews. One of the techniques included was comparison between “then” and “today”: students made photographs of the city and then compare them with pictures from old postcards. Along the film runs a story of the people interviewed. In the documentary students also included an old short film from Historical archive that shows the life Kranj citizens of that time. Documentary will be shown in September along with final outputs of students from other partner countries.

English students worked on a digital story, either individually or in pairs, that described what they had found out from their chosen interviewee and their own personal response to the project. The digital stories were made using MovieMaker software and combined images with an audio that the students wrote and recorded themselves.

In **Norway**, students worked on digital stories on local memories about the Second World War. They were divided into eight groups, with two groups working with one place of memory.

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

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

In **Poland** the initiating the building of “School bank of memory” is regarded as one of the most important effects of the project (this database includes the remembrance of parents, grandparents and other members of local community). This task will be continued in the coming years. The school considers a preparation of the publication of this memories in collaboration with Adam Mickiewicz University in Poznań. The realization of the project tasks made possible the transfer of some classes beyond the school. Altogether, throughout the project we completed 16 thematic trips and museum lessons (some of them for all groups while the others for selected groups only). Thanks to the project, the pupils had the possibility to connect history as seen from the perspective of textbook with the surrounding world, as well as inscribe it into this surrounding, recognize it from the surrounding reality and to bring closer historical events and be able to look on history from a different, closer perspective. An overall opinion on the way in which history is presented in museums was not high. A majority of visited museums were unable to adapt the offer to expectations of the pupils. There is a clear difference in way skills and historical knowledge is passed on between German and Polish museums on disadvantage the latter. The glorious exceptions are archaeological open museums offering the so-called live history, The Museum of the Poznań June 1956 in Poznań (due to multimedia presentations) as well as the Gross - Rosen Museum thanks to individual approach to the pupils and efforts of the museum staff preparing the workshop directly related to the project. Equally high notes revived the Municipal Museum in Wrocław. The major shortcomings of the Polish museums are the form of exposition, the lack of commitment of the museum staff and far too routinized, boring and old fashioned approach to the visitors. Within the frame of the project activities it proved possible to elaborate a range of skills of our pupils in terms of

	<p>ability to work with different kinds of historical sources, the communication, collecting, assembling and analysing interviews, team work and explicit application of the project methods. The project also contributed to the growing consciousness of pupils of historical identity also - both in reference to the region, state, and Europe.</p>
<p>Final Analysis</p>	<p>In Italy, in final analysis the methodology has given the occasion to introduce during the development of scholastic curricula the concept of Historical memories combining families' memories and of the community with historical events written on the books. The students have shortened the distance from historical events to their daily life. The students have developed various skills like learn to learn, think critically, cooperation and team work, autonomy and entrepreneurship. Also the teachers have tested a different method to involve the students with their active participation in the scholastic activities. Further more the project helped the teachers to work in a cross- way making collaboration among us.</p> <p>In Spain, this project the students were involved in community or local issues researchers. In order to research They became willing to invest themselves in their own education, the life of their community, and the wise stewardship of local resources. As well, approaching the historical and local oral history helped students to have a greater intergenerational communication with their families, but also an interesting resource for social research and develop specific competences related to think historically. SEM@S methodology is based on active learning process, which does not only support the acquisition of specific competences related to history, but it also develops general competences such as cooperation, team work, autonomy and entrepreneurship... For example, teachers consider that within the project students increased their autonomy, since the learning process was stressed while the conventional learning processes are very focused on the teaching processes</p> <p>In Slovenia, the methodology has proven to be very useful for discovering topics in a new, more personal way. Whereas the Slovenian curriculum is strictly focused on final exam, other topics are very neglected. With this methodology and project work we can revive topics that were already forgotten or never dealt with. Students were enjoying exploratory work. They found personal stories even more interesting because they already studied theoretical background of the chosen topic and they already knew about the written facts.</p> <p>Interviews were made on the basis of theoretical background. Interviewees had very diverse roles in the time of industrialization: some were from the factory owners class, some were ordinary workers and others were just citizens of Kranj who were observing all the changes made in the city centre, population around the city and development of different fields of living.</p> <p>After interviews students compared history facts and personal stories.</p> <p>All the elements of analysis were combined in scenario for the short documentary film about industrialization. Documentary includes history facts, personal stories, critical evaluation from students, English subtitles, documents, plans of the factories, old invoices, old video of Kranj, photographs from archive and museum.</p> <p>In United Kingdom, the project was successful in engaging students with the subject matter and developing their understanding of the importance of memory in history. They developed their knowledge of the Second World War from different perspectives, including those of different European countries. In terms of students understanding the concept of historical memory the project was less successful. We (and the teacher) felt that this was a difficult concept to communicate to 14 year olds and that we had perhaps been over-ambitious.</p> <p>In Norway, the students have analysed the local memories from the Second</p>

	<p><i>World War, based on visits to memorials and places of memory and their meetings with living witnesses who have experiences from these places. This analysis formed the basis for the manuscripts and storyboards for the digital stories.</i></p> <p><i>In Poland, during our research we might touch the problems of minorities living in our region, their coexistence and even the extermination that affected them during the Second World War. We refer of course to the events surrounding the lives of Poznan Jews and Germans. By doing this project we hope to make young people interested in local history and show the connection between family stories and the events they know about from textbooks. Our work will be archived in the school "memory bank" which will hopefully be used in the years to come.</i></p>
<p>Annexes</p>	
<p><i>Photos, videos, power-point. Each material is available on the project website at the following link www.memoriesatschool.eu or it can be requested the material directly to the contact persons of each partner involved.</i></p>	