

EUROCLIO - The European Association of History Educators invites you to involve yourself in the development of our online tool for history education: Historiana.

By using Historiana and providing us with feedback, you help us improve our website for educators in Europe.



your portal to the past

For more than a decade now **EUROCLIO** and a number of national history teachers associations and intergovernmental organisations such as the **Council of Europe** and **UNESCO** have been arguing that history teaching in schools should promote the development of **critical thinking**, **enquiry-based work**, **skills-based learning** using **primary sources** and **multiperspectivity**. But the problem has always been how to help history teachers and their students to access primary source material from all over Europe that will also offer multiple perspectives.

This is where the **Historiana** website comes in: an initiative of **EUROCLIO**, the **European Association of History Educators**. It is an educational tool designed primarily for history teachers and their students and teacher trainers. But we are also conscious that a website like this will also be accessed by casual

Internet surfers interested in history and so we are trying to design a site that will meet their needs as well.

Gradually, as the website develops, it will contain all kinds of historical sources including extracts from important **documents**, **photographs**, **cartoons**, **maps** and **audio-visual** material. It will include **timelines**, **interactive learning activities**, **source galleries** and **modules** on a wide range of historical events and developments which have been organised around broad historical themes.

Historiana does not aim to be encyclopedic or to be a comprehensive digital history textbook, but it will provide **opportunities to compare historical developments across time and place**, which will allow the user to see connections, differences and similarities and to recognize how the same events and developments may be interpreted in different ways, reflecting different perspectives. The material is designed to stimulate users to **think critically** on issues related to history and heritage and to acquire key competences and simultaneously gain knowledge and understanding of specific events and long term developments in history.

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A **thematic approach** has been chosen because looking into history from a thematic angle makes it easier to see connections between historical events, the relevance for the world we live in and legacy that remains. The broad nature of the themes that are chosen makes them relevant for various contexts, so that the material can be used for multiple purposes. The **thematic approach** makes it possible to trace back long term developments, see and analyze turning points in history and see similarities and difference between events and locations. Through this, it shows what people share, with respect for diversity.

At present modules are being developed on seven broad themes:

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|---|------------------------------------|---|----------------------------|
| ✓ | People on the Move | ✓ | Work and Technology |
| ✓ | Rights and Responsibilities | ✓ | Life and Leisure |
| ✓ | Conflict and Cooperation | ✓ | The Environment |
| ✓ | Ideas and Ideologies | | |

So far most of the development work has focused on modules for **People on the Move** and **Rights and Responsibilities** although development work is now beginning on the other themes.

We are not seeking to produce a digital textbook or encyclopaedia of European history. Our focus is on **developing historical understanding, skills and critical thinking**. We are not aiming to produce a comprehensive historical account. Also the website is **organic**. We hope that it will continue to be developed long beyond this particular project phase of our work. It is an enterprise that has no end date and **EUROCLIO** is looking at ways to ensure that the website will be sustainable beyond this current funding phase.

In order to get feedback on the early stages of this website so that we can address any problems or difficulties likely to be experienced by history teachers and their students we are seeking to pilot just six of the modules that have been developed so far. They have all been developed by history educators from across Europe. All six modules relate to the theme **People on the Move**. Four focus on aspects of economic migration and two focus on aspects of forced migration.

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People on the Move is a common theme in history and heritage. People have been on the move throughout history to escape poverty, famine, plague, war, unemployment, pogroms and political and religious persecution. They have left their homes in search of a better standard of living for themselves and their families. They have moved from rural communities to towns, they have crossed borders within Europe, they have left Europe in search of a better life; and people have come to Europe from the rest of the world for the very same reasons. All these migrations have contributed to making Europe and the world what it is today.

People on the Move looks at four broad sub-themes:

- ✓ **Economic Migration**
- ✓ **Forced Migration**
- ✓ **Colonisation and Settlement**
- ✓ **Travellers and Explorers**

By **Economic Migration** we mean people migrating to another country in search of work and a better standard of living. Although we often assume that economic migrants come from poorer countries this is not always the case. People in some

of the richer countries in the world also migrate for economic reasons, usually because there may be better opportunities elsewhere for someone with their skills and qualifications. Some migrants will intend to become permanent residents in their new country, others may be seeking to stay for a few years and then return home, and some may intend to move on to a third country at some time in the future.

We are seeking your help here to pilot four modules on economic migration (click on the link to go to the Case Study):

- ✓ [Immigration to Denmark in recent times](#)
- ✓ [Caribbean immigrants coming to Europe in the 1950s: An example](#)
- ✓ [Post-colonial migration to Europe from North Africa](#)
- ✓ [Looking for work - Immigrants to the Ruhr Area after industrialisation](#)

By **Forced Migration** we mean those circumstances where people have no choice but to flee their homes as a result of armed conflict, military occupation, ethnic cleansing, religious or political persecution, international treaties or national legislation, or natural or human-made disasters.

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We are seeking your help here to pilot two modules (click on the link to go to the Case Study):

- ✓ [The expulsion of ethnic Germans from Czechoslovakia in 1945](#)
- ✓ [The treatment of Jews, Muslims and Moriscos after the Christian reconquest of Spain](#)

We realise that some of you may not teach these particular topics within your own history curricula but in looking at them we would like your views on whether similar modules could be developed around the sub-themes of **Economic Migration** and **Forced Migration** which would fit into your curricula.

What we would stress here is that **Historiana** is a collaborative process. Individual contributors share ideas, work individually and together to develop source-based material for timelines, case studies and longitudinal studies around

themes and events. They are also developing teaching and learning activities around this material. Some contributors provide an input at all these levels, others choose to provide us with some primary sources from their own collections or some ideas for learning activities. If you would like to become involved in the development process, for any of the seven themes, please send us your ideas as soon as possible.

We have developed an online feedback form which allows you to give feedback on specific parts of Historiana. Please go to <http://tinyurl.com/d69wbs3> to submit your feedback.

Thank you for agreeing to take part in the piloting process.

Historiana will be launched in September 2012. From that time onwards, the website will be accessible via <http://www.historiana.eu/>. Until that time, you can find the Historiana website at <http://historiana.webtic.nl/>

