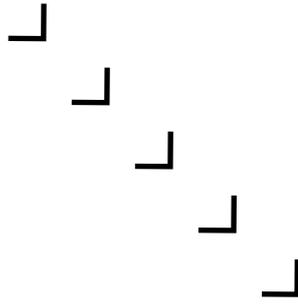


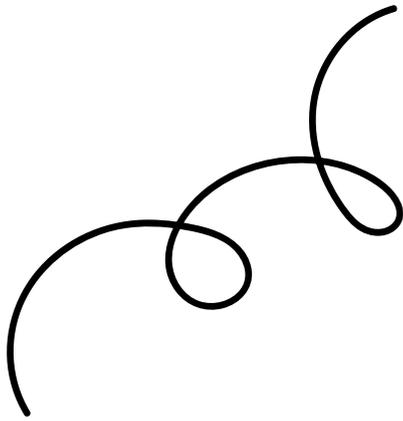
# Digital

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# Hi



# story



# telling



Research Report

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Leader



Partners



Financed by



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# 1. Introduction

# 1. Introduction

COVID-19 had a huge impact on education worldwide. Schools were closed for long periods of time. School management, teachers, pupils, students, parents and many others all had to deal with this new, unforeseen situation for which nobody was prepared.

Everywhere, including in education, COVID-19 has accelerated digitalisation. The starting position was not, however, the same in every country, or in every school: digitalisation in education had not reached the same level everywhere.

Recent years have shown that digital technology can help create a powerful learning environment and sometimes becomes the only possible solution. Furthermore in today's society digital skills have become key competences<sup>1</sup>. Nevertheless, the pandemic highlighted certain obstacles: significant inequalities in access to high-quality equipment and stable internet connection problems with choosing adequate digital tools in order to reach specific learning outcomes, lack of sufficient support and training for schools and teachers in the field of digital education.

In response to these developments, the European Commission launched the **Digital Education Action Plan 2021-2027**. This Action Plan focuses on two priority areas:

1. Fostering the development of a high-performance digital education ecosystem
2. Enhancing digital skills and competences for the digital transformation

As early as the summer of 2020 the European Commission had already launched **two extraordinary Erasmus+ calls** to address the challenges raised by the pandemic. One of those calls, the call for Digital education readiness, supported projects in school education, vocational education and training, and also in higher education. It aimed to enhance online, distance and blended learning, including supporting teachers and trainers, as well as safeguarding the inclusive nature of digital learning opportunities.



“Digital Historytelling” (DIGHIST) is one of the projects that has been selected within this call. **Fundacja Szkoła z Klasą** (Poland), **Asociación Smilemundo** (Spain) and the **King Baudouin Foundation** (Belgium) joined forces to create, test and disseminate an innovative data storytelling approach in the area of teaching about 20<sup>th</sup> century European history<sup>2</sup>. Together they seek to create innovative tools and content that will support independent reflection and understanding of social processes and help to transform history and civic education. They also want to help equip teachers of history and social sciences with the knowledge and skills needed to lead engaging, valuable remote and hybrid lessons on socially important topics in an asynchronous model, based on 20<sup>th</sup> century European history.

This research report reflects the research conducted by the partners on history curricula in the participating countries (Belgium, Poland and Spain), key European events in the history of the 20<sup>th</sup> century, educational practices in the field of teaching history, teachers' experiences with digital tools before the pandemic and during/after the lockdowns.

<sup>1</sup>. See [Recommendation on Key Competences for Lifelong Learning](#).

<sup>2</sup>. More information on the partner organisations can be found in Annex 1.

## **2. Teaching 20<sup>th</sup> century history in Belgium, Poland and Spain**

# 2. Teaching 20<sup>th</sup> century history in Belgium, Poland and Spain

## 2.1. Scope of the report

The Digital Historytelling (DIGHIST) project is a response to the challenges raised by the COVID-19 pandemic in the field of historical and civic education. Young people lacked contact with their peers and had to take part in classes that were not adapted to the requirements of distance education. Additionally, they were experiencing challenging social processes in their direct environment and the society they live in. This makes the role of history and social sciences teachers more important than ever, since they are the ones who help young people to understand the world.

A significant change in the approach to teaching humanities is therefore necessary. The transfer of knowledge in the form of lectures, traditional classes with no time for reflection, analysis, drawing conclusions and developing the ability to understand historical and social processes do not match the natural approach and environment to allow Generation Z (born 1997 – 2010) to learn. The pandemic has highlighted this.

Generation Z was born into technology; they are digital natives. They have a different approach to learning. They tune out immediately if things are not important for them. They are not passive learners; they want to be fully engaged and play a part in the learning process. Generation Z thrives on class discussions and interactive (digital) classroom environments<sup>3</sup>.

DIGHIST aims to strengthen the professional competences of history teachers and to build their self-esteem and agency, so that they can become guides for their students in today's world. They therefore need to be able to use modern digital tools and teaching aids that make the use of communication generic for Generation Z.

This report is limited to teaching about the 20<sup>th</sup> century. On one hand, this demarcation is necessary to make the project feasible. On the other hand, teachers may also need more support when it comes to teaching 20<sup>th</sup> century history, partly because of the accessibility of digital (primary) sources for this period, and partly due to the multi-voicedness of these sources, that not only reflect the Western or European point of view, insofar as this exists. Teachers need sup-

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<sup>3</sup>. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/>.

port to help students understand 20<sup>th</sup> century European and global processes and events that demonstrate the importance and role of history and its impact on everyday life.

This report sets out which historical events and processes of the 20<sup>th</sup> century are included in history curricula in Belgium, Poland and Spain. It identifies topics which teachers find important and those they find most difficult to deal with. It also maps the digital tools that teachers use and the methods they apply in class.

The findings of this research feed into the preparation of Digital History Atlas with the key aim of precisely defining the content and methodology for the use of data storytelling materials, taking into account the needs of teachers and education systems.

## 2.2. Gathering data

The material in this report was collected in two ways: through desk research and from individual in-depth interviews with history teachers.

### 2.2.1. Desk research

The desk research consists of two elements.

- A. For all three participating countries, **studies, articles and research reports** were reviewed focusing on methods used to teach history in the school environment, in order to grasp the contexts in which these methods are used, understand the barriers and difficulties related to their implementation and gain an overview of the tools needed to work with these methods.  
  
This literature review has been supplemented with material from countries other than the participating countries and also from European studies. This has made it possible to ascertain the validity or universality of the findings. An overview of the consulted sources can be found in the bibliography.  
  
In Spain, additional insights have been taken from the conference entitled “Reflection and conversation around history teaching”, coordinated by the Madrid University.
- B. Another part of the desk research consists in the **analysis of the scope and practice of teaching 20<sup>th</sup> century history** in partner countries.

### 2.2.2. Individual in-depth interviews

In-depth interviews with history teachers were conducted in every participating country. During these interviews, the following topics were explored: history teaching, 20<sup>th</sup> century subjects, civic education, teaching methods and digital tools.

A list of the questions asked can be found in **Annex 1**.

In **Belgium**, 11 teachers were interviewed: four teachers from the French-speaking part of the country, two teachers from the German-speaking part and five teachers from the Dutch-speaking part. This distribution more or less reflects the balance between the different communities in Belgium. Eight men and three women were interviewed. They had teaching experience ranging from one to 16 years. Some of them also teach or taught other subjects such as history of cultures, religion, philosophy, geography, social sciences, French, history of art and environmental education. All the interviewed teachers taught at secondary schools of all types (general, technical, professional and also one method school).

In **Poland**, five history teachers with varying degrees of teaching experience (work experience ranging from five to 22 years) were interviewed, including two men and three women. Four of the interviewees possess additional qualifications that allow them to teach other subjects, such as Civics (3) and Art and History of Art (1). All the interviewed teachers taught at secondary schools: general secondary school (4) and technical secondary school (1).

Five teachers were interviewed in **Spain** (four men and one woman). They had been teaching from one to 12 years, in ESO (Middle School) and in Bachillerato (High School). Only one of the teachers was teaching another subject: history of art.

### 2.2.3. Methodological remarks

We want to make two methodological remarks concerning the data and this report.

1. It is not the aim of this report to give a comprehensive overview of all the existing literature on this topic. Nevertheless, the combination of a sufficiently extensive desk research and a fair number of interviews, allows us to draw valid conclusions for the partner countries and these can also be extrapolated to other countries. In some cases sources are referred to in footnotes. A full list of the reviewed material can be found in the bibliography.
2. In the context of education, Belgium is often treated as two or even three countries. Education is almost completely the remit of the “Communities”. Belgium has three communities, which are based on languages: the Flemish, French and German-speaking Communities. In this report the distinction between the three communities is only made when it is relevant (e.g. for curriculum analysis). Most of the time the conclusions for all three communities are very similar if not identical.

## 2.3. History in the education system

In **Belgium**, in all three communities, official education (organised by or on behalf of the government), exists alongside independent education (mostly faith schools). In all three communities there are three educational networks: community education, subsidised official education and subsidised independent education. The government of each community defines the educational goals, and history is included in these.

Educational goals are translated by school network organisations into more practical curricula. Analysis of the educational goals shows that in the whole of Belgium, the 20<sup>th</sup> century is taught in the final cycle of secondary education (5<sup>th</sup> and 6<sup>th</sup> years) for one or two hours per week.

In **Poland**, the **curriculum** is the most important document regulating the process of teaching history. It is very detailed and elaborate, and because of this, teachers need all the available time to cover all the subjects. It does, however, give teachers a lot of freedom when choosing instructional methods, recommending the use of innovative solutions (including extracurricular ones) to develop various skills so that students can not only know but actually experience history.

The 20<sup>th</sup> century is taught mainly in the last two years of secondary education (or the last three, in the case of technical education). Usually, there are two hours of history classes per week.

In **Spain** there is a shared curriculum for the whole country, but each region can alter this to some extent to fit the topics that are most relevant in their cultural context. The programme and changes in Spanish education depend

on the government currently in power, which means they get changed quite often. At the time of writing, the Ley Celaa (the most recent Organic Law of Modification of the Organic Law of Education) had just been agreed on.

The history of the 20<sup>th</sup> century is taught mostly in the last semester of ESO (16 year olds) and in Bachillerato (high school, 16-18). In ESO all students are taught a subject called History and Geography (three hours per week), in Bachillerato there are two different ones: History of Spain + the region (three hours per week), which is compulsory for all students, and History of the Contemporary World (four hours per week), which is optional for students who choose classes of a particular type. This means that, if the student does not choose History of the Contemporary World, their education about the 20<sup>th</sup> century outside of Spain is limited to one semester in ESO.

An **overview of the topics** in each country can be consulted in **Annex 2**.

## 2.4. The link between history education and civic or geography education

There is a clear link between history education and civic or geography education. In 2018, the European Council published a **Recommendation on Key Competences for Lifelong Learning**, in which eight key competences are defined.

One of those key competences is the “**citizenship competence**”: “the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.” The Recommendation explains which essential knowledge, skills and attitudes are related to this competence. It mentions that “citizenship competence is based on knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture”. History, civic and geography education thus all contribute in different ways to this citizenship competence.

In **Belgium** geography is usually a separate subject.

In the area of civic education the situation is different. In **Flanders**, citizenship is one of the 16 key competences, so it has to be attained by all pupils. It is not usually a separate subject but has to be integrated in the curriculum where possible (with one exception: in one of the educational networks, schools are given the opportunity to make citizenship a separate part of history).

In the **German speaking community**, the key competences also serve as the starting-point for determining the educational goals, but this does not result in a separate subject on citizenship.

In **Wallonia**, one of the core competencies (*socles de compétences* in French), is philosophy and citizenship education. The different educational networks, for the last two years of secondary education, either integrate citizenship in the other courses, or have a separate course in “philosophy and citizenship”.

When asked about the topics where history and civic education meet, Belgian teachers mention democracy and authoritarianism, political systems, gender, living in a diverse society, the climate crisis, participatory democratic citizenship, free speech, being system-questioning, sustainability and multi-perspectivism. In Poland, civics includes elements of history – primarily history since 1945.

In **Poland**, both geography and civics are separate, compulsory subjects. Civics is taught at a basic and advanced level (one hour per week in first and second grade). As of December 2021 the **core curriculum** defines it as an interdisciplinary subject using the body of knowledge developed by social sciences, political

sciences, legal sciences, public policy sciences and elements of: administration, media studies and psychology, and at the advanced level also ethnology and cultural studies. (...) The subject is mainly intended to strengthen civic attitudes and improve students' social and cognitive skills.

However it must be taken into consideration that there is currently a debate on possible changes in the core curriculum regarding both history and civic education, which might result in major changes in everyday teaching practice.

In **Spain**, topics in the area of civic education are present in textbooks, where historical events lead on to these subjects. E.g. when discussing apartheid, textbooks will have exercises that are meant to motivate students to talk about racism. The link with geography is also very explicit, since history and geography is a compulsory course (see above). It should also be mentioned that the Spanish government is working on incorporating a new subject in schools, which may be called "Civic education" or "Civic values".

In all three partner countries, the interviewed teachers mention the **importance of combining history with topics related to civic education**. According to them, civic education:

- helps develop a sense of agency,
- helps develop a sense of responsibility for the common good,
- (regarding political issues) helps students to understand political ideas and doctrines.

Teachers emphasise that combining history and civic education allows students to understand the modern world better:

*"A student who knows historical processes and understands their impact, automatically increases their civic activity."*

/ Polish teacher

History teachers are expected to: *"help students to become non-radical citizens who question things."*

/ Spanish teacher

*"On the one hand, our history is a cultural asset. It brings people together. On the other hand, knowing history allows us to understand our contemporary society better."*

/ Belgian teacher

## 2.5. Why is teaching history important?

The interviewed teachers offer many reasons why they see teaching history as important. Even though teachers may add different emphases in different partner countries, broadly speaking the reasons they mention are the same. These can be thematically grouped into four overall reasons:

### 1. Teaching history is important for knowledge building

Pupils need some understanding of the past, of the history of their country, their continent and the world, including not only facts and data, but also concepts, ideologies, political ideas etc. Students learn a lot of these things during history lessons.

*"Every young person should know the history of their country and have some understanding of our neighbours' history."*

/ Polish teacher

In the past, building knowledge was a goal in itself. This view has now changed. Students have to gain knowledge in order to use it.

## 2. **Teaching history helps students understand the modern world**

History lessons, and especially those on the 20<sup>th</sup> century, allow students to understand cause and effect processes and learn how to explain the origins of certain modern social phenomena.

*“If we do not know our past, we cannot know and understand the present and we cannot foresee the future. You cannot be yourself without understanding your own history and the context of the world you live in.”*

**/ Polish teacher**

Teachers emphasise that modernity has its roots in history and it is important that students see the impact of the past on the current political, social and economic reality.

*“Students should understand that current events are rooted in the past (sometimes very far back). Understanding this makes them able to make cause-and-effect connections.”*

**/ Belgian teacher**

## 3. **Teaching history for critical thinking**

History teachers also mention that they want their students to become critical thinkers. Students must be able to connect facts and think about them critically. This is not always easy. Every historical fact can be seen from different angles and from different points of view (multiperspectivity) and history has many interpretive aspects. Understanding this can also arm students against fake news.

*“Nothing else can show us what has happened and help us understand the surrounding world like history can, especially nowadays when the media are showing us a simplified, click-bait view of the world.”*

**/ Spanish teacher**

## 4. **Learning lessons from the past**

History can teach students how to be good citizens and value democracy. If students are aware of all the mistakes that have been made in national and global history, they will not make the same mistakes again. It can also teach them empathy.

*“It’s extremely important, especially knowing about fascism and the importance of democracy and civil values; you learn that comes with historic perspective.”*

**/ Spanish teacher**

## 2.6. Teaching 20<sup>th</sup> century history: the most important topics

All interviewees were asked which aspects of 20<sup>th</sup> century history they consider most important. An overview:

Subject	Belgium	Poland	Spain
Women's rights			●
Herstory	●	●	
Consequences of World War I	●	●	
The great economic crisis of 1929		●	
The inter-war period and everyday life	●	●	
The Holocaust/Shoah		●	●
Horror and mechanism of war	●		
Genocides	●		
Consequences of World War II	●	●	
Cold War and its impact	●	●	
Fall of the Iron Curtain and its impact		●	
Totalitarianism, authoritarianism	●	●	
Democratisation	●	●	
European integration and cooperation	●	●	●
Imperialism	●		●
Colonialism and decolonisation	●		●
Migrations	●	●	●
European identity and mentality	●	●	●
Local history		●	●
Contemporary political and socio-economic developments	●		
Working-class fight			●
Protests of 1968 and the moral revolution		●	
Globalisation	●		
Everyday life and culture after 1945		●	●

All interviewed teachers were asked what they consider the most important themes in 20<sup>th</sup> century European history. Belgian and Polish teachers answered this question in great detail, with a list of themes. Spanish teachers answered that most of the themes are important, and then specified some of those themes. This different approach can be seen in the table, but it can be assumed that the Spanish teachers would also have mentioned more themes, if asked.

Spanish teachers did, however, also mention topics that they thought were missing or were not emphasised enough. The thing that was mentioned quite often is the **lack of different perspectives**. This problem is talked about quite often during educational conferences<sup>4</sup>. More specifically, specialists emphasise the need to teach about the “**ones who were long ignored, the forgotten ones**”, being **non-Europeans, children and women**. Or topics such as **fight for social and human rights, new and old imperialisms, the violence and slavery in the modern capitalistic world**.

In general, the subjects mentioned by teachers are in fact **subjects that help students to understand the world today better**, e.g. the inter-war period, the Cold War and its impact on shaping modern-day Europe.

One striking feature is the **very European or even Eurocentric perspective** of history education. Teachers do not mention subjects related to other continents very often, apart from some exceptions, which always have links to European history (e.g. genocide in Rwanda, colonialism, refugees).

A remarkable difference between the partner countries is the way their national history is treated. Polish teachers explicitly mention subjects that are specific to Polish history (e.g. everyday life and culture, socio-cultural changes between 1944-1989 in Poland). Spanish teachers do not mention this explicitly, but topics from Spanish or regional history appear in the list of topics (Annex 2). Belgian teachers, however, do not mention subjects from Belgian national history<sup>5</sup> and neither does the Belgian curriculum. This can be explained by the very unusual (political) situation in Belgium<sup>6</sup>, a country where national identity is a sensitive issue and with a tradition of weak government interference in memory politics and history education.

## 2.7. Didactic methods for teaching history

As for the didactic methods used for teaching history, a lot of information was given by the teachers that were interviewed in the partner countries. For Poland, this was enriched by two studies on (the didactics of) history teaching<sup>7</sup>. Also for Belgium, some articles discuss the way history is taught. The methods used in the three partner countries do not fundamentally differ, but are very similar.

Almost all methods mentioned by the teachers can be classified as classic methods or new methods. The Polish study from 2014 has another categorisation. It distinguishes serving methods with a twist (normally in serving methods, the teacher is the source of information, but because the study shows that teachers very rarely use plain serving methods, the description ‘with a twist’

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4. An example is the presentation by Sisínio Pérez Garzón, during the “Reflection and conversation around history teaching” conference, [https://www.youtube.com/watch?v=x\\_oZ6kiSs4w&t=2919s](https://www.youtube.com/watch?v=x_oZ6kiSs4w&t=2919s).

5. These topics are also mentioned when teachers are asked what they find difficult to teach.

6. For more information see Van Nieuwenhuysse, K. & Wilke, M. (2020). History education in Belgium/Flanders since 1945 between a national and a global scope: whose past, what for, and for whom? *Bulletin du CREAS*, 7, 65-76; Van Nieuwenhuysse, K. & Wils, K. (2015). Historical narratives and national identities. A Qualitative Study of Young Adults in Flanders. *Journal of Belgian History*, XLV, 40-73.

7. <http://produkty.ibe.edu.pl/docs/raporty/ibe-raport-dobre-praktyki-historia.pdf>.  
<http://produkty.ibe.edu.pl/docs/raporty/ibe-raport-podstawa-programowa-historia.pdf>.

has been added) and searching methods (the student, supervised by the teacher, searches for the solution on their own). The study also distinguishes activities carried out beyond the school walls as a separate category.

In general terms, the interviewed teachers stressed the importance of making sure that students are not passive during the lessons, because teaching is more effective when students play an active part of the learning process.

In Poland, during their training, teachers are made familiar with a general didactic theory, an organisational framework: secondary review, introduction and realisation of a new topic, primary review, homework assignment. However, the study from 2014 shows that history teachers are not very positive about this way of teaching.

A method that is not mentioned by the teachers is storytelling. Nevertheless, a lot of teachers mention that they want to make history feel like it's more of an experience/adventure rather than a disconnected group of abstract events. Hence, the concrete methods used by the teachers often are based on or have elements of storytelling, for instance the activities carried out beyond the school walls as mentioned in the Polish study from 2014. Therefore, this method is also explained here.

## 2.7.1. Classic methods or serving methods (with a twist)

Classic methods are based on a **teacher transferring knowledge and the students listening**. This is the situation in which teachers give lectures, based on presentations or analysis of text/audio/video.

If a teacher wants to involve students more, this is often done by using a method referred to as **educational conversation (Socratic method)**, where the teacher asks questions and the students answer.

*"I often start with a question. This way, I have immediate interaction and I can check what is known, and to what extent it is correct."*

**/ Belgian teacher**

This can be combined with or complemented by more activating methods, such as peer-to-peer teaching (students learn a part of the material and teach their fellow students), students creating mind maps or presentations, students writing articles/essays/speeches or creating posters/letters, students debating. In all these methods, the material is provided by the teachers.

In all partner countries, teachers mention that they use textbooks or manuals that are prepared by a publishing house. In Poland, these textbooks are approved by the ministry. Sometimes Polish textbooks also contain worksheets that can be used by teachers, but the study showed that the effectiveness of these was limited.

## 2.7.2. New methods – searching methods

As already mentioned, teachers are convinced that students who are in charge of their own learning process are more effective. This idea is typical of new methods (modern teaching<sup>8</sup>) and it has found its way into classrooms in all the partner countries. It also meets the needs of Generation Z. Generation Z students want to be in charge of their own learning process and refuse to be passive learners. What they learn also needs to have a goal; they have to understand the reason why they should learn it<sup>9</sup>.

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<sup>8</sup>. "The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is Modern Teaching Methods in simple words." See <https://eduvoice.in/modern-teaching-methods/#0-what-is-modern-teaching->

In Belgium there has been an explicit shift from knowledge acquisition towards competence-based education<sup>10</sup>. This is reflected in the learning outcomes that are defined by the Belgian governments.

The information gathered through the interviews in all three partner countries indicates that teachers are not always very familiar with new methods on a theoretical level, but when they explain the methods they use, it becomes clear that they do use these methods in the classrooms. Many teachers, for instance, mention that they let students analyse sources, making them search for and gather information.

*“My method of teaching is dominated by lectures and conversations, enriched with working with sources and short tasks that the students carry out in groups.”*

**/ Polish teacher**

Three types of new teaching methods are particularly useful for history teaching: inquiry-based learning, problem-based learning and flipped classroom.

**Inquiry-based learning (IBL)**<sup>11</sup> *situates the learning of facts, concepts, and theories in authentic learning activities that involve students in disciplined thinking. IBL engages students in investigations that place a heavy emphasis on posing questions, gathering and analysing data, and constructing evidence-based arguments, with the teacher facilitating the learning process, and providing help on a just-in-time basis. IBL in history typically involves the analysis of documents and artefacts to construct accounts of past events.*

*“Inquiry-based learning is quite intensive, but I do use the method. I ask a specific question and provide source material. Students arrive at conclusions and can discuss among themselves which conclusions or answers are the most convincing.”*

**/ Belgian teacher**

**Problem-based learning**<sup>12</sup> is a student-centred approach to learning that involves groups of students working to solve a real-world problem, quite different from the direct teaching method of a teacher presenting facts and concepts about a specific subject to a classroom of students. Through PBL, students not only strengthen their teamwork, communication, and research skills, but they also sharpen their critical thinking and problem-solving abilities, which are essential for lifelong learning.

*“Through research, students discover history for themselves. This makes it much more memorable; they always come up with new sources and new information.”*

**/ Spanish teacher**

In a **flipped classroom**<sup>13</sup> students become acquainted with new material working by themselves at home. This can be done by watching a recorded lesson or by reading texts. In class, they work with the knowledge they have gained. This is an inversion of the traditional situation, where teachers transfer knowledge and students do assignments at home.

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9. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/>.

10. Jadoulle, J.-L. (2004). Apprendre l'histoire à l'heure des compétences. Regard sur l'enseignement de l'histoire en communauté française de Belgique. *Le cartable de Clio*, 8, 209 – 221; Jadoulle, J.-L. (2009). Faire apprendre et évaluer des compétences en classe d'histoire. *Cahiers pédagogiques*, 471, 21-23 ; Bouhon, M. (2009). Les représentations sociales des enseignants d'histoire relatives à leur discipline et à son enseignement. Thèse de doctorat.

11. The demarcation of the concept inquiry-based learning is taken from: Voet, M. & De Wever, B. (2019). Teachers' adoption of inquiry-based learning activities: The importance of beliefs about education, the self, and the context. *Journal of Teacher Education*, 70 (5), 423-440.

12. <https://educationaltechnology.net/problem-based-learning-pbl/>.

13. <https://study.com/academy/lesson/flipped-classroom-definition-model.html>.

All three methods have common characteristics: they are **student-centred**, they focus on **(inter)action**, they are forms of **applied learning** and they motivate students to do their **own research**.

*"I use a fair number of activating methods. I try to match the methods to the lessons and the students' predispositions."*

**/ Polish teacher**

The interviewed teachers mentioned a lot of other ways of working that are linked to the three methods (inquiry-based learning, problem-based learning and flipped classroom), or that are student-centred and activate students. Examples are: developing creative thinking skills, role play, simulations, creating "a reflective diary", concept-based teaching (let students think about a concept first, before talking about concrete cases), gamification, simulation games, investigative work, etc.

*"I sometimes choose characters for them and then I give the boys girls' characteristics and vice versa. This way, they open up to different perspectives."*

**/ Spanish teacher**

In all three partner countries, teachers also mentioned that **activities outside the school premises** are very worthwhile and effective. These could range from visiting a museum or historical site to working in an archive.

*"I went to England with a small group of students for a research project about WWI. Our goal was to find traces, e.g. in city archives, of the Belgians who went there to work."*

**/ Belgian teacher**

### 2.7.3. Storytelling

Many of the methods used by the interviewed teachers are connected to the **storytelling method**<sup>14</sup>. Storytelling is a very old method of teaching and learning, used to narrate ideas and images and it is helpful for understanding on the basis of a practice. This method makes history feel like more of an experience or adventure, rather than a disconnected group of abstract events.

All the changes taking place in digital tools and methods create new possibilities<sup>15</sup>. The nature of storytelling is changing as a result of this. For history in particular, this is an opportunity and can be enriching, if it is sufficiently based on research and authentic sources. Interactive digital storytelling is a way of letting students live the past, look at events from different points of view and develop historical empathy. The interactivity and the opportunity to highlight different points of view, match the characteristics of Generation Z students who want to learn actively. This generation also embraces diversity and urges accountability in areas such as the environment, social equality and discrimination. Understanding history and different points of views provides them with a framework.

Types of methods more or less linked to storytelling that were mentioned by the teachers during the interviews, include creating digital timelines, writing and performing a play, creating podcasts/radio shows/documentaries/songs, preparing marketing strategies/soundtracks/social media accounts, using games, inviting witnesses of certain historical events into the classroom to speak with the students, etc.

14. Gocen Kabaran, G. & Duman, B. (2021). The effect of digital storytelling method on learning and study strategies. *International Journal of Technology in Education (IJTE)*, 4(4), 681-694. <https://doi.org/10.46328/ijte.83>.

15. <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01800/full>.

*“The students choose a favourite song but change the lyrics so it’s about a historical topic.”*

**/ Spanish teacher**

*“I let students recreate historical monuments in Minecraft. This is especially useful for immersing weaker or less interested students in history.”*

**/ Belgian teacher**

## 2.8. Challenges and needs

### 2.8.1. Some subjects are difficult to teach

During the interviews, teachers were asked which subjects they find difficult to teach. Some teachers state that they can deal with all subjects, while others do mention topics they feel less comfortable with.

In interviews with Belgian teachers, topics mentioned as more difficult were: colonisation, genocide, gender, LGBTQ+, sexual minorities, black history, the Flemish movement and Israel–Palestine.

Polish teachers mentioned World War II and military actions, economic transitions (e.g. pricing revolutions), the Warsaw uprising and cursed soldiers.

All four Spanish interviewees indicated that they do not have problems with any specific subject. One did, however, indicate that a subject can sometimes be (emotionally) difficult for students:

*“Nazism or fascism is sometimes difficult to understand for the students - the idea that dictators were chosen by the people and people followed them.”*

**/ Spanish teacher**

When asked why the subjects they mentioned are difficult to teach, various reasons are put forward. Some teachers indicate that not all subjects match their own personal interests and preferences.

*“I only recently became interested in these topics [economic transitions, e.g. pricing revolution], and I don’t yet know how to pass that on to my students.”*

**/ Polish teacher**

Other reasons are also listed, and these mostly have an emotional component. Subjects may be controversial, teachers sometimes have difficulty staying neutral, especially when they have a very strong personal opinion on a certain topic. Subjects may also be emotionally loaded.

*“Controversial subjects can be difficult to deal with, as it is necessary to highlight a wide range of behaviours and avoid explicit judgements.”*

**/ Polish teacher**

Sometimes teachers state that they do not feel to have legitimacy to talk about something, for example a male teacher feeling uncomfortable to talk about gender.

*“Being a white male, I have little experience with Black History or gender studies and women’s rights. It is also difficult for me to teach it.”*

**/ Belgian teacher**

Some Belgian teachers tend to refer to the background of students who might know more about certain subjects. It is easier when a group is homogeneous than when it is (extremely) diverse.

*“This year, I had a project on the genocide in Rwanda. It was exciting but very difficult, because it is very close. The witnesses are around us, and because we are directly responsible for it, it is taboo.”*

**/ Belgian teacher**

## 2.8.2. Other difficulties and possible support

Almost all the teachers interviewed are interested in using new methods in teaching, but a large proportion of them mentioned the **lack of time**.

The Polish study from 2014<sup>16</sup> points out that the use of activating methods of teaching in the classroom is considered very time-consuming. The interviewees confirm this. When the number of hours of teaching history per week is limited, teachers often choose to stick to classic methods.

In Spain, teachers also indicate the difference between teachers whose subject is not part of the selectividad (final exams in High School). They have much more freedom and can experiment with different tools and ideas more, whereas the ones who teach History of Spain usually stick to the traditional way of teaching, because if they don't, there is not enough time to get through all the material.

*“There's not enough focus on the last part of contemporary history in the curriculum because there's usually no time to focus on these topics.”*

**/ Spanish teacher**

Not only teaching itself, but also preparing lessons using new (activating) methods is time-consuming. Teachers indicate they do not have enough time to get to know new methods or (digital) tools.

*“Getting to know a whole app is quite time-consuming, but if it turns out that it's not much use to you or the free version is limited (which is very often the case), I sometimes don't think it's worth investing my time in it.”*

**/ Belgian teacher**

It is basically this lack of time that makes teachers stick to manuals and textbooks as they currently do. Research shows that teachers are looking for inspiration and new ideas, and would benefit from concrete tips, handles and tools, from **ready to use content and materials**<sup>17</sup>. This would help them to adapt their way of teaching to new methods and to the needs of Generation Z.

It is very important however, to ensure that these materials match the curriculum and also the relative weight of a subject in the curriculum. This material must, of course, also be reliable and based on good and authentic sources.

*“The material would have to cover the topics included in the core curriculum.”*

**/ Polish teacher**

If content and materials are developed, it would be helpful if these are about subjects teachers are less comfortable with, such as complex or controversial topics, because they tend to spend less time and stick to classic methods when addressing these subjects.

16. <http://produkty.ibe.edu.pl/docs/raporty/ibe-raport-podstawa-programowa-historia.pdf>.

17. Koning Boudewijnstichting (2021) Bevraging onder de Veranderwijs.nu community naar voorkeuren voor thema's en werkvormen voor events voor onderwijsprofessionals.

*“I spend less time on these topics, I am more careful to separate my opinions from facts, I like to let students “lead” or rather co-lead the lesson.”*

**/ Polish teacher**

When it comes to using **digital tools**<sup>18</sup>, teachers indicate that there is not enough equipment in the schools, or that internet connections are not strong enough or stable enough. Quite a lot of teachers also mention they do not have an adequate command of (working with) digital tools. However, they are willing to learn.

When it comes to learning new methods and using digital tools, teachers really want to **professionalise**. They want to learn through lectures and engage in conversation through low-threshold exchanges, concrete workshops or advice tailored to their needs<sup>19</sup>.

Some teachers mention other challenges, for instance excessively large class sizes or the educational level of the class. These mean that students in “weaker” classes (often in technical or vocational schools) are more often taught in a traditional way and have fewer opportunities to encounter activating methods.

## 2.9. Conclusion

Although the three partner countries are different in terms of both the organisation of education and their history, the way history is taught and the topics that are part of the curriculum for 20<sup>th</sup> century history are run in parallel to quite a large extent. They do, of course, diverge when it comes to subjects related to national history.

Overall, teachers indicate that they find controversial or more complex subjects harder to teach. Very often, these are subjects with some kind of multiperspectivity: subjects that can be looked at from very different angles. They lack knowledge or confidence to set out all the aspects of these subjects. Or sometimes they have a very strong opinion about a topic and do not want to impose this (personal) opinion on their students, either because of a need to maintain a kind of neutrality, or because they do not want to provoke controversy. For some topics they sometimes also realise that these may be sensitive for (some of the) students and teachers do not know how to deal with that properly.

As for the challenges and needs of teachers, in all three partner countries they are broadly similar: they need well-developed materials and training in order to be able to use new methods and digital tools that are suitable for teaching Generation Z.

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<sup>18</sup>. The next chapter of this report will go deeper into digital tools and their use in history education.

<sup>19</sup>. Koning Boudewijnstichting (2021) Bevraging onder de Veranderwijs.nu community naar voorkeuren voor thema's en werkvormen voor events voor onderwijsprofessionals.

# **3. Teaching history using digital tools**

# 3. Teaching history using digital tools

## 3.1. Digital tools: a typology

There is an incredible number of (free or paying) digital tools that can be used for teaching history. An overview of tools can be found in Annex 4. This overview includes a link and a short description of the tool. They are categorised according to how they are (usually) used:

- Lesson design by teachers;
- Presentations in class;
- Research tools for sources;
- Homework or project work for students;
- Exams or knowledge checking tools.

Some remarks on this typology are set out below.

The distinction between the different categories is obviously rather artificial. As a result, tools may appear in more than one category, since they can be used in different ways. The overview in Annex 4 mentions these tools only once.

During the lockdowns, a sixth category was in fact introduced: communication tools that are necessary for remote teaching. Some of those are mentioned in the overview, because they can be/are used for other purposes. Others are left out, since the starting point of this report is teaching history in a conventional setting, not remotely.

Finally, another useful typology could be based on the influence of the use of a tool on the teaching method. Some tools are/can be used in a way that promotes innovative didactics. Or they can be used in a more ancillary way, without really influencing the way history is taught. A digital presentation, for instance, does not change the teaching practice when it is used by a teacher who is giving an exposé on e.g. the Cold War. The same digital presentation could also be used in a flipped classroom situation, to help the students to go through the subject matter independently. The use of digital tools does not automatically alter the didactic approach.

## 3.2. History teaching and digital tools in the pre-Covid era

**Spanish research** on the use of digital tools in history teaching<sup>20</sup> has shown that students/future teachers leave universities with relatively little understanding

<sup>20</sup> Monteagudo-Fernández, J., Rodríguez-Pérez, R.A., Escribano-Miralles, A. & Rodríguez-García, A.M. (2020). Percepciones de los estudiantes de Educación Secundaria sobre la enseñanza de la historia, a través del uso de las TIC y recursos digitales. *Revista Electronica Interuniversitaria de Formacion del Profesorado*, 23(2), 67-79.

of appropriate ways of using digital tools in history lessons to promote independent, ethical, creative and critical thinking. Digital literacy needs to be taught and learned to help students think historically.

During the conference in Madrid (Reflection and conversation around history teaching, coordinated by the Madrid University) professors David Parra and Juan Carlos Colomer talked about the problems of teaching history, based on research among university students. These students do not remember teachers connecting history events with the current times. They indicate that the teacher used a book almost 70% of the time, and for that reason they think the teacher was not in fact even necessary. Students think there should be more active learning with the student in the centre of the process, or gamification. This confirms what is known about Generation Z. They are not passive learners; they want to participate actively in classes<sup>21</sup>.

The teachers interviewed from Spain do not fit into this picture. They are all extremely thoughtful about the methods they use. They constantly try to learn about new tools, because they want to make the lessons as interesting as possible. But they are not a true representation of Spanish history teachers, who are often much more conventional, at least during the pre-Covid era.

*“Digital tools are important and students have to learn how to use them, but in history I don’t think they have to be used all the time. Sometimes using digital tools makes students feel like it’s not studying, it’s not part of the lesson.”*

**/ Spanish teacher**

A **Polish** study from 2017 shows that teachers indicate that they most often use videos (21%) and multimedia presentations (18%) during lessons. Over 10% of teachers also used online exercises (15%), digital textbooks (14%) and interactive quizzes (13%). Less than 10% of them used mobile educational apps (8%), digital educational games (7%) or online experiments (2%). Among the answers given under “other”, teachers indicated: email, a board on the Librus website<sup>22</sup>, YouTube videos, and textbooks and workbooks supplied through traditional educational packages<sup>23</sup>.

*“Digital tools definitely offer support and they are great for evaluating lessons, during revision and when working on projects. I can’t imagine not using them during lessons.”*

**/ Polish teacher**

In **Belgium**, there is a difference between the communities. Research has shown that 45% of secondary school teachers in the French speaking community use digital tools in class. This percentage is higher in the German speaking community: 67%<sup>24</sup>. For the Dutch speaking community, more detailed information is available. Around 10% of secondary school teachers say they never use digital tools in class, ± 20% use them a few times a year, ± 30% one or more times a month, ± 15% every week, ± 15% several times a week, <5% every day and <5% several times a day<sup>25</sup>.

*“Digital tools provide added value, but this has to come from the teachers and it depends on them, just as with other didactic tools.”*

**/ Belgian teacher**

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21. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/>.

22. <https://www.librus.pl/>. Librus is a tool for school management, teaching processes and record-keeping.

23. [https://www.cyfrowobezpieczni.pl/uploads/filemanager/raporty/RAPORT\\_CYFRYZCJA\\_SZKOL\\_2017.pdf](https://www.cyfrowobezpieczni.pl/uploads/filemanager/raporty/RAPORT_CYFRYZCJA_SZKOL_2017.pdf).

24. <https://www.digitalwallonia.be/fr/publications/education2018>.

25. Heymans, P. J. & Godaert, E. (2018) Eindrapport MICTIVO 3. Monitor ICT-integratie in het Vlaamse onderwijs.

Some **conclusions** can be drawn that are applicable to all three partner countries.

It is noteworthy that before Covid-19, **teachers used digital tools in a rather “conservative” way**. The use of digital tools did not fundamentally change their teaching method, although there were of course some exceptions. Digital tools supported the teachers’ usual teaching method, even when this was a very traditional one, for instance by showing videos or by making presentations in PowerPoint or Sway. If a teacher wanted to introduce some (inter)activity to spice up the course, tools such as Kahoot could be used.

This was confirmed by the research in Spain<sup>26</sup> and Poland<sup>27</sup>, as mentioned above.

Digital tools can, however, really change the way teaching takes place. They can personalise teaching: students<sup>28</sup> can learn at their own pace and teachers can take a more individual approach to students. This was also mentioned in the interviews.

*“It would be great to be able to teach them so they can grab all this material, documents, books and analyse it on their own, so that you don’t have to give them lectures.”*

/ Spanish teacher

### 3.3. The influence of lockdown(s) and Covid-19

In the spring of 2020, everything suddenly changed. The world was in the grip of the coronavirus pandemic and had to deal with lockdowns, which included closed schools. From one day to the next, in all three partner countries, teachers and students had to switch to remote, online education, with insufficient time (and often without the right equipment) to prepare for this new way of teaching.

**Polish research** from June 2020 indicates a decided improvement in regard to technological preparation and digital skills of teachers as a group (there is no specific study focusing on history teachers). The pandemic made teachers start using digital tools, even though this was mainly for traditional (serving) methods<sup>29</sup>.

If a school opted to use a single platform (e.g. GSuite or Microsoft Teams), the school management usually organised a training course for teachers. Alongside this, most teachers chose to develop their skills in using a wide range of digital tools. Older teachers indicated that they had difficulty with tools that were only available in English.

Nevertheless, teachers needed to find methods which would activate students and encourage independent work, such as problem-solving tasks that encourage thinking, mini-projects and group work, learning to research information independently or using the flipped classroom method.

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26. Monteagudo-Fernández, J., Rodríguez-Pérez, R.A., Escribano-Miralles, A. & Rodríguez-García, A.M. (2020). Percepciones de los estudiantes de Educación Secundaria sobre la enseñanza de la historia, a través del uso de las TIC y recursos digitales. Revista Electronica Interuniversitaria de Formacion del Profesorado, 23(2), 67-79.

27. [https://www.cyfrowobezpieczni.pl/uploads/filemanager/raporty/RAPORT\\_CYFRYZCJA\\_SZKOL\\_2017.pdf](https://www.cyfrowobezpieczni.pl/uploads/filemanager/raporty/RAPORT_CYFRYZCJA_SZKOL_2017.pdf).

28. More information can be found in an American article: How Important is Technology in Education? Benefits, Challenges, and Impact on Students. **An example is elaborated in this TedTalk:** [https://www.ted.com/talks/sal\\_khan\\_let\\_s\\_use\\_vid-  
eo\\_to\\_reinvent\\_education?utm\\_source=tedcomshare&utm\\_medium=social&utm\\_campaign=tedsread](https://www.ted.com/talks/sal_khan_let_s_use_vid-<br/>eo_to_reinvent_education?utm_source=tedcomshare&utm_medium=social&utm_campaign=tedsread).

29. [https://kometa.edu.pl/uploads/publication/941/24a2\\_A\\_a\\_nauczanie\\_zdalne\\_oczami\\_nauczycieli\\_i\\_uczniow\\_RAPORT.pdf?v2.8](https://kometa.edu.pl/uploads/publication/941/24a2_A_a_nauczanie_zdalne_oczami_nauczycieli_i_uczniow_RAPORT.pdf?v2.8).

Another study, carried out later in 2020, shows that teachers looked for attractive and innovative ideas to implement the curriculum and mentioned the urgent need to learn new and effective activating methods. A total of 68% of them used six or more methods and digital tools for online work<sup>30</sup>.

According to research carried out in March 2021, teachers used videos (20.1%), multimedia presentations (19%), online tasks (15.8%), digital textbooks (15.7%) and interactive quizzes (12.9%). Less than 10% used mobile educational applications (7.9%), digital educational games (6.3%) or online experiments (2.4%)<sup>31</sup>.

One important challenge mentioned by teachers in the studies is the lack of appropriate digital tools, including equipment, programs, educational content and internet access. Many teachers did not have access to computers, laptops, or mobile touch screen devices.

The information from the interviews with Polish teachers is in line with these studies.

*"I had no trouble transitioning to online classes and I was happy to experiment, looking for ways to make the lessons more interesting. Thanks to dictation software, I almost created my own textbook. I know the students appreciated my efforts and a small group of enthusiasts even benefited from it. However, most students would have gained more knowledge in a traditional classroom where progress is more strictly monitored."*

**/ Polish teacher**

The **Spanish teachers** mention that during the lockdown, preparing courses usually took more time and was especially time-consuming for teachers who had not used digital tools before. Generally, the more students were familiar with using digital tools and carrying out their own research before the pandemic, the easier they found remote teaching.

*"What happened during coronavirus is that students were already doing more independent, creative projects, such as designing games, they were even more motivated and worked remotely with each other very well, while for others, who had been attending more "conventional" classes – not so much."*

**/ Spanish teacher**

Nevertheless, teachers did try to make remote lessons more interactive by using digital tools, even though they state that using digital tools is easier in class, as they have more control over the time and students themselves.

The teachers found remote teaching (emotionally) difficult for themselves and students. During lockdown, many students could not even take part in the lessons due to lack of WIFI/computers, etc.

**Belgian teachers** also mention that Covid caused an acceleration. New tools were used, such as online chat and video calls. Learning Management Systems (Smartschool, Librus and Happi) were also used more. Even teachers who were using digital tools before the pandemic still had to rethink their methods.

*"I used digital tools as much as before, this did not change because of Covid. I also used the same tools, but in a different way."*

**/ Belgian teacher**

A study by a (commercial) textbook publisher in the Dutch-speaking part of Belgium, confirms that they saw a significant rise in the use of digital tools. Before the pandemic, 62% of students used an online platform for exercises

30. [https://centrumcyfrowe.pl/wp-content/uploads/sites/16/2020/11/Raport\\_Edukacja-zdalna-w-czasie-pandemii.-Edycja-II.pdf](https://centrumcyfrowe.pl/wp-content/uploads/sites/16/2020/11/Raport_Edukacja-zdalna-w-czasie-pandemii.-Edycja-II.pdf).

31. [https://files.librus.pl/art/21/04/4/a\\_nauczanie\\_zdalne\\_oczami\\_nauczycieli\\_i\\_uczniow\\_RAPORT\\_IL.pdf](https://files.librus.pl/art/21/04/4/a_nauczanie_zdalne_oczami_nauczycieli_i_uczniow_RAPORT_IL.pdf).

at least once a week. During the pandemic, this number rose to 89% of students. Teachers mostly used videos (instructional videos, video platforms) or learning management systems. The use of digital tools for testing was not very popular<sup>32</sup>.

Also in Belgium, having access to the necessary equipment was a problem during lockdowns. The Digital Inclusion Barometer of the KBF states that Belgium is among the most unequal countries in Europe in terms of digital conditions of access to digital technology<sup>33</sup>. Research on digital access during the lockdown (spring 2020) in the French-speaking community confirms that this was a huge problem. The number of pupils who would have dropped out of school during the lockdown is estimated at 20% and the reason was mainly lack of access to equipment or WIFI. Everywhere in Belgium quick solutions were sought: refurbished materials, going to students' houses or opening computer classes in school<sup>34</sup>.

In all three partner countries, the sudden shift to remote education resulted in increased use of digital tools, but did not cause a fundamental change in the way history was taught. Furthermore, there was no preparation for the situation of being in lockdown, with closed schools, so teachers and schools faced difficulties such as a lack of equipment.

Nonetheless, switching to online teaching did cause an acceleration in the digitalisation of education and teachers agree that they learned useful things that they want to continue using in the classroom.

## 3.4. Challenges and needs

### 3.4.1. The ability to use digital tools

Teachers indicate that there are **limitations to the use of digital tools**. They think a balance is needed between using digital tools and sticking to "the old way" of teaching.

Based on both input from the teachers interviewed and research done within the three partner countries, however, it is clear that teachers are not utilising the opportunities presented by digital tools to the full. The new situation did not fundamentally change their teaching methods. This is probably part of the reason why they indicate that they are not as strongly focused on digitalisation.

*"Often students get tired of digital tools that are used a lot ("another kahoot?"); that is why the important thing is to have some balance."*

**/ Spanish teacher**

Most teachers did not, however, have enough insight or knowledge, or time to achieve this. Not all teachers are sufficiently digitally skilled, but most of them are willing and eager to learn. However, during remote education, things did change a little bit and many efforts were made to adapt teaching methods to the new situation.

*"You have to accept that using a digital tool means you won't be able to do the same thing you did in a traditional class. The objectives are different, and so are the methods and the device. You should not try to do exactly the same thing as before or hope to achieve the same objectives. There are things*

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32. Van Loon, C. (2020) Analyse: het gebruik van digitale tools voor en tijdens de pandemie.

33. <https://www.kbs-frb.be/fr/barometre-inclusion-numerique>.

34. Fondation Roi Baudouin (2020). Témoignages et leçons tirées du recours au numérique dans l'enseignement francophone pendant la crise du Covid 19 au printemps 2020.

*you are not going to do as well. Some information is going to be less 'set' compared to a lecture where you can explain things more, such as more abstract concepts. For example, the ins and outs of socialism and capitalism and the worldview they imply have to be explained orally, students have to do some research, etc. Getting them to see the big picture is more easily done through discussion and oral explanation than through digital tools."*

**/ Belgian teacher**

Students also need to be able to work with digital tools. Generation Z, the digital natives, are most familiar with their smartphones, but they do not always know how to use tablets or laptops<sup>35</sup>. Teachers also think that students need to learn how to use digital tools and the internet in an "academic" way, for example to gather information. In fact, this is a focus on **digital literacy** (which certainly is very important, and is also one of the European key competences of lifelong learning), rather than on renewing the didactics of history teaching. Nevertheless, it is still important.

### **3.4.2. Lack of time**

As also mentioned in 2.8.2. teachers experience time constraints when it comes to changing the way they teach. This is even more the case when it comes to changing their teaching methods to use digital tools, especially for those teachers who have less experience or feel less familiar with digital tools.

Most of the digital tools teachers know and/or use are not focused on history teaching. The tools can support other teaching methods – which are also more interactive – but teachers have to adapt these tools to the subjects they are teaching themselves. This is very time-consuming, especially for teachers with no experience. It would therefore be useful to have a digital tool specifically for teaching history.

### **3.4.3. Lack of equipment**

During the pandemic it became even clearer that not everyone (not all students and not all teachers) has the same access to digital equipment (home computers, laptops, tablets etc.) and the internet at home.

Even within schools situations are very diverse. Not all schools have enough equipment to allow a whole class to use digital tools. Not all classrooms are equipped with projectors, smartboards, etc.

This is obviously another obstacle for teachers who want to introduce new, digital methods of teaching in their classes.

### **3.4.4. In an ideal world**

When asked what the ideal digital tool for teaching history or the ideal history lesson would look like, the interviewees gave wide-ranging answers.

Some teachers stuck to the traditional use of digital tools with no real effects on the teaching method, e.g. a digitalised textbook with some interactivity, high-quality videos that can be shown in class, etc.

Other teachers dream bigger. They see possibilities in automated software that can check if students have actually understood the learning material, or in digital learning pathways that students can follow by themselves, but still leaving a role and a degree of freedom for teachers. New technologies such as VR or 3D, or the gaming industry could help.

*“A comprehensive app that can do anything and everything and on which you can fully rely as a history teacher, although as a (history) teacher you like to use your freedom to be able to put things together yourself.”*

**/ Belgian teacher**

However, there is a consensus that a digital tool should be based on sources or able to consult sources. It should be intuitive and also visually attractive. Language is important: teachers prefer to work with tools in their mother tongue (and in the teaching language). Finally, it should be free of charge.

*“A digital tool should be intuitive and easy to use, with an interesting layout.”*

**/ Polish teacher**

When describing their ideal history lesson, almost all teachers mentioned excursions, going to places where things actually happened, talking to witnesses of historical events and field work. Here we can see a link to gamification and the storytelling methodology (2.7.3).

*“For me, in an ideal lesson, I would be able to talk about historical events in places where they actually happened.”*

**/ Spanish teacher**

# 4. **DIGHIST: A Digital History Atlas**

# 4. DIGHIST: A Digital History Atlas

In all three partner countries the pandemic and the lockdown(s) accelerated and intensified the use of digital tools.

However, teachers were not prepared and not all of them were already familiar with digital tools. In general the switch to remote teaching therefore did not fundamentally change teaching methods. It did, however, make teachers realise and believe in the possibilities and opportunities of using digital tools.

There is definitely **momentum for introducing appropriate digital tools** in (history) teaching.

On one hand, technology is developing at a steady pace. The new Generation Z students are digital natives. They cannot imagine a world without the internet and they expect education to be tailored to that.

They also need guidance in that digital world. Digital and media literacy are very important in times of fake news and polarisation. History is very suitable as a subject for working on these critical skills.

The pandemic and the lockdown(s) have shifted digitalisation up a gear (or even more). Everybody, both students and teachers, has been forced to switch to distance learning. This has also made teachers experience at first hand that digital tools do offer a lot of possibilities. Teachers are more convinced than ever of the advantages of using digital tools, although they still prefer face-to-face lessons. They are willing to familiarise themselves with new methods and tools.

This is also reflected in the Digital Education Action Plan 2021–2027 from the European Commission, which has two strategic priorities: to foster a high-performing digital education ecosystem and to enhance digital skills and competences for the digital age<sup>36</sup>.

The partners in the DIGHIST project therefore want to develop a **Digital History Atlas platform**. This digital platform will comprise a **Digital History Toolkit** and a **training methodology** with supporting tools for teachers such as tutorials, guidelines, FAQ,... to help them use the Digital History Toolkit and to support them in creating their own digital education materials.

The **Digital History Toolkit** is a set of ready-to-use educational material presenting three important historical topics from the 20<sup>th</sup> century, created as an example for teachers to support innovative (digital) teaching of history.

The **training methodology** for teachers will consist of tutorials, guidelines, FAQ's... to help teachers use the Digital History Toolkit and to support them in creating their own digital education materials. Teachers do not always feel comfortable with unknown digital tools and experience a lack of time when it comes to getting to know them. Nevertheless, they are eager to learn how to use those digital tools efficiently. The training methodology for the Digital History Toolkit will therefore be developed. This will support teachers in the use of the storytelling methodology in their lessons, in using the ready-to-use lessons. This methodology will be developed after testing the ready-to-use educational ma-

materials with teachers and will help history teachers in better and more effective use of digital tools to work with students towards a deeper understanding of historical mechanisms and processes. The DIGHIST project wants to use digital tools as a way to learn (or teach) history, not for learning to use digital tools.

The need to provide the Digital History Atlas in **various languages** was also acknowledged by the teachers interviewed.

The concrete lesson plans and materials included in the Digital History Atlas should focus on topics that teachers find difficult to deal with. Teachers ask for help when it comes to **more controversial topics**. It may be challenging for them to introduce **multiperspectivity** in their teaching, i.e. looking at an event, person or ideology from different point of views, detached from their own perspective and with empathy for “others” with other ideas. Particularly when it comes to 20<sup>th</sup> century history, there is often no general consensus on the evaluation or interpretation of a number of topics, and the closer history comes to the present, the more pressing this issue becomes. Interdisciplinarity and interconnectedness with topics like civil education or (political) geography are also aspects of this multiperspectivity.

This will be an area for attention when selecting concrete topics for the Digital History Atlas. The information gathered through interviews with teachers provides a good source of inspiration. It is also important that the topics should be **part of the curriculum in all partner countries**. If not, teachers will not use them, since they indicate that they are already dealing with a lack of time and difficulty covering the whole curriculum.

As for the methodology, the materials in the Digital Historical Atlas will be built on the basis of the **problem-based learning and inquiry-based learning methodologies**. Desk research and interviews with teachers support the view that these are appropriate and meaningful methodologies for teaching history. Teachers often mention all kinds of historical sources as essential material or starting points for teaching history.

The **flipped classroom method** will also be useful. This is a good way to activate students, allowing them to acquire the necessary knowledge at their own pace at home and subsequently work with that knowledge in a classroom setting.

**Storytelling** will be a guiding methodology when developing the material. The teachers’ descriptions of their ideal history lesson made it clear that storytelling is very useful for teaching history. Teachers are not, however, familiar with this methodology at all, certainly not in an educational context. The project partners are therefore aware of the need to make teachers familiar with this approach. Another important aspect will be showing how narratives/storytelling are created. Storytelling enables students and teachers to look at the common European heritage from the point of view of various communities, philosophical and political trends.

In summary, the Digital History Atlas will make use of storytelling to facilitate multiperspectivity in history teaching, facilitated by new (digital) technologies. It will be a powerful tool for teachers, helping them to allow students to become critical, independently thinking citizens.

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## Annex 1 Presentation of the project partners

**The School With Class Foundation (SWC)** (Fundacja Szkoła z Klasą) is an educational NGO based in Warsaw (Poland). The team is composed of professionals with experience in the field of education who are managing innovative projects on a nationwide scale. The programs support the development of 21<sup>st</sup> century skills and help young people to become active learners and citizens. They support teachers' professional development and help schools to become open environments engaged in solving social problems, with relationships based on mutual trust and respect. The goal of SWC is to prepare students for the future, enhancing their collaboration, critical thinking, social engagement, and responsibility for their own learning.

**Smilemundo** is a non-profit association founded in 2011 in Barcelona, Spain by Aleksandra Zemke. The mission of the organisation is to create innovative educational tools that promote sustainable development. So far, Smilemundo has created the award-winning game SmileUrbo, educational methodologies for United Cities and Local Governments, UNDP, UN-Habitat for public administration training, many thematic training games and an advanced crowdfunding platform. Smilemundo works with the Barcelona Provincial Council to design educational content, including online courses for officials from France, Spain and English-speaking countries. The organisation also has experience in cooperation with primary and secondary schools, where it has conducted workshops on civic education and Design Thinking.

**The King Baudouin Foundation** is a foundation that manages the **BELvue museum** – which is in fact much more than a museum about Belgium and its history. It is a project with an ambitious societal goal: to support and stimulate democratic and citizenship education for the public at large, and young people in particular. The power of critical thinking about society is central to this project, but this is always linked to historical consciousness and an understanding of the challenges of today.

The BELvue opened in 2005 and has since received more than 1,150,000 visitors, of whom 30% have been young people visiting both within and outside educational settings. Over the years the BELvue has become the place for citizenship and democracy in Belgium and has developed tools on political citizenship, active citizenship, understanding of justice(system), financial education, media critique and historical consciousness.

## Annex 2 List of questions for the in-depth interviews

1. Why did you choose to teach history? What was your motivation and does teaching history fulfil the expectations you had?
2. Why do you think it is important for pupils to have a historical understanding?
3. What are the most important themes in 20<sup>th</sup> century European history according to you? Why?
4. What is for you the most important citizenship education theme to work on with pupils?
5. When you teach history, do you sometimes link them to citizenship education themes? If so, can you give some examples? If not, why?
6. Are there any 20<sup>th</sup> century history topics that you find difficult to teach? Why?
7. How does this affect your teaching?

8. What methods do you use most in the classroom to convey learning content? Why?
9. Are you familiar with new methods in teaching based on inquiry-based learning or design and problem-based thinking? If so, have you used any of these methods in your classes? If not, why?
10. Do you think that digital tools can help to support teaching history? If so, what added value could they bring? If not, why?
11. How would you describe yourself when it comes to digital tools?
12. Do you find working with digital tools difficult or does it scare you? If so, why and how?
13. Did you use digital tools for teaching before the corona period? And if so, which digital tools and what is your experience with them? If not, why?
14. How did you experience remote teaching during the lockdowns? Which digital tools did you use, how did you feel about it and what was the reaction of the pupils?
15. Would you like to develop your digital competences more to support you in your teaching? If so, how would you like to learn or optimise these competences? If not, why?
16. Did colleagues recommend any digital tools? If so, what do you do with these tips? Do you look at the tools? Do you try them out?
17. Do you look on the internet or educational platforms for digital tools yourself and if so, do you try them out?
18. Do you think the transfer of knowledge in history lessons is better with the help of digital tools? If yes, why and how? If not, why?
19. If you used digital tools before remote teaching, which ones did your pupils appreciate most in your lessons? Have you had any feedback from your pupils about these? Do they sometimes give their own tips and examples of digital tools?
20. If you did not use digital tools before remote teaching, will you continue to use them? If you were using digital tools before, has remote teaching changed your approach? If so, why?
21. If you could dream and have a digital tool developed to help you with your history lessons, what would that tool look like and what possibilities would it offer? The sky's the limit!
22. If you could dream of a perfect history lesson and did not have to take anything into account (curriculum, school, place, time...), what and how would that lesson be?

## **Annex 3 List of 20th century history topics**

### **Belgium**

#### **Flemish community**

##### **CYCLE 3**

The pupils can distinguish characteristics of Western and non-Western societies, similarities and differences in characteristics between societies, similarities and differences in characteristics of societies from previous periods, as well as characteristics of intercultural contacts.

\* Factual and conceptual knowledge

- Characteristics of Western and non-Western societies in the modern era and contemporary period for each of the following social domains:
  - › Political: features such as state (re)formation and changing territoriality; imperialism; (neo)colonialism; decolonisation; political ideologies; fault lines; nationhood; administrative organisation and state forms (such as totalitarian state, rule of law, dictatorship, democracy); human rights; supranational and intergovernmental organisations
  - › Social: features such as multi-layered society; nomadic, agrarian, industrial and post-industrial society; social movements; welfare state; welfare state; (lack of) equality; (lack of) freedom; war, violence and peace; genocide; minorities; us versus them; civil rights; oppression and emancipation; family organisation; demographic processes; migration; interaction with nature
  - › Cultural: features such as traditions and customs; human and world views; artistic and cultural expressions; cultural and artistic movements; philosophy; philosophy of life and philosophical organisation; secularisation; modernity; multicultural society; ethnocentrism; diversity; fundamentalism; science and technology; education; information and communication (r) evolution; propaganda; dietary patterns; leisure experience
  - › Economic: features such as economic systems and theories; economic sectors; industrialisation; capitalism; globalisation; work organisation; production methods; raw materials and commodities; energy sources; consumer society; supply and demand; competition; transport (r) evolution; innovation
- Links and dynamics between the social domains
- Similarities and differences within the same period (synchronous) and between different periods (diachronous)
- Nature of intercultural contacts in (neo)colonial encounters such as equal or unequal power relationship, peaceful or violent contact, reciprocity or exploitation in the contact, cultural mixing or dominance, mutual perception, mutual impact, stereotyping, us-versus-them thinking

### **French-speaking community**

#### CYCLES 2 AND 3

1. Imperialism, colonisation, decolonisation, neo-colonialism;
2. Migration phenomena;
3. capitalism, collectivism;
4. growth, economic development, underdevelopment;
5. liberalism, socialism or communism;
6. the main stratifications in a society and the inequalities they cause;
7. conservatism, reformism;
8. democracy, authoritarian system, rights and duties of people;
9. nationalism, federalism;
10. humanism.

#### CYCLE 3

1. World demographic change and migration - migratory movements
2. Industrialisation and the development of capitalism
3. Society in the industrial age: social classes; social struggles

4. The main ideological trends: liberalism; socialism; social Catholicism
5. Colonial imperialism
6. Forms of domination: political, cultural, economic etc.
7. The clash of imperialisms and nationalisms in Europe and the world
8. The first world conflict
9. The advent of communism in Russia (1917 etc.)
10. The crisis of 1929 and the depression of the 1930s
11. National Socialism, a right-wing totalitarianism
12. Stalinism, a left-wing totalitarianism
13. The Soviet economy
14. Democracies in crisis: the example of Belgium
15. The march towards the Second World War
16. Concentration camp and genocide
17. Collaboration or resistance
18. The Cold War in Europe: the opposing blocs, the collapse of the communist bloc in Europe, Eastern Europe: a topical problem
19. From a Europe of cemeteries to a Europe without borders: the motivations of the founders of the Union, the main stages of construction, the decision-making mechanism in the European Union today, future prospects: enlargement, Europe as an area of political and social democracy.
20. An example of democracy: federalised Belgium – community problems, the functioning of the Belgian federal state, depending on current events, possible examination of a the Belgian state or one of its federalised components, federalised components (political trends, the role of social security, the role of justice: protection, repression, its independence, Belgian nationality)
21. Decolonisation
22. Underdevelopment
23. Growth and depression from 1945 to the present in Europe and the world: the evolution of the economic situation and its explanations, Globalisation, Changing attitudes
24. The media: information, disinformation?
25. The geopolitical situation in the world and the role of international organisations

### **German speaking community**

#### CYCLES 2 AND 3

1. the world in motion: migration, colonialism, imperialism
2. human rights development: human rights, democracy, rule of law, dictatorship, revolution
3. globalisation – world trade: globalisation, communication, division of labour
4. democracy and participation: forms of state, government, republic, monarchy, dictatorship, civil rights
5. living and working: industrialisation, capitalism, social question, social policy, trade union, infrastructure, digitalisation
6. war and peace: conflict, propaganda, alliance, communication, memory
7. Nationalism and imperialism. Preparing for modern conflicts?: colony, imperialism, nationalism, social Darwinism, racism

8. World War I. What are the characteristics of an original disaster?: alliance system, neutrality, resource wars, peace order, international community, national minority
9. the 1920s and 1930s. Modernisation and excess due to a new start?: lifestyles, modernity, avant-garde, emancipation, economic crisis, fascism
10. national socialism and the second world war. Why do societies go off the rails?: dictatorship, ideology, totalitarianism, holocaust, collaboration, resistance, denazification
11. From the Cold War to the 21<sup>st</sup> century - The emergence of two blocs and a new (dis)order: the Eastern and Western blocks, the (social) market economy, the planned economy, the atomic age
12. The world after 1990. What solutions exist for old and new challenges? international organisation, world power, federalism, post-democracy, digitalisation, globalisation, climate change, migration

## **Poland**

1. Europe and the world in the second half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries
2. Economic and social changes. New ideological currents
3. Polish lands under the partitions in the second half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries
4. Polish culture and science in the second half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries
5. World War I
6. The Polish situation on the eve of and during the First World War
7. Europe and the world after the First World War
8. The birth and development of totalitarianism in the interwar period
9. The struggle for the rebirth of the Polish state after World War I
10. Political history of the Second Polish Republic
11. Society and Economy of the Second Polish Republic
12. Culture and Science in the Second Polish Republic
13. The world on the road to World War II
14. Poland's defensive war in 1939. Aggression from Germany (September 1) and the Soviet Union (September 17)
15. World War II and its stages
16. Poland under German and Soviet occupation
17. German extermination policy
18. Activities of the authorities of the Republic of Poland in exile and in the occupied country
19. The world after the Second World War. The beginning of the Cold War
20. Decolonisation, integration and new conflicts
21. Civilisational changes in the world
22. The world at the turn of the millennium
23. The process of seizure of power by communists in Poland (1944-1948)
24. Stalinism in Poland and its erosion
25. Poland between 1957 and 1981
26. The decade 1981-1989

27. The birth of the Third Republic of Poland and its place in the world at the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries

## **Spain**

### **History and Geography in ESO, 4th semester (16 year olds)**

1. Causes, development and consequences of the First World War – reality of soldiers on the front, the Red Cross, role of women
2. The Russian revolution – causes and development
3. Artistic Avant Garde, cubisme, etc.
4. The Restoration of Spain and dictatorship of Primo de Rivera (1923–30)
5. The development of Catalanism – Catalan nationalism and the Commonwealth of Catalonia
6. Science and art in the 19<sup>th</sup> and the first third of the 20<sup>th</sup> century
7. The development of the economy between the wars (1918–39)
8. Democracy and the dictators – fascism and Nazism
9. The growth of the USSR
10. Art between wars – dadaism, surrealism etc.
11. The II Republic. Politics, social issues and economy during the years of Independent Catalonia (1931–1936)
12. Spanish Civil War – military phases, destruction of the war. Social revolution in Catalonia
13. Causes, development and consequences of World War II – violence and occupation of countries during the war, exploitative economic strategies
14. The extermination and persecution of the Jewish community
15. Creation of the UN
16. The Cold War and decolonisation (and neocolonialism) – some of the conflicts: Korea, Vietnam (with Vietnamese perspective)
17. Relationship Kennedy – Krushchev – differences between capitalism and communism
18. Creation of Israel and conflicts in the Middle East
19. The years of Francisco Franco's dictatorship – the beginning, situation of women, "desarrollismo", conflict in Sahara, opposition in the country
20. The economic growth and petrol crisis, development of capitalism
21. The idea of a welfare state – example of Sweden
22. Women – the fight for equality – the situation of women in Europe and Spain after the war, feminist movements
23. Two ideas of art: USA and USSR (pop art vs social realism)
24. The end of the Cold War, the reunification of Germany and the dissolution of the USSR
25. The political transition in Spain (1975–1982), first democratic governments, neighbours associations, feminism
26. Catalonia and Generalitat. – first governments
27. European Union, its institutions and bodies
28. Connection between the past and the present: continuities and changes in Europe in the 20<sup>th</sup> and 21<sup>st</sup> centuries
29. The challenges of democracy past and present

30. Globalisation and new sources of power – the new world is homogenous but lacks equality
31. Technological revolution – the internet, new ways to communicate
32. Current economic system and sustainability – crisis in 2008 in Spain and the world
33. Artistic movements in the 20<sup>th</sup> century in Spain and Catalonia
34. Conflicts in the current world: their causes, political and economic consequences.- map of all the conflicts in the world
35. Victims of ongoing wars – child soldiers, refugees etc.
36. The resolution of conflicts. The role of historical memory
37. Modern art
38. Global warming – our planet in danger

### **History of Spain and Catalonia (Second year of Bachillerato, 17/18 year olds)**

1. Power and conflict in the first thirty years of the 20<sup>th</sup> century: Second Republic and Civil War Identification and analysis of the elements (and their causes) of the Restauracion crisis, starting from 1898 and ending with the Second Republic
2. Catalan nationalism in the first 30 years of the 20<sup>th</sup> century and the development of the Commonwealth of Catalonia – different political phases of the Second Republic, the politics of reformers, antidemocratic movements
3. Constitution of 1931 (students analyse it and compare with the previous ones)
4. Generalitat of the Second Republic – analysis of its politics, laws, etc.
5. Military revolt of 1936 and first phases of the Civil War – identification and analysis of its causes. Description of the political changes and the social and ideological repressions
6. Situation in Generalitat during the war, analysis of the life of civilians
7. Catalonia and Spain during Franco's dictatorship (1939-1975) – elements that define the regime, analysis of its roots
8. Analysis of the changes in politics and economy until 1959 (students interpret texts, graphics, statistics and other sources)
9. Analysis of the changes in politics and economy until 1975, analysis of social and political transformations in Catalonia at that time – again, different sources, including oral ones
10. Analysis of political, ideological and social repressions in the whole of Spain and its other forms when it comes to different nationalities. Description of different ways citizens opposed the regime and exploring the fight for democracy, using the concept of historical memory
11. Analysis of the dictatorship in the international context
12. Description and interpretation of the most important events during the political transition (1975-1981), analysis of the basic elements of the 1978 Constitution (comparing it to the previous ones)
13. Description of the administrative process that regulates the existence of local regions, autonomias
14. Analysis of the process of the "rebirth" of the Generalitat of Catalonia, analysis of the main elements of the statute of the autonomy from 1979
15. Organisation of most important events and changes in the latest history

when it comes to the politics and economy of democratic Spain – process of becoming a member of European Union, the role of Spain and Catalonia within the organisation

16. Organisation of most important events and changes in the recent history of Catalonia in the areas of politics, the society, economy and culture – achievements and challenges
17. Reflection on the challenges in Spanish and Catalan democracy, emphasising the value of individual and collective engagement in democratic institutions, understanding of the shared values such as equality and plurality and lack of acceptance for discriminatory and violent behaviour

### **History of the Contemporary World \*optional\* (First year of Bachillerato, 16/17 year olds)**

1. Major international conflicts (1914–1945)
2. Causes and consequences of the First World War – identification and analysis, description of the basic characteristics of the conflict, analysis and sharing opinions about the peace-making process (based on sources, legal documents etc.)
3. Mobilisation of women – working, fighting, voting (poster: “every girl pulling for victory”)
4. Description of the new political and territorial situation in Europe and the new economic organisation that emerged after the First World War
5. Analysis of the political and social processes that led to the Russian revolution in 1917 and the creation of the USSR: from Lenin to Stalin
6. Identification, analysis and explanation of the characteristics of the fascist states in the 1930s (using sources from that time) definitions of fascism, antisemitism, racism, one chapter dedicated only to explain the Nazi racial project
7. Explanation of the signs of the 1929 crisis, alternative interventions and definition of the new neo-capitalist model (through analysis of statistics and graphs) – finding connections between the economic crisis and the rise of fascist states /one of the chapters: what is a speculative bubble?
8. Daily life during the Great Depression based on letters/documents
9. Japanese imperialism
10. Analysis of the changes in social mentality and the situation of women between the wars, based on the sources and documents from literature, philosophy, art etc.
11. Understanding of international relationships and what led to World War II and its consequences – the situation of civilians during the conflict
12. Explanation of the Holocaust and definition of the culture of peace, understood as lack of violence in all its forms: war, injustice, and violation of human rights
13. Analysing the cases of Norymber and Hague – international trials of Nazis, definition of “crime against humanity”

### **World in the second half of the 20<sup>th</sup> century:**

14. identification of the two opposing powers and their influence at the end of World War II, the creation of two blocs and beginning of the Cold War, analysis of the main Cold War conflicts (Vietnam – why did the US lose?)

15. Analysis of the political and economic evolution of the two opposing forces until the collapse of communism, the Marshall plan, life in the era of the atomic bomb (quotes in favour and against atomic weapons)
  16. The decolonisation process - causes and steps, analysis and gaining knowledge about the location of new countries, their historical growth, cultural, social and economic difficulties and conflicts (the dissolution of India - why was it inevitable? Gandhi and the "non-violent" movement)
  17. Creation of Israel and conflicts in the Middle East
  18. South Africa and apartheid
  19. Chinese revolution
  20. Different stages of global development - paying attention to growing inequalities in the world
  21. Origins and main stages of the creation of the European Union, description of the main bodies, institutions and policies (+ challenges European Union is facing)
  22. Functions of world organisations, their significance and role they play in international relations
  23. Conflict in the former Yugoslavia
  24. Main scientific and technological changes and their influence on the economy and the daily life of societies
  25. Analysis of the changes in mentalities, customs and belief systems, revolution in the 1960s
  26. Crisis in the 1970s and neoliberalism in the 1980s (USA)/the development of capitalist countries in general
  27. The situation of women, achievements and challenges, fight against gender violence
- The world today:**
28. Main centres of the political and economic power in the world today, critical analysis of the "new world order", challenges of today's democracies
  29. The importance of historical memory of the fight for democracy
  30. Recognition of different forms of citizen participation
  31. Points of conflict in today's world - connecting their causes with historical factors, analysis of specific situations of injustice, inequality and discrimination
  32. The Islamic world and the Arab Spring
  33. Africa - a continent in constant conflict - violence against civilians
  34. Modern mechanisms to combat human rights violations - assessment of dialogue and cooperation as peaceful forms of conflict resolution
  35. Current situation in Latin America
  36. Current distribution of wealth - analysis of inequality in the world, its causes and repercussions
  37. Analysis and assessment of the impact of scientific and technological development and the importance of the media in today's world, including on our lifestyles, customs and mentalities
  38. Analysis of the phenomenon of globalisation and its consequences

## Annex 4 Overview of digital tools

Lessons designed by teachers	Description
 <b>noodie</b> HUMAN EMOTIONS DECODED	Learning management system
 <b>Flipgrid</b>	Remote learning tool to create digital classrooms
 <b>decktoys</b>	Interactive lesson creation site
<b>GeaCron</b>	Interactive map that changes depending on the needs of the user, useful for preparing maps for lessons.
 <b>BOOK CREATOR</b>	A simple way to make digital books online
 <small>NORTHWESTERN UNIVERSITY</small> <b>knight lab</b>	Easy-to-make timelines
 <b>eduflow</b>	Collaborative learning platform
<b>wooclap</b>	A collaborative platform
 <b>SMARTSCHOOL</b>	Belgian electronic learning environment
   <b>Podio</b>	Tool to align all content, conversations, and process into one collaboration point
 <b>nearpod</b>	Platform for interactive lessons, interactive videos, gamification and activities
 <b>blendspace</b>	Tool for lessons, projects, presentations and more
<b>Actionbound</b>	App for playing digitally interactive scavenger hunts to lead the learner on a path of discovery
 <b>edpuzzle</b>	Easily create interactive video lessons
 <b>Wordwall</b>	Make custom activities: quizzes, match ups, word games etc.
 <b>SharePoint</b>	Web-based collaborative platform that integrates with Microsoft Office

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## Presentation in class

	Creating digital timelines
	Creating digital timelines
	Tool for making online presentations, infographics
	Tool for making online presentations, infographics
	Create Infographics, presentations & reports
	Source for creative projects, such as creating posters, short movies etc.
	Online maps
	A Web 2.0 application, to support learning and teaching processes with small interactive modules
	Collaborative digital whiteboard
	Interactive presentation software
<b>Microsoft Excel/ Powerpoint/OneNote/ Sway</b>	Cloud apps
	App for sketchnoting
<b>thinglink..</b>	Interactive images
	Visual collaboration platform
	Video messaging
<b>Research Tools for sources</b>	
<b>Educational Atlas</b>	(prepared by the Spanish government)
	source for information about historical figures, events etc. for Spanish-speaking countries
	videos, articles, but also ideas for the lessons for teachers

	encyclopaedia created by students and teachers (like wikipedia for schools)
(BnF Gallica)	Books, manuscripts, maps etc.
	Online library
 HET ARCHIEF ONDERWIJS (Archive for Education)	Online video and audio library in Dutch
<b>Homework or project work for pupils</b>	
	tool made by National Geographic, allowing students to create maps
<b>LIBRUS PORTAL</b>	Online gradebook
 Google Classroom	Online learning environment
 Messenger	Chat on Facebook
 Microsoft Teams	Videocall, chat, working together
	AI communication & presentation training platform
	Watch videos together
 WhatsApp	Messenger
<b>:Padlet</b>	Collaboration tool
	Video game – to build
	Collaboration tool
	Cards

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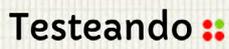
## Exams or knowledge checking tools

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The whole class plays a premade quiz and whoever answers first, wins

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Website with interactive tests to be played individually or in groups

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**Flipgrid**

App for engagement and on-the-fly assessments

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Online assessment platform

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Engagement platform

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Flashcards

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BookWidgets  
interactive learning

Interactive exercises and automatically graded tests

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## Other tools

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Video maker

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Learn to code

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Online community for schools in Europe

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Programming for kids

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Leader



Partners



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