

**NEWSLETTER December 2012**

For more details and contact information: [www.heritageeducation.nl](http://www.heritageeducation.nl).

**International Conference June 6-7, 2013**

The international conference *Tangible Pasts? Questioning Heritage Education*, organised by CHC and LKCA, will take place in Rotterdam on June 6-7th. Existing educational practices will be linked to research on historical consciousness, history education and public history. The conference will facilitate interaction and discussion between scholars in history, narrative theories, heritage studies and educational sciences, and practitioners from the field of heritage education and school history.

In paper sessions, workshops and panel discussions Dutch and international speakers will reflect on the uses of heritage in museums, schools and digital environments. Results of the three projects of our research programme will be presented as well. Keynote speakers are Peter Seixas, Bruce VanSledright, Keith Barton, Peter Aronsson, Maria Grever and Carla van Boxtel. Some of the other speakers that will be presenting at the conference are Alan McCully, Susan Legêne, Geoffrey Cubitt, Sian Jones, Chiel van den Akker, Viviane Gosselin, Tsafir Goldberg and Sheila Watson.

A full programme will appear online in February. By then registration will open as well.

**Project 1 - *Heritage educators and history teachers* - [Stephan Klein](#)**

This project focuses on the concepts and ideas of heritage education and history teaching. It has a theoretical and an empirical component. The first aims at answering the question to what extent the theoretical assumptions of heritage education are different from those of history teaching. The second aims at understanding how history teachers and designers of heritage education programs actually think about this relationship when considering goals for learning about the past by students of various backgrounds.

Two articles are in preparation. In April/May 2010, I interviewed four teachers and two heritage educators twice on the topic "Transatlantic slave trade and slavery". These data have been analyzed and a concept version of the article has been written. Another article will deal with heritage of the Holocaust in a local context.

Stephan Klein recently has been awarded with a special grant from the Foundation for the Remembrance of Slavery 2013 for the NWO project 'Dynamic heritage education in the Netherlands'. The grant will be used to build an educational website for students in secondary education on the topic of the transatlantic slave trade and slavery.



## NWO Programme

### *Heritage education, plurality of narratives and shared historical knowledge*

#### **Project 2 - English and Dutch heritage educational resources - [Pieter de Bruijn](#)**

This project is a comparative study of educational resources designed by English and Dutch heritage institutes, in relation to the history curriculum. It studies how these resources construct distance and proximity towards the past and how that relates to the presentation of different perspectives.

After a period of data collection and –analysis, during this academic year (2012-2013) I will focus on the context of the resources analysed. Drawing from secondary literature I study how the Transatlantic Slave Trade and the Second World War is commemorated and taught in the Netherlands and England. This contextual information is necessary to adequately compare the various resources.

The current focus is on the Holocaust, after which I will again study the Transatlantic Slave Trade and the military aspects of World War II. I will present results of this comparison during the session “Distance, authenticity and identity” of the conference *Tangible Pasts*.

#### **Project 3 – Students’ narratives and learning experiences - [Geerte Savenije](#)**

This research focuses on students’ preconceptions about certain history and heritage and their learning experiences during an educational project about that heritage. I have conducted a multiple-case study with multicultural classrooms in secondary education in the Netherlands.

This spring I will present results of my first case study at the Huizinga symposium in Hilversum (April 22-24) and at the AERA annual meeting in San Francisco (April 27 – May 1). At the conference *Tangible Pasts* that we will organise in Rotterdam (June 6-7) I will present a paper as well, which will probably focus on my second case study.

In January I will enter the final year of my research time at the Erasmus University. After the conference in June I will therefore turn to the completion of my dissertation.

#### **Article Paedagogica Historica**

In the last issue of this year of *Paedagogica Historica* you will find a contribution by Maria Grever, Pieter de Bruijn and Carla van Boxtel. Based on theoretical reflection and an analysis of a Dutch and English exhibition on (transatlantic) slavery, this article argues that heritage education offers interesting opportunities for understanding the foreignness of the past, a precondition for historical thinking. See: M. Grever, P. de Bruijn, C. van Boxtel, ‘Negotiating historical distance. Or, how to deal with the past as a foreign country in heritage education’, *Paedagogica Historica* 48;6 (2012) 873-887.

