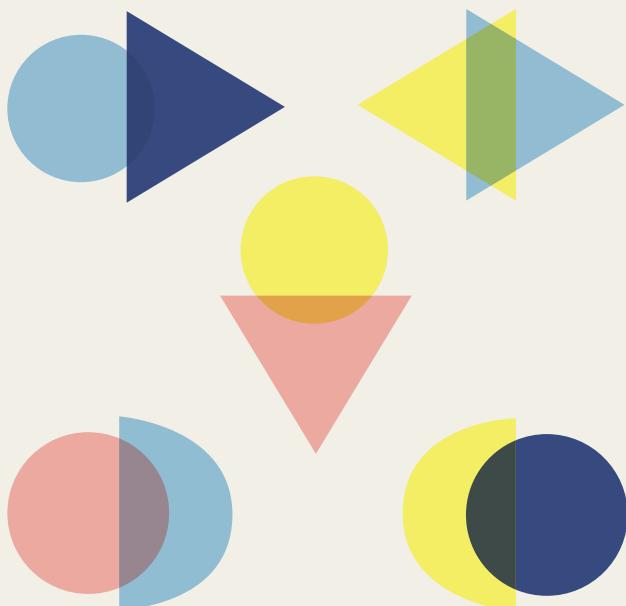




CIVIC AND HISTORY TEACHERS' EDUCATION  
IN EUROPE.  
MODULES FOR THE DEVELOPMENT OF  
DEMOCRATIC COMPETENCES AND SOCIAL  
RESPONSIBILITY.



PROJECT START: 01.09.2019

PROJECT END: 31.12.2022

<https://teem.geschichtsdidaktik.eu>

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The more recent debates on history teaching and learning have made explicit that democratic societies are in dire need of new forms of historical thinking and learning: Forms which are no longer exclusively legitimizing the political and/or cultural tradition of the nation state; forms, which provide techniques and strategies for developing »historical

learning«, »historical consciousness« and »historical thinking«; forms which put the responsible »social subject« into the middle of historical reflection, forms which make historical information comparable, analyzable and interpretable in transnational and global perspectives, and transgress the borders of national history. From this perspective, the school subject »history« is regarded today not only as a subject to give understanding and orientation as concerns the various productions of (national) historical narratives, but more than that, as a school subject to give understanding and orientation in today's multicultural societies.

The TEEM-project reacts to these needs and demands relevant topics, skills and competences, methods and material, as well as institutional structures to train future teachers. Teachers should be able to prepare young people at school for a future-oriented, upcoming and diverse Europe.

## THE TEEM-PROJECT AIMS

- at raising quality in teacher education,
- at fostering innovation in teacher education,
- at promoting open educational resources to be used in teacher education for the CHE-subjects (»Political/Civic Education«, »Social/Cultural Studies« and »History«),
- at transgressing nationalism by applying a transnational/intercultural method (cross-national approach),
- at providing learning/teaching-designs and theories for the comparison of various national narratives,
- at building a strategic network for collaborating in these transnational educational issues.

## THE TEEM-PROJECT GROUP DEVELOPS THREE MAIN PRODUCTS

I. LEARNING/TEACHING MODULES, developed in a cross-national approach and dealing with key-aspects of the historio-political education of citizens

II. TEEM-PLATFORM, a cooperative website to foster open source education with an integrated data base of historical sources:  
<https://teem.geschichtsdidaktik.eu>

III. POLICY PAPER, respective guidelines and recommendations which can be applied with the modules and strategies for implementing the modules into teacher education curricula

## LEARNING TEACHING MODULES

### MODULE 1: EUROPEAN IDENTITY AND EUROPEAN CONSCIOUSNESS

Cross national team: University of Augsburg + University of Valladolid

### MODULE 2: YOUTH CULTURE AND DIGITAL MEDIA

Cross national team: University of Valladolid + University of Graz

### MODULE 3: HUMAN RIGHTS AND VALUES OF SOCIETIES

Cross national team: KRE Budapest + University of Wroclaw

### MODULE 4: MIGRATION IN A GLOBAL PERSPECTIVE

Cross national team: University of Wroclaw + University of Augsburg

### MODULE 5: ACTIVE CITIZENSHIP AND SOCIAL RESPONSIBILITY

Cross national team: University of Graz + KRE of Budapest

## EACH MODULE CONSISTS OF THE FOLLOWING PARTS

A – INTRODUCTION: A preliminary text developed in mutual exchange between two partners which explains

- why the chosen topic suits for providing techniques and strategies for historical learning, historical consciousness, historical thinking and historical sense-making,
- why it can put the responsible social subject into the middle of historical reflection,
- why it helps to make historical information comparable, analyzable and interpretable in transnational and intercultural perspectives
- why it supports the transgression of borders of national history

B – THEORY: Each module comprises a selection of practically useful historical and historio-didactical theories and up to date sociological and socio-psychological studies forming the context and the epistemological background for working on the chosen topic and for interpreting the selected sources.

C – SOURCES: Each module provides a set of primary sources which

- are broadly contextualized,
- allow insight into the topic,
- are comparable from the angle of the two countries working together,
- can open ways to come to a transnational European/global perspective on the topic.

## D – DIDACTIC DESIGNS AND STRATEGIES:

Each module shows ways how to work in teacher education courses on selected aspects of the chosen topic. The didactic designs should give an idea on communicative structures and methods when working with students:

- how to make use of back-coupling/feedback and reflection in the process of teaching and learning
- how students can be encouraged to reflect upon their own situation and their own role and identity
- how to react flexibly to the various cultures of thinking in the history classroom and beyond

E – CASE STUDIES: Each module proposes two or three case-studies which illustrate how to implement the didactic designs in a concrete university course and how to strengthen the trainees' competences and reflective abilities.

The case studies show ways for working on a thematic aspect of the module, they make use of the (historical) primary sources and illustrate how to relate them to the theoretical texts.

The Policy Paper as well as the Learning/Teaching-Modules with the case studies and the database of sources, studies and theories can be found at the TEEM-PLATFORM:

<https://teem.geschichtsdidaktik.eu>

The TEEM-PLATFORM will also inform about the FINAL-CONFERENCE of the project, planned for October 2022.



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