



EHISTO

European history crossroads as pathways
to intercultural and media education

LLP-Comenius-Project
November 2012 – October 2014

Initial teacher training Module handbook

Deliverable 7.3

Extracts from the resources can be used, or the package can be used in full, depending on how much teaching time is available to spend on exploring the EHISTO project.



Lifelong
Learning
Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Version No.	Author, institution	Date/Last Update
<i>1</i>	<i>Prof. Dr. Susanne Popp, University of Augsburg Miriam Hannig, University of Augsburg (workpackage leader initial teacher training)</i>	<i>15/09/2013</i>
<i>2</i>	<i>Prof. Dr. Susanne Popp, University of Augsburg Miriam Hannig, University of Augsburg (workpackage leader initial teacher training)</i>	<i>16/12/2013</i>
<i>3</i>	<i>Prof. Dr. Terry Haydn, University of East Anglia (workpackage leader piloting and finalizing)</i>	<i>28/04/2014</i>

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Module guide for initial teacher training

Popular history magazines in transnational perspective – a media-based contribution to intercultural education

I. The framework of the EHISTO teacher seminar

This Module guide for initial teacher training is one result of the EHISTO (European history crossroads as pathways to intercultural and media education)-project. It is aimed at experts in initial teacher training who carry out history seminars about EHISTO related topic, modularised in line with the Bologna Process. It comprises fourteen steps each planned for 2x45 minutes. Extracts from the resources can be used, or the package can be used in full, depending on how much teaching time is available to spend on exploring the EHISTO project.

Module guide for the initial teacher training: Structure

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II. The overall aims of the EHISTO project

Active European citizenship has to be built on public awareness of common European heritage and shared values, as well as on respect for diversity by integrating the different national experiences. Here, initial teacher training has to play a crucial role because all over Europe the field of history is still characterized by national conceptions of history. In the field of history didactics the influence of extracurricular, commercial ways of presenting history in mass media on pupils' view of history has not yet found adequate recognition, although it is widely recognized that commercial public history has a very high impact on layperson -recipients and that young people in particular often do not have the competences required to critically evaluate and decode the messages of history presentations in the mass media. Therefore a congruous connection of the build-up of intercultural and media-critical competences in dealing with the European heritage has yet to take place. It is the initial consideration of the EHISTO project that this challenge must no longer be neglected.

EHISTO links together civic with intercultural and media-critical competences. As examples for the purpose of dealing with the mass-medially conveyed cultures of history the project uses popular history magazines for the following reasons:

1. The magazines are subject to commercial conditions.
2. They represent a medium that both pupils and teachers consume and that covers very many topics, which are both a high curricular connectivity as well as up-to-dateness (due to its periodicity). In addition the magazines demonstrate curriculum-compatible mediality (text, pictorial documents, graphic) and are easy to obtain for use in lessons.
3. Popular history magazines in Europe are – in contrast to other commercially characterized media products (e.g. films, video games and comics) – in some respects strongly focused on national markets. However, the magazines from different countries have many topics in common (e.g. famous personalities; events with pan-European impact like wars, peace settlements, revolutions; transnational phenomena like migrations, culture exchange, religions, social and political movements).

Dealing with the common European topics – so called “European History Crossroads” – in the history classroom, may strengthen the pupils’ cultural awareness by developing their ability to relate their own local, regional and national perception of history to the points of view and perspectives of other countries.

Therefore popular history magazines offer very helpful opportunities for a transnational, intercultural and multilingual comparison of national conceptions of history.

EHISTO intends to take an important step towards increasing the critical understanding of historical discourse in commercial mass media and encouraging an inclusive conception of European citizenship by providing the necessary tools for the history classroom. The innovative potential of EHISTO consists of a close linkage between the awareness of the diversity of European heritage and of intercultural competences on the one hand and of the historical media competences on the other hand using the example of “European History Crossroads” in popular history magazines. This entails the encouragement of both “cultural awareness” and “social and civic competence” as well as “intercultural competence” as key competences, for the social and historical foundations of civil societies being reflected and the latter being seen from multiple perspectives.

EHISTO is concerned with the mediation of history in popular media and the question of social and political responsibility of journalists and other mediators of history, especially teachers, in the field of the presentation of commercially produced public history. The project responds to the increasing significance of a commercialised mediation of history within public historical culture and reflects the fact that these representations, which do not always meet the EU standards for history education, can have a lasting impact on the young generation’s understanding of history.

The Module guide for the project seminar

This Module guide offers not only general basics concerning the topics “transnational history in Europe”, “intercultural competences” and “history culture in commercial mass media”, but also develops seminar structures and describes guidelines for the didactical implementation of the topics within academic initial teacher training.

The project seminar itself will consist of three parts:

- A. Diversity and specific forms of historical cultures in Europe
- B. Media-critical analysis related to transnational history culture and intercultural history competences
- C. Development of own teaching-/ study-material for further teaching of intercultural and media-critical competences related to the European history crossroads (EHC)

III. What the history student teachers should learn in the EHISTO initial teacher-training seminar

The project seminar enables the students, through their work with the presentation of history in commercialized mass media in form of popular history magazines from different European countries

- to recognize their national perspectives on history and to understand them as a starting point

- for transnational historical culture and intercultural history competences
- to get a critical understanding of how commercial mass media is transforming the representation of history for economic success in a growing market
- to learn how to teach this knowledge as enduring competences and sustainable skills to pupils in secondary general education schools in Europe.

The seminar itself offers a range of teaching approaches. Because of the huge variety of PHM (different countries of origin, different quality standards), group work, collaboratively organised, would be the most efficient way to develop a wide range of teaching opportunities. Of course, different ways of presenting and comparing of the results are also possible: preparing a power point presentation, posters or mind maps, for example.

IV. Guiding questions for the initial teacher seminar

- *Presentation of history in magazines*
 - What is the meaning of the “popularization” of history in magazines?
 - Which are the favored topics of PHM, which topics are neglected? Is the selection of the topics linked to new research findings or research discussions? Does the selection of topics correspond to current public events in the field of historical culture?
 - Are the authors of the articles named? Who they are?
 - For which audiences the magazines are writing for? Are there any hints in the advertisements?
 - What is the design and layout of the magazine articles? In which way they are different to textbooks?
 - How do the magazines deal with pictures? Do they respect quality standards for the use of pictures as historical sources? Which functions do the pictures have in the articles and on the title page?
 - How are the magazines to be evaluated in relation to the quality standards for the mediation of history? How do they deal with:
 - Quality standards of scientific research in history
 - Criteria suggested by the Council of Europe for the teaching of history in a way which contributes to the development of a critical understanding of history
 - The challenges of intercultural education
 - Quality standards of history didactics (a. Principles of history didactics, like multiperspectivity, controversy, reference to historical sources, relation to the present time and the everyday life of the students; b. Dimensions of historical consciousness along PANDEL (please see worksheet 6), like temporal consciousness, consciousness of historical continuity, differentiation between fact and fiction, the economic dimension, the political dimension, the dimension of identity, moral consciousness)?

- *Transnational comparison of “European history crossroads” in European magazines and intercultural history education*
 - Which historical topics are dealt with by all of the history magazines in the partner countries of the EHISTO project?
 - Are there national perspectives in the way of presenting the shared topics? And if so: In which ways do they differ?
 - Can the “European history crossroads” be used for intercultural historical learning and if so: in what ways?
- *General questions*
 - Is it possible to get a better understanding of the challenges of history teaching by analyzing the methods and strategies that the commercial magazines use to find and to bind customers?
 - Is it possible to create magazines that fulfill the challenges of history and history didactics quality standards without losing their attraction for their customers?
 - Empirical research (e.g.): How sustainable is historical knowledge drawn from magazines in comparison to the sustainability of historical knowledge from textbooks? What historical knowledge and understanding do the readers of magazine articles remember after two or three weeks or months (e.g. pictures?, names and facts?, causes and consequences)?

V. Seminar structure

Attention: The seminar structure, as formulated in detail below, is designed for the performance level of graduates. The boxes, next to the headlines, explain which of the tasks are adequate for the performance levels of beginners, advanced students and graduate students.

A. Diversity and specific forms of historical cultures in Europe

Lesson 1: Introduction to the topic (I): How to define popular history magazines? What are “European history crossroads” (EHC)?

Beginner	Worksheets 1, 3, 4
Advanced	Worksheets 1, 2, 3, 4
Graduate	Worksheets 1, 2, 3, 4, 5 and optional 6

Material

1.1 Worksheet 1:	Popular History Magazines: What does “popular” mean?
1.2 Worksheet 2:	Popular History Magazines: A part of the historical culture of a society
1.3 Worksheet 3:	European History Crossroads (EHC)
1.4 Worksheet 4:	List of the most popular key issues of PHM in international comparison
1.5 Worksheet 5:	The use of history in everyday life (Schörken)
1.6 Worksheet 6:	Popular History Magazines and the concept of historical consciousness

- The student teachers reflect and systematize their experiences with popular history magazines (PHM).
- They express their expectations for the seminar and its opportunities.
- They discuss the different meanings of the term “popular” in relation to popular history culture and relate the topic to the concept of “historical culture” (worksheets 1 and 2).
- The student teachers get informed about the EHISTO concept of the “EHC” by analysing worksheet 3.
- They do research work by interviewing adults, pupils and peers about their opinion which history topics they believe to be the most popular all over Europe. They compare their findings with the results of the EHISTO baseline study (worksheet 4) and comment on the communalities and differences as a basis for an upcoming creation of a common poster about the most popular EHC.
- They reflect the diverse use of history offered by the commercial magazines to the audiences and discuss the topic with reference to SCHÖRKEN’s system of the “functions of history” in everyday life.

Exploration:

- (a) Finding out about PHM at the news kiosk/supermarket: Which magazines do you find available? What are the topics on the front page? What is the message/promise of the pictures?
- (b) Do you use (or did you use) popular history magazines (PHM) e.g. in school, to read at home ...? Why do you buy PHM?

- (c) Would you use them as part of a history lesson at school, and why; in what ways might you use them as part of a lesson?

Lesson 2: Introduction to the topic (II): How to define intercultural and transnational perspectives in history education? How the EHC could be used for intercultural and transnational teaching in the history classroom? What about quality standards of the presentation of history in commercial magazines?

Beginner	<ul style="list-style-type: none"> - define the phrases “intercultural history competences” and “transnational perspectives in history” and discuss how the EHC could be used for promoting intercultural and transnational competences in the history classroom; - discuss which criteria would be necessary or important for the evaluation of the quality of how history is presented in commercial magazines;
Advanced	<ul style="list-style-type: none"> - define the phrases “intercultural history competences” and “transnational perspectives in history” and discuss how the EHC could be used for promoting intercultural and transnational competences in the history classroom; - discuss which criteria could be necessary or important for the evaluation of the quality how history is presented in commercial magazines; - analyse the criteria for the teaching of history related to intercultural education by comparing two copies of different national history magazines;
Graduate	<ul style="list-style-type: none"> - define the phrases “intercultural history competences” and “transnational perspectives in history” and discuss how the EHC could be used for promoting intercultural and transnational competences in the history classroom; - discuss which criteria could be necessary or important for the evaluation of the quality how history is presented in commercial magazines; - analyse the criteria suggested by the Council of Europe for the teaching of history related to intercultural education by comparing two copies of different national history magazines; - compare the criteria suggested by the Council of Europe to two other concepts or criteria;

Material

- 2.1 Worksheet 7: Intercultural competences and transnational perspectives in history education
- 2.2 Worksheet 8: Quality criteria for the teaching of history

- The students define the phrases “intercultural history competences” and “transnational perspectives in history” competences and discuss it with reference to history teaching.
- The students discuss how the EHC could be used for promoting intercultural and transnational competences in the history classroom. They create a mind-map in group work and finally develop a common version for the seminar.
- The students discuss which criteria could be necessary or important for the evaluation of the quality how history is presented in commercial magazines.
- They analyse the criteria for the teaching of history (worksheet 8), the criteria of intercultural education (worksheet 7), the quality standards of history didactics and the quality standards of historical research.
- They evaluate and compare the different systems of criteria by analysing two national magazine copies in group work.

Lesson 3: The national and the European landscape of commercial history magazines

Beginner	./.
Advanced	- all study materials with a PHM from their own country;
Graduate	- all study materials with at least one PHM from their own country and one PHM from another partner country;

Material

- 3.1 Worksheet 9: Distinguishing scholarly articles from popular ones
 3.2 Worksheet 10: Criteria for analyzing the concept of history mediated in PHM

- The student teachers differentiate between the presentations of history in a scholarly or academic style, in a popular style and in the textbooks, (worksheet 9).
- By using selected front pages the students analyse the commonalities and differences of various types of commercial history magazines in their country on the basis of example of criteria they have developed by themselves
- By using the selected front pages the students analyse the messages about the understanding of history by the respective magazine mediated by the front page. What ideas about the nature and the role of history in the society can be drawn from the front pages (worksheets 4 and 8)?
- The students do a research task, collecting media data to reconstruct the profiles of the different national magazines. They start an internet search for the term “media data” and “distribution of advertising media”.
- The students compare their findings concerning their national history market with information about other national markets.
- They take any copy of a national history magazine and analyse the advertisements in order to find out what kind of audience is addressed by the magazine.

B. Media-critical analysis related to transnational history culture and intercultural history competences

Attention: The beginners select either the EHC “Columbus” (lesson 6 – 8) or “World War One” (lesson 9 – 11). They do not work on both topics.

Lesson 4: Using and evaluating the analytical framework, developed by EHISTO: Exemplary analysis of front pages, the use of pictures and textual features of PHM

Beginner	- use the analytical framework with one issue of national PHM;
Advanced	- use the analytical framework with two issues of different national PHM; - compare the results and discuss the findings;
Graduate	- use the analytical framework with three issues of different national PHM; - compare the results and discuss the findings;

Material

4.1 Worksheet 11: EHISTO framework: Analysis of PHM

4.2 Link: National PHM material (<https://media.sodis.de/ehisto/en/index.html>)

→ *The students develop own ideas about a theoretical framework for the analysis of the front pages, the use of pictures and the textual features in PHM.*

→ *The students apply the EHISTO framework and their own framework to the analysis of different PHM in group work.*

→ *The students discuss the strengths and weaknesses of the EHISTO analysis tool and work on proposals for improvement. They prepare an analysis tool that ‘works’ in the context of the classroom.*

Lesson 5: Media-critical analysis of commercial history magazines: The “popularization” of language, of historical content and of pictures dealing with history

Beginner	- analyse articles in group work;
Advanced	- analyse and compare articles and textbooks in group work;
Graduate	- analyse and compare articles and textbooks in group work; - discuss the implications for the concept of history presented in PHM and other mass media (e.g. films, computer games etc.)

Material

5.1 Worksheet 12:	Comparing the readability and the comprehensibility of PHM articles and textbook texts about the same historical topic
5.2 Worksheet 13:	The use of figurative language in popular history magazines (PHM): Literary tropes / semantic figures of speech
5.3 Link:	Additional material (https://media.sodis.de/ehisto/en/index.html)
5.4 Worksheet 15:	Critical media competences
5.5 Worksheet 8:	Quality criteria for the teaching of history

→ The students become familiar with tools to analyse the language of the magazine articles in relation to their readability and other criteria. The material provides tools to describe and to analyse the linguistic features of the presentation of history in the commercial magazines (worksheet 12).

→ The students compare the results of the language analysis of magazine articles and textbooks on the same historical topic. They discuss the results.

→ The students understand the role of tropes (e.g. metonymy, synecdoche, metaphor and irony) for the mediation of history to a non-expert audience. They discuss critically the implications for the concept and understanding of history presented in the PHM (worksheet 13).

→ They discuss about the question of if and to what extent pupils can identify manipulation and propaganda in the mass media (worksheet 15).

→ The students examine the illustrations used in the magazines and analyse their use firstly under the aspect of historical sources and secondly under the aspect of the relation between the illustrations and the texts. They discuss the results in relation to the quality standards of history mediation in the magazines (worksheet 8).

Lesson 6: Historical magazine topics in national comparison: “Columbus and the ‘discovery’ of the ‘New World’” as EHC (I)

Beginner	./.
Advanced	- inform themselves about the current state of historical research and analyse one issue of a national PHM;
Graduate	- inform themselves about the current state of historical research and analyse one issue of a national PHM; - develop study material with national PHM (examples);

Material

6.1 Link:	National learning objects (https://media.sodis.de/ehisto/en/index.html)
6.2 Worksheet 11:	EHISTO framework: Analysis of PHM
6.3 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)
6.4 Worksheet 8:	Quality criteria or standards for the history education

- *The students develop their understanding of the current state of historical research and debates related to the topic of “Columbus and the ‘Discovery’ of the ‘New World’”.*
- *The students develop their understanding of the presentation of the topic of “Columbus” in the national history syllabi and textbooks (6.3).*
- *The students analyse the presentation of Columbus in the articles of the national PHM on the EHISTO website (cover, content, editorial, article and picture spread) with the analysing tool (worksheet 11).*
- *The students compare their findings with the “National Approach” study materials, created in the EHISTO learning objects, along the quality standards (worksheet 8).*
- *The students design study material with national PHM on national level for the history classroom regarding the intercultural and the media critical competences. They discuss their suggestions at the beginning of the next lesson.*

Lesson 7: Comparing the presentation of the topic in national magazines and textbooks: “Columbus and the ‘discovery’ of the ‘New World’” (II)

Beginner	- analyse and compare national textbooks and national magazine articles;
Advanced	- analyse national textbooks and national magazine articles; - design own study materials;
Graduate	- analyse national textbooks and national magazine articles; - design own study materials; - test and evaluate the comparative study material provided in the EHISTO learning objects;

Material	
7.1 Link:	National learning objects (https://media.sodis.de/ehisto/en/index.html)
7.2 Link:	Additional material (https://media.sodis.de/ehisto/en/index.html)
7.3 Worksheet 11:	EHISTO framework: Analysis of PHM
7.4 Worksheet 10:	Criteria for analyzing the concept of history mediated in PHM
7.5 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)

- *The students present and discuss the study material they developed for the history classroom.*
- *The students compare the presentation of the topic in history textbooks used in their region with the presentation of the topic in the magazine articles presented in the EHISTO learning objects by using the analysing framework (worksheet 11).*
- *The students analyse, discuss and evaluate significant features of the transformation of “history” when it becomes commercialized as a part of mass media (worksheet 10).*
- *The students test and evaluate the comparative study material provided in the EHISTO learning objects against the quality standards (worksheet 8).*
- *The students develop study material for the history classroom themselves on the comparison of the historical topic in the national textbooks and the national magazines regarding the intercultural and the media critical aspects. They use the EHISTO Additional materials. They discuss their findings at the beginning of the next session.*

Lesson 8: Comparing the presentation of the topic in magazines from different countries: “Columbus and the ‘discovery’ of the ‘New World’” (III)

Beginner	<ul style="list-style-type: none"> - compare two PHM, each from another country, and analyse the material along the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach;
Advanced	<ul style="list-style-type: none"> - compare two different PHM and analyse the material along the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach; - present and discuss the study materials they have developed (lesson 7); - present the results of the comparison of the different national points of view related to the PHM they have analysed;
Graduate	<ul style="list-style-type: none"> - compare two different PHM and analyse the material along the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach; - present and discuss the results from lesson 7; - present the results of the different national points of view they have analysed; - analyse the EHISTO material presented on the website;

Material

8.1 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)
8.2 Link:	Additional material (https://media.sodis.de/ehisto/en/index.html)
8.3 Worksheet 8:	Quality criteria or standards for the history education

- The students present and discuss the results of their development of study material (lesson 7).
- Working in different groups: The students compare the presentation of the topic in two PHM, each from another country. They use firstly the information about the national tendencies in the respective countries and secondly selected materials provided on the EHISTO website.
- The students compare the EHISTO learning objects against the quality standards (worksheet 8).
- The students present the commonalities and differences of the national point of views in the PHM. They discuss about the question if those commonalities and differences are caused by national perspectives or by other factors influencing the magazines.
- The students discuss how far the transnational comparison of history magazines from different countries is an appropriate didactic approach to foster intercultural and media critical understanding of history culture.
- The students analyse how far the didactic material presented on the EHISTO website seems to be appropriate to foster intercultural and media critical understanding of history culture and discuss ideas for the improvement of the materials.

Lesson 9: Historical magazine topics in national comparison: “The ‘outbreak’ of the World War One” as EHC (I)

Beginner	./.
Advanced	- inform themselves about the current state of historical research and analyse one issue of a national PHM;
Graduate	- inform themselves about the current state of historical research and analyse one issue of a national PHM; - develop study material with national PHM (examples);

Material

9.1 Link:	National learning objects (https://media.sodis.de/ehisto/en/index.html)
9.2 Worksheet 11:	EHISTO framework: Analysis of PHM
9.3 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)
9.4 Worksheet 8:	Quality criteria for the teaching of history

→ The students develop their understanding of the current state of historical research and debates related to the topic of “The ‘outbreak’ of World War One”.

→ The students explore the presentation of the topic of “The ‘outbreak’ of World War One” in the national history syllabi and textbooks (6.3).

→ The students analyse the presentation of “The ‘outbreak’ of World War One” in the articles of the national PHM on the EHISTO website (cover, content, editorial, article and picture spread) with the analysing tool (worksheet 11).

→ The students compare their findings with the “National Approach” study materials, created in the EHISTO learning objects, against the quality standards (worksheet 8).

→ The students design study material with national PHM on a national level for the history classroom, regarding the intercultural and the media critical competences. They discuss their suggestions at the beginning of the next lesson.

Lesson 10: Comparing the presentation of the topic in national magazines and textbooks: “The ‘outbreak’ of World War One” (II)

Beginner	- analyse and compare national textbooks and national magazine articles;
Advanced	- analyse national textbooks and national magazine articles; - design own study materials;
Graduate	- analyse national textbooks and national magazine articles; - design own study materials; - test and evaluate the comparative study material provided in the EHISTO learning objects;

Material

10.1 Link:	National learning objects (https://media.sodis.de/ehisto/en/index.html)
10.2 Link:	Additional material (https://media.sodis.de/ehisto/en/index.html)
10.3 Worksheet 11:	EHISTO framework: Analysis of PHM
10.4 Worksheet 10:	Criteria for analyzing the concept of history mediated in PHM
10.5 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)

→ The students present and discuss the study material they developed for the history classroom.

→ The students compare the presentation of the topic in history textbooks used in their region with the presentation of the topic in the magazine articles presented in the EHISTO learning objects by using the analysing framework (worksheet 11).

→ The students analyse, discuss and evaluate significant features of the transformation of “history” when it becomes commercialized as a part of mass media (worksheet 10).

→ The students test and evaluate the comparative study material provided in the EHISTO learning objects along the quality standards (worksheet 8).

→ The students develop study material for the history classroom by themselves on the comparison of the historical topic in the national textbooks and the national magazines regarding the intercultural and the media critical aspects. They use the EHISTO Additional materials. They discuss their findings at the beginning of the next session.

Lesson 11: Comparing the presentation of the topic in magazines from different countries: “The ‘outbreak’ of World War One” (III)

Beginner	<ul style="list-style-type: none"> - compare two PHM, each from another country, and analyse the material using the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach;
Advanced	<ul style="list-style-type: none"> - compare two different PHM and analyse the material along the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach; - present and discuss the study materials they have developed (lesson 7); - present the results of the comparison of the different national points of view related to the PHM they have analysed;
Graduate	<ul style="list-style-type: none"> - compare two different PHM and analyse the material along the quality standards; - discuss to what extent the transnational comparison of PHM is an appropriate history didactic approach; - present and discuss the results from lesson 7; - present the results of the different national points of view they have analysed; - analyse the EHISTO material presented on the website;

Material

11.1 Link:	General point of view of national history textbooks (https://media.sodis.de/ehisto/en/index.html)
11.2 Link:	Additional material (https://media.sodis.de/ehisto/en/index.html)
11.3 Worksheet 8:	Quality criteria for the teaching of history

- *The students present and discuss the results (lesson 9).*
- *The students present and discuss the results of their development of the study material (lesson 7).*
- *Working in different groups: The students compare the presentation of the topic in two PHM, each from another country. They use firstly the information about the national tendencies in the respective countries and secondly selected materials provided on the EHISTO website.*
- *The students compare the EHISTO learning objects along the quality standards (worksheet 8).*
- *The students present the commonalities and differences of the national point of views in the PHM. They discuss the question of whether those commonalities and differences are caused by national perspectives or by other factors influencing the magazines.*
- *The students discuss how far the transnational comparison of PHM from different countries is an appropriate didactic approach to foster intercultural and media critical understanding of historical culture.*
- *The students analyse how far the didactic material presented on the EHISTO website seems to be appropriate for fostering intercultural and media critical understanding of history culture and discuss ideas for the improvement of the materials.*

C. Development of own study material for further teaching of intercultural and media-critical competences related to the EHC

Lesson 12: Developing modules for the classroom related to other EHC: “Islam” and “Colonialism” as examples (I)

Attention: “Islam” and “Colonialism” can also be replaced by other topics that are popular in EHC (see worksheet 4).

Beginner	./.
Advanced	<ul style="list-style-type: none"> - Discuss the quality of the analytical framework used in the seminar; - select one of the proposed EHC in order to develop study materials in groups and to test and enlarge their acquired competences; - explore the historical topic of EHC: state of historical research, current scientific debates, perhaps: history didactic research on the presentation of the topics in magazines and textbooks; - analyse the chosen national and international materials using the analytical framework and applying the quality standards; - present and discuss the result of the first steps in the seminar;
Graduate	<ul style="list-style-type: none"> - discuss the quality of the analytical framework used in the seminar; - select one of the proposed EHC in order to develop study materials in groups and to test and enlarge their acquired competences; - inform themselves about the historical topic of EHC: state of historical research, current scientific debates, perhaps: history didactic research on the presentation of the topics in magazines and textbooks; - analyse the presentation of the chosen EHC in the national textbooks and syllabi, evaluate the tendencies of the presentation of the EHC in the textbooks and study the methods of popular history presentation in magazines (compared to the textbooks). - analyse the chosen national and international materials using the analytical framework and applying the quality standards; - present and discuss the results of the first steps in the seminar;

Material

- 12.1 Worksheet 4: List of the most popular key issues of PHM in international comparison
- 12.2 Worksheet 11: EHISTO framework: Analysis of PHM
- 12.3 Worksheet 8: Quality criteria or standards for the history education

- The students enter in a general discussion about the quality of the analytical framework used in the seminar.
- Group work: The students select one of the proposed further EHC in order to develop study materials in groups and to test and enlarge their respective competences (worksheet 4).
- The students research the chosen historical topic of EHC: state of historical research, current scientific debates, perhaps: history didactic research on the presentation of the topics in magazines and textbooks.

→ The students analyse the presentation of the chosen EHC in the national textbooks and syllabi, evaluate the tendencies of the presentation of the EHC in the textbooks and study the methods of popular history presentation in magazines (compared to the textbooks).

→ The students analyse the chosen national and international materials using the analytical framework (worksheet 11) and applying the quality standards (worksheet 8).

→ The students present and discuss the results of the first steps in the seminar.

Lesson 13: Developing modules for the classroom related to further EHC: “Islam” and “Colonialism” as examples (II)

Attention: The beginners develop study material related to the topic they have dealt with (Columbus or World War One)

Beginner	- work on the development of EHC study material;
Advanced	- discuss their results while demonstrating their competences in designing appropriate
Graduate	EHC study materials;

Material

- 13.1 Worksheet 7: Intercultural competences and transnational perspectives in history education
13.2 Worksheet 8: Quality criteria for the teaching of history

→ The students work on the development of study materials using the model provided by the EHISTO learning objects which stress media-critical, intercultural education and transnational European perspectives in the history classroom (worksheet 7), as well as the generally accepted criteria for ‘good history’ (worksheet 8).

→ The students discuss their drafts demonstrating their competence in designing appropriate and high quality study materials using the different criteria systems they have dealt with in the seminar.

Lesson 14: Summary

Beginner	- discuss the role of PHM in the history classroom;
Advanced	- discuss different ways in which PHMs might be used in the history classroom;
Graduate	- discuss about at what age and ability levels the materials might be used and/or adapted for use with various groups; - discuss the commercial aspects of PHM; - discuss whether and why the understanding of the transformations of “history” in PHM should be part of the history education at school; - discuss about the benefit of EHC for history teaching in Europe;

Material

14.1 Worksheet 8:	Quality criteria for the teaching of history
14.2 Worksheet 14:	What the specialist literature says about PHM ... Some significant features of the presentation of history in popular history magazines
14.3 Worksheet 7:	Intercultural competences and transnational perspectives in history education
14.4 Worksheet 6:	Popular History Magazines and the concept of historical consciousness

→ The students discuss whether and why popular history magazines should be integrated into the history classroom as part of the historical culture in society and the everyday life of the pupils (worksheet 8).

→ The students discuss different ways in which PHMs might be used in the history classroom. Magazines might be used simply to strengthen the substantive subject knowledge of the student teacher, so that their exposition and questioning will be more assured and better informed. Or the student teacher might print off part or all of the article and annotate it, to take pupils through it in a ‘scaffolded’ way. Or sections of the article might be ‘sub-contracted’ to various small groups of pupils to feed back into a general discussion, or do a presentation, poster or PowerPoint. Or the students might work directly with some or all of the learning objects designed in WP3.

→ The students discuss about at what age and ability levels the materials might be used and/or adapted for use with various groups.

→ The students discuss whether and why the understanding of the transformations of “history” in PHM should be part of the history education at school (worksheet 14).

→ The students discuss whether and why PHM and their comparison with history textbooks are useful strategies to promoting media critical competences in the history classroom.

→ The students discuss whether and why the international comparison of PHM and the development of transnational European perspectives by EHC are useful to strengthen the intercultural competences in the field of teaching and learning history in our globalizing world (worksheet 7).

→ The students discuss whether and why delving into EHC and PHM could foster the historical consciousness of the pupils and their competences to change the perspectives and to balance local, national and European identities (worksheet 6).

→ The students discuss what a research tool to analyse the reception of PHM by pupils might look like.

VI. References, Links and further material

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Selected German links concerning media information:

Informationsgemeinschaft zur Feststellung der Verbreitung von Werbeträgern e.V.

<http://daten.ivw.eu/index.php> - information about circulation, etc.

MEEDIA <http://meedia.de/home.html>

Analyses of forecasts of magazines

<http://meedia.de/typo3conf/ext/m2analyzer/analyzer/auswahl2.php?category=3>

DESTATIS (Statistisches Bundesamt) <https://www.destatis.de/DE/Startseite.html>

GUJMedia as example of media information (media service) of the newspaper publishers (above all for advertising costumers)

<http://www.gujmedia.de/print/portfolio/pm-history/highlights/>

PZ-online (Verband der Zeitschriftenverleger); quarterly report about the magazine market:

<http://www.pz-online.de/service/downloads-und-termine/>

References (English) to the EHC “Imperialism/Colonialism”:

A. Links

<http://www.history.ac.uk/ihr/Focus/Empire/web.html>

http://www.nationalarchives.gov.uk/victorians/06_Empire.htm

<http://www.britishempire.co.uk/resource/resource.htm>

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<http://www.historytoday.com/piers-brendon/moral-audit-british-empire>

<http://www.historytoday.com/peter-clements/legacies-empire>

B. Index of articles on the British Empire in BBC History Magazine:

<http://www.historyextra.com/index->

[search?subject=3596&era=All&mnt=All&yr=All&book_author=&type=All&author=&body=&title=](http://www.historyextra.com/index-search?subject=3596&era=All&mnt=All&yr=All&book_author=&type=All&author=&body=&title=)

C. Index of articles in History Today magazine

http://www.historytoday.com/search/apachesolr_search/British%20Empire

D. Selected english popular history magazines on the topic “colonialism”

- BBC History Magazine Vol.9, no.1 (Jan 2008) The British Empire on trial.

In addition: Selected German popular history magazines on the topic “colonialism”

- P.M. History 2/2013 The decline of german colonies.

- Der Spiegel Geschichte 1/2013 The British Empire.

- Damals 10/2013 Slavery.

- G-Geschichte: 6/2013 Empire England, 8/2012 History of slavery, 6/2010 Fight for South Africa, 11/2006 Colonies of Emperor Wilhelm.

- Geo Epoche, 41/2010 India, 12/2004 Germany around 1900.

Worksheet 1

Popular History Magazines: What does “popular” mean?

There are many uses of the term “popular” in relation to phenomena of “popular culture”.

Here you find an attempt to classify the uses:

- **“Popular” defined by quantitative aspects:**

Cultural products are directed to and/or received by a large number of people .

Problems of this approach:

- (a) Many cultural products produced for mass consumption fail to become popular; are they “popular” or not?
- (b) Who defines the quantitative distinction line between “popular” and “non-popular”?

- **“Popular” defined by qualitative aspects:**

- **“Popular” in the sense of culture for “ordinary (and non-well-educated) people”**

Problems of this approach:

- (a) Many members of cultural elites participate in a selective way in non-elite culture; they have “two cultural accesses”.
- (b) The equating of “ordinary” and “not-educated” people is too simplistic.

- **“Popular” in the sense of “low culture”** (condemned by Adorno, Horkheimer and others; for many people: phenomena like McDonald’s and Disney World)

Problem of this approach: The dichotomy of “low” and “high” culture is too simplistic because not everything beyond “low culture” can be classified as “high culture”.

- **“Popular” in the sense of “traditional, folk like, folksy or folkloristic”** (= not modern, not industrialized etc.)

Problem of this approach: Many of those cultures were and are not really “popular” but live in cultural niches.

- **“Popular” in the sense of “translating scientific concepts and research results to a non-specialized or non-academic audience”**. Only some parts of the “popular culture” can be understood as a result of the “translation” from the academic to the public.

- **“Popular” in the sense of the “culture of the subordinate”** (fight of the “people” against the ruling classes; this means: “people” as citizens who resist against repression or discrimination and fight for their rights resp. freedom and equality)

Problem of this approach: This sector does not represent the whole of mass culture and popular culture in a society.

- **“Popular” in the sense of “easily accessible cultural offers for a general non-specialized audience and for people with low cultural capital (Bourdieu)”** (reduction of cultural barriers by e.g. common vocabulary and language, contents and questions; simplification, visualization, familiar story-types and -schemes).

Another approach to systemize phenomena of “popular culture” is developed by the German scholar Andreas Daum:

- “popularisation” as purpose and as presentation (particularly language, style)
- “popular” in perception and in distribution

Task: Discuss in groups: In which senses can PHM be defined as “popular”?

Worksheet 2

Popular History Magazines: A part of the historical culture of a society

To read: Fernando Sánchez Marcos: Historical Culture, URL: http://www.culturahistorica.es/historical_culture.html

- “Historical culture”: a theoretical concept to understand images of the past, in which the *historical consciousness* [worksheet 6] of a human community is objectified and articulated. This same human community can be marked out according to many criteria: e.g. nationality, language, religion, gender, class, a generation sharing formative experiences or a culture that is based on a common material and symbolic legacy. Therefore the *historical culture* in a society includes multiple narratives and different focuses.
- Investigating “historical culture”: an approach to the forms, contents and transformation of *historical culture* in a society, looking e.g. for
 - the **agents** who create it, e.g. public institutions (like schools, museums, archives, academies), professional historians or other persons (like artists, journalists), associations, commercial companies ...
 - and their **intentions** (e.g. commercial, political, aesthetic, identity creating ...)
 - the **media** by means of which it is disseminated (e.g. commemorative exhibitions, celebrations of a historical event, but also: historical novels and films, music (e.g. opera, songs), PHM, television series, computer games, school textbooks, ...)
 - the **representations** that it popularizes and
 - the **reception, use and even transformation** on the part of citizens.

! The academic historiography is a part of the historical culture of a society.

! PHM as a phenomenon of historical culture can be analysed by looking at the agents, the media, the representations and the reception, but in any case the interrelation of the approaches has to be considered carefully.

- Dimensions of historical culture (Jörn RÜSEN)
 - cognitive dimension (knowledge of the past and orientation in time)
 - aesthetic dimension (near to the affective aspects of historical consciousness)
 - political dimension (using the past for political reasons)

! Phenomena of historical culture can be analysed by the cognitive (historical), the aesthetic (and affective) and the political point of view.

! In every phenomenon of historical culture the three dimensions are interacting.

! PMH are part of the historical culture of a society;

Discussion:

- “We all are surrounded by phenomena of historical culture”. Discuss this sentence.
- Are members of a society influenced by historical culture even if they know little or nearly nothing about history?
- What are the relations between academic historiography and the historical culture in a society?
- Three dimensions of historical culture: is it true for PHM?
- Is it possible to associate PHM to certain social layers? What are the criteria?
- Which role plays the commercial character of the representation of history in PHM?
- Try to make a distinction between the concept of “historical culture” and other cognate ones (e.g. memory culture). The choice of the terms to be discussed depends from the academic discourse in your country.

Task:

Take any issue of a PHM of your country and try to sketch its profile when it is considered as a part of the historical culture in your society. Use the concepts offered above.

Further Reading:

Rüsen, Jörn: Was ist Geschichtskultur? Überlegungen zu einer neuen Art, über Geschichte nachzudenken, in: Klaus Füssmann/ Heinrich T. Grütter/ Jörn Rüsen (eds.): Historische Faszination. Geschichtskultur heute, Köln 1994, 3-26.

Schönemann, Bernd: Geschichtsdidaktik, Geschichtskultur, Geschichtswissenschaft, in Hilke Günther-Arndt (ed.): Geschichtsdidaktik. Praxishandbuch für die Sekundarstufe I und II. Berlin 2003, 11-22.

Groot, Jerome de: Consuming History. Historians and Heritage in Contemporary Popular Culture, London, New York 2009.

Worksheet 3 European History Crossroads (EHC)

1. What does “European History Crossroads” really mean?

The history of European states was certainly not a common one but in many aspects a shared one, in that many of them went through the same processes of unification, the development of political institutions, and the fashioning of a ‘story’ of the national past to be taught in schools. The European states have had a lot of different historical experiences, but the roads of their national histories often met. When the European states remember the same historical developments or events, they often look at them from different national perspectives. “European History Crossroads”: this means those intersections of national memory and historical cultures in Europe where the same historical events are perceived by different national points of view. Link: (30/06/2014): <http://www.theguardian.com/world/2014/jan/16/teaching-first-world-war>

The “European History Crossroads” offer a privileged opportunity to look at European history in a way based on “multiperspectivity” which can contribute to a spirit of tolerance with respect for the other and help to develop students’ critical and autonomous judgment, and their awareness that media representation of the past is sometimes distorted for unethical political purposes. In the words of historian Eric Hobsbawm, ‘History is being invented in vast quantities... the world is today full of people inventing histories and lying about history and that’s largely because the people who do this are not actually interested in the past. What they are interested in is something which will make the punters feel good. At present it’s more important to have historians, especially sceptical historians, than ever before.’ (Hobsbawm, E. (2002) quoted in ‘Man of the extreme century’, Observer, 22 September).

2. Tasks concerning the EHC in popular history magazines (PHM)?

- The EHISTO Project has focused on two historical topics that are widely taught in most European countries. Do you think that there are other ‘EHC’ topics which could be subjected to the same analysis, and which might develop students’ critical and intercultural literacy? Think about topics which are taught in your country that are probably taught in other European countries, and choose one or two where you think it might be interesting or useful to make comparisons about how the topic is approached. Are some topics more ‘controversial’ than others? Explain your choice.
- If you think there are such topics: what kind of issues do they raise? Explain your choice.
- Ask adults, pupils and peers what they think about possible EHC in popular history magazines. Compare your own ideas with the results of the interviews you have done.
- Compare your findings with the results of the EHISTO baseline study (worksheet 4). Notice the differences and commonalities.
- Sketch a poster of the most popular EHC in European PHM by looking for appropriate icons in the Internet.

Worksheet 4

List of the most popular key issues of PHM in European comparison (Result of the EHISTO baseline study)

1. Key issues in the EHISTO-partner countries, which are part of the history syllabi as well as of PHM

- Columbus and the “great discoveries”
- World War One
- Second World War
- Holocaust
- Hitler
- Migration

2. Key issues, which are part of the history syllabi as well as of PHM in most of the EHISTO-partner countries

- Alexander the Great
- Islam
- Charlemagne
- Reconquista
- Crusades
- Vikings
- Wars of religion after reformation
- Absolute monarchy (Louis XIV of France)
- French Revolution
- Napoleon
- Industrial Revolution (Change of living conditions)
- Imperialism
- Colonialism
- Cuban Missile Crisis/ Cold War

Worksheet 5

The use of history in the everyday life (based on Rolf SCHÖRKEN)

Entry: If you read popular history magazines (PHM), why are you doing that?
If you have interviewed some people about their use of history of PHM, report about this.

According to Rolf Schörken the use of history in the everyday life can perform different functions, such as
...

- the function of easing the burden of everyday life (e.g. entertainment, hobbyhorse, pleasant escape from everyday life)
- the function of supporting orientation and of self-assurance (e.g. understanding the historical foundations and conditions of the present)
- the function of reflecting and ensuring oneself of one's own identity and social belonging
- the function of stabilizing of social groups by integrating the individuals in a value- and memory based-community
- the function of using history as a justification of values, attitudes and (political) positions or claims
- the function of a cultural prestige object (social distinction, cultural codes)
- the function of extending the own intellectual horizon.

Tasks:

The popular history magazines pursue commercial profit interests.

- Consider how the popular history magazines react to the different consumer interests related to history. Use the system of SCHÖRKEN to analyse and to explain your opinion.
- Consider which one of the “functions” of history could be the indispensable prerequisite for the economic success of a PHM? Explain your choice.
- What could the idea of a profitable success mean for the historical culture?

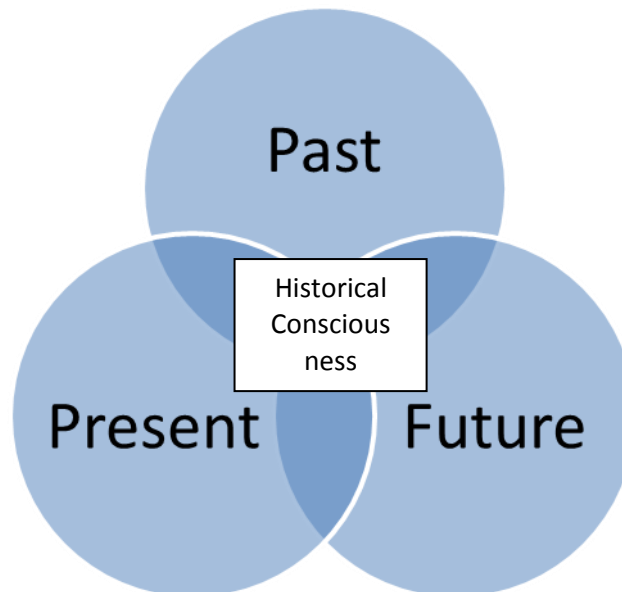
*Rolf SCHÖRKEN (*1928) is a German professor in the field of history didactics who researches, among other issues, the use of history in the everyday life.*

see e.g. Schörken, Rolf: Geschichte in der Alltagswelt: wie uns Geschichte begegnet und was wir mit ihr machen, Stuttgart 1981 [History in the everyday life: how we face history and how we use history].

Worksheet 6

Popular History Magazines and the concept of historical consciousness

- According to Peter SEIXAS “Historical consciousness can be defined
 - as individual and collective understandings of the past,
 - the cognitive and cultural factors which shape those understandings,
 - as well as the relations of historical understandings to those of the present and the future.”
(URL: <http://www.cshc.ubc.ca/about/>; Center for the Study of Historical Consciousness)



- According to Jörn RÜSEN: Historical consciousness relates to the following understanding of history:
 - “History is a meaningful nexus between past, present and future – not merely a perspective on what has been, ‘wie es eigentlich gewesen’.
 - It is a translation of past into present, an interpretation of past actuality via a conception of temporal change
 - that encompasses past, present and the expectation of future events.”
(Rüsen, Jörn: Historical Consciousness. Narrative Structure, Moral Function, and Ontogenetic Development: in Peter Seixas (ed): *Theorizing Historical Consciousness*, Toronto 2004, 63-85, here: 67).

! Historical consciousness is of a *mental or psychological quality*; its (material) manifestations are called “history culture”.

! Historical consciousness does not mean historical knowledge in itself and not historical interest in itself. It is related to the role the past plays in the life and identity construction of individuals and social collectives – how history is used to understand the present and to imagine the future.

! The study of historical consciousness is distinct from both historical research and historiographic research. It does not look at the past for itself but at the way how people understand and deal with the past.

- There is a German concept proposed by Hans-Jürgen PANDEL. It subdivides the concept of historical consciousness in **seven dimensions** in order to help teachers to develop the historical consciousness of their pupils in a methodic way.

The main idea is: While dealing with the past pupils have to develop

- “awareness of historical time” (minimum: distinction between the past, present and future, embedding the given event in historical contexts, orientation by timelines)
- “awareness of reality” (distinction between the real and the fictitious; understanding of the role of historical sources for the investigation of the past);
- “awareness of historicity” (awareness of historicity, distinction between the static and the changeable, awareness of continuity and change in time);
- “awareness of the role of identity” (awareness of belonging to a social group and ability to take this into account; awareness that any other person in past and present has to be considered under the aspect of his belonging to a social group);
- “political awareness” (taking in account the aspects of power in the social life in past and present)
- “economic and social awareness” (taking in account the social and economic political dimension of social community in past and present recognizing social and economic circumstances in history, e.g. social and economic inequality);
- “moral awareness” (the ability to reconstruct former values and moral standards and their role in history).

! This concept has proved to be a useful tool for the analysis of the significant features (and biases) of the representation of history in PHM in general and in PHM articles. It can help us to understand important aspects of the transformation of “history” in a “consumer-friendly” commodity to be sold on the profit-making “history market”.

- Jörn RÜSEN has developed a theory of **four stages or ‘types’ of historical consciousness**, which form a hierarchy of understanding. He makes a distinction between
 - the “traditional” type of historical consciousness: It means a recognition of a continuity of tradition (using the history for stressing the (old) traditions)
 - the “exemplary” type of historical consciousness: It means taking examples from history (using the history for learning from or argue with historical examples)
 - the “critical” type of historical consciousness: It means to critically deconstruct the predominant views and interpretations of history)
 - the “genetic” type of historical consciousness: It means an approach to history in order to understand continuity and change and causes and consequences.

! The “traditional”, “exemplary”, “critical”, and “genetic” types of historical consciousness are partly overlapping.

! This concept has also proved to be a useful tool for the analysis of the significant features (and biases) of the representation of history in PHM in general and in PHM articles. It can help us to understand important aspects of the transformation of “history” in a “consumer-friendly” commodity to be sold on the profit-making “history market”.

Task:

Choose any article from a PHM, read it and try to apply in group work:

- the concept of historical consciousness: Does the author try to relate past, present and future? Does the author make visible what the dealing with the topic can contribute to the orientation in our present life? Or is the “history” presented like a theatre play on a stage?

- the concept of Pandel’s “Seven dimensions of historical consciousness”:
 - Does the author embed the story into a broader historical context? Does he support the orientation of the reader in historical time?
 - Does he refer to historical sources and scholarly debates to stress the distinction between the fact and fiction? Does the story have fictional elements and which ones?
 - Does the article embed the story into the interaction of continuity and change? Does it stress continuity and change in a single-edge way?
 - Does the article explicitly or implicitly refer to the identity of the readers as a “we”-group? Who are the “others”? Does it refer to the identity and self-understanding of the historical persons?
 - Does the article give attention to the aspect of power? Does it admire the power of “great persons”? Does it give attention to the social and political circumstances of the historical events and processes he describes?
 - Does the article give attention to the social and economic factors and circumstances of historical development?
 - Does the article implicitly or explicitly do moral moral judgements? Does he use the values and standards from the historic time or from present time? Does he follow the trend of popular narratives to make a clear distinction between “good” and “bad” characters, or is there a differentiated approach?

- the Rösen’s concept of the four types of historical consciousness:
 - Traditional type: Are implicit or explicit assumptions about unchangeable factors in history? (In popular narratives one often can find explanations of historical events and processes that refer to the assumption that history is “always” made by “great actors” and their character)
 - Exemplary type: Do the story present their topic more as an “example” e.g. for the human nature or for a certain era than to explain it by specific circumstances and social processes?
 - Critical type: Does the story attract attention by devaluation familiar interpretations and presenting new critical versions? How this critic is done – by careful discussion of research findings and historical documents or by sensation-seeking assertions?
 - Genetic type: Could be said about the story that it primarily aims to help the reader to understand historical change and the circumstances and the factors that influenced it? Does it help him to understand the consequences in short, middle and long term and up to the present time?

Discussion:

- Think about any history lesson you are familiar with; how could an external observer recognize that this lesson is dedicated to the development of the 7 dimensions of historical consciousness (Pandel)?
- Try to make a distinction between the concept of “historical consciousness” and other cognate terms (e.g. historical literacy, historical awareness, historical identity). The choice of the terms to be discussed depends from the academic discourse in your country.

Further Reading:

Seixas, Peter (ed.): *Theorizing Historical Consciousness*, Toronto 2004.

Worksheet 7

Intercultural competences and transnational perspectives in history education

1. Intercultural competences in history education

Input:

As a result of the migration processes and a multiethnic society, “intercultural learning” and “intercultural competences” become more and more important. “Culture” has to be understood as something dynamic. The individual “cultural identity” is as dynamic as “culture” itself. Cultural differences are not seen as insurmountable problems, but as an enrichment of human experiences and knowledge. Heterogeneity is a “normal” social phenomenon.

Pupils with different cultural backgrounds attend the same history class. This offers great possibilities of learning for all of them.

What should students learn in an intercultural history classroom?

They should be able to

- accept and understand cultural diversity;
- understand, that defensive attitudes against “the foreign” are sometimes a result of socialization, and attempts by some agencies to promote hatred and mistrust of ‘the other’ for the purposes of political manipulation;
- deal with new standards and values and to enlarge their own perspective;
- gain new knowledge about other cultures and their historical development;
- conflicts and contacts of culture in history as a basis of understanding;

Summarizing, these steps could be part of an “intercultural history competence”.

This competence operates in at least three directions:

1. To understand the “other” and accept other ways of thinking, the behaviour of the historic and/or cultural “other”. Complete understanding is, of course, not possible, but the approach is to try to understand and to reduce misunderstanding, ignorance and manipulation by some agencies.
2. The understanding of the “other” should initiate a new “self-understanding” by reflecting on one’s own historical thinking, in the context of its cultural background.
3. The most important method of intercultural learning is “multiperspectivity”, which means to explore multiple perspectives requires incorporating source materials that reflect different views of a historical event. But also the different perspectives of the students enlarge the learning possibilities in the history classroom.

2. Transnational perspectives in history education

Input:

“Transnational” has the sense of “transcending the borders of a nation-state”; “international” focuses on the relationships between and among nation-states.

While comparing the most popular topics of national history magazines we do an international comparison. The “European History Crossroads” (EHC), discovered by international comparison, represent a transnational phenomenon and transnational trend of commercialized historical culture in Europe.

To introduce “transnational perspectives” in history education means to promote the change of perspectives which is a necessary prerequisite to understand history. The bilateral (or multi-lateral) change of perspectives between two or more nation-states or countries will be enlarged and deepened by the understanding to what extent certain national history phenomena are part of histories that are both larger or smaller than the nations. The “European History Crossroads” (EHC) offer the opportunity to the teacher and to the students to find out which of the topics provided in the national history curricula or the PHM have a transnational European relevance. This stimulates the question of how the same topic is perceived in the curricula or PHM of other European countries.

Tasks:

1. Discuss in groups: Which topics of the national history syllabi could have an intercultural and a transnational European relevance? Explain your considerations.
2. Discuss in groups: How the EHC could be used for promoting intercultural competences and transnational perspectives in the history classroom? Create mind maps in groups and integrate them within an agreed framework at the end.

Worksheet 8

Quality criteria for the teaching of history

1. Quality Criteria suggested by the Council of Europe for the teaching of history

Amongst the criteria suggested by the Council of Europe for the teaching of history in a way which contributes to the development of a critical understanding of history are that pupils develop an understanding that

- the past can be approached and represented from different perspectives
- historical events and personalities can be interpreted in different ways
- it is in the nature of accounts of the past to differ for a range of reasons
- ideas and views about the past are time-bound and subject to change
- sometimes there are people and organisations who seek to use representations of the past for their own present day purposes
- events in the past were often the result of complex rather than simple causes
- claims about the past need to be based on the scrupulous use of available evidence, and the use of established disciplinary procedures for evaluating that evidence
- our knowledge and understanding of the past is often limited; claims about the past may have differing degrees of certainty or validity
- the work of historians is usually subject to the critical scrutiny of other historians

2. Quality standards related to basic principles of (German) history didactics

- **Historical sources:** The presentation of history has to refer to historical sources (documents).
- **Multiperspectivity on the level of the sources:** The presentation of history has to bring into consciousness that there have been multiple perspectives on any historical event/process in the past (e.g. Crusades: Sources documenting the Muslim point of view vs. sources representing the Christian point of view).
- **Controversies about the interpretation of history:** The presentation of history has to bring into consciousness that there are and have been scientific and public debates and controversies about the interpretation of the past.
- **Plurality of the interpretations of the past:** The presentation of history has to bring into consciousness that there can be different interpretations of the past (depending from the point of view, background and context) even if the scientific and methodological basis is the same.
- **Multi-causality:** The presentation of history has to bring into consciousness that there is no single cause for a historical event or process but a lot of causes and contextual conditions.
- **Epistemological status of history:** The presentation of history has to bring into consciousness that history must not be seen as a completely objective and forever fixed "true" historical narrative but as an interpretation which stays dependent from the present point of view, even if it follows the strictest scientific rules.

- **Reference to the present:** The presentation of history has to bring into consciousness that our perception of history and the perception of our present times are intertwined in a multifaceted way.

3. Quality standards derived from formal standards of historical science

- **Bibliography:** The literature used for the article is given in full.
- **Citation:** Quotations from sources, and the special literature are fully demonstrated.
- **No free indirect speech:** There is no free indirect speech because the historian never cannot take a look into the vivid thoughts of persons of the past.

Worksheet 9

Distinguishing scholarly articles from popular ones

	SCHOLARLY	NEWS OR OPINION	POPULAR
Examples (here: American newspapers and journals)	American Economic Review Journal of Communication Educational Theory	New Republic Scientific American U.S. News & World Report	People Glamour Shape
Purpose	-to inform and report on original research or experimentation to the rest of the scholarly world	-to provide general information to an educated lay audience	-to entertain or persuade -a not so hidden agenda is to sell products or service
Cited Sources	-has substantial footnotes and/or bibliographies	-occasionally include brief bibliographies	-rarely include bibliographies
Authors	-scholars or researchers in the field, discipline, or specialty	-magazine staff writers or free-lance writers resp. journalists	-magazine staff writers or free-lance writers resp. journalists
Language	-technical terminology appropriate to the discipline -reader is assumed to have a similar scholarly background	-language geared to educated layperson -does not emphasize a specialty but does assume a certain level of education	-simple language in order to meet a minimum education level
Article Appearance	-graphs, charts, and photographs that support the research -articles are lengthy and often structured into these sections: abstract, literature review methodology, results, conclusion, bibliography	-photographs and illustrations used to support the article but also for aesthetic purposes to draw in readers -usually brief articles but can be longer and sometimes structured	-photographs and illustrations used for aesthetic purposes to draw in readers -brief articles with no structure
Journal Appearance (if applicable)	-plain format, usually black and white -little or no advertising	-attractive glossy format, lots of color -extensive advertising aimed at the general public	-attractive glossy format, lots of color -extensive advertising aimed at the general public

Meriam Library California State University, Chico, URL: <http://www.csuchico.edu/lins/handouts/scholarly.pdf>.

Tasks:

1. Analyse different types of national or international PHM and compare to what extent they correlate to the above mentioned (or other) features of popular style.
2. Discuss: How could the presentation of history in the history textbooks fit into that classification system?

Worksheet 10

Criteria for analyzing the concept of history mediated in PHM

To analyse the concept of history preferred by the PHM it could be useful

1. to use Worksheet 5: The use of history in everyday life (Schörken) and
2. to ask questions like the following ones:
 - Is history presented as an object of scientific research and debate?
 - Or is history presented as an object of collective memory and identity?
 - Or is history presented as an object of interesting, fascinating and/or stunning “stories” and “highlights”?
 - Is history presented as a means to better understand the present?
 - Is history presented in a democratic way? This means that history would be presented in a way to help the readers to understand that everyone is part of the historical process.
 - Is history presented in a way that deals with the life of the average population and their daily life experiences?
 - Or is history presented as a matter of a small number of rich, influential and powerful people who “make” history?
 - Is history presented in a “personalized” way? “Personalization” means in history and political didactics the biased attribution of responsibility for historical and political changes or the power to effect such changes to individuals, especially to outstanding personalities.
 - Is history presented as a stock of objective and fixed knowledge?
 - Or is history presented as a knowledge which always depends from specific points of view (time, space, mentality) and which undergoes continuous changes?
 - Is history presented as a matter of politics, as a matter of culture or as a matter of civilizations, peoples and nations?
 - Is the view on history focusing on national, European or global history?

Tasks:

- Discuss in groups: Which “kind” of history should be offered to the lay-audience (and those with a less sophisticated understanding of history education) in order to fulfill the general quality standards of history mediation?
- Do you think that it is important that also commercial media like the PHM try to fulfil quality standards for mediating history to the public? Explain your opinion.
- Discuss the results of the frontpage analysis: Which “kind” of history do they offer to the audience?
- Do an interview with at least two persons about the questions: What do you think is the role of history in our society? What role should history play in our society? What *use* is history? Why do governments in all countries insist that all young people should study history? (For a collection of quotations about the purposes of school history, see <http://www.uea.ac.uk/~m242/historypgce/purposes/purposesquotesintro.htm>).

Worksheet 11

Framework (designed by the EHISTO project team)

The following sections of the history magazines are to be:

1. Analysis of the title page
2. Analysis of the table of contents
3. Analysis of the editor's foreword
4. Analysis of picture spreads at the beginning of a main topic (if there is one)
5. Analysis of the leading article about the topic
6. Self-portrayal of the magazines.

1. Overarching Questions

Linking questions about history magazines to students' ideas about other sources of information about the past	How reliable/trustworthy/authoritative are history magazines compared to films/television programmes/the internet/Wikipedia? How do you determine the trustworthiness of information? In what ways are history magazines a flawed way of learning about the past?
Are there articles on other topics which might be useful in developing students' intercultural and critical-media literacy?	To what extent do history magazines (and particular articles) fulfil the Council of Europe's ideas and criteria for 'good history teaching'?
What 'bits' of history are in magazines but not part of school history?	What proportion of history magazines is given over to aspects of history which are not covered in school textbooks (e.g. History of food, leisure, fashion, culture etc.)
How can history magazines be used in a way where students 'make meaning' themselves, rather than just learning what the teacher/the magazine article tell them?	What other views on this person/topic are you aware of that are not given in this article? How do you decide which account/explanation is most accurate? How would you adapt this article for use with younger/less able students? 'In 200 words/5 PowerPoint slides?, summarise the main arguments put forward in the article...'
Is the article (or other historical source of information) polemical or balanced?	
Can you identify ways in which people have tried to distort or misuse history for political or unethical purposes?	
Are some history magazines better than others? In what way?	
What are students' views on the use of history magazines in history education?	Do learners find work with history magazines interesting and enjoyable? Do they find them useful? What sort of activities related to history magazines do they find most

	useful?
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2. Possible questions regarding the title page

General design/layout of the title page	The same as for the covers of textbooks or different? How do they try to get people to buy the magazine? Who is 'the audience' for the magazine?
What is striking? Are there any eye catchers?	
What kind of visual material is used for the title page? In which way are images used?	e.g. single image or collage, number of images, are the images contemporary, which kind of image is used (photo, painting, drawing, printing, graphics ...)
What style of language is used?	e.g. objective, sober and informative, lurid, questioning, revealing, quotes, allusions, inclusion of the reader... 'Popular' or 'Academic' in tone? How does it compare to information about history in newspapers?
Can a specific target group be identified?	e.g. based on the quality of paper or the price?
In comparison to a schoolbook / maybe even the introductory pages for a topic in a schoolbook	Are there different emphases? Are there differences regarding the design?

3. Possible questions regarding the table of contents

How much space is devoted to the cover story?	Number of pages? Is it a 'special issue' focusing on a particular topic or person, or just a mixed collection of articles?
How is the magazine structured? Which sections does it have?	Which sections are of most use or interest (most likely for you to read)? Which sections give us some idea about the 'position' or 'bias' of the magazine?
Are the authors named?	And is there attribution of their credentials (e.g. 'Dr.', 'Professor', 'expert on...' 'Author of...', and affiliation (University of..., Honours and awards)?
Which fonts are used? May they have a specific meaning?	
Which style of language is used?	e.g. objective, sober and informative, lurid, questioning, revealing, quotes, allusions, inclusion of the reader...
What kind of visual material is used on the pages of the table of contents? How are images used? Is there a reference to the cover story?	e.g. single image or collage, number of images, are the images contemporary, which kind of image is used (photo, painting, drawing, printing, graphics ...)

Can a thematic focus be identified? Does it differ from the focus of the schoolbooks?	What 'sorts' of history are most prevalent? (Political/Wars/National History?) Do articles make links to present issues and concerns? Are some sorts of history 'missing', or left out of history magazines?
Are the topics strongly focused on historic figures (personalisation of history)? Comparison to the schoolbook.	What is the balance between men and women in history; is history portrayed as 'mainly made by men'? Which geographical areas are most commonly focused on - national, European, world history? Are any continents missing or neglected?

4. Possible questions regarding the editor's foreword

How is the reader addressed?	Formal, academic, scholarly? Or consciously trying to avoid this so as not to put some people off?
Which style of language is used?	e.g. objective, sober and informative, lurid, questioning, revealing, quotes, allusions, inclusion of the reader... Are there examples of 'loaded language'?
How is the team of authors presented?	
How important is the academic character of the magazine?	How is the authority of the writers signified? Is there acknowledgement of a 'community of practice' of historians? Why are some high profile 'popular' historians not present (e.g. David Irving)?
How is the choice of the cover story justified? How is the topic narrowed down? Are key aspects (if there are any) justified?	Explosive subject? Relevance to the present?
Can social/political views be identified on the basis of the statements in the editor's foreword? If so, which tendencies can be identified?	
Are there any statements about the editor's view of history? If so, which view can be identified?	

5. Possible questions regarding the picture thread (opening double page)

What does the image source look like?	
What are the captions to the pictures like?	
What is the image to text ratio?	
Which function does the image have?	Message, aestheticisation, emotionalisation, illustration,

	source, image distortion (e.g. sepia effect)
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6. Possible questions regarding the leading article

What does the layout look like?	Subheadings, columns, info boxes
What style of language is used?	e.g. objective, sober and informative, lurid, questioning, revealing, quotes, allusions, inclusion of the reader, sentence length, sentence structure, jargon, foreign words ...
Is there a narrator? How is the narrator presented?	Zero focalisation, internal focalisation, external focalisation, characters' speech, character's thoughts or quotes?
Is there characters' speech and quoted speech? Does the writer use personalisation?	
Is there name-dropping?	
What is the image to text ratio in the leading article?	
How are images used?	e.g. single image or collage, number of images, are the images contemporary, which kind of image is used (photo, painting, drawing, printing, graphics ...)
Is the article structured in a problem-oriented, questioning way?	Are articles presented as a definitive view of the person or event, or as a contribution to a debate about that person or event?
Are sources and quotes used? Can different degrees of certainty be identified based on the sources? Are fictional or uncertain aspects of the representation of history made sufficiently clear and are open questions stated? (Awareness of reality)	
Are several sources compared and different opinions presented / made clear? (multi-perspectivity)	
Are several points of view presented? Is there a change of perspective?	
Are different statements presented (controversy)?	
Are changes discussed? Are developments made clear? (Awareness of historicity)	Are opportunities taken to indicate that views on historical figures, events and problems sometimes change over time. Is the concept of 'revisionism' made explicit?

Are economic interrelationships discussed and dependencies depicted? (Economical awareness?)	
Are dates mentioned and are there any references to previous or subsequent events? Is there a linear chronological order? (Temporal awareness)	
Are there any judgements?	
Which access to the topic is chosen?	Social/ political/ cultural/ individual/ economic or military history? Exemplary?
Do the magazines motivate further reading about the topic?	Are there links to other sources at the end of the article (either in other issues of the magazine, or other sources – internet, books etc). Are there references provided for sources that have been mentioned in the article.
Comparison with the schoolbook	e.g. are there contrary statements to the presentation in the schoolbook, different interpretations of history in the history magazine and schoolbook, are individuals portrayed in a differentiated / biased way in both media, is the focus different?

7. Possible questions regarding the magazine's self-portrayal

Is a target group named?	
Do the magazines use means of visualisation?	
Does the magazine claim to work in an academic way? How is the academic approach ensured according to the magazine's self-portrayal?	
Which aims does the magazine mention regarding the way of history mediation? Which function does the magazine fulfil for the reader in this regard?	e.g. relation to the present life, bringing history to life e.g. entertainment, acquisition of knowledge, relaxation

8. Possible questions about magazine websites

Does the magazine have an associated website?	
What features does the website have?	Index of articles? Podcasts? Blogs where readers can offer feedback comments on articles? What can we learn from feedback comments on articles? Are some topics (including the two topics chosen for focus) 'controversial' in some ways?

How useful are magazine websites?	What use do learners make of magazines' associated websites?
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Worksheet 12

Comparing the readability and the comprehensibility of PHM articles and textbook excerpts about the same historical topic

1. Select a textbook excerpt and a PHM article concerning the same historical issues. Discuss in small groups which of these texts is easier to understand. Explain your assessment.
2. Make an internet search with the keyword “readability calculator” in order to find a free calculator that is made for texts in your language.
 - Select one or two calculators and compare the readability of texts on the same EHC topic – one from a textbook and another from a PHM of your country.
 - Discuss the results in small groups.
 - Discuss the chances that readability tests offer to the history teacher and the limitations of these tools.
3. Analyse and compare the chosen texts from a PHM and from a history textbook along the following criteria for the comprehensibility of texts:
 - **“Simplicity” of the text:**
 - simple representation vs. complex representation
 - short, simple sentences vs. long, convoluted sentences
 - common words vs. unfamiliar words
 - glossary explains technical terms vs. not explains technical terms
 - concrete vs. abstract
 - clearly vs. abstract terms
 - **“Structure and order” in the text:**
 - structured vs. structureless
 - logically consistent vs. incoherent
 - clearly arranged vs. confusing
 - good distinction between the essential and the inessential vs. poor distinction between essential and inessential
 - central theme continuously visible vs. central theme not continuously visible
 - clear sequence vs. no clear sequence
 - **“Brevity” and “conciseness”**
 - too short vs. too long
 - concentrated on essential matters vs. not concentrated on essential matters
 - summary form vs. long-winded
 - every word is necessary vs. much one could omit
 - **“Stimulating add ons”**
 - stimulating vs. sober
 - interesting vs. colorless
 - varied vs. consistently neutral
 - personal vs. impersonal

Further tasks:

1. Discuss in groups the results of your comparisons between textbook and magazine.
2. Discuss: Is there anything to learn for history teaching from the history presentation in the magazines?

Worksheet 13

The use of figurative language in popular history magazines (PHM): Literary tropes/ semantic figures of speech

According to Hayden White, a famous historian, and other historians there are four “master tropes” in the presentation of historical narratives. They are constitutive for PHM articles, too.

1. Metonymy

Metonymy is a semantic figure of speech in which a thing or concept is called not by its own name but rather by the name of something associated in meaning with that thing or concept. For instance, the national capital is often used to represent the government of a country, such as “Westminster” for Parliament of the United Kingdom.

2. Synecdoche

A is a semantic figure of speech in which a term for a part of something refers to the whole of something, or vice-versa. For instance, the term “Holland”, a region of the Netherlands, is often used to refer to the entire country.

3. Metaphor

A metaphor is a semantic figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another, for instance: “the curtain of night”. Metaphor is a type of analogy and is closely related to other rhetorical figures of speech.

4. Irony

Irony is a semantic figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. In simple words, it is a difference between the appearance and the reality. There are different types of irony.

Tasks:

1. Work in groups: Try to find so many examples of the four tropes in the selected textbook and PHM materials (use materials in your language). Compare your findings.
2. Discuss: Rhetoric is defined as an art that aims to improve the capability of writers or speakers that attempt to persuade, or motivate particular audiences in specific situations by impressive effects. What is your opinion about the possibilities and limits or risks to present history in such rhetoric way to pupils like the magazines often do.

Worksheet 14

What the specialist literature says about PHM ...

Some significant features of the presentation of history in popular history magazines. It has been suggested that...

- PHM prefer topics that fit into the pattern of a “good and entertaining story”. Other historical topics which do not fit into that pattern are underrepresented.
- PHM do not intend to “popularize” new scholarly findings to the general public; they link their topics up to a “popular” understanding of history and do not go beyond it.
- PHM primarily serve as popular entertainment for the general public.
 - They tell “stories” about persons and about how things happened. But they neglect why things happened and they do not classify and evaluate them. Sometimes history seems to become the present in costumes.
 - The PHM mostly prefers a version of history that overemphasizes the role of mighty men and neglects the role of society, of the general population and of the everyday life.
 - The “stories” are mostly made from a small set of commonly used narrative structures and plots.
 - Change is largely explained in terms of events and personalities rather than unobservable long term economic and social change.
 - The “stories” in general are based upon personalization, dramatization, emotionalisation, suspense, and sensation seeking.
 - Some PHM prefers mysteries and secrets or watching the private life of the protagonists through a keyhole.
 - The PHM uses a figurative language with emotional and moral timbres that are near to the everyday comprehension of history and cling to old clichés and stereotypes. The language avoids specialist terms and foreign terms.
 - The articles provide more clearly illustrated details than in-depth information.
 - The articles provide lively reconstructions of the thoughts, emotions and experiences of the historic protagonists. These reconstructions are often more or less fictionally and the line between evidence based information and fictional elements becomes blurred.
 - The PHM often does not provide any bibliographic reference or citation.
 - The role of historical sources and their reliability, of scientific findings and debates, of the limits of historical knowledge, or critical discourses play a very small role in PHM.
 - The pictures are often not connected to the text and are not presented as pictorial sources but as pure illustration (often presented without a reference).
 - The “stories” often confirm traditional values and traditional gender role concepts without further reflection.
 - The PHM articles avoid the constructive character of the historical narratives to become visible.
 - The PHM articles mostly do not take in account quality standards of the mediation of history to inexperienced readers. This applies in particular to the change of perspective.

Tasks:

- Discuss the list of features: Which of them are confirmed by your analytical results during the seminar?
- Discuss: To what extent do the above mentioned features result from the commercial purpose of the PHM?
- Discuss: Are there similar structures in other media formats that mediate history with a commercial purpose (e.g. movies, TV)?
- Discuss: Is it didactically justified or useful to introduce the commercial way of mediating history, represented by PHM, into the history classroom?
- Discuss: Do you think that the PHM could present the topics in a more academically serious way without becoming less attractive for the customers? Which measures could be taken in consideration?
- Discuss: Could the PHM's way of mediating history have an inspiring role for teaching history in the classroom?

Worksheet 15

Critical media competences

Group discussion: Discuss the questions of if and to what extent pupils can identify examples of manipulation and propaganda in the mass media. Use as an example the research on critical literacy in the UK.

How big is the problem of critical literacy in the UK?

Ofcom 2013¹

- 82% of 12-15 year olds believe that all or most of the websites they use for school/homework is true.
- 32% believe that if a search engine lists results, the information must be truthful.
- 23% are unsure or had not considered issues of veracity.

Bartlett and Miller, 2011: 3²

“They are unable to find the information they are looking for or trust the first thing they do.... They are unable to recognise bias and propaganda ... as a result they are too often influenced by information they should probably discard. This makes them vulnerable to the pitfalls and rabbit holes of ignorance, falsehood, cons and scams. Inaccurate content, online misinformation and conspiracy theories... are appearing in the classroom.”

Ofsted, 2006: section 4.2.7³

“The Office for Standards in Education (Ofsted) has identified the development of young people’s ability to handle information intelligently and become intellectually autonomous as one of the most important functions of school history; the ability ‘to use evidence critically and with integrity, and present differing views. Above all else, history needs to provide young people with the ability to make up their own minds.’”

Tasks:

- Try to find out if there is an analogue research in your country what are results?
- What do you think: How and to what extent the uses of PHM could support the critical media literacy of pupils?

¹ Link: Ofcom (13/12/2013): <http://stakeholders.ofcom.org.uk/market-data-research/market-data/communications-market-reports/cmr13/uk/>.

² Bartlett, Jamie; Miller, Carl: truth, lies and the internet a report into young people’s digital fluency, London 2011. http://www.demos.co.uk/files/Truth_-_web.pdf (13/12/2013).

³ Link: Ofsted (13/12/2013): <http://www.ofsted.gov.uk/resources/ofsted-departmental-report-2006-07>.