

jahrbuch

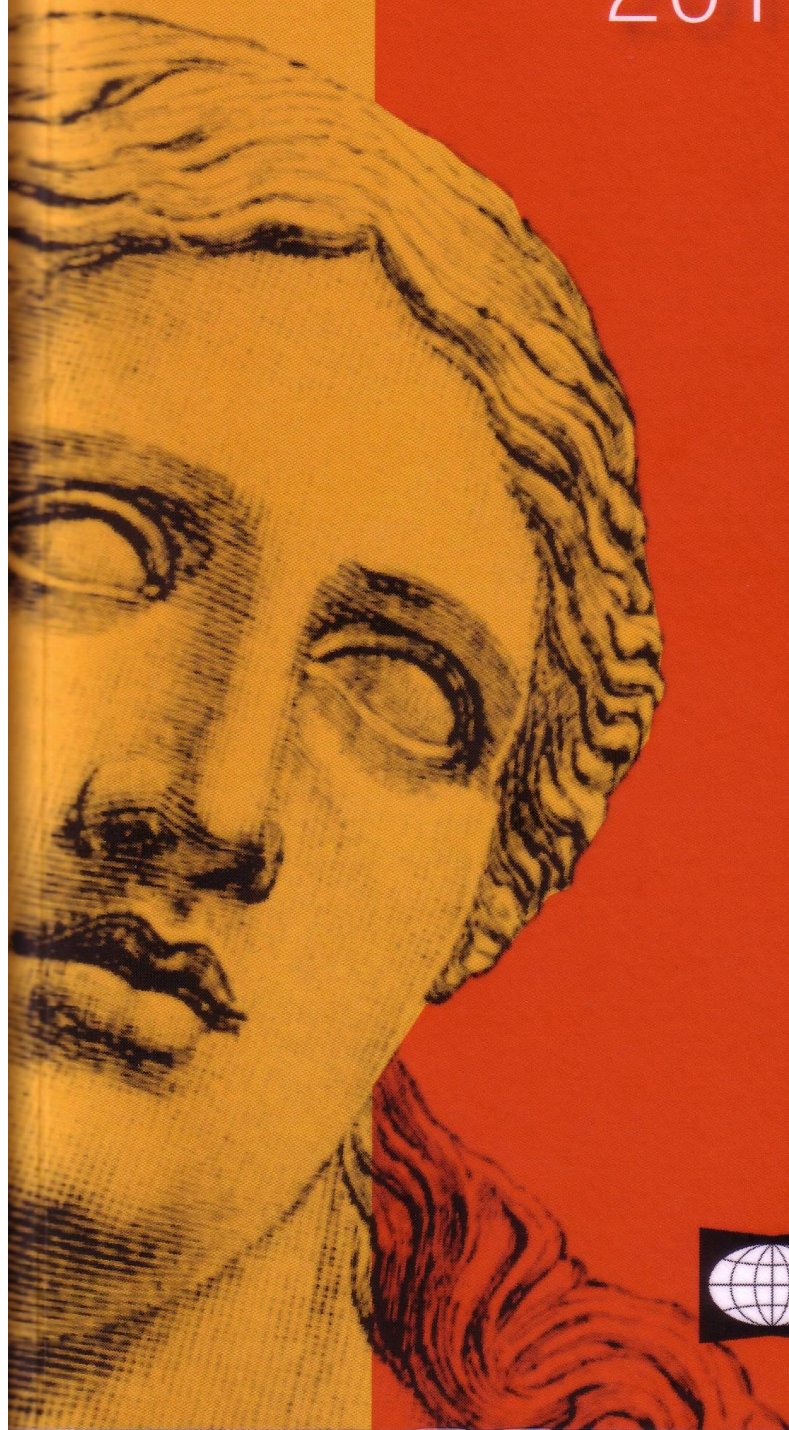
yearbook
Annales

2011

INTERNATIONAL SOCIETY FOR HISTORY DIDACTICS

INTERNATIONALE GESELLSCHAFT FÜR GESCHICHTSDIDAKTIK

SOCIÉTÉ INTERNATIONALE POUR LA DIDACTIQUE DE L'HISTOIRE



**WOCHEN
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ANALYZING TEXTBOOKS:
METHODOLOGICAL ISSUES

SCHULBUCHANALYSE:
FRAGEN ZUR METHODOLOGIE

L'ANALYSE DES MANUELS:
QUESTIONS METHODOLOGIQUES



**MIH MULTICULTURAL
INTERDISCIPLINARY HANDBOOK:
TOOLS FOR LEARNING HISTORY AND
GEOGRAPHY IN A MULTICULTURAL
PERSPECTIVE**

Valentina Zangrando & Oliver Simmet

MIH Multicultural Interdisciplinary Handbook: tools for learning history and geography in a multicultural perspective is an educational research project funded under the Lifelong Learning Programme, sub-programme Comenius Multilateral Projects. The project develops research work both in the fields of educational technology, where design solutions and methodologies allow the construction, distribution and use of learning objects, and in the disciplinary areas of geography and history, subjects in which these content and those investigating new forms of dissemination of educational content had developed in an multicultural perspective.

The *MIH* project meets these educational needs by providing new tools that help teachers and pupils to plunge deeper into the culture and the language of another nation via its memorials, its history and its landscape/geography. Moreover, it intends to promote the common European identity, as it introduces a European perspective in the schools' History and Geography programmes, which are usually confined to national borders.

Today, it is generally national guidelines that determine school programmes; school handbooks and didactics are based on them. Going beyond the limits of the national programmes, and furthering the understanding amongst young people and their educators of the diversity of European culture, languages and values – the principal objective of the Comenius – we plan to operate at the level of the handbooks and didactics. The aim of the *MIH* project is to offer a tool for studying events through an approach that is both comparative and interdisciplinary: historical content will be organised based on underlying geographical realities dealing with such topics as borders, migrations, landscape and resources.

The cooperative work of selecting and drawing up the key topics, a major activity of the project's core members, will provide the materials for designing a training course addressing current and

future teachers that will emphasise the European dimension in teacher training.

The Handbook, available in the five languages of the partnership plus English, can be used both by teachers interested in multicultural learning as well as by those involved in CLIL projects. In the latter case, teachers will have at their disposal the consistent path, the original documents and a general methodology that recent reports have shown to be missing. They will promote language learning.

The Digital Modules will be the final tool of the project. The modules will be available as free materials that can be used in class or for independent study by pupils; they will motivate pupils by supporting listening comprehension and oral production and represent an important contribution to the development of digital educational content.

The project introduces at least five innovative elements in schools:

1. The Handbook is simultaneously a learning tool and an integrated and consistent presentation of historical events related to the transformation of the territories considered, completed by a methodological analysis.
2. It addresses CLIL classes (or similar) but also regular classes, and can be used whenever a teacher chooses to make pupils aware of historical events as seen from the viewpoint of other nations.
3. The range of countries involved, including Spain and Italy as well as those further north, goes beyond that in the Franco-German handbook, which addresses bilingual regions and institutions involved in Franco-German cooperation.
4. The range of 'foreign' languages in which the material will be available – beyond the three most common: French, German and Spanish – may increase interest in these languages; they include full support for both Italian and Polish.
5. The digital modules –based on selected excerpts of the Handbook– will be freely downloadable as podcasts. Key targets are teachers, who can use them in class, and students, who can use them for independent study. Other users who currently have no equivalent available can also use them. As a tool, it presents a number of advantages: it can motivate students and provides practice for listening comprehension; it is well adapted to ubiquitous learning principles; it widens the potential users and opens new paths for the exploitation of the results.

In this until the September of 2011 ongoing MIH project scientists from eight renowned research facilities out of six European countries take part: Besides Spain, Italy, Poland and France there are also representatives from Austria and Germany involved. Currently, they are cooperating on a new concept of the training course. With that online facility the handling of the manual and of the created digital teaching-learning material is conveyed to teachers and students enrolled for teacher. In an final phase these multicultural modules are tested and evaluated in consideration of their practical suitability in history and geography lessons. The results are permanently available online after the finalization of the project under www.mihproject.eu.

The cooperation with an international composed scientist circle proved itself as very productive, right from the outset of the project. The different scientific traditions and standards of the both involved disciplines and countries have been discussed intensively and lead to an lively technical exchange of ideas concerning the interpretation of supposedly unambiguous didactical terms and methods. This productive cooperation have already gainfully affected the developed learning modules and overall it contributes to a stronger anchoring of the European perspective in school lessons and in the research of history didactics.