

Why Learn History? No One is Teaching Us the Truth Anyway?":

A Report from Cyprus

by: Maria Georgiou

Abstract: This paper reports findings from a study on Greek-Cypriot secondary students' ideas in regard to dealing with historical conflicting accounts in the Republic of Cyprus. This was a pilot study; thus, the findings reported at this stage are only indicative and in no way suggest any kind of generalization. The study was conducted at a semi-urban school of Nicosia, the capital of Cyprus, in October of 2010. 17 students of 17-18 year old participated. This study was carried with the means of questionnaires, two sets of conflicting accounts and group interviews. This study demonstrated that students in the beginning were rather reluctant to engage with the accounts and the process of historical enquiry, and also showed that they were quite firm in their beliefs; but interviews also revealed that "everyone knows what history is, until he starts thinking about it". Grounded theory was facilitated to discuss the patterns emerging from the findings. It was indicated that students often believe that accounts are a copy of the past and therefore they are true accounts, whereas at the same time, they often articulated that accounts might be deliberately created or disturbed, and are therefore biased. It was furthermore shown that whereas most students demanded some concrete 'truth', by the end of the interviews they retorted that there might not be such a thing. The findings in their total suggest a strong association between students' ontological beliefs and their research background, raising a series of challenges for the main question.

Textbook Revision and the Development of Common History Textbooks

by: Georg Stöber

Abstract: From the perspective of the Georg Eckert Institute, the paper draws a line from "traditional" textbook revision to several attempts to develop common textbooks of different status and methodology – from jointly developed and approved textbooks to joint projects developing alternative or supplementary teaching units or materials. All of them have their restrictions and merits. More closely, the Franco-German endeavour is discussed. The History textbook series for higher secondary students is officially approved for use in France and in the German federal states. It does not focus on Franco-German relations but on general (European and national) history. It was realized, however, only because of strong

political support. Because of long cooperation in the textbook sphere, the authors did rarely have to struggle with different interpretations of the past. More problematic was to bridge the different teaching traditions, curricula and examination requirements.

**Responsible History Education as a Tool for Historical Reconciliation?
EUROCLIO, the European Association of History Educators:
A Case Study**

by: Joke van der Leeuw-Roord

Abstract: Many academic theorists of history and history education have been writing about reconciliation through the learning and teaching of history. However there is little empirical information nor about the practical applications neither about the implementation of such approaches. In this contribution, I would like to have a closer look at EUROCLIO's working methods in areas with internal political, ethnic and religious tensions such as Bulgaria, Estonia, Latvia, Moldova, Rumania, Russia, Ukraine, and Turkey, and in countries and regions which have experienced recent violent conflicts such as Bosnia, Croatia, Cyprus, Georgia, the Republic of Macedonia and Serbia. I would then like to explore the question if the work of EUROCLIO could qualify as example for reconciliation through teaching history and if its approach builds a teaching and learning of history that supports sustainable political entities.