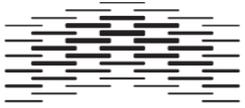


OSLO AND AKERSHUS
UNIVERSITY COLLEGE
OF APPLIED SCIENCES

History Education Intercultural education Challenges - resources

Fall 2015

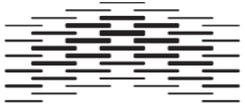
Kristin Skinstad van der Kooij



Role of education

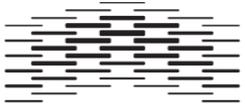
- The Council of Europe has identified four major roles:
 - Preparation for sustainable employment;
 - Preparation for life as active citizens in democratic societies;
 - Personal development;
 - The development and maintenance of a broad, advanced knowledge base (Bergan 2005, Council of Europe 2007)

- Social justice



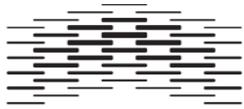
Challenges

- Conceptual:
 - What is intercultural education, intercultural understanding?
- How do we conceptualize historical knowledge and history education? – and how do we integrate these fields?
 - How can we understand and operationalize intercultural history education?
- How do we understand the role of education and prioritize in teaching?



Examining central concepts

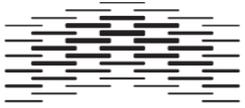
- «Culture» - what is culture? How is «culture» used as a factor explaining historical processes?
- What is history?
- What are the goals of history education?
 - History is facts about the past → Historical learning means to learn the facts about the past → Social cohesion will be promoted through agreement about the facts about the past
 - History is different interpretations of the past → Historical learning means to discuss interpretations and learn concepts to do this → Social cohesion will be promoted through ability to live with diversity (Körber 2011)
- What is intercultural competence?
- What is democracy?
- What is social justice?



Nancy Fraser: Scales of Justice

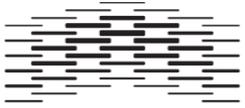
Domains of justice	Condition for participatory parity	Forms of social differentiation	Forms of injustice	Remedies
Economic	Objective condition	Class	Maldistribution	Redistribution
Cultural	Intersubjective condition	Status	Misrecognition	Recognition
Political	Public - political condition	Citizenship	Marginalisation	Inclusion

Figur x: Fraser's threefold schema of social justice ([Olson, 2008](#)), Sited in forthcoming thesis by Ingvil Bjordal



Historical learning

- developing historical competences – studying the uses of history, deconstructing narratives about historical events and learning to use central concepts to analyze phenomena across time and space
- Historical learning understood like this holds that historical learning starts with “individual processes of historical consciousness” to quote Körber, Lenz and Syse from the TeacMem project.
- How history is used in the present
- Multiperspectivity
- Deconstruction of narratives about the past – not replace one grand narrative with another
- → most successful in multicultural classes (TeacMem)
 - Studying history in multicultural classes, provides opportunities for comparison and articulation of identification and assumptions to raise awareness of “cultural baggage” (Lenz & Syse, 2014, p. 60)



What do teachers need to teach intercultural history education?

- Theoretical tools, critical inquiry
- Teaching methods and skills
- Resources, research based as well as the knowledge that the students bring

- Collaboration
 - CoE Recommendation
 - Report on anti-semitism and racism (Norway)