

Project 2 PhD *Heritage and history teaching: Dutch and English curriculum practices*

Vacancy

Supervisors

- **prof.dr. Maria Grever**
- **prof.dr. Carla van Boxtel**

Whereas in project 1 the emphasis is on theoretical conceptualizations of heritage education and history teaching and how these are perceived by Dutch teachers and educators, this project approaches heritage education from a curriculum perspective and focuses on ways in which history and heritage education might strengthen one another. Teaching resources and practices might not correspond with the potential affordances and constraints of using heritage that can be found in the literature and among history teachers and heritage educators.

To provide a broad picture of how heritage education can be embedded in the teaching of history, this project focuses on a comparison between Dutch and English curriculum practices. In the Netherlands and England historical thinking and historical enquiry are important components of the history curriculum, which makes them interesting contexts for the study of possible tensions between heritage and history education due to different conceptualizations and goals (Lee 2004; Van Drie and Van Boxtel 2008). In both countries the population has become more culturally heterogeneous and political issues such as integration politics and national identity are present in the public debate and affect practices of history and heritage education (Grever, Haydn and Ribbens 2008). Moreover, in both countries there are heritage institutions and websites that provide ample educational materials and activities about the selected topics (e.g. Museum Catherijneconvent, Museumpark Orientalis, Westminster Abbey Museum, NiNsee, Royal Tropical Institute, International Slavery Museum, British Empire & Commonwealth Museum, Anne Frank Museum, National Liberation Museum 1944-1945, Imperial War Museum). Since the integration of heritage in the English teaching of history is more advanced, we particularly expect to learn from a comparison between English and Dutch practices.

Research questions:

- *How is heritage used as instructional resource for history education in the Netherlands and England?*
- *What is the current state of Dutch and English curriculum practices that combine history teaching and heritage education with regard to local, national and global history, and multiple perspectives?*

The **sources** of this project are history books, websites and other teaching resources provided by primary and secondary schools and heritage institutions. A representative sample of Dutch and English resources since the 1990s will be studied, using a combination of historiographical analysis and structural analysis of text, illustrations, exercises and other learning activities (Nicholls 2003).

The analysis will focus on the three topics: *Christianization, Black slave trade, World War II*. We will address the manner in which history is conveyed and the extent to which the tensions that can exist between history teaching and heritage education are present (Patrick 1992). For example, do teaching resources of the topics connect local or national heritage to developments on a larger scale (history of Europe concerning Christianization; global history with regard to World War II)? Are present-day perspectives introduced into depictions or interpretations of the past (Black slave trade and current migration)? Are historical knowledge and thinking integrated? Next, we will focus on the question of which unique learning opportunities of heritage are provided by the heritage education materials related to the topics, and how they are put to use (see project 1). Finally, the analysis will answer the question of how teaching resources contribute to shared historical knowledge that goes beyond simplistic national 'grand narratives', reflecting complexity and an awareness of the historical contributions of people from various backgrounds. Are multiple voices included, is the variety of experiences and frames of reference of students addressed and are students of heterogeneous backgrounds engaged as active participants in the construction and negotiation of meanings related to heritage?

Apart from our Advisory Committee, we also expect to benefit for this research project from our contacts with the participants in the project *Past the Future of Europe: Windows on Europe's History and Heritage*. This is a joint initiative of EUROCLIO (the European Association of History Educators) and the Netherlands Institute for Heritage intended to develop an online interactive multimedia tool for the learning of common themes in European history and heritage.