

Workshop IV:

Curriculum Development and Schoolbooks: Searching for New Contents and Methods

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NECE-Conference, Sofia, November 6-8, 2008

Nationalist and populist developments in politics and society and the challenge they pose to curricula and textbook design

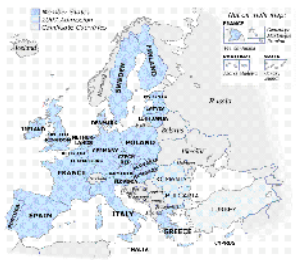
- The central questions in the workshop are:
 - What impact do textbooks have on the development of identity and the propagation and/or demystification of nationalist values and stereotypes?
 - What deficits and what accomplishments can be seen in a transnational citizenship education textbook and curricula planning system?
 - How is transnational citizenship education perceived in teacher training activities and events? How is it implemented in school curricula?
 - Textbooks provide an awareness of Europe and the European Union: Are there exemplary projects we can learn from?

- The workshop's participants and lecturers are asked to formulate **three central recommendations/statements** that will be displayed at the poster session on the last day of the conference and will also eventually be included in conference documentation.

Austrian School System

- Building identity and national understanding in the Austrian School System is set on different levels
 - primary schools are dealing with local and at regional identities
 - All the curricula in the Austrian School System are promoting intercultural understanding, European identity, understanding of different cultures and ethnics, combating racism and xenophobia
 - promoting this issues as values.

Austria's neighbourhood



Austria's neighbourhood 1922



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Ethnics of Habsburg Monarchy

Nationalitäten in Österreich-Ungarn um 1910 (mit den Grenzen von 1914 und 1918/22)

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Ethnics 1922

Nationalitäten in Österreich-Ungarn um 1910 (mit den Grenzen von 1914 und 1918/22)

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Austria's neighbourhood

Nationalitäten in Österreich-Ungarn um 1910 (mit den Grenzen von 1914 und 1918/22)

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- **Introducing** of the participants 30' (10.30-11.00)
- Introduction chairman of Workshop 20' (-11.20)
- Inputs of speakers 40' (-12.00)
- Discussion in groups >> 30' (-12.30)
 - Group discussion (Group I): The advantages and disadvantages of identities and the impacts of history on this issue
 - Group discussion (Group II): What impact do textbooks have on the development of identity and the propagation and/or demystification of nationalist values and stereotypes?
 - Group discussion (Group III): What impact does policy have on the development of identity and the propagation and/or demystification of nationalist values and stereotypes?
 - **collecting cards** with the main topics/inputs (as a reference and memory store for the continuing discussion)

Plenary discussion: results and clustering 30' (-13.00)

Lunch Brake 1.00 to 2.30

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- **Group discussion (2 groups):** 30' (2.30-3.00)
 - What are the deficits and what accomplishments can be seen in a transnational citizenship education *textbook* and *curricula planning system*?
 - Reports from each group: 2x 10' 20' (-3.20)
- **Plenum:** 20' (-3.40)
 - How is transnational citizenship education perceived in teacher training activities and events? How is it implemented in school curricula?
 - Collecting inputs
- **Plenary discussion:** 20' (-4.00)
 - Textbooks provide an awareness of Europe and the European Union: Are there exemplary projects we can learn from?

Plenary discussion: Recommendations (3-5) 15-30' (-4.30)

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WORKSHOP IV - Recommendations:

- **increase awareness of transnational identity and citizenship**
- **bringing together teacher trainers, teachers, students to experiment with pedagogic and practice examples**
- **quality criteria for textbooks (e.g. multi perspective; related to sustainable development and its interdependencies in Europe and its global dimensions, balance of knowledge, skills and attitudes)**
- **analysis (textbooks) and observation (school system) from foreign perspectives and more action research**

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