

PH LUZERN **UNIVERSITY OF TEACHER EDUCATION**



Research and Development – Institute of History Education and Memory Cultures  IHM

Lucerne Institute of History Education and Memory Cultures

to pass on.

Lucerne Institute of History Education and Memory Cultures

People learn from history - they cannot do otherwise. Experiences from the past and knowledge about past events always determine our thoughts and actions. In search of identity, orientation, education and entertainment, people turn to history especially in times of accelerated change and intensified cultural encounters, and they use history in various and idiosyncratic ways.

The Lucerne Institute of History Education and Memory Cultures (IHM) of the University of Teacher Education Lucerne / Switzerland observes, researches and documents how individuals deal with the vast field of history. The IHM aims at awakening individual and societal interest in the past and keeping alive this interest in order to establish history as a source of experience and to facilitate enlightened learning from history for both the present and the future.



Mandate

The Lucerne Institute of History Education and Memory Cultures (IHM) of the University of Teacher Education Lucerne/Switzerland fulfils a fourfold mandate:

- 1 In education the IHM provides modules in the study programs for Primary level as well as Secondary level I and II teachers. These modules convey themes related to the science of history, history education, political education and memory cultures. Furthermore, the IHM is the leading house for the Joint Master in History Education and Public History which is jointly offered with other Swiss universities.
- 2 In further education the IHM is involved in the same thematic areas as in education. The focus is on transmitting the latest state of research and theory as well as on supporting successful teaching. Action research has therefore a high priority.
- 3 In research and development the emphasis is placed on teaching research and Public History, on history textbooks and cultural mediation, on Oral History and foster care placement as well as on memory narratives and mythicization. The thematic accent lies on the 20th and 21st centuries; the methodological emphasis is on videography, quantitative analysis of questionnaires, qualitative analysis of interviews, the analysis of discourses, narratives and images.
- 4 As regards services, the IHM offers support and consulting for research projects and qualification projects, for curriculum and teaching material development, as well as for planning, carrying out and assessing history teaching.



Focus

The Lucerne Institute of History Education and Memory Cultures (IHM) regards teacher education as professional education. The day-to-day professional life of teachers is therefore central in starting, integrating and focalizing IHM activities. It sees its activities in a dialogue between five cultures:

teacher education and continued education with their mandate to ensure, reinforce and improve historical learning at an institutional level,

schools with their topical questions on how to convey history and their desire for applicable and relevant solutions,

historical science with its objective of research and of transmitting knowledge,

the educational sciences and educational research with their demand for an empirical approach to historical learning,

institutions of memory cultures with their mandates to preserve the past, to restore, reconstruct and display it.

As a scientific institution the Lucerne Institute of History Education and Memory Cultures is involved in the societal discourse on history and memory.

- The IHM therefore deals with empirical research related to history education and memory cultures. It generates, receives and distributes subject-specific knowledge. The IHM uses, among other things, methods of classical hermeneutics and of empirical social research.
- The IHM develops theories related to history education and memory practices and relates them to other theories in the scientific community. It adopts and adapts concepts developed by the social sciences.
- The IHM is involved and committed to the practice of history mediation.

An important core idea of the Lucerne Institute of History Education and Memory Cultures is the «circular process of knowledge development of research, theory and practice». Thus, the IHM, for example, provides new relevant knowledge (e.g. about foster care placement, about the time of the Swiss Confederations, about the history of the 19th century, about the history of Switzerland during the Second World War and about religious historical topics) by means of historical research. On the basis of self-conceptualized new didactical theories on competence development and on how to design lessons the IHM prepares this knowledge in a way that it can well be imparted to young and adult people alike. The teaching/learning materials developed in this way are tested, evaluated and investigated in teaching practice, which, in turn, results in new theories and revised practice that are then conveyed by the teaching programs at university.



Main emphases

The Lucerne Institute of History Education and Memory Cultures deals with 4 main emphases which each include two aspects:

Emphasis 1

Teaching research and Public History

(Head: Prof. Dr. Peter Gautschi)

Teaching research describes, analyzes and explains daily teaching practice. Thanks to teaching research, more light is shed on the reality of teaching, and advice for successful processes of conveying and acquiring can be given.

The starting point of many projects in the area of teaching research is the study «Good History Teaching». On the findings gained there the further projects «Teaching the Cold War», «The Teaching of the History of One's Own Country» or «Shoah im schulischen Alltag – historisches Lernen mit Videointerviews von Überlebenden in einer tabletbasierten Lernumgebung» (Shoah in Daily School Life – Historical Learning with Video Interviews of Survivors in a Tablet-based Learning Environment) are built on.

Public History designates the individual and social dealing with the past and history in public. This happens in selected institutions like a museum, an archive or in the media. Public History manifests itself in exhibitions, historical movies, youth books or comics. It is the goal of the IHM to investigate such realizations and to develop concrete mediation offers, for example, the history app «Fleeing the Holocaust» which won the Worlddidac Award 2018.

As a co-editor the IHM is involved in the internationally renowned blog «Public History Weekly». Furthermore, the IHM mainly commits itself to the development of concepts for exhibitions, and it partly also realizes these themselves.

Emphasis 2

History textbooks and cultural mediation

(Head: Prof. Dr. Karin Fuchs)

History textbooks have always assumed a crucial importance in history teaching. The development of history textbooks which meet the requirements of curricula and implement principles related to history education is one of the tasks of the IHM.

Here the IHM relies on a long tradition of developing history textbooks. Worth particular mention is the three-volume work «Zeitreise» (Time Travel) which was developed for Curriculum 21 and received a Worlddidac Award. Further successful teaching materials were developed on the theme of Niklaus von Flüe or Swiss stamps.

Cultural mediation promotes the dissemination of cultural assets, the dealing with cultural heritage and the debate on it. Cultural mediation has a broad spectrum of methods and concepts. Cultural mediation at the IHM especially deals with manifestations from the vast field of history and looks at them from different perspectives.

Cultural mediation at the IHM (in cooperation with the Institute of Teaching Methodology Nature, Human and Society), amongst other things, deals with opportunities and challenges of learning locations outside of the school, for

example, with the Nazi party rally grounds in Nuremberg or with the cultural landscape of Seetal. The IHM further develops learning opportunities on historical movies, for example on the «Akte Grüninger» (File Grüninger) or a movie on Huldrych Zwingli.

Emphasis 3

Oral History and foster care placement
(Head: Prof. Dr. Markus Furrer)

Oral History is a scientific technique of contemporary history for gaining testimonies from contemporary witnesses. This is of great importance for historical learning and the way society deals with history and a central research subject of the IHM.

Foster care placement (of children and adolescents outside their original families in children's homes and in foster families), as a part of social history, is, amongst other things, researched by means of the method of Oral History. High priority is given to contexts related to society and memory cultures as a way of coming to terms with this part of the past which also happens in the sense of a reparation for the victims. The IHM analyzes such processes and develops implementation processes for broad social historical learning.

Paramount for the activities concerning this emphasis was the exhibition project «Rathausen. Ein Ort erzählt seine Geschichte» (Rathausen. A Place Tells History) which was scientifically accompanied as well as conceptually implemented by the IHM and opened in August 2017. The National Fund project «Adolescents in Care and

the Acquisition of Human and Social Capital» also makes part of this emphasis.

Emphasis 4

Memory narratives and mythicization
(Head: Prof. Dr. Franziska Metzger)

Narratives of memory and their culmination in discourses of history, their role in the interpretation of past and present events and conditions by different social groups and agents as well as their future projections constitute cultural-historical current research areas. They lend themselves well to linking discourse and narration analytical approaches with those of Visual History.

Mythicization as a narrative memory mechanism forms a subarea which highlights the dynamics of production, the use, the change and review of mythical narrations in various sections of society, thus, in particular, also in history teaching and in textbooks, as well in the media, literature and film.

As regards this emphasis, the research associates are here involved in dealing with the views of history of adolescents, with myths and crises in memory cultures, with the thematic field of spaces of memory in the context of a nation, Europe, migration and borders as well as in the area of religion and memory. The theme complexes are also substantial for the new Master study program «History Education and Public History».

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**Lucerne Institute of History Education and
Memory Cultures**

Prof. Dr. Peter Gautschi
Department Head IHM
peter.gautschi@phlu.ch
T +41 (0)41 228 33 54

PH Luzern · University of Teacher Education Lucerne
Frohbürgstrasse 3 · Postfach 3668 · 6002 Luzern
T +41 (0)41 228 71 71
ige@phlu.ch · www.phlu.ch



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