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for historical dialogue
and research tarihsel
diyalog ve arařtırma derneđi



Constructing the AHDR Supplementary Educational Materials: A Journey in Cooperation for a Better History Education

Title:

Constructing the AHDR Supplementary Educational Materials: A Journey in Cooperation for a Better History Education

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The Association for Historical Dialogue & Research (AHDR) is an intercommunal organisation based in Cyprus whose mission is to contribute to the advancement of historical understanding amongst the public and more specifically amongst children, youth and educators by providing access to learning opportunities for individuals of every ability and every ethnic, religious, cultural and social background, based on the respect for diversity and the dialogue of ideas. In doing so, AHDR recognizes the values of the Universal Declaration of Human Rights, the European Convention on Human Rights and Fundamental Freedoms, the UNESCO aims on education, and the Council of Europe's recommendations relevant to history teaching. AHDR's activities include research and dissemination of research findings; development of policy recommendations; enrichment of library and archives; organisation of teacher training seminars, discussions, conferences; publication of educational materials; organisation of on-site visits and walks; development of outreach tools; establishment of synergies between individuals and organisations at local, European and international level.



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Introduction

On 6 May 2011, a new 'third space' was launched in Nicosia, near a barricade along the Cyprus Buffer Zone. The Greek Cypriot and Turkish Cypriot leaders, along with the *Association for Historical Dialogue and Research* (AHDR), an inter-communal grassroots initiative, inaugurated the Home for Cooperation (H4C) as an 'infrastructure of historical reflection' intended to turn a 'dead zone into a zone of cooperation'. The building's inauguration was much more than a celebration of political 'neutrality' at a site of division: it was an initiative that resulted from the states of exception that constitute Cyprus and the spatial practices of Cypriots who seek to overcome the legacies of a violent and costly 'intractable conflict' through disciplined historical understanding. AHDR and the establishment of H4C offer a model for scholars and activists in other divided contexts, which may be used in at least three ways: by challenging states of exception, by dismantling division through transformative knowledge, and by creating safe spaces of encounter. One of the most important and concrete examples of the way AHDR and H4C move from this theoretical model to practice is the development of educational publications for educators and young people across the existing divide via the *Multiperspectivity and Intercultural Dialogue in Education* (MIDE) project. This paper details the challenges and lessons learned from this undertaking. The journey has shown that the processes of working together to develop disciplinary ways of teaching difficult histories are as important as the published product.

Cyprus: conflict and division, coexistence and cross-cultural interaction

Cyprus is the third largest island in the Mediterranean Sea, lying between three continents: Europe in the west, Asia in the north-east, and Africa in the south-west. When Cyprus joined the European Union in 2004, it brought with it memories and denials of past conflict and division, intracommunal as well as intercommunal, with a 180-km buffer zone patrolled by the United Nations Force in Cyprus dividing the island and its people. Notwithstanding, many positive examples of coexistence and cross-cultural interaction may be experienced in the country. A very characteristic example of this is the *Association for Historical Dialogue and Research* (AHDR).

The third space of intercommunal contact and cooperation, and international cooperation in history teaching

Since the partial lifting of restrictions and opening of a number of checkpoints on 23 April 2003, academics involved in history teaching from across the divide, have founded a grass-roots intercommunal civil-society non-governmental organisation, the AHDR. The AHDR Board comprises Turkish and Greek Cypriot researchers, historians and educators teaching in primary, secondary and higher education. Together they draw on the values contained in the Universal Declaration of Human Rights, the European Convention on Human Rights, the covenants of Human Rights issued by the United Nations and the UNESCO recommendations on history teaching to promote dialogue on, and research into, history and history teaching, to contribute to peace, stability, democracy and critical thinking.

Since its foundation in 2003, AHDR has attracted members from diverse ethnic, linguistic and professional backgrounds, working in many different educational fields on the island. This has resulted in AHDR taking the first steps towards creating and maintaining an open dialogue about pedagogic practices that encourage the academic and ethical values of the discipline of history. AHDR envisions a society in which dialogue on history, historiography, history teaching and history learning is welcome as an integral part of democracy, as well as a means to advance historical understanding and critical thinking. AHDR's mission is to contribute to public historical understanding as an ongoing, reflective and dialogic process and more specifically among children, young people and educators, by providing access to learning opportunities for individuals of every ethnic, religious, cultural and social background, and of every ability, based on values such as respect for diversity and dialogue of ideas. More specifically the objectives of AHDR are to:

- create opportunities for educators, young people and children to benefit from the latest developments in history teaching and learning;
- advance knowledge on history, historiography, history teaching and history learning;
- collect and share resources on history and history teaching;
- collect and make available archival materials on aspects of

Cyprus history;

- nurture a critical understanding of the linkages between perceptions of history, attitudes and behaviour towards the 'other' and history education;
- develop educational materials for educators and students;
- increase public awareness of the importance of dialogue and multiperspectivity for history, historiography, history teaching and learning.

On 6 May 2011, a new 'third space' was launched in Nicosia, near one of the checkpoints that had opened after April 2003 along the Cyprus Buffer Zone. The Greek Cypriot and Turkish Cypriot leaders of the time, along with the intercommunal grass-roots initiative AHDR, inaugurated the *Home for Cooperation* (H4C) as an 'infrastructure of peace' intended to turn a 'dead zone into a zone of cooperation' (Makriyianni and Onurkan Samani, 2011). The inauguration was much more than a celebration of political 'neutrality' at a site of division: it was an initiative that resulted from the states of exception that constitute Cyprus and the spatial practices of Cypriots who seek to overcome the legacies of a violent and costly 'intractable conflict' (Bar-Tal and Teichman, 2005; Kriesberg, 1998). The establishment of the H4C offers a model for scholars and activists in other divided, which may be used in at least three ways: by challenging states of exception, by dismantling division through transformative knowledge, and by creating safe spaces for encounter (Till, Sundberg, Pullan, Psaltis, Makriyianni, Zincir Celal, Onurkan Samani, Dowler, 2013).

The development of supplementary educational materials for educators and young people across the existing divide is a concrete example of the way AHDR challenges states of exception, attempts to dismantle division through transformative knowledge and creates opportunities for encounter. Thus, since October 2010, dedicated groups of AHDR Education Associates have been working on the ambitious goal of developing educational publications using information drawn together from the AHDR historical archive and research projects. The resulting publications include findings from research studies of former mixed villages (i.e. villages where both Turkish Cypriots and Greek Cypriots lived), translations of textbook sections on the Ottoman Period in Cyprus, museum artefacts from Cypriot archaeological sites, old and more recent photographs of buildings and shared spaces, and oral history accounts. This endeavour has resulted in a number of publications, all but one of which (*Our Children, Our Games*) are available in three languages: English, Greek and Turkish.

AHDR Supplementary Educational Materials, Authors, Associates and Advisors:

<p><i>Home for Cooperation</i></p> <p>(Second-order concepts: change and continuity)</p> <p>A publication on the history of the building, its surroundings, and how the AHDR's vision has transformed a derelict building into a Home for Cooperation in Cyprus.</p>	<p>ADVISOR: Denis SHEMILT</p> <p>Associates/Authors:</p> <ol style="list-style-type: none">1. Coordinator: Marios EPAMINONDAS2. Deniz URFALI3. Mina KOUMANTARI4. Constandina LAZARI5. Maria PITTAOU
<p><i>The Ottoman Period in Cyprus: Learning to Explore Change, Continuity and Diversity</i> A Guide for Teachers</p> <p>(Second-order concepts: change, continuity and diversity)</p> <p>This educational booklet is for both students and teachers. It primarily aims to help students to develop historical knowledge and historical thinking by working analytically with concepts of the discipline, such as historical change, continuity and diversity. Students' learning is built around a single, clear enquiry question. Each lesson adds a further layer of complexity to the question, helping students to experience and reflect on the intellectual challenge of discerning and constructing stories about the past. The book has been created for use in history classes, taking into consideration already existing history teaching curricula in Cyprus.</p>	<p>ADVISOR: Christine COUNSELL</p> <p>Associates/Authors:</p> <ol style="list-style-type: none">1. Coordinator: Hasan SAMANI2. Meltem ONURKAN SAMANI3. Maria MAVRADA4. Maria GEORGIOU5. Rachel FOSTER6. Mary PARTRIDGE
<p><i>Learning to Investigate the History of Cyprus through Artefacts</i> Teacher's Guide and Museum Activity booklet for Students</p> <p>(Second-order concept: evidence)</p> <p>This series of lesson plans and accompanying resources (part of the Teacher's Guide) are designed to help teachers introduce students to an investigative approach to studying history. Through seven lessons, students can explore ways of using artefacts as evidence for their own historical enquiries. The lessons form a coherent journey, gradually preparing students to engage in constructing their own arguments in the final lesson. Learning to think historically is both challenging and exciting. Students need to learn disciplined techniques, so that they can both construct and substantiate their own claims, and challenge or support the claims of others. The lesson plans therefore offer teachers a detailed step-by-step guide to supporting students in these new ways of thinking. Varied and interesting activities for students are also offered in the Students' booklet, accompanied by guidance for teachers on how to ask questions, lead discussion, reflect on the quality of student thinking and reinforce new learning.</p>	<p>ADVISORS: Christine COUNSELL and Rick ROGERS</p> <p>Associates/Authors:</p> <ol style="list-style-type: none">1. Coordinator: Chara MAKRIYIANNI2. Gülçin ERTAC3. Maria KTORI4. Bérangeère BLONDEAU5. Eva ARGYROU

***Thinking Historically about Missing Persons:
A Guide for Teachers***

(Second-order concepts: empathy and evidence)

Thinking Historically about Missing Persons: A Guide for Teachers offers educators a way of teaching a sensitive issue from a global perspective, using a pedagogical approach that emphasises critical thinking.

This pack consists of three main sections:

- a theoretical introduction to debates and approaches to history education;
- an overview of missing persons from a global perspective, including case studies from Guatemala, Spain, Morocco, the former Yugoslavia and Cyprus;
- a lesson sequence which offers interactive educational activities that enable students to grapple with the question of how different societies have addressed this painful issue.

The Thinking Historically about Missing Persons pack comes with a resources CD with sample handouts, a DVD of a documentary film prepared by the Committee on Missing Persons in Cyprus, and a DVD of a documentary film prepared by The Elders. This pack is the outcome of collaboration between AHDR, The Elders and the International Center on Transitional Justice.

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4. Duygu ÜSTÜNDAĞ
5. Danae PSILLA
6. Stephanie YOUNG

***Mixed Villages of Cyprus
A Guide for Teachers***

(Second-order concepts: accounts and evidence)

This series of lesson plans and accompanying resources (part of the Teacher's Guide) are designed to help teachers introduce students to an investigative approach to studying the rich information (quantitative and qualitative) collected by AHDR researchers on the life of people in former mixed villages of Cyprus.

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***Introducing Oral History: When People's
Stories Become History***

A Guide for Teachers and Students

Oral history focuses primarily on oral sources and composes histories by systematically recording, preserving and interpreting living people's stories, memories and testimonies. The purpose of oral history is to bring together different kinds of evidence (sometimes undoubtedly conflicting), and to use one's judgment and understanding in the composition of credible accounts. Drawing on a range of private and public, spoken and documentary material, this booklet aims to assist students, teachers, educators and all those who have a special interest in research to recover history through people's stories.

ADVISOR: Peter CUNNINGHAM

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But how did the construction of the AHDR Supplementary Educational Materials start?

In February 2009 a new AHDR project was launched, entitled *Multiperspectivity and Intercultural Dialogue in Education* (MIDE), funded by the UNDP-Action for Cooperation and Trust and with partial support for the AHDR's research programme provided by the European Commission. The project built on and advanced the gains realised through previous projects. Merging several strands into one major initiative, this endeavour allowed for a sustained and concentrated focus that enhanced complementarities across programmes, thereby a wider impact on a larger scale: The AHDR MIDE project - Phase I centred on building the capacity of current education systems and methods to integrate new and future measures through teacher trainings production of supplementary teaching material, initiation of policy dialogue, research and evaluation, development of an archive and a library as well as communications and outreach activities.

The Construction of the AHDR Supplementary Educational Materials began in 2010. A call for education associates was disseminated, following which a large number of interested people applied. The selection process was difficult. The very best were selected to join the MIDE project by taking part in the development of educational materials as described in the guidelines and procedures. Teams were set up. Associates were attached to certain thematic groups according to their academic background, and stated preference of topic. Each Education Associates' team consisted of between two and five associates. Each team was allocated a coordinator. In most cases, coordinators were already familiar with AHDR and its working methods, and could therefore serve as resource people. Education Advisors were also appointed to provide expert guidance to the team. Team members communicated and exchanged ideas with each other, and followed the Advisor's suggestions, modifications and advice. The teams were given initial training.

Associates adhered to the following **principles**:

- being aware of, understanding, and appreciating the feelings of other team members;
- being a contributing and constructive member of the particular social groups, i.e. primary and secondary school students, their teachers and individuals with a special interest in the teaching of history;
- consenting to follow the decisions taken by the working team;
- adjusting to changing situations and conditions;
- realistically appreciating strengths and accepting limitations;
- identifying problems and generating effective solutions.

After jointly agreeing on the working principles, Education Associates' teams decided on their preferred working style. This took the form of interactive meetings in which all members of the team were present, with face-to-face and online exchange of ideas and discussions taking place. The then AHDR President together with the Project's Coordinators

assisted the whole process by discussing and offering guidance with regard to both theoretical and practical issues. The Education Associates' team took responsibility for maintaining a healthy and productive dialogue in order to help the groups to produce high-quality educational packs. AHDR provided references and access to books, articles and research findings, as and when necessary. Associates also made use of resources in the AHDR library.

Historical thinking – from theory to praxis

Education Associates prepared the material according to the **evaluation criteria** established by AHDR. Educational materials included in each pack were in agreement with the principles described in the *Proposal by the Association for Historical Dialogue and Research on the reform of history education*, which stated that history teaching should cultivate historical understanding that:

- helps students become aware of how the world works;
- gives meaning to the students' present;
- helps students take a glance into the future, thus 'preventing the future from abusing them' (Lee, 1992, in AHDR Reform Proposal on History Education, n.d.).

The standpoint which guided the creation of AHDR material was that political and other agendas should not distort history teaching. History cannot teach a 'practical past' to serve contemporary, social and political goals.

Firstly, this kind of past rapidly becomes dated; secondly, students who have learned this 'practical past' are helpless when facing new situations with which they have to deal. Instead of understanding the disciplinary basis on which claims about the past can be made, they simply imbibe given stories and interpretations.

Instead, history education should help students develop the knowledge and mental tools that are necessary for them to understand the contemporary and future world in which they are going to live as adults. This means that they need to be able to understand how accounts about the past are constructed in the first place, how and why such accounts differ according to the questions asked and the evidence brought to bear. They need to understand the different kinds of question – change, cause, significance, diversity – that lead to different types of account. They need to work out why it is that different questions, different methodologies, different perspectives will cause narratives and analyses to have different emphases and parameters. They need to learn to make their own reasoned judgments about the shape and purpose of their own and others' accounts, whether these exist in museums, textbooks, works of scholarship or journalism. This is historical thinking.

Historical thinking enables us to understand not only people in the distant past, but also contemporary people living next to or far away from us. By learning to think historically, we also learn to understand one another, accept and cooperate with each other (AHDR Reform Proposal on History Education, n.d.).

Enabling students to understand the present is quite different from using the past to serve the present – a distinction that Lee (2011) makes clear:

The questions we ask about the past are always asked from the present, and because we are human are likely to have practical implications, but it does not follow from this that they must impose an organisation on the past that reflects our immediate practical ends, let alone that we can plunder the past for whatever we want to assert. (Lee, 2011, 66)

Instead of plundering the past ‘to produce convenient stories for present ends’, history in schools should foster an understanding of history as a way of seeing the world. For Lee (2011), this involves an understanding of the discipline of history and the concepts that make knowledge of the past possible. There is also now a vast body of teacher-authored research showing that students can be helped to acquire the conceptual apparatus that will enable them to understand the different kinds of claims that can be made about the past, while also learning how these can be tested (Kitson and Husbands, 2011; Counsell, 2011). Even younger teenagers can acquire a disposition to produce the best possible arguments for whatever stories we tell, gain a respect for evidence, and be open to the fact that we may find ourselves ‘obliged to tell different stories from the ones we would prefer to tell’ (Lee, 2011, 65).

Each pack aimed to develop the students’ **understanding in terms of substantive knowledge, second-order understanding and dispositions related to history.**

Substantive knowledge

(What happened in the past?)

AHDR Educational Associates discussed **research findings** and agreed that students cannot learn history without learning about what happened in the past. What was important in our case was to help students orientate themselves in time. In other words, we needed to help students develop pictures of the past that they could remember, understand and use to make sense of the world. Therefore each pack:

- offered sources (primary and secondary) of various kinds that reflected the contemporary range of the discipline of history, and also core materials that disciplined historical thinking works on and with;
- included a wide range of sources to provide knowledge of the past, ranging from relics of material culture to historical reports in various genres, and from official to oral histories and traditions;
- provided sources which presented multiple perspectives from the local, Cypriot, European and international contexts;
- provided the chance to work with stories from a variety of groups (men, women, children, majorities and minorities, different religious groups living on the island and the rest of the world etc.);

- provided the opportunity to explore a variety of aspects pertaining to a single issue (everyday life, political, social, economic questions);
- made connections with history beyond Cyprus (European and world history);
- provided opportunities for students to situate the addressed topics in space and time, in order to support the construction of coherent historical frameworks;
- introduced students to constructive, open and reflective ways in which to examine contrasting secondary accounts, whether popular or scholarly.

In addition, each pack identified specific substantive concepts which historians use to describe political, social, economic and cultural phenomena (e.g. trade, democracy, monarchy, slavery, constitution, revolution, rebellion, settlement, treaty and so on). There are numerous concepts referring to various areas of human activity. The selection of substantive concepts to be developed in each pack needed to be based on the relevance of the factual knowledge to be taught. The aim was to get students to become aware of the fact that concepts’ meaning can change over time and space. Gaining knowledge in one context (for example ‘administration’, ‘control’, or ‘government’ in the Middle Ages or in a particular part of Europe) provides an important foundation for the use of such words in other contexts, but it cannot be translated into those contexts without understanding subtle, but important, nuances in how the word is being deployed. Students need to reflect on such words and realise that they are not straight ‘copies’ of events in the past, but rather that each of these words is, in itself, an interpretation. A word is a generalisation deemed useful in describing a state of affairs, but is subject to change when different questions are asked, different scholarship is applied or other contextual factors are taken into account.

Second-order understanding

(How can we create and appraise knowledge about the past?)

Historians study the past not only on the basis of their substantive knowledge, but also using their understanding and ability to work with history’s logic and methods. Asking students to learn about the past presupposes helping them to understand something of the way in which the discipline of history works. During the production of educational material at the H4C, Educational Associates discussed their research findings and agreed that students needed to understand how history is made, so as to appreciate the nature and limits of historical knowledge. They also needed to be able to detect, question and think critically about ideological myths masquerading as historical claims. Each pack therefore explicitly provided opportunities to develop students’ understanding of the following second-order concepts (each pack aimed to develop at least one of these concepts):

- **Change and continuity:** Students should understand that change can be intentional or unintentional, and has various directions within and between themes. They should also understand that the scholarly practice of

history deals with much longer timescales than just the events of the present and that in many cases scholars view change resulting from a change in the state of affairs and themes rather than a change of single events. However, history also works with the notion of continuity (where no change occurs). To engage with history is to analyse the existing state of affairs and/or themes that are structured by continuities as well as by change. History teachers are increasingly showing how students can be taught to reflect directly on the type, nature or extent of change, and to build their own arguments about such patterns and trends in change and continuity (Foster 2008; 2013).

- **Accounts:** Students need to understand that accounts are not copies of the past, but representations of it. There is no one complete and true history of the past. Accounts imply selection because there are no perspective-free accounts. No account can be written from a viewpoint of 'nowhere'. Biased accounts can still be useful: if students can understand the context, perspective and purposes of any account – whether textbook, museum exhibition or scholarly monograph – then they can not only evaluate it, but also establish what it reveals about its own context and times. Students also need to realise that differences in accounts are, in many cases, due to differences in the questions their authors ask. Therefore bias and personal preferences are not the only reasons for different accounts. Students should also understand that one is not forced to adopt a particular account; instead both students and teachers can extract their own conclusions from a combinations of various, even opposing, accounts.
- **Evidence:** Students should distinguish between different kinds of source, for example between a record (a source that intends to tell us something about specific events, processes or states of affairs) and a relic (a source that does not intend to report anything concrete, or a source we use not for what it reports but for what it is a part of – e.g. coins, stamps or laws). Students also need to understand that these sources are not automatically 'evidence'; rather, evidence has to be constituted by asking questions of a source. The source's role as evidence will change according to the questions asked. Students should also understand that even if many pieces of evidence back up a claim, only one piece of opposing evidence is enough to disprove it (Ashby 2011).
- **Cause and consequence:** Students should understand that in order to build a causal explanation of why a particular event, process or state or affairs came about, they need to identify elements that are essential to explaining that outcome. These elements can be designated causes. The mere identification of elements, or causes, is not enough to explain the outcome, however. These elements (themselves events, processes and states of affairs) relate to each other in various ways. These relationships are as important as the elements themselves.

A mere chain of events, in which links are only assumed, is inadequate as a causal explanation. In order to build arguments for causality, causes needed to be related, prioritised or classified. They need to be examined as a network. Students need to learn to build such arguments independently and to comment critically on other such arguments so that they understand the ever-continuing conversation about possible causal explanations and ways of assessing their validity (Chapman, 2003).

- **Historical empathy:** Students should know about and understand the different ideas and beliefs about the world that were held in previous times. If actions in the past are to make sense, students need to draw upon and reason with this complex knowledge of past attitudes, perspectives and cultural dispositions. In order to reason in this way, they need both to use their own ordinary understanding of human and social motivation and behaviour, and to distance themselves from it so that they are always open to possible, profound differences between how humans construed the world in the past, and how they do so now. In other words, as Wineburg (2000) argues, the past needs to be both familiar and strange. In order to help students understand the sometimes puzzling behaviours of those in the past, the teacher of history has constantly to help students stay open to possible familiarity in what seems strange, and possible strangeness in what seems familiar.
- **Historical significance:** Students should have an understanding of the different significance that the same change, event or personality might be accorded in different themes, interpretations and timescales. They should also be aware of the fact that historical significance changes according to the particular relationship between events that is under consideration. They also need to understand the diverse ways in which an event, change or person can be significant historically. An event might be significant not only for its substantial consequences or its apparent newness, but may also have symbolic significance, personal meaning, revelatory uses in scholarship, or special resonance for particular groups of people. Above all, students need to grasp the idea that historical significance is not a property of the thing itself; it is ascribed by the interpreter according to the historical question that the interpreter is trying to answer. This is why judgements of historical significance will always shift and change. The challenge for students is to understand why this is so (Counsell, 2004).

Dispositions

Dispositions are a fundamental part of the discipline of history. Each pack aimed to develop dispositions such as:

- being respectful towards evidence;
- being ready to provide impartial accounts (even if available sources produce stories we that do not want to know or tell);

- being able to appreciate well-grounded judgments and make every effort to achieve them;
- showing respect for the past, its people and their achievements;
- acknowledging the distance between ourselves and people in the past, and that there are limits to the degree to which we can understand people in the past;
- acknowledging that there are limits to the degree to which we can know about the past.

Problems and challenges

Although enthusiasm was huge, time constraints and pressure to meet deadlines were problems we had to deal with from the beginning. The fact, for example, that AHDR Associates had to find the time to cross the checkpoints and meet late in the afternoon in the buffer zone after a long day at work, was exhausting for them. Moreover, there were issues related to language we often needed to tackle: words burdened by conflict, took different meanings, burdened by conflict, when translated into Turkish or Greek from English (the language of communication). On some occasions, new words in Turkish and Greek had to be ‘invented’. There was also ‘sensitive vocabulary’, often accompanied by defensiveness and debates regarding the use of terminology on issues, such as property, that needed to be discussed, so that it could be accepted across the divide.

Ultimately, within the practice of *disciplinary* history in school, this ought not to be a problem. In the scholarly practice of history, it is important to examine how and why words such as ‘migration’, ‘invasion’, ‘liberation’ and ‘settlement’, or ‘struggle’, ‘rebellion’ and ‘resistance’ shift in their intention, acquire different meanings in response to different types of question asked, and take on diverse resonances depending on the sort of account in which they are being used. Examining how such words emerge, the cultural conversations surrounding them and their contested meanings in subsequent accounts therefore ought to form the heart of children’s reflection, and enquiry in, history. Current conditions in Cyprus and the fact that disciplinary history and its attendant classroom pedagogies are not yet well advanced (Makriyianni & Psaltis, 2007; Makriyianni, Psaltis & Latif, 2011), necessitated, however, some temporary fixity of nomenclature that could be agreed upon in order to avoid misunderstanding or offence. As a professional and historical conversation this was extremely challenging, but ultimately proved enabling and fruitful.

Another challenge that those involved in the creation of AHDR material faced was access to, and selection from, diverse types of information, including primary sources and secondary accounts by historians. Associates and advisors had to use insights and contextual knowledge gained from scholarly accounts by professional academic historians in order to interpret and make selections from suitable primary documents for students to examine. In order to do this, they also had to draw both on their experience of teaching students about disciplinary processes and on further insights

provided by published history education research by other practising teachers and researchers.

The detailed construction process: professional development as dialogue

The teams of scholars and teachers (see pp. 4-6), working together with advisors, developed educational materials by:

- drawing on scholarly accounts and original source material with the assistance of academic professional historians;
- examining disciplinary processes, history education research and accounts of experienced history teachers’ practice in order to find rigorous principles that would hold the learning journeys together (e.g. Riley, 2000; Chapman, 2003; Foster, 2008);
- drawing on the expertise of practising teachers who were used to planning sequences of lessons as enquiry journeys, so that the lessons would not only be coherent and with a sense of direction, but would also engage, inspire and challenge students throughout (in the case of *The Ottoman Period in Cyprus*, two further teachers from England, Rachel Foster and Mary Partridge, worked on the creation of the ‘enquiry question’ that shaped the sequence);
- modifying the approach so that it would be manageable for teachers who were not used to handling multiple perspectives, to disciplinary pedagogy or to classrooms as lively discursive places;
- adding explanatory material particularly related to that audience – i.e. spelling out in detail how such material would be delivered in a classroom situation, and alerting teachers to pitfalls, potential misconceptions by students, and ways of obviating or remedying these.

The most significant challenge was the demanding professional task that faces every history teacher who is trying to build a sequence of lessons that will secure both substantive knowledge and second-order understanding, that will engage and enthuse, and that will result in rigorous, informed historical reflection. This challenge was the creation of the ‘enquiry question’ (Riley, 2000) – a governing question that would help students to sustain a stable conceptual focus, and to marshal their learning into a final outcome.

In order to frame that question, the groups had to think carefully about the design of a substantial ‘final outcome activity’, through which students would be able to answer that enquiry question in a meaningful way, and also allow the teacher to assess all the new knowledge and thinking from the lesson sequence. This approach is particularly salient in the three following publications: *The Ottoman Period in Cyprus*, *Learning to Investigate the History of Cyprus through Artefacts* and *Thinking Historically about Missing Persons: A Guide for Teachers*.

A detailed account of how one enquiry question was arrived at, as well as the professional learning that resulted from this effort, can be found in: Counsell, Foster, Georgiou, Mavrada,

Onurkan Samani, Partridge and Samani (2013). Their article shows the role of the enquiry question in the effort to capture a disciplinary focus through a second-order concept. It also shows how the process of collaboratively generating an enquiry question is professionally enabling. That productive forms of professional learning need to be dialogic and based on mutual respect between participating professionals is also evident in Chapman, Perikleous, Yakinthou, Celal Zincir (2011) and its benefits illustrated and explained in Psaltis (2012) and Psaltis & Duveen (2006). Dialogic professional working helps teachers to think clearly about the scope and boundaries of the thinking that they want student to pursue. History teachers have to decide, on the one hand, the definite facts that they want students to know and, on the other, the issues about which they expect students to form their own judgments, raise questions and stay open to interpretive possibilities. Discussing this together proved transformative for the professional learning and thinking of the team of teachers, historians and teacher educators from different backgrounds. It fostered new dialogue and fruitful new questions about how children might best be helped to think historically.

Thus the process through which the lesson sequences were designed revealed the kind of professional learning that all history teachers need to undertake if they are to move forward in teaching disciplinary history. Each booklet is the result of a professional and academic process that was as important as the finished product. History teachers can only learn about that process by engaging in it themselves. Counsell et al. (2012) give a detailed account of the professional learning that resulted in this instance and they point to the peculiar value of that learning in the Cyprus context, acknowledging that ultimately the process cannot be learned vicariously.

The experience of all our project participants would suggest that all history teachers now need to engage in that process, and then to share and evaluate their experiences regularly. It is a culture of dialogic professional practice that is now required.



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COOPERATION

CONFLICT

**ENQUIRY
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**EDUCATIONAL
MATERIAL**

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