

HEIRNET workshop submission

Please answer the information relating to your abstract submission below

3. Indicate the conference theme and topic for the proposal to be included in:

15 The History Teachers' Craft, Teaching Styles and Pupil Progress.

d) History, Induction and Deduction, i.e. logical and creative, imaginative evidentially informed thinking

10. Thinking Historically [2] – Cognitive & Psychological Perspectives: Affective, Cognitive, Empathetic, Imaginative and Creative

e) Creativity in History Education – its central, key role?

4. Type of Session:

- Paper
- Round Table/Seminar
- Delegate Theme
- Workshop
- Debate
- Discussion

5. Title of your proposed paper/session

Playful approaches to teaching uses of history in primary and lower secondary school.

6. Keywords (up to ten key words)

Teaching experiments. Pupils as users of history. Developing pupil's understanding of public memory. Playful learning. Play with objects. Pretend play. Tactile approaches to learning. Creative and affective learning processes.

7. Abstract: of between 200 and 300 words

At University College Copenhagen we are a group of history teachers who have been engaged in developing playful approaches to teaching uses of history for pupils aged 9-14.

In the Danish curriculum in primary and lower secondary school knowledge of history is understood as three dimensions of knowledge:

1. Knowledge of a past – first- and second-order concepts of a past
2. Procedural knowledge
3. Knowledge of uses of history, an introduction to public history, and memory studies (Ammert 2013; Nordgren 2016).

The third dimension of knowledge – knowledge of uses of history – was added to the curriculum in 2015 and studies show that teachers face difficulties in teaching uses of history especially in primary school (Jensen 2019). Our group of history teachers has developed teaching designs that focus on playful approaches and allow pupils to be creative users of history themselves.

In our workshop, we will introduce our theoretical work on both *play* regarding teaching history (Dewey 1916; Vygotsky 1933; Apter 1991; Caillois 1958; Tanggaard 2019) and a Scandinavian theoretical understanding of *uses of history* (Karlsson 1999, Nordgren 2016, Eliasson n.d.).

Furthermore, we will discuss our didactic designs for playful approaches to teaching uses of history. Our designs are based on narrative approaches to teaching uses of history vs. critical-analytical approaches, and affective approaches vs. cognitive approaches.

Hopefully, circumstances will allow us to meet in Amsterdam. We will bring a large box of assorted LEGO to our workshop, and the participants will be invited to play with objects and discussing our designs and findings.

Alternatively, the workshop can be converted to an online format.

Our workshop is an independent part of a project funded by LEGO where University Colleges in Denmark have built PlayLabs on their campuses and educators have been engaged in developing playful learning for and with students.