



Vimmerby
Akademin

Kalmar läns museum
Historisk pedagogisk verkstad



Bridging Ages -

International symposium in Historic Environment Education and Time Travels

**Vimmerby, Sweden
November 14-16, 2004**

Bridging Ages – International symposium in Historic Environment Education and Time Travels

“Bridging the gap between people of yesterday, today and tomorrow, and bridging the gap between ethnic groups and different generations”

The symposium Bridging Ages was held in Vimmerby, Sweden and was arranged by Kalmar County Museum and the Vimmerby Academy. Vimmerby is the hometown of Astrid Lindgren, the well-known Swedish author of the Pippi Longstocking books and other works. In the spirit of Astrid Lindgren the keywords for the community are courage, responsibility and imagination. These universal human values are important for all people, schools, museums and society. November 14th was Astrid Lindgren’s birthday and a natural starting point for the symposium.

The aim of the symposium was to promote the exchange of ideas in historic environment education. People from different countries met to inspire and learn from one other. During the last decade Kalmar County Museum has had several national and international projects concerning historic environment education and time-travels. This symposium is a continuing part of that work and also of building up a network in the field. The three main topics of the symposium was: *Learning, Community Development and Building Networks*. Museum staff, educators/ teachers and scientists (researchers) with knowledge and experience of historic environment education and time travels were invited.

Some ideas concerning the topics

Learning

What do we mean with learning and knowledge? Different pedagogic methods? The relationship between research and education? How to compare then and now? How to see different historic environments? How do you time travel with students and adults of different ages? And finally how do we bridge the ages?

Community development

Development and identity. How to increase engagement in historic environments? Cultural Economy.

Network

Building up an international network. Cooperation. Dissemination.

The participants in the symposium came from the following eight countries; USA (New Mexico and Minnesota), Estonia, Great Britain, Latvia, Sweden (Rågsved, Jämtland, Kalmar Linköping and Vimmerby), Kenya, Italy and Iceland. Every participating country or organisation presented their work in accordance with the topics. There were also separate lectures on Learning and on Cultural Economy. There were time for discussions and exchange of experiences, and all of the participants were involved in a short historical time-travel with the focus on Astrid Lindgren and Vimmerby. Other historical activities included a visit to Näs, the place where Astrid Lindgren grew up, and an old Viking burial place, Gästgivarehagen.

You will find summaries of the presentations on the following pages.

Ebbe Westergren

Department of Education, Alla Tiders Historia, Kalmar County Museum

The Kalmar County Museum has been working with time travels and historic environment education since 1985. The inspiration for the time travels came from Ebbe's nine year old son, who didn't learn about his local history in school and wanted to know more about the place where he lived. This inspired Ebbe to start up collaborations between the Kalmar County Museum and a few schools in the Kalmar region. The methods that were used initially twenty years ago are almost the same today.

Methods:

- Focus on the local history
- The students own questions and research. Source materials, archives.
- Freeze history, a specific site, a certain year.
- Time travels, role-play. Using all senses, Learning by doing

The work at the Kalmar County Museum

The work with "Alla Tiders Historia" (All Time History) has been in progress since 1985. The program has developed a great deal since the beginning in 1985. The interest among the schools in the region has increased gradually, and Kalmar County Museum currently has about 130-150 time travels every year. The Educational Department at the museum has about 10-15 employees and was created in 1998. The department has over 2000 costumes that are used in the time travels and historic environment education. The museum's international work started in 1999 with a project in Minneapolis. Today the international work includes projects or cooperation in Finland, Iceland, Åland, Great Britain, Italy, Estonia, Latvia, New Mexico, Minneapolis, South Africa and Kenya. Time Travels and historic environment education are methods that can be applied to every environment. The method doesn't have boundaries or geographical limits.

Some difficulties with the method;

Time travels requires a lot of preparation and research, and can sometimes be perceived as just fun and play. Some people have difficulties understanding that the concept is about learning, and that the methods in many ways are more giving than reading about history in a book.

Nina Clark

Educational Programs Coordinator at the American Swedish Institute (ASI)
in Minneapolis, USA.

The American Swedish Institute is a cultural organization and a historic house/museum in Minneapolis, Minnesota. The institute offers a variety of programs designed to celebrate Swedish culture. It was founded by the Swedish emigrant Swan J Turnblad in 1929. The institute is located in a multicultural and ethnic diverse neighborhood, and in the recent years the ASI has broadened its work and become an important place for people of all backgrounds. The ASI started collaborating with Kalmar County Museum in 1999. The people at ASI work under the assumption that newly arrived immigrants have very little knowledge of the local community in which they are living. If you teach the residents of an area about the area's history, they will become more committed to the place and take a greater part in activities in the area. In the summer of 2003 the ASI together with the Funkabo School in Kalmar,

Snösätraskolan in Rågsved, Stockholm, Kalmar County Museum and Bancroft School in Minneapolis started collaborating in the project “Bridging Ages”. Bridging Ages is a project with the goal of bringing local history to people in the four communities mentioned above, through engaging and educational time travel experiences. The culminating event of the Bridging Ages project in Minneapolis was the Bancroft 1913 Old Time Fair. This was a collaboration of the ASI and the Bancroft School in Minneapolis. The Old Time Fair took its visitors back to the year 1913 when the Bancroft School was only one year old. The goals of the event was to promote and sustain community, teach local history and connect generations. Several old students from the school were invited, as well as current students.

Marilyn Smith

Teacher at Bancroft School, Minneapolis, USA

Bancroft School in Minneapolis has about 460 students from kindergarten through fifth grade, representing about seventeen different nationalities. About 50 percent of the kids are immigrants with English as a second language and the area has many social problems. Many of the kids have learning difficulties and need other methods than the conventional to learn the language. This was the main reason why the Bancroft School got involved in time travels at such an early stage. The school hopes that the time travels will help increase the students’ vocabulary and bridge the gap between the different ethnic groups. In order to understand the background and history of the area where the school is situated, the school has focused on Scandinavian emigrant history, especially Swedish. They engaged folk musicians and actors who taught the students Swedish songs and some of the Swedish language. The school also purchased costumes and textbooks about the emigration. Finally the students visited places that had been important to Swedish immigrants.

The purpose of the time travels is to make the students reflect about their own history as well as the community’s history. This will also make them think about what influence emigration has had on their own families. The children has also been writing letters to children in Sweden, and telling them about their families and their heritage.

Viktoria Hallén,

Vice Principal, Snösätraskolan Rågsved

Tommy von Hellens,

Woodwork teacher, Snösätraskolan Rågsved

Rose-Marie Tranquilly,

Textile teacher, Snösätraskolan Rågsved

Snösätraskolan in Rågsved, a suburb in Stockholm has 370 students from pre-school through sixth grade. Over 30 languages are spoken at the school, and 70 percent of the students has Swedish as a second language. The school started working with cultural projects in school in 1999 when they collaborated with the ethnographical museum in Stockholm on a project called “Yggdrasil in Midgård”. In the year 2000 the topic was travel and this time they worked together with the Vasa museum in Stockholm. In 2002 the school got in touch with the Kalmar County Museum and started working with time travels and the bronze age. It was a natural step for Snösätraskolan to get involved in the “Bridging Ages” – project the

following year. The aim of the project was to give all students the possibility to feel that they are important and also give students an insight into each others cultures.

Susanne Friborg, Catrin Lundahl

Teachers at Funkaboskolan, Kalmar Sweden

Funkaboskolan is a school in Kalmar with about 400 students from 22 different countries. The school was among one of the first in the Kalmar region to do time travels, and has worked with Kalmar County Museum several times in different time ages. Now the school makes time travels to the stone-age on their own, only borrowing costumes and props from the museum. The school has the last year been working with the 1950's in the Bridging Ages project. It started as an idea to give the students a bigger sense of pride upon the area where they live.

Jon Hunner

Director of the Public History Program, New Mexico State University, Las Cruces, USA

Scott Green,

Teacher, Compass High School, Tucson, Arizona, USA

Jon Hunner works as a director of the Public History Program at the New Mexico State University. The program is designed for students who plan careers in areas such as archives, museums, historic preservation, and government or business history. The University has a four month course on time travels, that teaches students to work with time travels in primary and secondary classes. In the time travel course the students create their own roles and practice the roles in the classrooms. After two months of practice the students move out "on the field". One time travel goes back to the year 1776 when New Mexico still was a part of the Spanish kingdom. The time travel recreates the travel north on El Camino Real – the old road between Mexico and the US. A campsite is built in the desert on the El Camino Real, and activities are used to recreate the time period. The activities includes cooking, making fire with the help of flint stones, using herbs instead of medicine, making string out of yucca leaves and so on.

Scott Green portrays one of the priests on the El Camino Real and is also a teacher at Compass High School in Tucson, Arizona. Scott has been working to incorporate time travel techniques at Compass High School in Tucson, Arizona, and he uses his students as characters in the time travels. Scott has also been doing first person interpretation for the National Park Service at White Sands National Monument.

Strengths of historic environment education;

- Students directly experience how people lived in the past, which has a greater impact on them.
- Encourages imaginative and analytical thinking
- Participants preserve their own heritage by recreating the customs and life ways of their ancestors.
- Time traveling brings magic into the classroom.

Eugenia Bolognesi

Associazione Palatina-Istanbul, Rome, Italy

Eugenia Bolognesi is the leader of the scientific association “Associazione Palatina-Istanbul”, currently working in Turkey with the excavation of an old Byzantine palace. She met some people from the Kalmar County Museum at a conference, and got interested in their historic environment education. She thinks that the time travel technique is a good way of “using” the old monuments, and that time travels are good shortcuts between academy and real life. At the moment it is difficult integrating time travels into the Italian school system, and there is a lot of bureaucracy behind this type of a project, but thanks to the Core International School in Rome some time travels has been done. Italy has a lot of historical monuments, and the monuments become a part of the surroundings, just like any other house or building. The children see the monuments every day, but have no concept of what the old buildings were used for. The time travels that were done together with the Kalmar County Museum have taken place at the Palatine, to the year 404 AD and also at a roman villa, Villa dei Quintilii to the year 180 AD. The students read hymns and texts in Latin, thereby using an ancient language in a modern way. Nordic warriors were teaching the art of war and cooking. The children made their own mosaics and painted frescos.

Valerie Hughes

Head Teacher, Core International School, Rome, Italy

Valerie Hughes is a head teacher at Core International School in Rome, Italy. The school is a private school with 130 students of 17 different nationalities. The pupils usually speak English and one more language. Many of the students have one English speaking parent and one Italian, and many of the children have parents working at some of the embassies in Rome. The school is not under the British curriculum, meaning that the school can adjust their geography- and history lessons more freely. The school integrates history in almost every subject. The time travels fit very well into the schools educational programs. The pupils were involved throughout the whole time travel process – they made their own costumes from recycled material, made research and picked out their own ancient names. The whole experience was very authentic – the pupils got to cook their own food and write on papyrus. This made the time travel very real. Since the school is international, the time travel was made in English.

The next time travel will hopefully be done in the Italian language, so that “ordinary” Italian children can participate. The time travels should not be an exclusive product for privileged children. The success of the previous time travel has increased the interest among other schools in Rome and in the future it will be easier finding Italian schools that are willing to participate.

**Leen Jõesoo,
Sirje Rohtla**

Old Town Educational College, Tallinn Estonia

Leen Jõesoo and Sirje Rohtla work as teachers in Tallinn, Estonia.

How did the method arrive to Estonia?

In 2003 Ebbe and Tina from Kalmar County Museum had a workshop in Tallinn and told about their experiences with time travels. The Old Town School started working on a time travel experience together with the Tallinn City Museum, the Stockholm Estonian School and the Kalmar County Museum. Tallinn is a very well preserved medieval town, and the Old Town of Tallinn has been inscribed on UNESCO's World Heritage List. There is an old Dominican Monastery with a medieval inner court in the Old Town. It is close to museums and schools in Tallinn and is perfect for time travel activities. The inner court is isolated from the street outside, and consequently also isolated from the 21st century. In 2003 there was a time travel to the year 1483 and this year the time travel focused on the year 1404, to celebrate the building of the Town Hall. The students from the schools worked as blacksmiths, with iron and bronze, made arrows and rings, wooden spoons, herbal bags, and played some medieval games. The food was prepared together with the medieval restaurant "Olde Hansa". The time travel in 2004 ended at the town square, where the mayor of Tallinn made a speech to celebrate the Town Hall, 600 years.

The aim of the time travels;

- Full experience of time travels – the use of all senses (smell, vision, hearing, food etc.)
- Evoke deeper interest in history and our roots
- Teach to value and care of cultural environment
- Cultural heritage importance
- A bridge between then and now

Agrita Ozola

Director, Tukums museum, Latvia

Agrita Ozola is the director at Tukums Museum in Latvia. There has been some major changes in Latvia the last ten years, and the museum experienced a decreasing interest in the museum a few years ago. The number of visitors were reduced by big numbers in just a few years, and the museum had to start thinking about their future. How do we get our visitors back, and what role should the museum have in the community? The museum wanted everybody, from officials and politicians to the people of Tukum, to feel proud of their history, city and region.

The definition of museums:

"Museums are collection based institutions and sites of memory that exists for the creation of identity and sustainability of society" (A. Ozola)

The role of the museum:

- Preservation of tangible heritage
- Musealisation of cultural environment
- Keeping traditions alive
- Stimulating the local development

The museum of Tukums has six departments including an Art Museum, Town History Museum, a Weaving Workshop and more.

Museum activities

- Research of history of local cultural environment
- Arts education
- Research of weaving tradition, workshops
- Revitalization of crafts
- Education for pupils

The Town History Museum

- “Time Travels” to mediaeval Tukums
- Musealisation of the historical milieus

Pastarina Museum

- Conservation of historical buildings
- Preservation of landscape

Modern Museum

- Preserve tangible heritage using intangible heritage (tradition, language, crafts)
- Stimulate positive changes in local society
- Keep balance between value systems in the society and natural environment.

The Museums in Tukums have been able to attract many new groups, as well as the old visitors. It is important to keep in touch with the old in today’s rapidly changing society. The museum must be the link between the new time and the old.

Per-Ola Jacobsson,

Headmaster, Kalmar, Sweden

“Modes of learning in the 21st century – a theoretical discussion and some empirical observations”.

Learning theories:

- Essentialism
- Encyclopedism
- Sense based model
- Pragmatic child centered movement (learning by doing)
- Common sense model

Some useful links on learning

www.howardgardner.com

www.thelearningweb.net

www.brainbooks.se

Literature about learning

Gordon Dryden & Jeanette Voss, The Learning Revolution, 1999

Edward de Bono, Lateral thinking

The current status at school

The school must have an ongoing dialogue with the labor market. It is important that the educational system teaches the students how to live in today's society. The studies must be focused on solving "real" problems.

The Swedish curriculum, Lpo94

The schools mission and value base

- Core Values and democracy
- Equal education
- Understanding and humanity
- Rights and obligations
- Objectivity and versatility

The schools' mission is to pass on knowledge and promote learning. By doing this they prepare the pupils to live and work in the society. The school should give long-lasting knowledge that constitutes the frame of reference everybody in a society needs. The intellectual aspect as well as the practical and esthetical should be taken into consideration.

Examples of studies of historical consciousness

- Professor KG Jan Gustafsson, University of Kalmar. "Parents, children and history". What does history mean to you as an adult and as a child?
- Assisting professor Sture Långström, University of Umeå. "Youth and politics"

How can we use the historical environment in the pedagogical work?

Spatial consciousness

The place is important. It is important to give children spatial consciousness, to make them understand why they belong to a certain place.

- To reconstruct history at a site in the practice of Kalmar County Museum
The magic of history

Time consciousness

History – present time – future

Events today are greatly influenced by events in the past. It is important to portray historical events correctly, or you will give the children a distorted image of yesterday.

The teachers dilemma

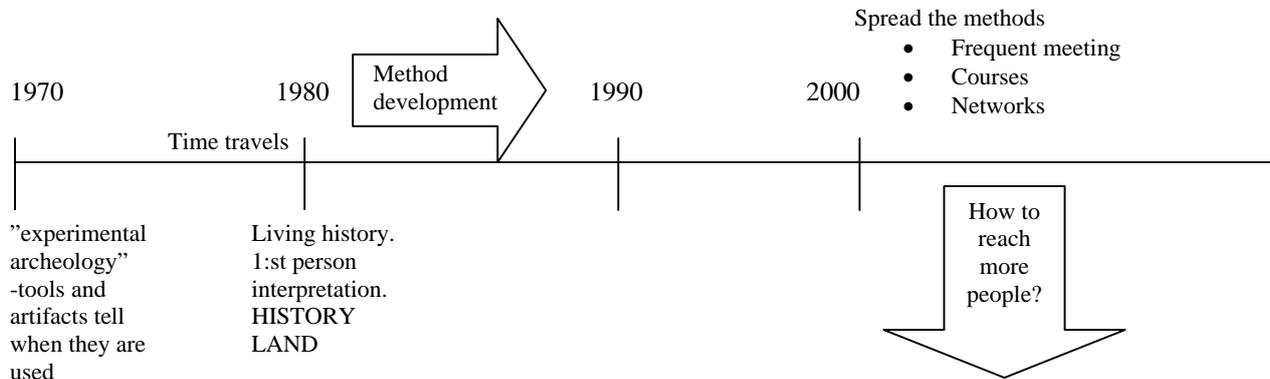
- The Curriculum has to be followed. This makes the teachers stressed and sets certain limits.
 - The time plan. There is sometimes too little room for flexibility, and it can make it hard for teachers to work with each other over the subjects boundaries.
-

Ulla Oscarsson

Head of the department of communication and exhibitions at Jamtli, Jämtlands County Museum, Sweden.

Jamtli is the provincial museum in the county of Jämtland. The museum has about 170 000 visitors every year. One third of the visitors are children.

A timeline over the museum's work with historic environment education



- The University of Mitthögskolan has a university course for teachers in time travel methods (five credits).

New challenges

- Lifelong learning
- Non formal learning
- Informal learning

The museum offers a project about refugees to all ninth graders. Questions about xenophobia and human rights are in focus, and the students work a whole day with role plays and discussions as pedagogical methods.

Ann-Charlotte Ernehed

Project Leader "the local neighbourhood as a source for learning", Jämtland, Sweden

Ann-Charlotte Ernehed works in a project called "the local neighbourhood as a source for learning". The project is a cooperation between the Jamtli museum and schools in nine municipalities in Jämtland. The goal of the project is to encourage young people's identity and give them a sense of the local culture and history, thereby making them secure in themselves. The students work in a very active way towards individual targets which they choose themselves. IT-technology is used for research and documentation. The Jamtli museum has a memory bank with eight million photos, clippings and notes from which the students can collect their information. The work done by the students are collected and saved at the museum. This also helps building up the memory bank. The project has been a great success among the teenagers who get very involved. Other activities in the project include open lectures for the public and guided tours arranged by the teenagers to the historical sites about which they have done their research. The students have also made a time travel – musical together with the region's drama-, music-, and dance teachers. The musical was set in

an actual old railway station in the 19th century. This is an example of a very successful cooperation between a museum and the schools.

Jan Paul Strid

Professor at the department of Language and Culture at the university of Linköping, Sweden

Jan Paul Strid is Professor at the Department of Language and Culture at the University of Linköping. He is also a member of the board of the Center for Environmental and Outdoor education. The foundation desires to increase the awareness and understanding of outdoor environment, and researches are made within the field of toponymics. Toponymics as a term is new, denoting a branch of linguistics that study languages and dialects in relation to society, social environment, landscape and culture. This includes place names, rune stones and dialects. There are several courses in outdoor education at the university of Linköping, for example a master course in outdoor environmental education and outdoor life (40 credits).

What is a landscape? Is it what you see on the surface, or the culture? Place names used today in many cases originate from the bronze age or medieval times. By examining the names of places, you can find useful information that can be interesting if you are doing time travels in that specific place. There is a strong link between language and culture.

Darryl McIntyre

Director of Public Programs, Museum of London, Great Britain

The museum of London is the biggest Open History museum in the world. There are about 140 archeologists working at the museum. London is a very culturally diverse city (52 percent have an Asian or African background), and the museum plays a big part when it comes to issues such as identity and social inclusion. They have about 100 different programs including programs in prisons, for children and for people with a poor background. The outreach programs to schools are free.

The museum has a lot of public activities;

- School boxes – to improve the school's access to real artifacts and objects. Everybody studies history at school, but not everyone has the possibility to experience the history at museums. The boxes include school material, some artifacts and videos. The boxes are government funded and are also funded by sponsorships.
- Community digs.
- Reconstructions

The museum also have a cultural diversity agenda which includes black heritage weeks and a refugee project.

Sigrun Kristiansdottir

Education Manager, National Museum of Iceland

The National Museum of Iceland has recently reopened with new exhibitions and new ideas. The museum aims to increase the interest for Icelandic history and culture, and it has

exhibitions about Iceland from the 10th century up to today. The museum doesn't have any "real" time travels since it's an indoor museum, but with "voices from the past" it is possible to do a small journey in time. Voices from the past are recordings with short stories from different time periods (not authentic of course).

Educational programs

The museum has historical school programs for all ages. The fifth graders get to participate in "the settlement", which is a "hands on" program where the pupils can try on clothes and helmets and play immigrants coming to Iceland. The museum also provides school boxes and gives guided tours.

The museum owns about 40 historic houses all over Iceland, and time travels would be a good way of using these houses. The interest for Iceland's intangible heritage is growing, and time travel methods would be a good way of preserving and caring for Icelandic songs, crafts and cooking.

Summary/ Discussion

This was the final discussion of the symposium to sum up and to discuss ideas for the future.

1. International network in Historic environment Education and Time Travels formed

The question was how to stay connected in the future? A big interest was expressed in continuing with connections in different ways.

The participants decided to form an international network in Historic Environment Education and Time Travels. Everyone that has taken part in the symposium is part of that network. Kalmar County Museum is the coordinator of the network.

2. Report, Deadline February 1st

The aim is to make a report of the symposium, a report that will present the work that is going on in different countries and that also can inspire others in the field of Historic environment education and Time Travels. It was decided that everyone e-mail their presentation to Ebbe Westergren before February 1, 2005 (ebbe.westergren@kalmarlansmuseum.se). The presentations should be in that shape that they could be printed (including pictures). Kalmar County Museum and the Vimmerby Academy try to find financing for printing of the report.

3. Research, international survey (*Questions/ parameters before Christmas*)

An important work for the network is doing research in the time travel method. It was pointed out the importance of empirical results. How does the method influence individuals and the society? How do we measure this? What do students remember and what knowledge do they have after a time travel?

Jon Hunner took the responsibility of working out a possible international survey. The participants of the symposium were asked to e-mail questions and parameters that could be useful in the survey to Jon Hunner before Christmas: jhunner@nmsu.edu

4. Website, Publications

Other ideas for the network: creating a website where news, activities and research in Historic Environment Education and Time Travels could be presented. Maybe even start a periodical publication on the Internet (as part of the website).

5. EU grants

Possible grants were discussed. Jon Hunner will look for possible grants for collaboration EU and the USA.

Eugenia Bolognesi will contact Rebecca Starr and discuss possible EU grants.

Kalmar County Museum will also examine possible EU grants.

6. Next meeting

There was a big interest of more meetings, maybe once a year and rotating between the countries.

Eugenia Bolognesi has the ambition to make a conference at the Swedish Institute in Rome in March 2006 (maybe also with support from the American embassy).

Erkki Lahti wanted another meeting in Vimmerby in 2007, the 100th birthday of Astrid

Lindgren. He also mentioned a possible topic: community development and entrepreneurship.

There are possibilities for others to invite to a meeting in their country (who will do that?)

7. Interesting topics

Several interesting topics to discuss and develop were mentioned:

- Integration
- The methods of Historic environment Education and Time Travels
- Acceptance and implementation of the method. Results
- Community and regional development
- Gender issues

8. More ideas

- Jon Hunner and Nina Clark will apply for presentations of the time travel method at national historical and museums conferences in the USA.
- Is it possible to construct virtual games like the “Age of Empires”, but more historical accurate?

It was stated that the people at the symposium have a common ideological ground with Historic environment education and time travels as a way of learning There are other institutions doing similar kind of things, but maybe not exactly the same. It would of course be interesting to expand the network in the future.