

Bridging Ages  
2009 Conference  
September 11, 2009  
Discussion

Paradigm shift

Facts	→	Skills, challenge
Explain	→	Critical
Reproduce	→	Reflect

What is the role and goal of Historic Environment Education and Time Travels?

What is the social responsibility of these approaches?

What is our contribution, to education, social development?

Comments from small groups

Focus on history and culture with adults and children together.

Be clear about what is time travel.

There are different aspects of every time travel that everyone should be open to.

Small children can do this- i.e. kindergartners.

The connection and appreciation of the environment. This can happen even indoors.

Preservation education aspect of time travel, even if not on an historic site. Sometimes it's ok to do so even if you are not on the site.

We should be aware of whether our role is social or educational.

Critical thinking about time travels. When you time travel, you give them a strong picture of the time and it's an emotional experience. Maybe you are just giving them a strong picture of a particular time. It is important to show them different perspectives- otherwise you don't show them different stories in the curriculum.

Reflection time is very important if you are handling different issues in the time travels.

Difficult issues in time travels, i.e. 1880 wars (or 1918 civil war in Finland). How do you bring these up correctly without hurting people. Are we giving the right image of history if we don't bring up the difficult issues?

Reflected on what Tom talked about this morning. Time travels can be used to awaken interest in history. They can be combined with more traditional methods to awaken interest in more students and motivate them for further knowledge.

Change our way of teach to not just "talk all the time." What is learning?

This paradigm shift is an inevitable shift within education. Why does it take so long for teachers to adopt new methods and get more interest in time travels?

Can have the fun but must keep the facts and knowledge (this is the cake with the whipped cream on top).

Time travels to very difficult times and on difficult topics might be the wrong thing to do since some participants do not take the time travels seriously.

### **Discussion**

Can time travels be a good way to explore difficult topics?

This is a very big step to consider.

Evaluation might need to follow reflection, especially around difficult subjects in history.

Time travels can be a way to take up discussion, but it's important to enlist others to help with the discussions, i.e. psychologists.

Perhaps time travels should be designed to help some view scenarios from another's perspective.

This is a matter of healing- find the perpetrator or other party who were suppressing the story, as a matter of reconciliation. This is a matter of conscience.

Being present is an important aspect of time travels- children are played with, listened to and paid attention to.

Adults and teachers can learn a lot from the experience or participating and learning together.

Problems of past and present are very similar so the time travel can be very useful or positive.

There seem to be many ways to do time travels, because they are site specific and practiced in many different ways.

Time travels can help with paradigm shift to more practical and hands-on.

Encourages the reflecting dialogue.

What are some of the key questions? Earthquakes, democracy, ?

### **Common theme**

Work on something for 2 years.

Each country could choose a critical year for democracy in their country. Seems to be very different for each country. What was a turning point?

Two theme suggestions:

- Bridging, communication, meeting places
- Turning points in history

### **Next conference(s)**

In 2010, there might be a meeting in Sweden pending funding. We'll know more by Christmas and will send information.

In 2011, the Tallinn City Museum invites Bridging Ages members to Tallinn for the 2011 Annual Bridging Ages Conference.