

Newsletter  
June 2023



## Call for papers: Cross-Cultural Relationships throughout History



Don't miss to send a paper and be a part of the 17<sup>th</sup> Bridning ages International Conference. This time the conference is digital so if you have a internet connection you can participate! 12-14<sup>th</sup> September 2023

We also welcome you to the first digital International Conference 12<sup>th</sup>-14<sup>th</sup> September

This digital conference is hosted by Bridging Ages North America.

Read more on the next page.

**In this Newsletter you can also read about:**

**Report from Bridging Ages 4th virtual Annual General Meeting.**

**The first Transnational Time Travel. Sweden, Estonia and Finland – joint in the same Time Travel to the year 1944.**

### **Call for pictures.**

Bridging Ages International have a new website. The same content, new design.

Now more high-resolution photos are needed. Do you have good photos from your region that is allowed to be posted on the web?

Please send them to [bridgingages@kalmarlansmuseum.se](mailto:bridgingages@kalmarlansmuseum.se) along with a description of the picture.

## Call for Papers:

**Cross-Cultural Relationships throughout History in different times and places in the world. For example: Indigenous knowledge systems or cross-cultural communication, cross-cultural conflicts, or cooperation.**

Throughout history different cultures have met, clashed and cooperated creating diverse and complicated relationships. In the Yukon Territory of Canada, host of this digital conference, this effect was notably visible when the stampeders searching for gold began to arrive in 1897. The sudden discovery of mineral riches and the boom towns which followed adversely affected indigenous people in various ways and in different places throughout history. The Klondike Gold Rush is just one example.

Today many places look for ways to reconcile the discrimination of minorities in the wake of mineral extraction or reduce mining's effect on indigenous people and the environment. Within the Bridging Ages network and beyond there are interesting projects focusing on Cross-Cultural relationships past, present and in contemplation of the future.

In this conference we will explore:

**Cross-Cultural Relationships throughout History in different times and places in the world. For example: Indigenous knowledge systems or cross-cultural communication, cross-cultural conflicts, or cooperation.**

We invite both scholars and professionals to submit project presentations, research presentations and Time Travel events related to the theme through Applied Heritage and Time travels. The presentations are supposed to be 15 minutes.

Please send your proposal containing: paper title, a few words about yourself and an abstract of approx. 200 words no later than July 15th to Scott Green at [Bridgingagesuscan@gmail.com](mailto:Bridgingagesuscan@gmail.com).



**Friends  
of  
the  
Klondike  
Corridor**

# Bridging Ages 4th virtual Annual General Meeting

**Thandi Mhkize: “very informative and clear reports”**

**Mahunele Totse: “Thank you for a wonderful meeting, it was on point throughout”**

On 23rd March 2023, twenty-seven participants from ten countries attended the fourth virtual Annual General Meeting. The Bridging Ages network has grown over the last two decades with a current email list of over a thousand persons.

## Accomplishment for the year:

Newsletters have kept the network informed of Time Travel events and information related to the organisation. Four webinars were hosted, a successful conference was held in Türkiye and international training took place coinciding with the conference. The Time Travel Educational Handbook launched at the conference, added to the collection of articles, books and many publications on the Time Travel method. All of this was possible due to years of building a relationship based on trust, mutual respect and a common goal that together we are making a difference. Many are engaged as volunteers – this is a remarkable achievement! A new website, launched at the AGM, is in the process of development. The adoption of the Implementation Plan for 2023 to 2024, together with AGM reports and reports from the countries, are viewable at: [www.bridgingages.com](http://www.bridgingages.com).

## Board Elections

The Board members are elected on a two year, staggered term. Agrita Ozola, Pille Rohtla and Douglas Muwonge have stepped down. We thank them for their invaluable contributions. Bridging Ages welcomes new Board members: Kistine Ozola (Latvia), Saale Randaru (Estonia) and Samson Semakula (Uganda).

## Bridging Ages Board 2023:

President; Gulshera Khan, South Africa; Vice President, Linda Liljeberg Sweden; Monica Mattbäck, Finland; Scott Green, USA; Kristina Ozola, Latvia; Mildred Ayere, Kenya; Hakan Adanir, Türkiye; Saale Randaru, Estonia; and Samson Semakula, Uganda.

Honorary President: Ebbe Westergren, Sweden

Bridging Ages Administrative Secretary is Gabriella Johansson from Kalmar lans Museum.

Thanks and appreciation goes out to all Board members, Kalamr lans Museum and members. Together we can achieve even more.

*Gulshera Khan*

*“I am because we Are”*

# Transnational Time travel to year 1944 in Estonia, Finland and Sweden.

The last two years partners from Estonia, Finland and Sweden have been working together in the project Digital Solutions in Applied Heritage (DISAH). Apart from the partners own work we had one joint product – A transnational Time travel. Can we connect pupils from three different countries in a joint Time Travel? And how? Can we use digital solutions to connect us? There were many questions in the beginning. But somehow we were going to do a Time Travel event connecting pupils in three countries in some way, using the benefits of digital tools.

The first thing we discussed were which year we were going to travel to. We ended up choosing the year 1944. World War II were still ongoing and effected the three counties in different ways and we thought that this transnational time travel could be used to

teach pupils about the history of the neighbouring countries and it also had a relevance with a war in Europe today.

Second, we worked about finding a joint theme. The overall theme became “Being a teenager when the world is on fire”.

The result became a Time Travel made in a workshop format. We were not at the right location for the scenario and we travelled through three counties before the Time travel were finished. The pupils in all three counties had a joint digital introduction through Zoom. The following week the schools in each country made their Time Travel, and then we met digital again to reflect together through Zoom.



*Preparation and training by the project group in Kalmar*



### The Three parts of the scenario were:

#### **Scene One: Estonia 9th March 1944 – The bombing of Tallin**

In the summer of 1941 the German occupation in Estonia began. In March 9-10, 1944, Soviet union bombed Tallin. The March bombing was the largest bombing of Tallinn by the Air Force (more than 250 aircraft) of the Soviet Union during the Second World War. Over a thousand incendiary bombs were dropped on the town, causing widespread fires and killing 757 people. The scenario was places in a shelter discussing, stay or leave?

#### **Scene Two: Finland Sept 1944 - Evacuation of Karelia**

In September 1944, after an armistice between Finland and the Soviet Union, Karelia was to be handed over to Russia and the area had to be evacuated completely. Approximately 407,000 Karelians had to leave their homes due to the Winter War and the Continuation War. This was the second evacuation of Karelia during the war. In the rest of Finland, the people had to share communal houses as well as their own homes with the Kerelians. In This scenario we worked with the division of Karelians.

#### **Scene Three – Sweden June 1944 – being a teenager**

Sweden was not involved in World war II but was of course effected in other ways. During the whole war Sweden were in “readiness”, preparing for the war. In this Scenario we worked with the fact that we can live and act as there is no war, or should I get involved and help more?



### *Here are a summary of how the Estonian Audentes school thought about the experience:*

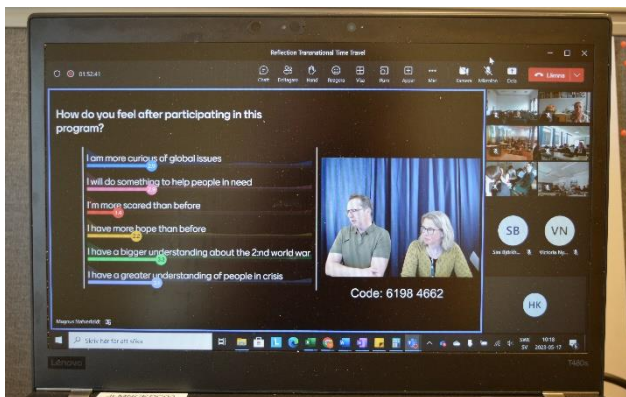
In the morning of 10 May, the pupils of Audentes Private School had gathered in a dreary parking lot when at exactly 10 am air raid sirens began to blast. Luckily, a door opened and the youths were able to escape into bastion tunnels which were built as fortifications in the 17th century and were in fact used as shelter during the 1944 bombing. There was confusion, darkness, cold, people jumbled, and strangers shouting instructions. After discussing how to prepare in case of fleeing Estonia and what the future would bring to ourselves and our country in case of staying, the bombing ended and we were able to come outside. Under the bright spring sun, we ended up in Finland. Firstly, both the local and Karelian families needed to find all their family members, and then the families met people arranging the help of Karelian refugees. Some of the Karelian families had lost their children, others were unsure what to do with their cows and both locals and Karelians were concerned about their husbands and fathers. Fortunately, all the locals were very helpful, and no family was left alone. After all the administration everyone was hopeful, even if a tiny bit insecure or sad. To lift spirits, the kind Lotta gave everybody biscuits. While eating biscuits, the group moved to another place and ended up as youths in Sweden waiting for the priest preparing for confirmation. They were invited to the cinema to see a new movie and encouraged to enjoy the spring and their youth and all in all have fun. However, the priest brought a military recruiter with him who encouraged people to join a military camp to be prepared and to do what is right. After debate everybody was able to make a decision that felt right to them and some even considered that they could do both.

Our students were very fortunate because we had great partners from both Estonian National Museum and Kiek in de K ok Fortifications Museum. Some pupils felt that some of the characters were actors. To make events feel more real and the emotions more immediate,

the lead characters in Finnish time travel spoke some phrases in Finnish. The pupil's feedback shows that the most overwhelming part of the entire event was hiding in the bastions. Probably the actual historical location gave a strong impression. Pupils were grateful for the opportunity to learn outside of school and in a non-auditory manner. Some did not feel they learned anything new but pointed out that the time travel gave them an opportunity to feel the same emotions that people felt in 1944. After being asked to reflect on why such event about historical occurrences is necessary, most

pupils answered that it helps to understand the past better, some also pointed out that it helps to understand the current events and were hopeful that it helps to avoid the same mistakes in the future.

After the Time Travels we met together through Zoom. 8 classrooms, some colleagues were joint in a meeting hosted by Jamtli Museum. They held a digital reflection connecting the time travel to today. It was for example about refugees today and about the ongoing war in Ukraine. This was a comment from Finland: "The digital reflection was different than what I expected" one teacher commented. "Very useful and good questions, which generated a bigger discussion on how and in which way we meet Ukrainian refugees and how learners view the current situation in the world. Also very interesting to hear where the youth get their news! Very useful to know for next year, when we will be studying civic studies".



*The Joint reflection hosted by Jamtli museum, Sweden*

### **About the project – DISAH.**

How can museums stimulate lifelong learning and participation by using digital tools? It is a question that we are currently investigating in an Erasmus+ funded project together with actors from Sweden, Finland and Estonia. The project is called Digital Solutions for Applied Heritage – Exploring Transnational Learning Opportunities. As a result of Covid19, museums quickly needed to find digital solutions to reach out, engage and stimulate learning. Now that the restrictions have eased, there is a need to look at what we can learn from these spontaneous solutions to build something more sustainable and long-term.

In the project, we work on experimentally developing and testing various digital or hybrid digital educational programs. We are also working to get an overview of how museums have developed their digital pedagogy in Sweden, Finland and Estonia and what needs exist to proactively face an increasingly digital future. Based on the results, a handbook aimed at cultural heritage educators will be produced. Within the project, we are particularly interested in how digital tools can stimulate active participation and what we call transnational learning, a learning that builds bridges across national borders by connecting people from different countries.

Gustav Wollentz, Project manager



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