



European
Commission

How to teach Media Literacy to your classroom?

29/10/2021

Laurence Bragard (14h45)





Agenda

1. What is the House of European History?
2. Ice breaker: What did you fake ... ?
3. What does 'Fake' mean to you?
4. Key messages
5. Fake is of all times
6. Learning outcome
7. Practical info





Our history

1935

Opening of the
Dental Clinic
Georges Eastman for
children

February 2007

Idea of the House of
European History
officially launched by
H.G. Pöttering

May 2017

Opening of the
House of European
History to the public





HOUSE OF
EUROPEAN HISTORY

Mission

Become a leading museum on **transnational phenomena** which have shaped the continent

Provide a forum for learning, reflection, and debate

Present Europe's history in a way that conveys a **multiplicity of perspectives**

Document European memories of **shared historical events** and raise awareness about their **variety and diversity**

International Team of 40 people from 18 countries





Exhibitions

Narrative displays of objects, images, audio-visual material and texts in spaces that encourage visitors engagement

Mainly recent history of Europe, not limited to the EU

Largely a chronological narrative, with red threads allowing different depths of reading



Pistol from Sarajevo assassination plot, Belgium, 1910
Heeresgeschichtliches Museum,
Vienna, Austria



Exhibitions



"Joseph's Coat", Darmstadt, 2001,
Ritula Fränkel, Nicholas Morris
House of European History, Brussels,
Belgium



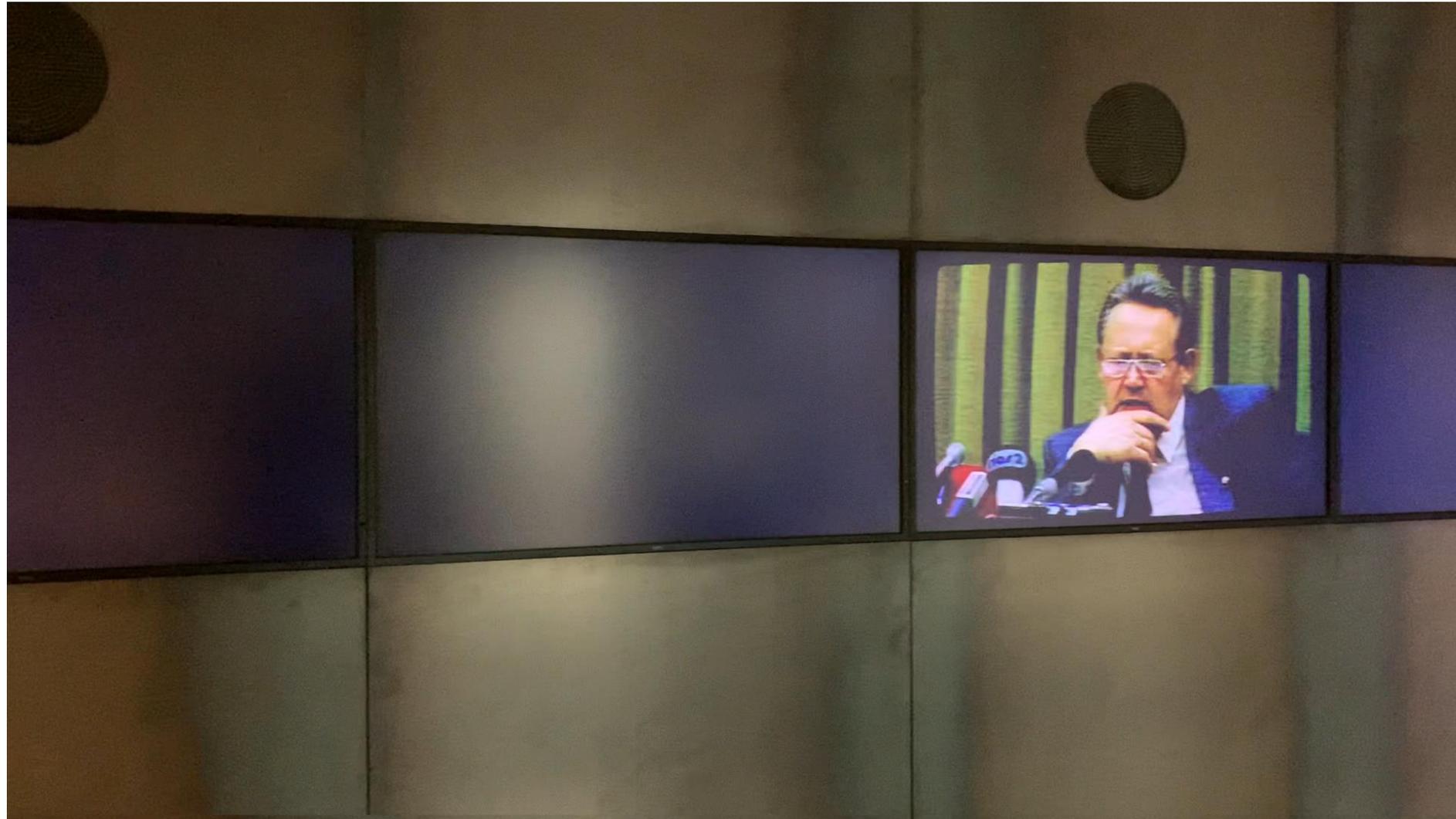
Exhibitions



Zastava 750, produced under licence from FIAT, Yugoslavia, 1978,
House of European History, Brussels, Belgium



Exhibitions



Fall of the Berlin Wall & the Iron Curtain 1989, Video-Installation,
House of European History, Brussels, Belgium



Narrative

Not a summation of national histories: those events and phenomena that have united and divided Europeans in the past

Focus on phenomena that

- (1) are **originally European,**
- (2) that **have spread all over Europe,**
- (3) that **are relevant up to now** and that can be considered as reference points in the **formation of a European consciousness.**





Exhibitions





HOUSE OF
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Online Learning Resources for teachers

1. 'Borders and Bridges' - **Migration**
2. 'Hawks and doves' - **Conflict**
3. 'Treated as equals?' - **Human Rights**
4. 'The power of communication' - **Information technologies**

- Available in the 24 official languages of the European Union
- 15 activities per theme
- Written by the international learning team of the House of European History

www.historia-europa.ep.eu

Discover → Educators & Teachers → Activities for your classroom





HOUSE OF
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Coming to the museum with your class

- Thematic workshops: 'Out of the Display Case'
- Guided tours
- Self-guided visits with activity sheets

Available in DE, EN, FR, NL

90 min

Free of charge





Events

- Provide deeper insights into the exhibition narratives open up to a multiplicity of voices and interpretations on European history
- Enhance active and participatory learning through moments when the museum becomes a thriving gathering place
- Cooperate with a wide range of organisations active in the field of history, citizenship, culture, etc. to act as a platform

Thematic tours, 'Debating history' panels, artistic performances, etc.

Check our website for upcoming events





Online

Use our videos produced for certain dates and special occasions with your students to raise interest for and spark discussion on European History!

Check our **YouTube channel** where you find debates, lectures and video clips - here is a selection on key topics from our permanent and temporary exhibitions:

International Remembrance Day 2019
– traces of Max Fuchs' life during



Europe Day 2020 – European
integration in times of crisis [video](#)



Multilingualism Day 2020 - Linguistic
diversity in European history [video](#)



Human Rights Day 2020 – the
Dreyfus Affair, curator's talk [video](#)

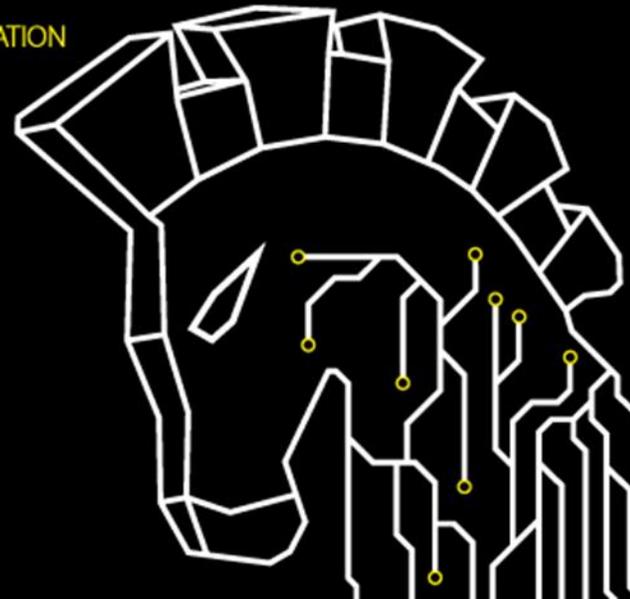




Temporary Exhibition **FAKE (f)or REAL**

While the current quantity of (dis)information is unprecedented, the problem is an ancient one. History is filled with countless examples of fake masquerading as real. The Trojan Horse, a mythological archetype of deception, symbolically links ancient history to very contemporary problems of the internet-dominated world.

**FAKE
OR
REAL**
A HISTORY OF FORGERY AND FALSIFICATION



October 2020 – January 2022



Ice breaker

“What did you fake when you were a student? How old were you?”

Go to www.menti.com and use code

5659 3072

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<https://www.mentimeter.com/privacy>





How do you describe 'Fake'?

Go to JAMBOARD post-its

<https://jamboard.google.com/d/1DnS7Mhm-ViPETc2H7j3u6T7uqx1emadb80hey-V4IXM/edit?usp=sharing>



Watch shop in Fethiye Market, Turkey, 2016
Stuart Black, Alamy Stock Photo



Key messages of the exhibition

1. Explore different intentions to Fake
2. Fake has a long history and is not something new
3. Every time era values it's Fake the most
4. Stimulate critical thinking

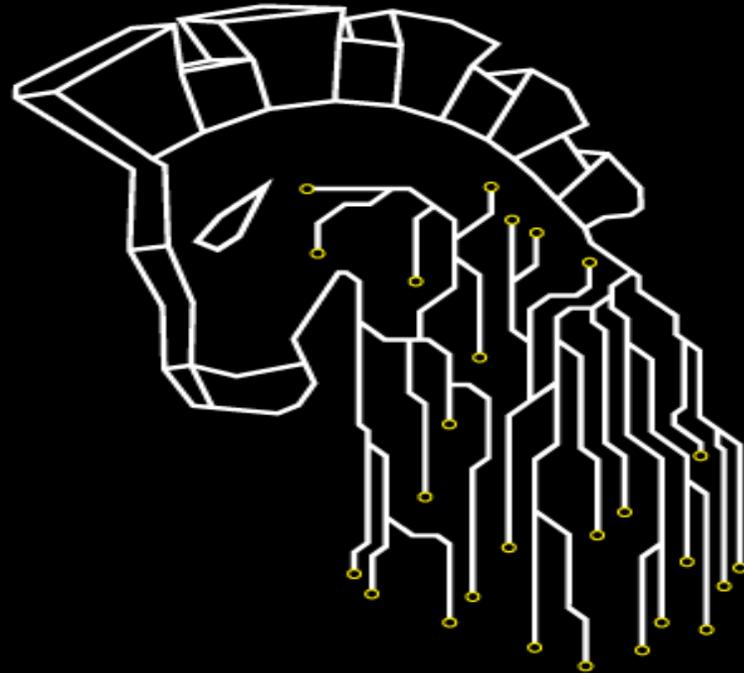




HOUSE OF
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Fake is of all times

**FAKE
OR
REAL**
A HISTORY OF FORGERY AND FALSIFICATION





Fake is of all times





a. Condemned to be forgotten

Second Century

Caracalla makes his brother and co-emperor Geta's face disappear: *damnatio memoriae*

Intention: falsify history with political intention to govern



Statue base with erased names and titles
Fulvia Plautilla Augusta, Pannonia Superior,
Roman Empire, 202 CE
Arheoloski Muzej Zagreb, Croatia

Twentieth Century

Anti-Communist fighter Ioan Pop torn from his wedding photograph by a secret police officer – 1950s, Romania

Intention: Delete political opponents from History



Fagaras, Romania, 1950s
Private Collection of Cornelia-Petronella
Naftanaila, Romania



b. Pamphlets & Trolling

The invention of the printing press

- around 1440
- increases the number of literate European population having access to books, pamphlets and newspapers
- multiplies the sources of information, and ... misinformation

Why?

Lack of content control creates concerns about fake news, distorted realities and hate speech

For example

- Johannes Friedrich Struensee from the area of Denmark-Norway who has been a victim of the print revolution in the 18th century
- He was the first man to allow unrestricted freedom of the press and

Intention: publish false information to discredit public figures



Engraving after Jan van der Straet, *Impressio Librorum*

Inside a printer's shop. Part of a series of prints illustrating new inventions and discoveries.

Antwerp, Belgium, c. 1580-1605

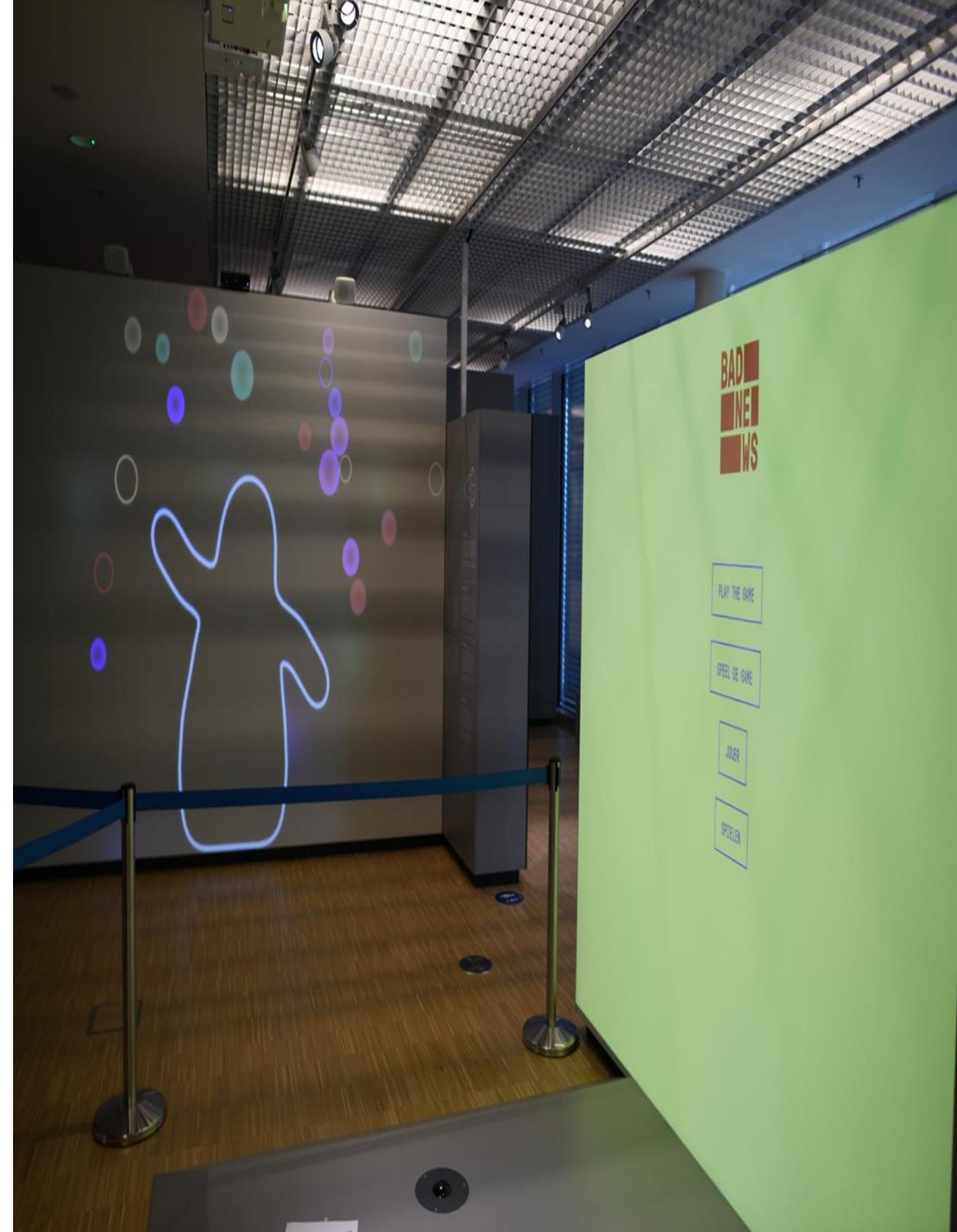
British Museum, United Kingdom



In our bubbles

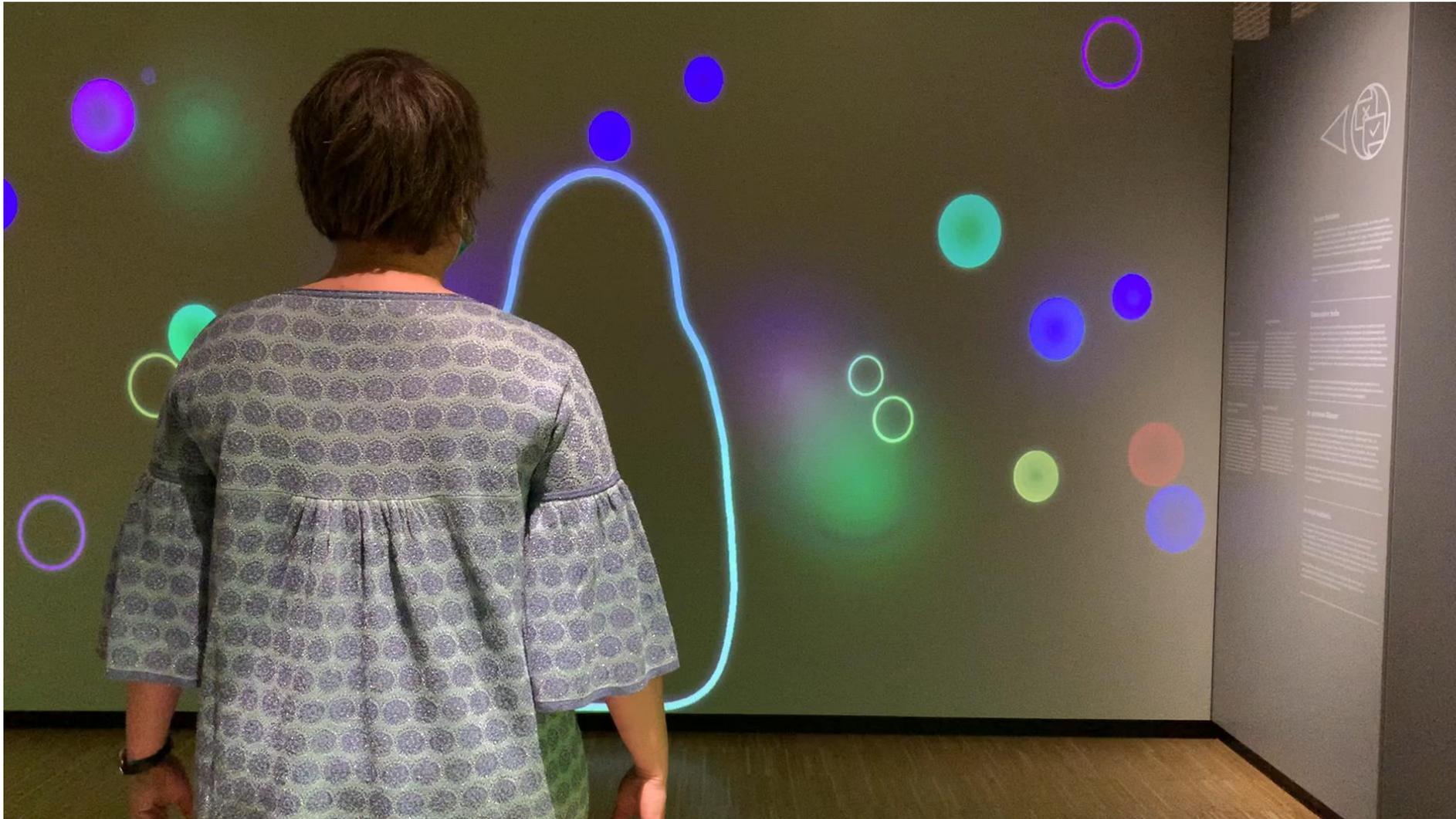
- Social media platforms are great for connecting people
- but they also help to create so-called 'filter bubbles'
- They select information and expose us to things we have already approved and liked in the past
- These filters lead to an illusion of seeing the whole picture, whereas in reality we remain confined to a limited media environment shared with mostly like-minded people

Since such bubbles do not leave much room for diverging views and alternative sources, they provide fertile ground for falsehoods to spread and thrive.





In our bubbles





Han Van Meegeren

- Made millions by selling his paintings as works by old Dutch Masters such as Vermeer
- He fooled art experts and Nazi collectors such as Göring
- When threatened to be charged with collaboration after the war, he confessed to the lesser crime of forgery

- From traitor to national hero

Intention: to make forgeries for personal gain, fame & recognition



Video Han Van Meegeren

The Art of Forgery, excerpt from 'Van Meegeren The Forger Who Fooled the Nazis', BBC Studios, Pacific Quay Productions, Scotland, 2019



c. Fake and fortune

Join our 'Fake or Real' quiz:

Which paintings are a genuine Johannes Vermeer?

Go to www.menti.com and use code **7116 0739**

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Girl with a Pearl Earring, Johannes Vermeer
Oil on Canvas, The Netherlands, c. 1665
Mauritshuis, The Netherlands



Visible thinking

- Essentially, 'visible thinking' **is learner based**
- The starting point is the **thoughts and questions** that the learners have
- **Teaching becomes listening** and the learning happens through talking
- Visible thinking can be used in **all age groups** and content
- What makes them into routines is that they **get used over and over** again in the classroom
- Learners get familiar with them and the routines **become integrated in their learning process**



Han Van Meegeren

Exercise Visible thinking

See - Think – Wonder

1. What do you see? (= observation)
2. What do you think is going on? (= interpretation)
3. What does it make you wonder? (= remaining questions)



Christ and the Woman taken in Adultery, Han van Meegeren
Oil on Canvas, The Netherlands, c. 1942
Museum de Fundatie, The Netherlands



Visible thinking: Guidelines

Learners are shown an image and asked to write down first

- what they **(1) see**
- then what they **(2) think**
- and then **(3) the questions the image triggers in them**

General tips for teachers

- There is no right or wrong comments from students when doing these activities
- Ask open questions
- Use LSD – Technique: Listening / Summarising / Discussing
- Example of questions:
 - Can you really see this?
 - Where in the picture do you see this
 - What makes you say this?



Visible thinking: Why should you do this?

To create a routine of critical thinking in your class



d. **Headline: Your turn!** Write in the chat your own Headline (2 min!)





d. **Headline: Your turn!** Write in the chat your own Headline (2 min!)



Fans bath in the mud in front of the festival camping
Przystanek Woodstock on August 4, 2012



HOUSE OF EUROPEAN HISTORY





A participant looks around while sitting in a bus as policemen stand guard during the annual Gay Pride parade in Kiev on June 23, 2019



Headlines & Snap Judgement,
Fake (F)or Real, 2020-2021
House of European History,
Brussels



Snap judgement

“Our brain has two systems we use to make decisions: the **conscious mind** that we use to **collect information** and weigh the pros and cons, and an **unconscious** that's evolved to make **snap decisions** much more quickly with much less information.

In a lot of situations, we can learn all we need to know in two seconds, in a blink, to make a snap judgement.”

Malcolm Gladwell, *Blink*, 2005



Headline & Snap judgement

Intention: *To make use of images to manipulate the emotions of the viewer which sparks a snap judgement*

To go further

- Check the HEH Youtube Channel: seminar by the neuro-psychologist Margriet Sitskoorn <https://www.youtube.com/watch?v=A996dk8YodM>
- Malcolm Gladwell, *Blink*, 2005

Learning outcomes

1. Raise awareness about how facts, techniques and emotions may be blended in different media
2. Increase competence when navigating the media
3. Increase insight into how different media may be biased and how we are influenced by this



e. Fake Invaders: Poll

News Fact checker

Answer to the poll, be quick, be accurate!

Did you manage?

Go to www.menti.com and use code **2126 2654**

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<https://www.mentimeter.com/privacy>





“The Hand”



Thumbs up

What is the source? Is it satirical? Who is the author and do they even exist? Spelling mistakes often indicate that a source is unreliable. Thumb up if you made these basic checks.



Trust is key

News can be written and edited to be deliberately misleading. Check trustworthy media outlets. The more trustworthy sites reporting the same topic, the more likely it is to be true.



Stay calm

Did you get emotional and react impulsively? Questionable quotes and images can be used to trigger emotional responses that impair a reader's ability to think rationally.



Blaming others

Does an article point the finger at an entire group, for instance Russian, leftists, immigrants or the mainstream media? Generalisations are typical of media that present one-sided opinions.



Pinky promise

If all your values and beliefs are confirmed, check and review your biases before sharing. If the news story is too good to be true, it's often untrue.



What information do you pass on?

- Discuss with your friends first
- think before you share
- report fake stories
- Ask experts and professional fact checkers if you are not 100% sure



“The Hand”

Learning outcome: speediness vs. accuracy

1. The fact that you must take a quick decision to vote goes against the time requested by your critical mind to analyse the information in depth
2. Increase competences when navigating the media

Practical info

To get this learning exercise, send a mail to

Historia-learning@europarl.europa.eu

To listen to the interview of Commissioner Gabriel visiting the Fake (f)or Real exhibition, go here: <https://www.youtube.com/watch?v=sdcGbXe Re4>



Learning outcome

1. Raise awareness about how facts, techniques and emotions may be blended in different media
2. Prepare learners for an active role in society
3. Increase competence when navigating the media
4. Increase insight into how different media may be biased and how we are influenced by this
5. Develop critical thinking skills

FAKE
INVADERS



[HIT ME TO START]





HOUSE OF EUROPEAN HISTORY





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4,6 ★ 4,6 étoiles sur 5 208 avis

PLUS UTILES PLUS RÉCENTS NOTE

AVIS 5 ÉTOILES

 **Anna Sobczak** a donné son avis sur House of European History -  ...
28 janvier · 

Today we took our 2 small kids to the museum (2,5 & 6,5 years old) and the whole family absolutely loved it. The exhibition is really well organised and caters for all the interests. You learn about European ancient history, literature, revolutions across Europe, both World Wars and what it was like to live behind the Iron Curtain. My Kids loved to check where different food comes from and listen to fairytales lying comfortably on a bed. We finished the visit with a great cake and hot chocolate. Definitely coming back soon!

J'aime Commenter Partager



Keep in touch!

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- to get news about our upcoming digital project
- to be informed about our school and learning offer

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**Please fill in the evaluation to help us improve our
programmes**

***How likely would you recommend this online workshop to
your colleagues or friends?***

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Write your answer in the chat

Thank you for your participation!



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Thank you!

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