

# Their Past, Their Memory?, 15 Sept 2017

KCL, London

 **Teaching&LearningWar**  
@teachlearnwar

@ahrcpress event 'Their Past, Their Memory?' @KingsCollegeLon on 15 Sept '17 will use #theirpast2017 for all live tweeting #twitterstorians

8 MONTHS AGO




Giving a conference paper tmr at #theirpast2017 with @juliarsct, on how our PhD research informs our @vimyfoundation teaching & vice versa!  
[pic.twitter.com/Ni9Uv5qYcw](https://t.co/Ni9Uv5qYcw)<https://t.co/Ni9Uv5qYcw>[pic.twitter.com/Ni9Uv5qYcw](https://t.co/Ni9Uv5qYcw)<https://t.co/Ni9Uv5qYcw><https://t.co/Ni9Uv5qYcw>[pic.twitter.com/Ni9Uv5qYcw](https://t.co/Ni9Uv5qYcw)<https://t.co/Ni9Uv5qYcw>

HANNA SMYTH @HANNAMSMYTH · 7 MONTHS AGO

 **Julia Ribeiro**  
@juliarsct

Sneak peek of tomorrow's talk at #theirpast2017 ! [twitter.com/hannamsmyth/st...](https://twitter.com/hannamsmyth/status/908888888888888888)

7 MONTHS AGO

 **Eleanor Rowley**  
@eleanor4peace


Gearing up for a presentation at King's College London tomorrow on heritage education at the @historia1418 #theirpast2017 @H2020\_UNREST

7 MONTHS AGO

 **ForcesWatch**  
@ForcesWatch

Looking forward to roundtable at #theirpast2017 @KingsCollegeLon w @PeaceEduQuaker & @CNDuk - discussing remembrance, peace edu & militarism

7 MONTHS AGO

 **Teaching&LearningWar**  
@teachlearnwar

Excited to welcome all keynotes, chairs & speakers to inaugural event @ahrcpress Network: Their Past, Their Memory? workshop #theirpast2017

7 MONTHS AGO



All set up for today's [#theirpast2017](#) workshop! Now just waiting for the people to put on the badges. [pic.twitter.com/d6Ry5kGUCd](https://pic.twitter.com/d6Ry5kGUCd)

TEACHING&LEARNINGWAR @TEACHLEARNWAR · 7 MONTHS AGO



STU  
@StuartVivers

All set for [#theirpast2017](#) @KingsCollegeLon! Looking forward to all of the papers/talks!  
[@teachlearnwar](#)

7 MONTHS AGO



Badge-wearers are arriving and we're nearly ready to start our day of papers and discussion!  
[#theirpast2017](#) [pic.twitter.com/hHp2Gjxkt0](https://pic.twitter.com/hHp2Gjxkt0)

TEACHING&LEARNINGWAR @TEACHLEARNWAR · 7 MONTHS AGO



Very excited to be at [#theirpast2017](#) workshop today - [@teachlearnwar](#) kicking things off!  
[pic.twitter.com/wabTGbBSf](https://pic.twitter.com/wabTGbBSf)

 ANN-MARIE EINHAUS [@EIN\\_HAUS](#) · 7 MONTHS AGO



**Hanna Smyth**  
[@hannamsmyth](#)

I've been asked to help live-tweet today's [#theirpast2017](#) [@teachlearnwar](#) conference at KCL today!  
First up, Catriona Pennell welcoming us!

 7 MONTHS AGO



**Legacies of War**  
[@LegaciesofWW1](#)

Looking forward to a day discussing teaching & learning war [@teachlearnwar](#) [#theirpast2017](#)

 7 MONTHS AGO



**doni**  
[@laddoni](#)

[@teachlearnwar](#) starting the Teaching and Learning War Research Network [#theirpast2017](#)

 7 MONTHS AGO



**Hanna Smyth**  
[@hannamsmyth](#)

[@teachlearnwar](#) Now starting keynote 1 [#theirpast2017](#): Professor Peter Hopkins, University of Newcastle

 7 MONTHS AGO



**Teaching&LearningWar**  
[@teachlearnwar](#)

First keynote: Prof [@hopkinspeter1](#) from [@Uni\\_Newcastle](#) on 'Critical reflections on involving young people in research' [#theirpast2017](#)

 7 MONTHS AGO



Great to be at the first [@teachlearnwar](#) event [#theirpast2017](#) [pic.twitter.com/1AeUpDGXUY](https://pic.twitter.com/1AeUpDGXUY)

 FORCESWATCH @FORCESWATCH · 7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@teachlearnwar](#) Hopkins is speaking on "critical reflections on involving young ppl in research". He specializes in young people's geographies [#theirpast2017](#)

 7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@hopkinspeter1](#) challenging exclusion of young people from political debates, esp. w/ regard to experience of war and conflict [#theirpast2017](#)

 7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@teachlearnwar](#) Hopkins now smashing assumptions about how to research with children. They don't ALL like to draw! [#theirpast2017](#)

 7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@teachlearnwar](#) Hopkins: your own opinion on the role of children in society will influence the research you do on/with children [#theirpast2017](#)

 7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Don't make assumptions about what young people like to do when working with them in research, argues [@hopkinspeter1](#) [#theirpast2017](#)

 7 MONTHS AGO



**doni**  
@laddoni

Prof. Peter Hopkins on involving young people in research [#theirpast2017](#)

 7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Young people may not think/work quite like adults, but often adult methodologies work fine - key to take them seriously. [#theirpast2017](#)

 7 MONTHS AGO





Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins: methodologies for interviewing kids & adults not always different. Kids sometimes feel patronized. Just ask the q's! #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

@hopkinspeter1: Young people see through well-meaning but patronising approach to participatory research. #theirpast2017

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Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins: +considerations: vulnerable young ppl, tensions between protection & participation; physical/structural vulnerability #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Tension between child protection & desire to work with children & young people: important to be aware of power relationships. #theirpast2017

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Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins: must stay aware of multiple inequalities between researcher and child when researching. #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins: remember that power differences remain even at the interpreting-data stage of a research project. #theirpast2017

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Susannah Wright  
@susannahwright

#theirpast2017 @brookes\_edu Peter Hopkins - power dynamics and res methods with children - can be sim issues to think through as with adults

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Teaching&LearningWar  
@teachlearnwar

How can we give back to teachers and young people who participate in research? @hopkinspeter1 on compiling research protocol #theirpast2017

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Teaching&LearningWar  
@teachlearnwar

Check out this guide to researching in partnership with young people:  
[eprint.ncl.ac.uk/pub\\_details2.a...](http://eprint.ncl.ac.uk/pub_details2.a...) by @hopkinspeter1 et al #theirpast2017

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Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins now introducing "guide to involving young people in research" protocol that he developed w/ a class he worked with #theirpast2017

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@teachlearnwar

@hopkinspeter1 notes that many young people already know a lot about the methods and aims of research #theirpast2017

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Teaching&LearningWar  
@teachlearnwar

Young people's views on how to treat them with respect tallies with tenets of research ethics, notes @hopkinspeter1 #theirpast2017

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Hanna Smyth  
@hannamsmyth

@teachlearnwar Hopkins: kids he worked with much preferred focus groups to interviews. Yet researchers gravitate to interviewing, usually #theirpast2017

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@teachlearnwar

Young people tend to prefer focus groups to interviews; group-based conversations put less pressure on them. @hopkinspeter1 #theirpast2017

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Hanna Smyth  
@hannamsmyth

@teachlearnwar Giggles in room now as Hopkins reports kids he worked w/ adamantly listed "having a uni degree" as a req for talking to them! #theirpast2017

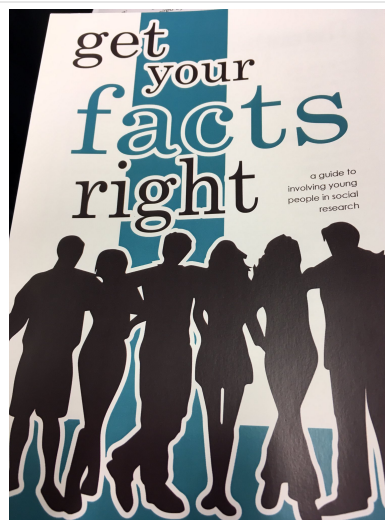
7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

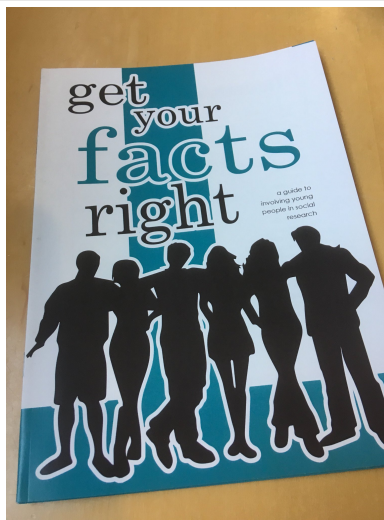
@teachlearnwar Hopkins: don't forget that young people are political. 15 year olds are aware and politicized- do not discount that. #theirpast2017

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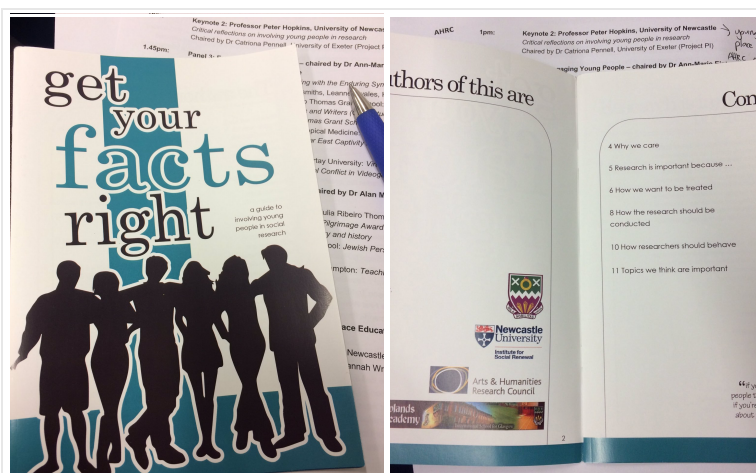
Peter Hopkins on how we should approach research with young people. They know more than we think they know! #theirpast2017 [pic.twitter.com/7btcdqLByL](https://pic.twitter.com/7btcdqLByL)

DONi @LADDONI · 7 MONTHS AGO



Brilliant guide to involving young people in research from [@hopkinspeter1](#), speaking at [#theirpast2017](#) workshop. [pic.twitter.com/QCBXiWciwr](https://pic.twitter.com/QCBXiWciwr)

ANN-MARIE EINHAUS @EIN\_HAUS · 7 MONTHS AGO



[@teachlearnwar](#) Yesssss handouts! Thanks Prof Hopkins for sharing the end result of his protocol development w/ young people! [#theirpast2017](#)  
[pic.twitter.com/L3NdIXUTzC](https://pic.twitter.com/L3NdIXUTzC)<https://t.co/L3NdIXUTzC>[pic.twitter.com/L3NdIXUTzC](https://pic.twitter.com/L3NdIXUTzC)

HANNA SMYTH @HANNAMSMYTH · 7 MONTHS AGO



**Teaching & Learning War**  
[@teachlearnwar](#)

[@hopkinspeter1](#) points to new OA journal Research for All: [ucl-ioe-press.com/research-for-a-...](https://ucl-ioe-press.com/research-for-a-...)  
[#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
[@hannamsmyth](#)

[@teachlearnwar](#) Now opening floor to questions for Hopkins [#theirpast2017](#). See [@teachlearnwar](#) tweet for link to PDF of Hopkins' handout!

7 MONTHS AGO



**Julia Ribeiro**  
[@juliarsct](#)

Great start to [#theirpast2017](#) with a keynote by Peter Hopkins on how to involve young people in research.

7 MONTHS AGO



**Julia Ribeiro**  
@juliarsct

Peter Hopkins argues that GeoPol focuses on important actors and ignores young people and that must change [#theirpast2017](#) [@teachlearnwar](#)

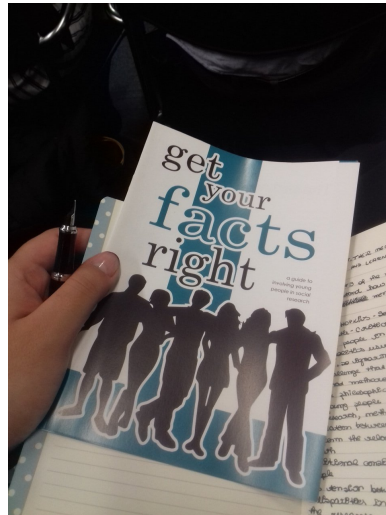
7 MONTHS AGO



**Julia Ribeiro**  
@juliarsct

Peter Hopkins: Perspective on the role young people play in society informs the way we conduct research [#theirpast2017](#)

7 MONTHS AGO



Booklet produced by Peter Hopkins + 15-year-olds on how to involve youth in research. Available online! [#theirpast2017](#) [pic.twitter.com/l8mBsT0fAK](https://pic.twitter.com/l8mBsT0fAK)

JULIA RIBEIRO @JULIARSCT · 7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@teachlearnwar](#) Thanks for a fantastic keynote [@hopkinspeter1](#)! [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Discussion w/ [@hopkinspeter1](#) turns to snobbery about research methods. Ultimately we shd use what works with/for young people [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Discussion w/ [@hopkinspeter1](#) Short surveys (up to 10 questions) likely to get better responses from young people. [#theirpast2017](#)

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**Julia Ribeiro**  
@juliarsct

Peter Hopkins: young ppl experiencing research fatigue, especially when they don't get feedback or results [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Next up after a short break: our panel on Education, with [@a\\_d\\_phipps](#), [@dunleavydan](#), Dr Peter Edwards and Dr Jason Todd. [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Now setting up for "Panel 1: Education". Bonus points for chair James Wallis, who is stepping up last min into chair role! [#theirpast2017](#)



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@teachlearnwar

Next up Dr Peter Edwards, 'Field Trips and Felons: contrasting approaches to Great War in Colleges and High Security Prisons' [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

First up on panel 1: Peter Edwards, battlefield guide and former teacher, speaking on diffs working w/ students & prisoners [#theirpast2017](#)



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@teachlearnwar

Peter Edwards: firm believer in value of teaching [#WW1](#), but view on it subject to generational/regional differences [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Edwards: we have a generational problem w/ the FWW. 50-yr-olds remember growing up w/ family access to veterans. Diff now. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Edwards: [#FWW](#) teaching is problematically formulaic. Doesn't teach students to think of hist as grey and overlapping spheres [#theirpast2017](#)



7 MONTHS AGO



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@teachlearnwar

Peter Edwards notes compartmentalisation of teaching history within syllabus, one unit at a time. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Edwards: [#FWW](#) is amazing to teach b/c it's so interdisciplinary. [I literally can't fit his disciplines list into this tweet] [#theirpast2017](#)



7 MONTHS AGO



doni  
@laddoni

Dr Peter Edwards talking about the interdisciplinary nature of teaching the First World War. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Edwards: outdoor teaching is valuable. Historians must \*always\* be wondering what happened underneath their feet. [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Peter Edwards on field trips as his favoured teaching vehicle: educational experience, \*not\* ritualised rite of passage. [#theirpast2017](#)



7 MONTHS AGO



**doni**  
@laddoni

Move away from the ritualisation of teaching the First World War of bus tour, cemetery etc. Avoid the honeypots! [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Edwards: "avoid the honeypots. Taking students to Thiepval is a formula for creating students who think 'I've done the #FWW'" [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Edwards recommends avoiding 'honeypots' of battlefield tours. Big sites like Thiepval encourage simplistic 'box ticking'. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Edwards now espousing the teaching potential of visiting Mametz and Verdun [#theirpast2017](#)



7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) FWW tours - should be opportunity for teaching and learning, compact, manageable environments useful



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**Teaching&LearningWar**  
@teachlearnwar

Edwards stresses value of compact, manageable sites off the beaten track for trips with young people. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Edwards: "contextualise, link, develop". Don't silo 1914-18, create broader links when developing battlefield itineraries [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Use field trips to contextualise, link and develop, argues Peter Edwards. Why not finish trip in Berlin to tie up loose ends? [#theirpast2017](#)



7 MONTHS AGO



**Simon Bendry**  
@WW1\_Education

[@hannamsmyth](#) [@teachlearnwar](#) Do take a look at these tweets and follow the hashtag [#theirpast2017](#) Some interesting and thought provoking material.



7 MONTHS AGO





**Hanna Smyth**  
@hannamsmyth

Edwards: "with student programs, make sure you have NO CLEAN BREAKS and LOTS OF COMPLICATED CONCLUSIONS!" [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Discussing [#WW1](#) with young offenders offers safe ground for necessary discussions about social issues, argues Peter Edwards. [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Edwards now shifting to talk about working w/ prisoners. Some are veterans, so have killed both legitimately & nonlegitimately. [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Peter Edwards concludes by noting that we have to change approach to [#WW1](#) battlefield tours as society changes. [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Next up: [@dunleavydan](#) on 'Where is war? We are war': Teaching and learning the human experience of war in the classroom [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Next up on panel 1: Daniel Dunleavy, PhD student at Kent, on teaching & learning human experience of war in classroom [#theirpast2017](#)

7 MONTHS AGO



**ForcesWatch**  
@ForcesWatch

Daniel Dunleavy at [#theirpast2017](#): 'how does one teach and learn the actual lived experience of war?'

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**Teaching&LearningWar**  
@teachlearnwar

[@dunleavydan](#): can students ever tap into lived experience of war, and can they do this from the classroom? [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@dunleavydan](#) talks about undergraduate module 'Humans and War', which challenges notion that war happens elsewhere. [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Dunleavy now surveying case studies of different students' reactions to the war. [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Dunleavy: each student found a different loci for war experience [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Dunleavy: if a student's very existence is a result of war experience, their very bodies are sites of war memory [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Dunleavy discussing challenging dominant narratives in Int'l relations and war studies re: "war is 'over there', not here" [#theirpast2017](#)



7 MONTHS AGO



**doni**  
@laddoni

Daniel Dunleavy on Where is War? We are War. Teaching the human experience of war in the classroom [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@dunleavydan](#) stresses value of learning war through case studies of personal relevance to young people: games, family history [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Dunleavy: students concluded there is a diff between experiencing "war & suffering" and "war" [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Dunleavy: "war lives on, and can define who we are" & "experience of war can also be found in love & community" [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

[@dunleavydan](#) on challenging the idea of a war-free West through simple everyday objects and family history [#theirpast2017](#)



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**Eleanor Rowley**  
@eleanor4peace

[#theirpast2017](#) [@teachlearnwar](#) [@HumansAtWar](#) Questioning the narrative of a 'war-free West'



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**Hanna Smyth**  
@hannamsmyth

Next up is Jason Todd (also repping [@UniofOxford](#), woooo!), on handling complexity, widening horizons, & student desires [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Now listening to Dr Jason Todd on Handling complexity & widening horizons of the First World War, respecting student desires [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

[@UniofOxford](#) Todd: spent 19 years as classroom teacher. Fascinated by examples of family memory he witnessed. [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@UniofOxford](#) Todd: semantics are important. He is looking at remembering, rather than memory. Building on definitions by [@UBC's](#) Seixas. [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Jason Todd on researching young people's historical consciousness - [#WW1](#) boils down to 'guns, death & trenches' [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

[@UniofOxford](#) [@UBC](#) Todd: for young ppl, [#fww](#) is European. Not enough sense of how it was a global conflict. [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

[@UniofOxford](#) [@UBC](#) Todd listing FWW tools for student prior knowledge: pop culture, poetry, remembrance ceremonies [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Todd: young people construct meaning around building blocks: Haig, Owen, Somme, Blackadder, remembrance ceremonies for [#WW1](#) [#theirpast2017](#)

7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) Jason Todd on students' understanding of significance of First World War; shadow of WWII, hard to see distinctiveness of WWI

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**Hanna Smyth**  
@hannamsmyth

Todd: students having trouble seeing through the shadow of the Second World War to reach the [#FWW](#). [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Todd: BAME students often not aware that their families' countries of origin were involved in [#FWW](#); they express disconnect [#theirpast2017](#)

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Teaching&LearningWar  
@teachlearnwar

Todd: ethnic minority students (sometimes erroneously) think they have no personal/family links w/ war and hence don't engage [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Todd has given us a handout of unusual student survey responses and analysis, very interesting read! [#theirpast2017](#)

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Teaching&LearningWar  
@teachlearnwar

Fascinating insights shared by Todd on researching young people's understanding of war through ethnographic portraits. [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Todd: young people want history to be used as a tool to navigate the present. [#theirpast2017](#)

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Teaching&LearningWar  
@teachlearnwar

Todd on history education: young people want to use history as a tool to navigate the present. [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Todd quoting Winter, arguing that social memory is not a one way process, and highlighting the role of migration. [#theirpast2017](#)

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doni  
@laddoni

Dr Jason Todd - Handling Complexity and Widening Horizons of the First World War. Social memory and stories in the classroom [#theirpast2017](#)

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Peter Hopkins  
@hopkinspeter1

[@teachlearnwar](#) [@Uni\\_Newcastle](#) Thanks for being such an engaging audience. Great questions!

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Hanna Smyth  
@hannamsmyth

Todd: knowledge of the subject ([#FWW](#)) very important of course. But so is knowledge about the students. [#theirpast2017](#)

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Teaching&LearningWar  
@teachlearnwar

Todd urges history teaching that incorporates both knowledge of war \*and\* knowledge of students & their needs. [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Todd: "how far does the FWW cast a shadow on the world I live in?". Innovative inquiry project with year 8s [#theirpast2017](#)



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doni  
@laddoni

Dr Jason Todd questions how long is the shadow of WW1? How does it impact the world we live in? [#theirpast2017](#)



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Hanna Smyth  
@hannamsmyth

Todd demonstrating value when teaching [#FWW](#) of anchoring complexity within individual stories. [#theirpast2017](#)



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Teaching&LearningWar  
@teachlearnwar

Final speaker of panel 1 is [@a\\_d\\_phipps](#) on difficult histories, national identities and multicultural Britain [#theirpast2017](#)



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Hanna Smyth  
@hannamsmyth

Last up on panel 1 is Amanda Phipps, U of London: difficult histories, natl identities and multicultural Britain [#Theirpast2017](#)



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Teaching&LearningWar  
@teachlearnwar

[@a\\_d\\_phipps](#) outlines her research on how theatrical performance helps engagement with history among 11-14yr olds. [#theirpast2017](#)



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doni  
@laddoni

Dr Amanda Phipps - Sharing our past, present and future: difficult histories, national identities and multicultural Britain [#theirpast2017](#)



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Hanna Smyth  
@hannamsmyth

Phipps: discussing her research in classrooms, on family connections (or lack) to the FWW and how this impacted knowledge [#theirpast2017](#)



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Hanna Smyth  
@hannamsmyth

Phipps: ppl are linked to their nation in diff ways. When fam links to UK not extend back to FWW, it's related to differently [#theirpast2017](#)



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Teaching&LearningWar  
@teachlearnwar

[@a\\_d\\_phipps](#) on teachers' strategies of dealing with ethnic diversity in teaching about war: pushing beyond existing resources [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Phipps discussing teacher response to lack of resources for teaching African & Caribbean FWW hist [#theirpast2017](#)

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**Susannah Wright**  
@susannahwright

[#theirpast2017](#) Amanda Phipps - population diversity problematises aims of 'coming together' in FWW commemoration; value of creative teaching

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**Legacies of War**  
@LegaciesofWW1

Fascinating accounts by Jason Todd & Amanda Phipps of how UK schoolchildren from diff backgrounds do & do not relate to WW1 [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Phipps discussing YouTube videos made in response, & complicated relationship to race and colonialism they elicited [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Phipps: case study of Muslim girls' school. Difficulties feeling welcome at community remem events hampered use in teaching [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@a\\_d\\_phipps](#) on successful use of living history session in all-girls Muslim school to make [#WW1](#) teaching meaningful to pupils [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Phipps: her case studies demonstrate importance of recognizing and catering to distinctiveness of diff schools and pupils. [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Phipps: important to note success of creative/informal learning methods both classrooms used to engage with the war [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@a\\_d\\_phipps](#): 'essential to recognise the past can't simply be mapped onto the present in Britain' [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Chair James Wallis now opening the floor for questions for [#theirpast2017](#) Panel 1 ("Education")

7 MONTHS AGO





Teaching&LearningWar  
@teachlearnwar

Panel 2: Museums in jam-packed programme, with case studies of [@UkNatArchives](#), [@LeedsMuseums](#) and [#WW1](#) museums more broadly. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Important issue in teaching war in history lessons: possibility of students having personal experience of war in the present. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Edwards: need to remember that class is just as important a prism through which past is viewed as ethnicity/race/religion. [#theirpast2017](#)

7 MONTHS AGO



Julia Ribeiro  
@juliarst

First panel of [#theirpast2017](#) on Education. Peter Edwards contrasts 6th form field trips and education in high security prisons

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Now starting Panel 2 [#theirpast2017](#). It's on museums, so I am JUST A LITTLE BIT EXCITED

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Now speaking: Katie Fox & Louise Bell from [@UkNatArchives](#) on 'nostalgia for mud': allotments as a site of educational memory. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Katie Fox outlines innovative teaching about war carried out by [@UkNatArchives](#) based on archival holdings around rationing. [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Panel 2 chair is Alison Kitson. First up is Katie Fox, [@UkNatArchives](#), on allotments and educational memory. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Katie Fox: National Archives sessions responded to local schools' interests and Key Stage 2 History curriculum on [#WW2](#). [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@UkNatArchives](#) Fox describing a family day trail they created based on archival material: goal was to get stamps in "ration book" [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Katie Fox: students' learning about #WW2 rationing @ @UkNatArchives structured around central question: was rationing fair? #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: team developed learning activity for key stage 2, on children & rationing in #SWW. Central q: was rationing fair? #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: key archival document used in the activity was an allotment plan, which was specifically created for women & children #theirpast2017

7 MONTHS AGO



doni  
@laddoni

Katie Fox from the National Archives on a great project on allotments (and rationing) as a site for educational memory #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

The vagaries of teaching allotment history in action: Katie Fox on @UkNatArchives allotment caterpillar infestation. #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: part of activity was practical, outdoors in the archives' allotment ("Weeding or whatever we didn't feel like doing"! 😊) #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: at end of activity, students had to vote whether rationing was fair or not, and provide justification. Mixed opinions! #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: & those opinions=+mixed than votes at beginning. Role-playing, outdoor practical, and justifying to peers all factors #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Fox: allotment has been central to our #foodinwartime schools educational programs. Students made reasoned value judgements #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Now on to Esther Amis-Hughes from @LeedsMuseums on Youth Engagement through co-curation #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Next up is Esther Amis-Hughes, @LeedsMuseums, "youth engagement through co-curation" [#theirpast2017](#)

7 MONTHS AGO



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@teachlearnwar

Amis-Hughes: deep belief in co-curation as good museum practice and chance to enhance engagement. [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: works with "Preservative Party", weekly group of 14-24 yr olds, originally founded as part of cultural Olympiad [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes on work w/ 'Preservative Party' engagement group going strong since 2010, mixed ages & abilities, self-selecting [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: "young people having a voice" was a crucial principle of Leeds City Council's FWW centenary plans [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes on importance of allowing young people a voice in shaping remembrance: Leeds 'In Their Footsteps' exhibition. [#theirpast2017](#)

7 MONTHS AGO



Legacies of War  
@LegaciesofWW1

Esther Amis-Hughes being a brilliant advocate for co-curation in museum exhibitions via @presparty [#intheirfootsteps](#) [#theirpast2017](#)

7 MONTHS AGO



doni  
@laddoni

Esther Amis-Hughes on the use of co-curation and youth engagement at Leeds Museums and Galleries [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: "our [#FWW](#) exhibit was co-curated by youth; but the [#FWW](#) curators had been waiting 25 years for this!" Hahaha [#theirpast2017](#)

7 MONTHS AGO



Susannah Wright  
@susannahwright

[#theirpast2017](#) Esther Amis-Hughes on co-curating a WWI exhibition with young people; huge benefits, practical difficulties!

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: for #FWW exhibit "In Their Footsteps" youth decided to start w/ end in planning: what did they want ppl to feel? #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes: emotional investment and shared responsibility leads to real sense of ownership in co-curating. #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

am wincing in sympathy w/ Amis-Hughes' description of risk assess needed due to huge amount of responsib.given to youth vols! #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes: young people, given a chance, can help convey an emotional connection and sense of relevance to wider audience. #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: huge amount of responsibility given to youth co-curators created huge amount of pride and connection #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes: young people know what resonates with other young people, much better than professional curators do. #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes: personal stories chosen by volunteers took the exhibit in a completely different direction & benefited visitors #theirpast2017

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Hanna Smyth  
@hannamsmyth

Amis-Hughes: constant challenging and questioning of exhibit development process by volunteers improved work of professionals #theirpast2017

7 MONTHS AGO



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@teachlearnwar

Central lesson conveyed by Amis-Hughes: benefits of co-curating are worth the risk assessments & staff time involved! #theirpast2017

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Amis-Hughes now covering challenges of co-curation process; love how she stated she left less time for this b/c so passionate #theirpast2017

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Amis-Hughes: youth engagement is crucial, but has to recognise & respect boundaries.  
[#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Last up on Panel 2 is [@eleanor4peace](#) on addressing visitor experience in [#FWW](#) museums!  
[#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Last speaker before lunch break: [@eleanor4peace](#) on addressing the visitor experience in First World War museums. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) Her case study for today's talk is [@historial1418](#) and UK young people's visiting experiences [#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

[@eleanor4peace](#)'s research investigates micro-level memory practice in young people's learning about war via museums. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) [@historial1418](#) Eleanor is just starting year 2 of PhD. Giving helpful overview of research design and relevant theory [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) [@historial1418](#) Rowley: focusing on memory as a process; as a verb, not a noun.  
[#theirpast2017](#)



7 MONTHS AGO



doni  
@laddoni

Eleanor Rowley discussing the collective remembrance and memory practice. Macro and Micro levels. [#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Concept of memory as a practice/process as central to [@eleanor4peace](#)'s research - studies at micro level are still rare. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) Rowley: lots of work to do on history and heritage education as sites of micro-level memory practice [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@eleanor4peace Heritage education is coming up as central policy during #FWW centenary, so is important to examine critically #theirpast2017



7 MONTHS AGO



**Susannah Wright**  
@susannahwright

#theirpast2017 Eleanor Roley - heritage education in cultural policy in UK in WWI centenary but importance of micro-level studies too



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@eleanor4peace Rowley discussing tensions of UK pupils coming from nationally-framed #FWW ed context, into adamantly transnational Historial #theirpast2017



7 MONTHS AGO



**Ann-Marie Einhaus**  
@ein\_haus

Enjoying @eleanor4peace's talk on history education in one of my favourite museums, the Historial in Peronne. #theirpast2017



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@eleanor4peace Rowley: Historial emphasizes shared culture both in trenches and on home front, across belligerent countries #theirpast2017



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@eleanor4peace Rowley now outlining her 4 research questions [I think these are each so big and awesome, could be 4 PhDs!] #theirpast2017



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Young people 'active agents' in @eleanor4peace's research, which explores input of teachers, Heads of Dept too. #theirpast2017



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@eleanor4peace Rowley: planning to use the "grounded theory" model to process data- and would love to hear advice on using it! #theirpast2017



7 MONTHS AGO



**ForcesWatch**  
@ForcesWatch

particularly given cuts to funding for youth work, cadet expansion & increase in military programmes, #theirpast2017 @EstAmis\_Hughes #3



7 MONTHS AGO



**Julia Ribeiro**  
@juliarst

Great to see the @historial1418 being described at #theirpast2017 as a "myth-busting museum"! #monmuséepreferé #commechezmoi



7 MONTHS AGO





Teaching&LearningWar  
@teachlearnwar

Best thing about [#theirpast2017](#) so far: we can already see connections being made between researchers & practitioners, past & future research.

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) Rowley is too early in PhD to have findings ready, but concluded with a slide of intuitions; great work-around! [#theirpast2017](#)

7 MONTHS AGO



ForcesWatch  
@ForcesWatch

Work by [@EstAmis\\_Hughes](#) [@LeedsMuseums](#) encourages critical thinking, confidence, learning - and vitally, is free. #4 [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@eleanor4peace](#) And that's all for Panel 2, Q&A and then lunch. Back at 1 for Panel 3, "Engaging Young People"! [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Interesting debate about the afterlives of museum projects, for both researchers and curators. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Broad question raised: Will memory of [#WW1](#) and [#WW2](#) become exploited for political purposes? How can museums respond? [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Young people are pretty savvy in spotting political manipulation - museum resources can help them make up their own minds. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

And it is time to break for lunch to refresh ourselves for part 2 of [#theirpast2017](#)! Back shortly...

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Back from our lunch break for keynote 2: Dr Alan McCully on the interface between history encountered inside & outside school [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

We are back from lunch at [#theirpast2017](#) - and sorry for the quickly typed mistake in my previous tweet, we have keynote 2 next, not Panel 3!

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Keynote 2 [#theirpast2017](#): Alan McCully, Ulster University, "researching the interface btw hist learned in school and encountered in street"



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

From research to practice: Alan Cully on decade of centenaries in an Ulster context. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully starting off with context of [#FWW](#) centenary for Ireland: the "decade of centenaries" [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

McCully: civil society in Ireland has played huge part in opening up past conflict inc [#WW1](#) to new perspectives & imaginings. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully: challenges of teaching this hist in contested society: there are 2+ "natl" narratives; past used to justify politics [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

McCully: students carry many different perspectives on the past into the classroom, learnt in the community. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully: and another challenge is the selectiveness of family memory transmission. [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully referencing Wertsch (2002), on "narrative schematic templates" [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

McCully on Wertsch (2000): appropriation vs. resistance to dominant narrative; can be applied to views on past conflict. [#theirpast2017](#)



7 MONTHS AGO



**doni**  
@laddoni

Dr Alan McCulley, fascinating talk on researching the interface between history in school and that encountered in the street [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully now overviewing project methods and data analysis. Notably, students were interviewed in pairs [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: student interviews involved a sorting task with images they would have encountered in school vs in community [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: students valued school over 'street' hist. "School is where you hear both sides", they said [#theirpast2017](#)



7 MONTHS AGO



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@teachlearnwar

McCully: work with students aged 11-14 showed young people often aware of use of history f/ manipulative purposes in present. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: limitations of the research method: students were \*selectively\* drawing on their previous school learning [#theirpast2017](#)



7 MONTHS AGO



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@teachlearnwar

McCully: young Irish people happy to be challenged, but also difficult to overcome history learnt in their community. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: students had difficulty moving past hist they learned in their communities, did not always welcome challenges to it [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: students were frustrated by the inadequacy of how the recent past was explained to them in school. [#theirpast2017](#)



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@teachlearnwar

McCully: classroom history needs to tackle the affective dimension of learning to enable cognitive dimension to be realised. [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully now giving quotes from student responses, to illustrate how fam-based (& sometimes problematic) student [#FWW](#) info was [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

McCully: Irish teenagers from nationalist background distinguish between British army today and #WW1 army. #theirpast2017

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully now discussing complications of religion in terms of perceptions of impetus and justification re: FWW in 🇮🇪 #theirpast2017

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully: students often could not move past their ideas of "two communities" and two narratives of #FWW and Ireland #theirpast2017

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**Teaching&LearningWar**  
@teachlearnwar

McCully: school history of conflict should be about complexity, interpretation & debate; challenging monolithic views. #theirpast2017

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Love this. McCully: history should challenge monoliths, reveal individual agency #theirpast2017

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

McCully: history should look for the mavericks: find those who acted differently from their dominant communities #theirpast2017

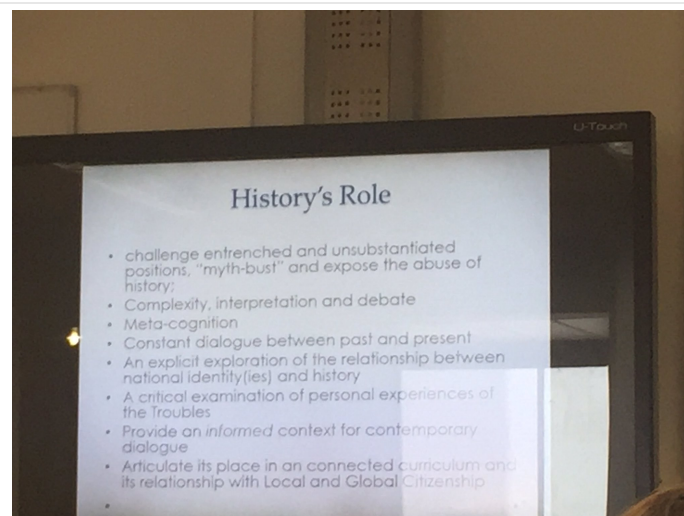
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**Teaching&LearningWar**  
@teachlearnwar

McCully on meta-cognition: students must gain awareness that their own background etc affect their understanding of history. #theirpast2017

7 MONTHS AGO



Alan McCully on importance of history teaching in Northern Ireland #theirpast2017

[pic.twitter.com/qeGKp6mJBV](https://pic.twitter.com/qeGKp6mJBV)

LEGACIES OF WAR @LEGACIESOFFWW1 · 7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

McCully advocates stronger relationship between history education and citizenship teaching.  
[#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully now outlining inquiry questions in the [#FWW](#) section of the Decade of Centenaries learning modules [#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

McCully on [@Creative\\_100\\_](#) 'Decade of Centenaries' resource packs for schools:  
[creativecentenaries.org/resource/decad...](http://creativecentenaries.org/resource/decad...) [#theirpast2017](#)



7 MONTHS AGO



Eleanor Rowley  
@eleanor4peace

[#theirpast2017](#) Dr Alan McCully's principles for history education stress need for ongoing dialogue between past and present [@teachlearnwar](#)



7 MONTHS AGO



Eleanor Rowley  
@eleanor4peace

[#theirpast2017](#) Dr Alan McCully's principles for history education stress need for ongoing dialogue between past and present [@teachlearnwar](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: inquiry q's for students include 1 recognizing it's important to challenge sacrificial-dominant narrative of Somme [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

McCully: important to get students thinking about "what did it mean to die for Ireland?"  
[#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

McCully: examining impact of decade of centenaries on young people/history teaching will make for fascinating research. [#theirpast2017](#)



7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Coming up next: Panel 3 on Engaging Young People w/ [@ProfRGrayson](#) [@laddoni](#) [@StuartVivers](#)  
Erin Barnes of [@1418NOW](#) & Meg Parkes [#theirpast2017](#)



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Now starting [#theirpast2017](#) Panel 3: "engaging young people", chaired by [@ein\\_haus](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@ein\_haus First up is Erin Barnes from @1418NOW, on "engaging with the enduring symbol of the poppy" #theirpast2017



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**Susannah Wright**  
@susannahwright

#theirpast2017 Erin Barnes from 14-18 project based at IWM on the symbol of the poppy



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Onto Panel 3 'Engaging Young People' chaired by @ein\_haus and starting with Erin Barnes @1418NOW #theirpast2017



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

@ein\_haus @1418NOW Barnes: @1418NOW has commission 140 contemporary artworks across the UK so far. Based at the IWM until end of the centenary #theirpast2017



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

@1418NOW importance of today's event in the way it is putting academic researchers and educational practitioners in dialogue #theirpast2017



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**Hanna Smyth**  
@hannamsmyth

@ein\_haus @1418NOW Barnes: she focuses on helping year 5-10 teachers be braver in the classroom. (She is Head of Learning at @1418NOW) #theirpast2017



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Barnes: talking about how artwork is an entryway to prompt difficult convos. Meet young ppl on their terms using digital media #theirpast2017



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**Teaching&LearningWar**  
@teachlearnwar

@1418NOW how to help young people use artwork as way into difficult conversations about the past #theirpast2017



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**Teaching&LearningWar**  
@teachlearnwar

@1418NOW Using medium (digital, social media etc) that young people are comfortable with #theirpast2017



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**Hanna Smyth**  
@hannamsmyth

Barnes echoing earlier speaker Amis-Hughes on the brilliancy of co-curation! #theirpast2017



7 MONTHS AGO





**Jason Todd**  
@JJtodd1966

lots to think about regarding relationship of memory and history [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Barnes discussing how art sparks both emotion and cognitive engagement [#theirpast2017](#)



7 MONTHS AGO



**Eleanor Rowley**  
@eleanor4peace

Erin Barnes reporting on efforts to engage young people through artworks as a way into fww history [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

[@1418NOW](#) how can art projects like this help teachers free themselves from constraints of Nat Curriculum? [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Barnes: modelling- for a teacher to be vulnerable by showing own emotional response- is hard but brave [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Barnes on "learning by stealth", learning by doing, level playing field, hands-on [#theirpast2017](#)



7 MONTHS AGO



**Eleanor Rowley**  
@eleanor4peace

Artworks prompt dialogue and reflection, cultural learning can add value across the curriculum through 'learning by stealth' [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

[@1418NOW](#) digital storytelling as 'learning by stealth'. Young people don't see film-making task as formal education [#theirpast2017](#)



7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) Need scaffolded approach to encourage young people's creative response to the poppies on tour eg emotions grid as starting pt



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**Jason Todd**  
@JJtodd1966


The place of creative responses in teaching the first world war-Erin Barnes 14-18NOW [#theirpast2017](#)



7 MONTHS AGO

 **Hanna Smyth**  
@hannamsmyth


Barnes: scaffolded approach to personal interpretation: using "emotions grid". 🙌🏻 I would've loved a whole talk just on this] [#theirpast2017](#)

 7 MONTHS AGO


 **Hanna Smyth**  
@hannamsmyth


Barnes on how student filmmaking projects developed student learning- and the importance of letting students do the editing! [#theirpast2017](#)

 7 MONTHS AGO


 **Hanna Smyth**  
@hannamsmyth

Next up is Richard Grayson, Leanne Swales, Stephanie Tice on high schoolers as historical researchers and writers [#theirpast2017](#)

 7 MONTHS AGO

 **Teaching&LearningWar**  
@teachlearnwar

Next up [@ProfRGrayson](#) in collaboration with two S.E. teachers on students as historical researchers & writers [#theirpast2017](#)

 7 MONTHS AGO

 **Hanna Smyth**  
@hannamsmyth


Grayson describing the local history project Hemel Hempstead at War to save disappearing [#SWW](#) stories) [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar


[@ProfRGrayson](#) on intergenerational ambition of project to get young people talking to older people on [#WW1](#) [#WW2](#) memories [#theirpast2017](#)

 7 MONTHS AGO


 **Teaching&LearningWar**  
@teachlearnwar


[@ProfRGrayson](#) young people publishing historical writing online (Yr 9 and Yr 12) - huge sense of achievement [#theirpast2017](#)

 7 MONTHS AGO


 **Hanna Smyth**  
@hannamsmyth


Grayson: project website allows students to publish their historical research writing. Often inspires students further [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

[@ProfRGrayson](#) project brought right up to present day - former pupils fighting in 21st century conflicts [#theirpast2017](#)

 7 MONTHS AGO

 **Hanna Smyth**  
@hannamsmyth

Swales (Head of History at the school) now taking over from Grayson, to discuss curriculum links & impacts [#theirpast2017](#)

 7 MONTHS AGO



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Now hearing from the teachers from Hemel Hempstead School & Bishop Thomas Grant School on collaboration with [@ProfRGrayson](#) [#theirpast2017](#)

7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) value of Yr 9 students doing research with local primary sources; community links with personal stories from local residents

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Tice now taking over from Swales. School demographics: 52 languages spoken at her school! [#theirpast2017](#)

7 MONTHS AGO



**Eleanor Rowley**  
@eleanor4peace

[hemelatwar.org](#) = an innovative local history project that engages young people with their local communities [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Tice: this [#FWW](#) research project has been great offer for gifted and talented students [#theirpast2017](#)

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Streatham: pupils speak 52 different languages. How to engage them in history of [#WW1](#) & [#WW2](#) when quite distant from them? [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Tice to academic researchers: "schools would love to work with you. Please do approach us" [#theirpast2017](#)

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Ref [@hopkinspeter1](#) - researchers shouldn't be afraid to approach schools! Always keen to work with academics on projects [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Tice: challenges to student research= doc access speed, handwriting, military terms, contextual knowledge, open-ended tasks [#theirpast2017](#)

7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Next up on panel 3 is Meg Parkes, Liverpool School of Tropical Medicine, on using Far East [#WWII](#) oral hist in schools [#theirpast2017](#)

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Meg Parkes @LSTMnews on intergenerational oral history project on FEPOW captive memories #theirpast2017



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Hanna Smyth  
@hannamsmyth

Parkes: 67 veterans trusted the School of Tropical Medicine with their stories. Incredible resource; how to share?! #theirpast2017



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Hanna Smyth  
@hannamsmyth

Parkes: oral history project first shared in schools at an all-girls school, w/ 3 grades and in various disciplines #theirpast2017



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Parkes: @LSTMnews challenge of taking all male story of FEPOW captivity into all girls secondary school #theirpast2017



7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Parkes: when interpreting POW experience, focuses on examples of ingenuity: how did ppl get creative to share their stories? #theirpast2017



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Parkes: @LSTMnews off-timetable day - met veteran, film clip, drama scenarios, & art, DT & science activities. Imp of bamboo! #theirpast2017



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Hanna Smyth  
@hannamsmyth

Parkes: expected outcomes were website & book. Addt'l unexpected outcomes: relative discoveries, garden, booklet, choir demo #theirpast2017



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@teachlearnwar

Parkes: @LSTMnews art, creative writing & pupil interviews show ways young people engaged in #WW2 captive memories #theirpast2017



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Hanna Smyth  
@hannamsmyth

Last up on panel 3: Iain Donald and Stuart Vivers, on reimagination and replaying historical conflict in video games #theirpast2017



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@teachlearnwar

Ian Donald & Stuart Vivers @AbertayUni now talking about virtual world wars - computer games & youth experience #theirpast2017



7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) world wars through video games eg Call of Duty WWII



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

We the audience have just massively let down Banks, who asked if any of us play these games(no,so he has to give ++ context!) [#theirpast2017](#)



7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Donald & Vivers: tension between gaming, global market & historical accuracy. Call of Duty [#WW2](#) illustrates this tension! [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Banks: during centenary, recent game narratives are different: Valiant Hearts, Verdun, Battlefield 1 [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Donald: [#WW1](#) games e.g. Verdun, Valiant Hearts, Battlefield I. Game play always comes first, authenticity comes second [#theirpast2017](#)



7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Banks discussing how Battlefield 1 developers stated that fun and the game was the priority over historical accuracy [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Donald: games are problematic when it comes to historical engagement but shouldn't be completely dismissed [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Banks: games are problematic for teaching use, but have educational value and should not be entirely dismissed [#theirpast2017](#)



7 MONTHS AGO



**Susannah Wright**  
@susannahwright

[#theirpast2017](#) Iaian Donald and Stuart Vivers: pros and cons of computer games for engaging young people in learning about WWI



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**Hanna Smyth**  
@hannamsmyth

Banks: "Our World War: Press to Start" is wording in game that maybe someone should've thought about a bit more carefully..?! [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Vivers [@AbertayUni](#) takes over: example of game innovation based on historical archival material. Letters of Louis Barthas [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Banks now handing over to his co-presenter Vikers, who developed 1 real individual story into a video game [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

Vikers giving a really cool behind the scenes technical look into video game development software [#theirpast2017](#)



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**Hanna Smyth**  
@hannamsmyth

That ends Panel 3. I'm speaking on Panel 4, so signing off for now! [#theirpast2017](#)



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**Eleanor Rowley**  
@eleanor4peace

video games about war =problematic to use in history education, but immersive and narrative potential shouldn't be dismissed [#theirpast2017](#)



7 MONTHS AGO



**Eleanor Rowley**  
@eleanor4peace

Great panel with examples of students co-creating and communicating historical research [#theirpast2017](#) [@teachlearnwar](#)



7 MONTHS AGO



**Eleanor Rowley**  
@eleanor4peace

Great panel with examples of students co-creating and communicating historical research [#theirpast2017](#) [@teachlearnwar](#)



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**Legacies of War**  
@LegaciesofWW1

Fascinating account by final year Abertay computing student of how he turned Louis Barthas' war diary into computer game [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Donald: 99% of 15 year olds play games regularly. We can't ignore this as a source of non-formal learning [#theirpast2017](#)



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**Teaching&LearningWar**  
@teachlearnwar

Now underway: our final panel on International Perspectives. [#theirpast2017](#)



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Teaching&LearningWar  
@teachlearnwar

We're hearing from [@hannamsmyth](#) and [@juliarset](#) about the work of the [@vimyfoundation](#) and the Vimy Pilgrimage Award. [#theirpast2017](#)

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Eleanor Rowley  
@eleanor4peace

[@hannamsmyth](#) now introducing how academic research informs educational practice at the [#Vimy](#) foundation [#theirpast2017](#)

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@teachlearnwar

Teaching about Vimy no longer just about commemoration, but developing historical literacy & diversity of perspectives. [#theirpast2017](#)

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@teachlearnwar

[@hannamsmyth](#) on encouraging students to ask whose stories are missing & consider context for curatorial decisions. [#theirpast2017](#)

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@teachlearnwar

Students need to understand memorials as performance of memory & identity, suggests [@hannamsmyth](#) [#theirpast2017](#)

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@teachlearnwar

Evidence of student's learning and engagement as informing research of [@juliarset](#) on literary representations of war. [#theirpast2017](#)

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Eleanor Rowley  
@eleanor4peace

[@hannamsmyth](#) emphasis of educational approach is on critical thinking, historical literacy, and (recently) multiperspectivity [#theirpast2017](#)

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@teachlearnwar

Get students to subvert hierarchy of historical sources: war can be studied not only by official documents, argues [@juliarset](#) [#theirpast2017](#)

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@teachlearnwar

Poetry as an entry point into learning about war: continuity of particular images in processing war through poetry then & now [#theirpast2017](#)

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@teachlearnwar

Our fantastic speakers & attendees are keeping up the good work despite the tropical temperatures in our seminar room. [#theirpast2017](#)

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@teachlearnwar

[@vimyfoundation](#) use of PhD students in engaging young people helps to ensure critical thinking skills during tour experience [#theirpast2017](#)

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Eleanor Rowley  
@eleanor4peace

Julia Ribeiro Thomaz now introducing student poems that anticipate key tropes in francophone war poetry [#theirpast2017](#) [@teachlearnwar](#)

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@teachlearnwar

Students' reflections on Vimy Pilgrimage programme helps researchers like [@hannamsmyth](#) & [@juliarset](#) reflect on own research. [#theirpast2017](#)

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Eleanor Rowley  
@eleanor4peace

Julia Ribeiro Thomaz now introducing student poems that anticipate key tropes in francophone war poetry [#theirpast2017](#) [@teachlearnwar](#)

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@teachlearnwar

Next up: Dr Jillian Davidson on Jewish Perspectives on World War I Education and Remembrance [#theirpast2017](#)

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@teachlearnwar

Jillian Davidson: how many of us could identify with any degree of certainty the 1914 generation? [#theirpast2017](#)

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@teachlearnwar

Jillian Davidson: frequently met with puzzlement at researching Jewish responses to [#WW1](#), \*not\* [#WW2](#) and the Holocaust. [#theirpast2017](#)

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Susannah Wright  
@susannahwright

[#theirpast2017](#) Jillian Davidson on the Jewish generation of 1914-18

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@teachlearnwar

Davidson: no canon of Jewish writers of [#WW1](#) - even though there are many. Eclipsed by [#WW2](#) and Holocaust writing. [#theirpast2017](#)

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@teachlearnwar

Davidson: no chapter devoted to [#WW1](#) in Jewish story, though first time in two millennia that Jews participated in mass war. [#theirpast2017](#)

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Davidson: research in six Jewish schools in UK and US, contrasting how [#WW1](#) features in teaching by transatlantic comparison. [#theirpast2017](#)

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@teachlearnwar

Davidson: [#WW1](#) even less prominent in US Jewish schools than in UK - possible approach is to establish personal connection. [#theirpast2017](#)

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Susannah Wright  
@susannahwright

[#theirpast2017](#) Jill Davidson: Jewish schools in England and US - questions about what students take from WWI commemorative period?

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Davidson: Morpurgo enjoys popularity among Jewish school students too through private reading but few can identify Rosenberg. [#theirpast2017](#)

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@teachlearnwar

Davidson: so much more work to be done and shared on researching knowledge of Jewish (literary) heritage of [#WW1](#). [#theirpast2017](#)

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@teachlearnwar

Tour de force by Dr Jillian Davidson on researching Jewish students' engagement with Jewish (literary) heritage of [#WW1](#)! [#theirpast2017](#)

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@teachlearnwar

Our final paper is Dr Shiri Gilbert, 'Teaching the Nazi Past in Apartheid and Post-Apartheid South Africa' [#theirpast2017](#)

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Eleanor Rowley  
@eleanor4peace

Jillian Davidson discussing differences in knowledge of WW1 between students in Jewish schools in the UK and US [#theirpast2017](#)

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Fascinating insight into [@ShirliGilbert](#)'s research on teaching Nazi past in South Africa using syllabi and interviews. [#theirpast2017](#)


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Teaching&LearningWar  
@teachlearnwar


Compulsory to study Nazism in South Africa from 1964, though taught frequently before then since 1950s, says [@ShirliGilbert](#) [#theirpast2017](#)

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 **Eleanor Rowley**  
@eleanor4peace


Many students in the same class discovered their great grandparents would have fought on different sides [#theirpast2017](#) [@teachlearnwar](#)

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 **Eleanor Rowley**  
@eleanor4peace

Many students in the same class discovered their great grandparents would have fought on different sides [#theirpast2017](#) [@teachlearnwar](#)

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 **Susannah Wright**  
@susannahwright


[#theirpast2017](#) interpretations of the Nazi past in school teaching in apartheid and post-apartheid South Africa have changed..

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 **Teaching&LearningWar**  
@teachlearnwar


Dominant themes on Nazism in SA textbooks: totalitarianism vs. democracy to distinguish from Apartheid, shows [@ShirliGilbert](#) [#theirpast2017](#)

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 **Jason Todd**  
@JJtodd1966


[parallelhistories.org.uk/about/](http://parallelhistories.org.uk/about/) First World War to help understand ArabIsraeli conflict from both perspectives [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

Nazi racism regularly covered in SA Apartheid textbooks, but not linked to Apartheid system, shows [@ShirliGilbert](#) [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar


Post-Apartheid syllabi in SA place Nazism in context of history of racial thinking and human rights, says [@ShirliGilbert](#) [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

[@ShirliGilbert](#) discusses the relativism of framing Holocaust as part of a history of white supremacy including Apartheid [#theirpast2017](#)

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@teachlearnwar

Lively discussion w/ [@ShirliGilbert](#) & other panelists: how to achieve learning of lessons from war w/out dehistoricising? [#theirpast2017](#)

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@teachlearnwar

Encounters between students from different countries effectively reveals insularity/limits of national views to young people. [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Can Sassoon be seen as a Jewish #WW1 poet? Jillian Davidson thinks not really. #theirpast2017

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**Teaching&LearningWar**  
@teachlearnwar

1 more break, then final flourish: roundtable w/ @LegaciesofWW1 @tgplawson @ForcesWatch @PeaceEduQuaker & Owen Everett of CND #theirpast2017

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Great to be empanelled with Rhiannan @ForcesWatch and Owen @CNDPeaceEd at #theirpast2017 with @teachlearnwar [pic.twitter.com/bbCfdJHmyK](https://pic.twitter.com/bbCfdJHmyK)

PEACE EDUCATION @PEACEEDUQUAKER · 7 MONTHS AGO



**Hanna Smyth**  
@hannamsmyth

Ok, back at it! #theirpast2017 closing with a round table. First up is Tom Lawson from Northumbria University Newcastle

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**Teaching&LearningWar**  
@teachlearnwar

We're off again! First roundtable contribution by @tgplawson on 'suffocating' official #WW1 remembrance discourse. #theirpast2017

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**Hanna Smyth**  
@hannamsmyth

Interesting point from Lawson on the 'suffocation of remembrance' #theirpast2017

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**Hanna Smyth**  
@hannamsmyth

Lawson: moral purpose suffuses Holocaust remembrance, as if only remembering is enough to fulfill 'never again' promise #theirpast2017

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**Teaching&LearningWar**  
@teachlearnwar

Holocaust education often suffocated by remembrance as if we can prevent recurrence purely by remembering @tgplawson #theirpast2017

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@teachlearnwar

Placing Holocaust at centre of commemoration meant to counter previous 'Britain alone' narratives, argues @tgplawson #theirpast2017

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@teachlearnwar

Recommendation by @tgplawson (and us!) to look at @UCL\_Holocaust research: [holocausteducation.org.uk/research/](http://holocausteducation.org.uk/research/) #theirpast2017

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Hanna Smyth  
@hannamsmyth

Lawson: there has been a grafting of Holocaust remembrance onto more embedded ways of remembrance in Britain #theirpast2017

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@teachlearnwar

Holocaust has been grafted onto more established ways of commemorating #WW2 in Britain, argues @tgplawson #theirpast2017

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Hanna Smyth  
@hannamsmyth

Lawson now reading 1 of the most terrible politician quotes I've ever heard, distortively heroic re:UK uniquely moral in WWII #theirpast2017

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Hanna Smyth  
@hannamsmyth

Lawson questioning whether remembrance is more about forgetting. Remembrance doesn't have room for complex hist realities #theirpast2017

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@teachlearnwar

The way the Holocaust is currently remembered in Britain doesn't offer room for more complicated questions, says @tomlawson #theirpast2017

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Hanna Smyth  
@hannamsmyth

Next up is Susannah Wright from Oxford Brookes, repping a multi-institution research project on remembrance in schools #theirpast2017

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Hanna Smyth  
@hannamsmyth

Wright: project specifically focused on armistice commemoration. Key distinction again: remembrance vs memory #theirpast2017

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@teachlearnwar

Second roundtable contribution by @susannahwright, on ownership and identity in remembrance with & for young people. #theirpast2017

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@susannahwright continuing on theme of commonality of war memory in schools w/ diverse student populations. [#theirpast2017](#)

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Narrative of remembrance overwhelmingly emphasises military service; personal link important too. @susannahwright [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Wright: strong emphasis in schools on milit sacrifice. Schools where some pupils had immigrated from war zones=diff narratives [#theirpast2017](#)

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@teachlearnwar

Wright: one positive outcome of teaching is young people realising what happened in world wars has relevance for them today. [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Wright: schools see armistice remembrance as vehicle for dealing w/ loss/death, and that 2min silence very good for kids to do [#theirpast2017](#)

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@teachlearnwar

Wright cites Aldrich (2014) in saying that remembrance in school context is educational - borne out by own research. [#theirpast2017](#)

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Hanna Smyth  
@hannamsmyth

Next up is Rhianna Louise from @ForcesWatch, which looks at militarism in the UK [#theirpast2017](#)

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@teachlearnwar

Now listening to Rhianna from @ForcesWatch as part of final roundtable of [#theirpast2017](#) roundtable.

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Hanna Smyth  
@hannamsmyth

@ForcesWatch Louise: discussing increasing militarism in the UK, and how that is/will be affecting remembrance practices [#theirpast2017](#)

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@teachlearnwar

Rhiannon from @ForcesWatch shares thoughts on increasing militarism in Britain & its bearing on commemorative culture. [#theirpast2017](#)

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 **Eleanor Rowley**  
@eleonor4peace


Rhianna Louise of [@ForcesWatch](#) speaking about escalating militarisation in the UK  
[#theirpast2017](#) [@teachlearnwar](#)

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 **Hanna Smyth**  
@hannamsmyth


[@ForcesWatch](#) Louise outlining problematic aspects if the military becomes the "model and school of the nation" [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

Military used as model to promote conservative values & simultaneously boost enlistment, argues Rhianna from [@ForcesWatch](#) [#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth

[@ForcesWatch](#) Louise is running out of time so tells us all to look up the 12 Core Tenets of Militarism ourselves! [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

As direct experience of military declines in Britain, critical attitudes also lessen. Visible in remembrance & teaching? [#theirpast2017](#)

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 **Eleanor Rowley**  
@eleonor4peace

Louise: in wars of choice the home front becomes the front line [#theirpast2017](#) [@teachlearnwar](#)

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 **Teaching&LearningWar**  
@teachlearnwar


Concerns militarism might hijack commemoration: e.g. MoD offering advice to teachers during [#WW1centenary](#), notes [@ForcesWatch](#) [#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth


[@ForcesWatch](#) Louise: in last 20 years remembrance of war dead has been used to support recruitment and militarism [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar


[@ForcesWatch](#) concerned that remembrance is used to legitimise current wars: see [forceswatch.net/resources/reth...](https://forceswatch.net/resources/reth...) [#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth


[@ForcesWatch](#) Louise: pls check out resource [@ForcesWatch](#) produced last year (on their website), Rethinking Remembrance; feedback welcome [#theirpast2017](#)

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 **Eleanor Rowley**  
@eleanor4peace


Louise: remembrance is being used to promote support for current wars [#theirpast2017](#)  
[@ForcesWatch](#)

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 **Hanna Smyth**  
@hannamsmyth


[@ForcesWatch](#) Next up is Ellis Brookes from Quaker Peace Education [#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth


[@ForcesWatch](#) Forgot to say at the beginning, this final round table is being chaired by the fantastic Prof Alison Fell of [@LegaciesofWW1](#)! [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

Moving on to [@PeaceEduQuaker](#) continuing on theme of growing militarisation in British society.  
[#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth


Learning a lot from Ellis Brookes about conflict mediation by and for children, which he trains them in [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar


Using mediation training to get young people to talk about ownership of war commemoration  
[@PeaceEduQuaker](#) [#theirpast2017](#)

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 **Hanna Smyth**  
@hannamsmyth


Also loving Brookes' "show me how much you know on this topic by intensity of your jazz hands" technique; a new one to me! [#theirpast2017](#)

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 **Teaching&LearningWar**  
@teachlearnwar

How do we challenge co-opting of remembrance to promote exclusive military values over e.g. pacifist views? [#theirpast2017](#)

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 **Eleanor Rowley**  
@eleanor4peace

[@PeaceEduQuaker](#): 'Peace education is joyful work' but 'challenging militarism is a Quixotic endeavour' [#theirpast2017](#) [@teachlearnwar](#)

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 **Hanna Smyth**  
@hannamsmyth

Brookes:schools deserve balance when talking controversial issues. Not balanced to only have activities supplied by military [#theirpast2017](#)

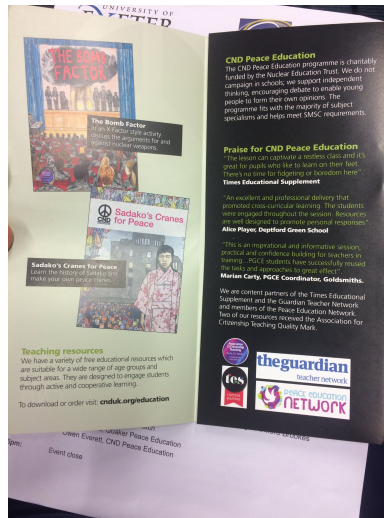
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**Teaching&LearningWar**  
@teachlearnwar

Young people need to be informed about all implications of enlisting in army, esp where recruitment is woven into remembrance [#theirpast2017](#)

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Last up: Owen Everett from CND Peace Education [#theirpast2017](#) [pic.twitter.com/KOoXH45G1E](https://pic.twitter.com/KOoXH45G1E)

HANNA SMYTH @HANNAMSMYTH · 7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Our final roundtable panelist is Owen Everett from [@CNDPeaceEd](#). [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Everett: offers from free resources to teachers on nuclear and peace issues and history. Ed kits, teacher training too [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Educational remit of [@CNDPeaceEd](#): promoting learning about the history of nuclear weapons with resources for teachers & CPD. [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Work in secondary education by [@CNDPeaceEd](#) centres primarily of Hiroshima and Nagasaki, asking students to evaluate. [#theirpast2017](#)

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**Hanna Smyth**  
@hannamsmyth

Everett demo'ing one of CND Peace Education's teaching packs. All of them include in some way the US nuclear bombing of Japan [#theirpast2017](#)

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**Teaching&LearningWar**  
@teachlearnwar

Interesting insight into peace education by [@CNDPeaceEd](#): children more likely to know about Hiroshima than UK nuclear arms. [#theirpast2017](#)

7 MONTHS AGO





Teaching&LearningWar  
@teachlearnwar

Recent political developments in news mean British children more aware of nuclear arms now than previously the case. [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Time for our final discussion - please fire away (no pun/offence intended) at the roundtable participants! [#theirpast2017](#)

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

Heading into Q&A for [#theirpast2017](#) final roundtable, so that's a wrap on my livetweeting. Thx [@teachlearnwar](#) team for such a unique conf!

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

[@hannamsmyth](#) Thank YOU for supreme tweeting (and a great paper too with [@juliarsct](#)) - greatly appreciated!

7 MONTHS AGO



Hanna Smyth  
@hannamsmyth

[@teachlearnwar](#) And many thanks to Catriona Pennell for the opportunity to speak- honoured to be on roster alongside amazing educators! [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Useful question about computer games in relation to peace education by [@laddoni](#) [#theirpast2017](#) - are games a missed opportunity?

7 MONTHS AGO



Eleanor Rowley  
@eleanor4peace

Discussion:military and arms companies are already engaging with games developers, it's time that academics & teacher did to [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Thinking critically about what we see in war computer games is crucial, argues [@ForcesWatch](#) [#theirpast2017](#)

7 MONTHS AGO



Teaching&LearningWar  
@teachlearnwar

Jason Todd: what should be prioritised in teaching about war - civic values & citizenship education or historical fact? [#theirpast2017](#)

7 MONTHS AGO



Chris Kempshall  
@ChrisKempshall

I've hugely enjoyed & appreciated the tweets from [#theirpast2017](#) today by [@hannamsmyth](#) and [@teachlearnwar](#)

7 MONTHS AGO



**Chris Kempshall**  
@ChrisKempshall

@hannamsmyth @teachlearnwar And very jealous I couldn't be there for the assorted computer games discussions...

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

What a fantastic inaugural event - head is buzzing! Thanks to all speakers, chairs & keynotes for excellent contributions #theirpast2017

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Special thanks to @ein\_haus @hannamsmyth @LegaciesofWW1 @hopkinspeter1 & all non-twitter folk who supported this event!

7 MONTHS AGO



**Teaching&LearningWar**  
@teachlearnwar

Thank you all for a brilliant, diverse day of conversation with educators, researchers, curators, campaigners & students! #theirpast2017

7 MONTHS AGO



**Prof Richard Grayson**  
@ProfRGrayson

@teachlearnwar Well done on a great event!

7 MONTHS AGO



**Dan Townsend**  
@ww1teacher

An excellent day at #theirpast2017. Lots to take away. Thanks @teachlearnwar

7 MONTHS AGO



**Ann-Marie Einhaus**  
@ein\_haus

Heading home after excellent day at #theirpast2017 workshop - sticky & exhausted, but head buzzing with ideas. Thanks @teachlearnwar!

7 MONTHS AGO



**doni**  
@laddoni

Had Most excellent day at #theirpast2017 workshop - so welcoming and truly interdisciplinary! Thanks to all at @teachlearnwar and @ein\_haus

7 MONTHS AGO



**Tom Lawson**  
@tgplawson

on way home from excellent @teachlearnwar event. Really good to hear that young people can take control of engagement with difficult pasts

7 MONTHS AGO



**KSC at War**  
@KSCWar

Some really stimulating and valuable tweets on #theirpast2017 today.  
[twitter.com/hannamsmyth/st...](https://twitter.com/hannamsmyth/st...)

7 MONTHS AGO