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„Historia: Testis temporum, lux veritatis, vita memoriae”*

Research and development of history lessons that process video life story interviews. Results and theses



KEYWORDS

history education, history didactics, oral history, ICT

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1. INTRODUCTION

This paper presents an abstract of the subject-teaching pedagogy research conducted by the MTA–SZTE Oral History and History Education Research Group. Our premise is that the role complex that society’s expectations assign to History and Civic Education as a school subject

* Cicero, *De Oratore*, II, 36.

results from social, economic and technological changes as well as changes in lifestyle and civilization, which have been affecting children's and youth's world of life in recent years. The new role expectations partly appear as sensitization towards the roles of active and conscious citizenship and as civic education, and they can partly be detected in the development of critical thinking and historical thinking and in the preservation of traditional, European trans-historical values and collective memory.

Our research group developed history lessons, and then examined its effectiveness (administering questionnaires to 650 subjects before and after lessons in 39 classes, and conducting 14 focus group interviews) and its impact on the students (with respect to acquiring new knowledge, increasing content knowledge, deepening and organizing knowledge, and emotional components). Based on these findings, we further developed the content of the history lessons. This paper presents the research conducted between 2017 and 2022, highlighting our research-based development process and the most important results.

1.1 Research topic and rationale

In the new millennium, the influencing effects of the mass media have become dominant in young people's thinking. Along with the appearance of web 2.0 and smart devices, time spent on talking in the family is decreasing, thus the impact of the family on young people's thinking and value orientations is also decreasing while the role of peer groups has acquired a new significance. Real, face-to-face friendship communities have been taken over by virtual interpreting communities of youths and influencers guiding the individual. School-age children use the Internet and social media as a basic source of information, thus they become increasingly susceptible to the influence of hoaxes, misconceptions, manipulative grouping of information, and false facts. Digital vulnerability – revealed by a series of research studies – is reinforced by the phenomenon of increasing isolation, seclusion, which means that children and young people leave behind the filter system of traditional interpreting communities (e.g. the family) that would restrict the spread of misconceptions and manipulation.

With the transformation of family as an institution, time spent on conversation has become restricted to the periods of morning and bedtime routines. As a consequence, the time that could be spent on family stories – traditionally passed down by grandparents and parents – has disappeared (JANCSÁK 2020). This is partly due to the disappearance of the multi-generational cohabitation model, and partly to the fact that the age of childbearing has been extended since the 1990s – all of which makes grandparent storytelling out of reach for the majority of teenagers.

The “unspoken” nature of certain events of the historical past (e.g. the Second World War, the Holocaust, the establishment of the Rákosi regime, the 1956 revolution, the everyday life of the Kádár regime, the events of the regime change) between the generations of parents and grandparents further exacerbates this shortage. What is more, the majority of the parents' generation has not heard the family stories, and if they have, there is no way and no time to tell and pass on the stories in today's busy lifestyle. The loss of ground and instability – due to the lack of professional discourse – are present in Hungary's history teacher education as well (especially regarding 20th-century topics).

In the light of the above, it is of no surprise that our small-scale surveys carried out on today's 14-18-year-old youth suggest that this generation is isolated from the historical past and alienated from history. It can be assumed that as there is no discussion on the historical past in children's interpreting communities, certain elements of collective memory (which happen to be value-holding symbols at the same time) disappear, and finally, historical milestones become empty texts – without deeper background knowledge and attitudes – in textbook-centred school education.

In the most recent years, as a result of social, economic, technological, lifestyle and civilizational changes affecting children and youth, the role complex articulated with respect to the subject of History and Civic Education has been forming (DÁRDAI 2010; KAPOSÍ 2017; JANCÁSÁK 2019; KOJANITZ 2019). The latest role expectations included sensitization towards active and conscious civic roles in Civic Education, partly through developing critical and historical thinking and partly through the preservation of traditional, European trans-historical values and collective memory (RÜSEN 1994; SEIXAS 2016; METZGER – MCARTHUR 2018; KOJANITZ 2019; CHAPMAN 2021; JANCÁSÁK et. al. 2021). Public education was unprepared for the new expectations towards history education. For this reason, it can be assumed that history education, in the light of social expectations, cannot fully fulfil its function to develop competences and live up to its educational function of socialising and preserving values.

In the global world, economic and political crises, increasing poverty, new migration flows, technological changes (smart devices, web 2.0), and the increasing influence of the mass media create new vulnerabilities for child and youth generations. Our assumption was that this instability increased Hungarian young people's exposure to the crisis of trans-historical values and manipulations of the mass media.

Comparing interpretations of the past raises the issue of the nature of obtaining historical knowledge. It is both a prerequisite and an objective of developing historical thinking to facilitate that the picture learners can form should be increasingly nuanced. It may seem cliché to say that the importance of knowledge in the 21st century is unquestionable, however, processing the continuously growing amount of information – as a result of the systemic functioning of the Internet – poses a constant challenge to both students and teachers. To navigate the complexity of the information tsunami, effective epistemic knowledge is indispensable (e.g., MAGGIONI – VANSLEDRIGHT – ALEXANDER 2009; MAGGIONI 2010; KAMMERER – STROMSO 2016; STOEL et al., 2017; VAN BOXTEL – VAN DRIE 2018; SAKKI – PIRTILLÄ-BACKMAN 2019).

The questionnaire on epistemological beliefs piloted by our research group was well suited (due to its abstract statements, independent of historical topics) to be used in the Hungarian context and allowed for large-scale surveys (KÓSA 2019.2020).

Our small-scale micro-studies (JANCÁSÁK et. al. 2021) prove that social value dimensions are prominent in oral history narratives of lessons with video interview excerpts and conducting such lessons in accordance with the perspectives of subject teaching methodology supports the processes of the values transmission of trans-historical social values between generations. The underlying patterns of these processes, however, are yet unknown, which justifies the need for conducting exploratory research.

The main objective of the lessons developed by our group and then examined in our research was to support young people in recognising what questions various historical interpretations could answer and how this might be related to the authors' situation, intentions,

etc. Research findings can ensure (through Open Access scholarly publications) that such history lessons are realised in the future which develop students' ability to critically approach accounts of the past or how the past is processed. The aim is that students find it natural to encounter various (sometimes contradicting) interpretations of past events; that they are equipped with patterns of historian/researcher thinking that navigate them when turning to sources; and that they are able to distinguish between interpretations based on to what extent these interpretations are rooted in facts, how deeply they describe reality and how open they are towards future debate.

Our premise is that a fundamental condition of historical awareness is that students encounter various primary sources. Such sources include video interviews with victims and actors of historical events. Life stories of individual people make historical situations that are hard to reconstruct and rather complex more relatable, imaginable and understandable. Video interviews with eye-witnesses make it palpable for students that historical knowledge is not a mere collection of information and facts but it rather resembles research requiring problem-solving activities.

Video interviews in history education may be a valuable innovation (and a novelty in the eyes of students) which can be applied effectively – if it is linked with strategies that develop historical thinking. However, we can state it as a premise that using oral history sources in the lesson cannot be considered such a strategy in itself.

In our research, we intended to investigate how research-based learning could be connected to the development of historical thinking while applying interviews in the lessons. The audio-visual presentation of personal micro-history could support this process, while processing the interviews helped students distinguish between the three levels of historical memory: personal, social and historical.

According to our premise, most of today's youth regard history as something they have nothing to do with. For this reason, new research facts that reveal how it can be shown to young people that events of the past influence our life and have consequences on the present are important, and students can search for explanations for present affairs by examining the historical antecedents

1.2 Objectives of the research

The most important objective of the research was to contribute to the deeper understanding of certain social phenomena concerning the new generation's historical awareness and civic competences. We expected to contribute to the formation of the research area in international research and development as well through our findings and the development and effectiveness check of new research methods that improve historical thinking and historical awareness effectively and facilitate understanding and knowledge application.

The objective of the exploratory research was to understand – in relation to accounts of the past, family histories and life stories – historical awareness, historical thinking, attitudes towards the past, narratives of the past compiled in the present and the underlying patterns of personal value orientations in young people's world, their way of living and lifestyle. A further goal was to reveal how personal narratives being processed in the classroom impacted young people's opinions and the structure of their value orientations.

In our research, we examined the opinions of young people and history teacher, applying both quantitative and qualitative methods, and then, based on our findings, we developed history lessons that used video life interviews, which were then further analysed.

Our research design was built on the premise that the task of modern history teaching is to prepare young people for a holistic and conscious role as citizens who embrace social values, know and creatively interpret elements of our past and culture.

1.3 The educational/pedagogical issue to be resolved and its significance for the Hungarian Society

In recent years, factors suggesting that we are living in a world risk society have been strengthening. Economic and political crises, increasing poverty, new migration flows, political populism gaining strength and technological changes (ICT, web2), in addition to the intensifying European youth vulnerabilities specified at the beginning of the century, create new vulnerabilities for child and youth generations both in Europe and in Hungary, such as the crisis of freedom, solidarity, empathy, values of autonomy (crisis of universal humanistic values, crisis of European values), furthermore, exposure to manipulations of the post-truth era, the fear industry. The influencing effects of the mass media have become dominant on young people's thinking. Along with the appearance of web2 and smart devices, time spent on talking in the family is decreasing, thus the impact of the family on young people's thinking and value orientations is also decreasing. The role of peer groups has been revalued. In most recent years, real, face-to-face friend communities have been taken over by virtual youth interpreting communities and influencers guiding the individual. As a consequence of all this, in Hungary, school age children use the Internet and social media as a basic source of information, which thus become fertile grounds for hoaxes, misconceptions, manipulative grouping of information, and claiming false facts. This vulnerability is reinforced by the phenomenon of increasing isolation and seclusion, measured among Hungarian youth, which means that children and young people leave the filter system of traditional interpreting communities (family, peer friend communities) that would restrict the spread of misconceptions and manipulation. The Hungarian educational system is not prepared to provide answers for this phenomenon. This applies for the school subject of History and Civic Education, which provides civic education within the frameworks of educational documents (National Core Curriculum), with its key task to sensitize (educate) students in grades 8 and 12 of public education (14- and 18-year-olds) into conscious, active citizens. Our earlier studies reveal that history education, due to its textbook-driven nature, performs its democratic education function to a lesser extent, contents reflecting on civic education issues are absent from history teacher education, and teachers do not feel prepared for this task (DÁRDAI – KAPOSI 2021, 2022; Kojanitz 2021; KÓSA 2019). Youth research conducted in the past five years has proven that less and less time is spent on talking in the family circle, while children and youth devote increasingly more time to using their smart phones, computers or the Internet. (VINCZE 2019; FEKETE 2021)

As a consequence of this, the transmission of social values between older and younger generations has been disappearing, and – as our findings have revealed – elements of collective (national) memory are fading away among primary and secondary school age youth. It can be stated, therefore, that today's youth, due to the lack of family stories, can be characterized as

living in a world “outside history”, and this present-orientedness and value crisis (which is supported and exacerbated by consumer capitalism) create new vulnerabilities, for example, with respect to receiving fake information circulating on the Internet or due to the deficiency of the value transmitting (educational, socializing) function of family discourse. As in the “interpreting communities” of children (family, peer group) there is no discussion about certain elements of our collective memory, the elements of our historical past (which are at the same time value transmitting symbols as well) are fading away, and they become highlighted, albeit empty sentences in school education without deeper background knowledge or attitudes. At the same time, it is important that we utilize the info-communication technologies available for today’s screenager generation in the world of education as well, and the opportunities offered by these devices and technology should support the mission of the 21st-century modern school.

1.4 The international subject-teaching pedagogy relevance of the research

In the international dimension of history education research, essentially two approaches have become dominant in recent years. According to one, it is the development of critical thinking and the analysis of sources that are to constitute the core of history education, while the other approach views history education as the preserver of collective memory. With its research, the research group argues that the two sets of views may create significant added value, regarding the future life of those in school now, if they are applied jointly, when preparing learners for the role of conscious citizens, committed towards trans-historical values arching over generations, towards our past and culture.

The research group contributed to these pedagogical, educational goals by making video interviews and applying interview extracts in history lessons in the partner schools – in case of those historical milestones that are missing from family stories (the above three topics) – where witnesses and survivors of historical events tell about what happened, how their personal stories intertwined with history. In this respect, the research group also connected to international and Hungarian studies investigating the connectedness of personal and micro-history and history (Life story – History). Besides developing teaching materials, the focus of the OHHERG’s mission was to investigate how these digital contents could be applied, what methodological innovation and values accompanied history teaching when ICT materials and tools were used. The research group also cooperated and shared its findings with others within the international research community having the same interests, also reflecting on the research results produced in other countries (SILVA 2018, VAJDA 2018, HAYDN 2019).

2. METHODOLOGY

2.1 The basic hypotheses of research

1. The premise of our research was that the value socialisation function of the family had transformed as time spent on conversation was decreasing. Historical milestones, which are elements of national enculturation, are disappearing from the collective memory of the new generation.

Due to the disruption of value transmission processes between generations, some trans-historical values are being replaced by postmodern social values. This process is further amplified by on-line immersion and influencers in virtual realities, which increase young people's vulnerability to mass media manipulation. This leads to new role expectations towards history education: value socialisation, historical thinking, critical thinking and interpreting digital content (sources).

2. Oral history sources (video life interviews) – which are the outcome of research-based development – are suitable for improving young people's social value orientations and historical awareness when used with appropriate educational strategies.

2.2 The research tasks

The research group investigated the opportunities, methods and impact of integrating video extracts with participants, witnesses and survivors into history education. In the first phase of the research group's work, questionnaires and focus group studies were conducted among history teachers, and questionnaires were administered among students finishing elementary school and students graduating from high school. The focus of the studies was to obtain deeper knowledge of what image youths have about the events in our historical past, what discussions they have on these events in the family and in peer groups, and to discover how ICT tools can be applied in history education, what views teachers have concerning the world of values of history education, the application of ICT tools and digital contents and their experiences regarding ICT competences. The studies conducted among teachers aimed at exploring their world of values concerning history education and their experiences with applying ICT tools and digital contents in lessons. Having completed these preliminary studies, we started to set up a network of partner schools, and we involved elementary and secondary school teachers of history in the work of our group, who participated in developing lessons in three work groups formed on the basis of our three topics (Hungary's participation in World War II, the Holocaust in Hungary, the 1956 Revolution and War of Freedom). The contents of the lessons were revised by historians specialized in the field and university instructors specialized in the methodology of teaching the content area humans and society. From the fall of 2017, school-based piloting of teaching materials commenced. After the analysis and integration of these first experiences, from the spring of 2018, data collection in lessons also started. During the first phase of piloting and examination (in case of the topics of the Holocaust and the 1956 revolution), both in primary and secondary school, questionnaires were administered in classes, before and after the application, in a lesson with video interviews and in a lesson following traditional "textbook driven" instruction (the latter is considered to be the control group in our study). In case of the video interview lesson, focus group interviews were also conducted with the students. The collection and analysis started in the late spring of 2018. During the second phase of piloting and examination (in case of the topics of Hungary's participation in World War II, the Holocaust and the 1956 Revolution), in primary and secondary school, questionnaires were administered in classes, before and after the application, in a lesson with video interviews and in a lesson following traditional instruction; furthermore, in case of the video interview lesson, focus group interviews were also conducted with the students. The first collection and analysis of these data started in 2019.

Our research group developed history lessons, and then examined its effectiveness (administering questionnaires to 650 subjects before and after lessons in 39 classes, and conducting 14 focus group interviews) and its impact on the students (with respect to acquiring new knowledge, increasing content knowledge, deepening and organizing knowledge, and emotional components). Based on these findings, we further developed the content of the history lessons.

In 2020, the history lessons revised in the above-described method were recorded on video and analyzed in terms of the effectiveness of the applied methods and the teachers' and students' utterances and speech acts. Through the interview extracts with witnesses, some of the lessons aimed at evoking the values of empathy, responsibility, solidarity, freedom, democracy and tolerance, and sensitizing towards related attitudes. Another group of lessons aimed at developing historical thinking; in this case, personal history appeared as a narrative form and as a source.

3. MAIN FINDINGS

1.

In the most recent years, as a result of social, economic, technological, lifestyle and civilization-al changes affecting children and youth, the role complex articulated with respect to the subject of History and Civic Education has been forming. The latest role expectations included sensitization towards active and conscious civic roles in civic education, partly through developing critical and historical thinking and partly through the preservation of traditional, European trans-historical values and collective memory.

As in children's interpretive communities there is no ongoing discourse about the historical past, certain elements of the collective memory (which are value-holding symbols at the same time) are fading away, and thus – in education in schools – historical milestones become empty texts without background knowledge and attitudes. The reason for this is not only the disappearance of the multi-generational family household, but also the fact that since the 1990s, generations postpone parenthood to an older age, so teenagers who would be open to hearing about the events of the past have no grandparents around to hear stories from. This hiatus is further amplified by the tendency that events of the historical past are “unspoken” of among the generations of parents and grandparents. The three teaching material topics our group was conducting its research on, Hungary's participation in World War II, the Hungarian Holocaust and the 1956 Revolution, are historical events that have been unspoken of even though quite a few of the sufferers, victims, participants, and eyewitnesses are still here, or were here until the recent past, as great-grandparents or parents. This unspokenness is further amplified by the lack of professional discourse and expert dialogue, the lack of discussion. Furthermore, many people in the generation of parents haven't heard the family stories either, or if they did, they have no opportunity – in this rushing world – to find the time for telling their stories. Our exploratory studies conducted among 14-18-year-olds reveal an image of a generation isolated from their historical past and alienated from history.

2.

Young people's way of life and lifestyle are strongly determined by ICT devices and virtual spaces, their thinking by social media and virtual interpretive communities. In our research, we found that nine out of ten have a smartphone, two-thirds have a laptop, more than half of the students use a desktop computer at home and one-third have a tablet. 94% have Internet access at home. On an average day (both on weekdays and weekends), our respondents spend three times as much time on the Internet as on having family conversations; half of the students are constantly online. With the appearance of web2 and smart devices, the family's impact on children's thinking and value orientation is decreasing, while the role of peer groups and virtual youth communities is increasing. Real friend communities are replaced by virtual reference groups and reference people, i.e. influencers, guiding the individual. This digital vulnerability is strengthened by the phenomenon of isolation and reclusiveness as a consequence of the COVID pandemic, as a result of which children and young people leave the traditional interpretive communities (i.e. family and school) and become susceptible to the spread of misconceptions and manipulation these communities could filter out or limit before.

These emerging problems have led to new role expectations expressed towards history education and history teachers. The expanded role expectations encompass socializing tasks beyond the traditional roles of schools (in our case, beyond history education). While in case of earlier generations socializing happened in spaces outside schools, typically in the family and in communities of relatives or friends, today society expects schools (and teachers) to take over the role of family or relatives in providing socializing functions. These are educational tasks aiming at preparing children for social roles such as developing skills and competences of personal responsibility, tolerance, empathy, solidarity and cooperation. Further social roles, beyond the above and with the spread of web2, have also appeared, such as those preparing children for collecting, selecting and interpreting information and arriving at informed opinions, sensitizing towards social values and norms and developing historical awareness and civic competences.

The Hungarian educational system is not ready to respond to these phenomena: history education, due to its textbook-driven nature, does not see its function of developing competences and transmitting or forming values. In history teacher training, historical and critical thinking and content reflecting on the issues of civic education are absent; teachers do not feel prepared for developing the historical mind or historical thinking and performing the tasks of civic education.

Without the solid knowledge of subject matter (discussed and proofed by historian-researchers and serving as the basis of source criticism) which depicts the social/historical environs, the interpretation of historical milestones and sources becomes uprooted; without historical awareness and critical thinking founded by subject-teaching methodology, manipulative content and misconceptions are entered in the collective memory. Based on our findings, we argue that history education is supposed to prepare young people for their conscious civic roles, knowing and creatively interpreting the elements of our past and culture and social values in a holistic way.

3.

Comparing interpretations of the past raises questions that give importance to ideas on the nature of historical inquiry. It is both the condition and objective of developing historical thinking that learners form a more and more nuanced picture. It is a cliché that the significance of knowledge in

the 21st century is unquestionable, however, due to the operation of the world wide web, processing the growing amount of information poses a constant challenge to students and teachers alike. The complexity of the information tsunami makes it indispensable to have efficient epistemic knowledge acquisition. Our research group's questionnaire, developed by STOEL and his colleagues (2017), examining epistemological beliefs (due to its abstract, topic-independent statements) can be well applied in our Hungarian context. The questionnaire adapted and tested by members of our research group makes large-sample testing possible. (Due to its fast administration, not only researchers but also practicing history teachers can gain a nuanced picture of students' history-related views, which have an impact on the quality of drawing conclusions from the past.) Our study could conclude that there was a definite distinction between the naïve and nuanced statement concerning how developed epistemological beliefs are. The data suggest that there is a connection between history grades and the highest level of education students aim at with how nuanced their views are concerning historical knowledge acquisition: the more somebody deals with history (e.g. conversations on such topics or participating in school projects) and the stronger inner motivation and more positive attitudes they have towards historical topics, the more crystallized their beliefs on epistemological processes are and the more critical observers they become.

4.

Social value dimensions are markedly present in the oral history narrative of history lessons with video extracts. Applying them in ways founded in subject-teaching methodology supports the transmission processes of trans-historical social values between generations. Young people who have discussions on historical topics in their interpretive communities (i.e. in their family, school or peer group) consider it more important to respect traditions as a traditional value, ensure democracy, accept other people, provide equality before the law and accept religious beliefs. On the other, in nearly one-third of families, there is no discussion about any historical event. Half the students graduating from secondary school could not mention any family involvement in any historical event. In their case, video interview lessons were especially important in creating added pedagogical value.

5.

The premise of subject teaching methodology in history education is that the basis of forming the right view on history is to make learners aware that the past and history are not the same. The most important objective of the lessons we developed was to support learners in recognizing what questions various historical interpretations can answer and how it is related to the situation and intentions of the author. Our data reveal that developing teaching materials based on subject-teaching methodology research results in lesson plans and realizations that support learners in becoming able to approach historical accounts and interpretations critically. They find it natural that events in the past are interpreted differently (even in contradicting ways) and are presented with models for how to use historical/researcher critical thinking when examining sources, thus being able to differentiate between interpretations based on how well they are supported by facts, how deeply they depict reality and how open they are to further discussions.

6.

A fundamental condition of efficient history education is for students to encounter various primary and secondary sources and learn how to apply them for gaining information as effectively and creatively as possible. Video recordings of the accounts given by sufferers and active participants of historical events belong to the former. Life stories of individuals make historical situations that are hard to reconstruct or especially complex easier to understand, imagine, or access. Sources of oral history are effective tools in history education in the sense that they involve students in microhistory and in critically evaluating stories created about the past. The recollections recorded in eyewitnesses' video interviews make it possible for students to understand that acquiring historical knowledge is not so much about collecting information and facts as it is a problem-solving activity similar to doing research.

7.

The lessons with video extracts relating to the three topics our research group was working on contain oral history sources that present conflicts and contradictions which – as our research findings prove – make students reconsider their earlier views and encourage them to explore a more nuanced picture of the topic. Consequently, oral history lessons raise those issues that call attention to the dangers of oversimplification and unfounded statements.

8.

The appearance of video interviews in history education is a valuable innovation (and a fun novelty in students' eyes), which can be applied in an effective way – if linked with the application of teaching strategies that develop historical thinking. What is considered a teaching strategy is when selecting and realizing a subject-teaching methodology solution in practice support the effective realization of any of the general objectives of history education or the specific educational goals. Our research findings suggest that applying an oral history source in the lesson in itself cannot be considered as such a strategy. However, editing them from the aspect of subject-teaching methodology can provide promising solutions, which can be built into various history education strategies (e.g. research-based learning and developing thinking aiming at deepening knowledge linked with historical metaconcepts such as evidence, cause or interpretation).

9.

The students participating in lessons on Hungary's participation in World War II, redesigned based on the test lessons, found the historical events more accessible and could gain deeper knowledge, which supports their preparation for the new form of the matura (secondary school leaving exam) much more. Based on our data, we can conclude that apart from gaining new information and encountering morals, students were also involved in interpreting history, which made the lessons significantly more effective. The social values the video interview lessons intended to transmit (loyalty, patriotism, responsibility, solidarity, courage, risk-taking and self-sacrifice) markedly appeared among the values the students perceived. The findings of the research show

that lessons with video extracts can be realized efficiently if issues of subject-teaching methodology are taken into account and students are actively involved in the lesson.

In the lessons we developed on the topic of the Hungarian Holocaust, our findings reveal that video interview lessons transmit values such as responsibility, solidarity and the respect of human rights. They are effective because the application of multimedia devices in the course of processing video interviews containing personal narratives and perspectives develops empathy, critical thinking, multiperspectivity, opinion forming, democratic functioning and other affective and cognitive skills necessary for functioning as responsible citizens. As a result of our research running for several years, it became apparent that the topic area and sources of oral history also facilitate longer (3-4-lesson long) timeframes either for projects or for the analysis of parallel life stories in a comparative way (e.g. applying a cross-curricular approach and subject synergies or using life interview extracts again at a later stage for further teaching materials), thus making it possible to apply them in education using more complex pedagogical strategies.

In the case of our lesson on the 1956 Revolution, we concluded that lessons with video interview extracts made it easier for students to process the teaching material, understand the information and deepen their knowledge. The interviews became a useful tool for understanding and processing, and at the same time, the lesson created opportunities for raising questions or discussing dilemmas. Video interviews supported group work and made it possible to form and compare opinions, which helped to develop critical thinking. Our post-lesson research showed that after the lesson nearly half the students talked about the 1956 Revolution with their classmates and one-third talked about it with their family members. This result means (although we can claim that it is not the actual task of history education) that video interview lessons encourage value transfer in the family; and involvement in national history as appearing in family stories facilitates its preservation in collective memory. If history lesson knowledge is repetitively discussed among family and peers (as the two most important interpretive communities) in educational spaces (i.e. spaces of free time), the internalization of social values represented by history education is supported.

10.

Learners' skills and thinking can be developed most effectively if several types of objectives are considered when designing a topic. Then, while processing the material, we should facilitate that learners' tasks should interact with and complement each other in achieving the required effect. The realization of our lessons reflected on how research-based learning can be linked with the development of critical thinking while applying interviews in the lessons. Meanwhile, other modern methods of history education can also be applied (e.g. comparing and contrasting, debate and discussion, group work or project work).

In order to create a connection with history, we need to provide the conditions in which the teaching material used in the lesson addresses students both emotionally and intellectually. Personal microhistory presented with audio application can efficiently support this process. At the same time, processing the interviews can help students differentiate between the three levels of historical memory: the personal level, the community level and the level of historical science.

The lessons applying video interview extracts could support history education by making the past relevant, an aspect in teaching methodology. The majority of students regard history

as something they have nothing to do with. Consequently, history education needs to provide opportunities for students to perceive that the effects and consequences of past events are still here with us. Educational innovation resulting from the renewal of subject-teaching methodology and teacher education should encourage students to learn about historical antecedents and find explanations for current affairs, because in this way they more easily find interest in social issues and problems.

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