Master's thesis
Advanced level

A Nation's History as Part of its History Education

A current comparative study of Scottish and Swedish secondary school teachers' perception of history, and curricula

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Abstract

This master's thesis explores the perceptions of the Short 20th Century history among high school teachers in Sweden and Scotland, focusing on how their perceptions fit within their own country's curricula's view on the same historic period. The study comprises two parts: an analysis of national history curricula and a survey of history teachers in both countries. Quantitative and qualitative comparisons of educational documents reveal nuanced differences, with Sweden emphasising a global perspective and Scotland maintaining a balanced approach between global and national narratives. Survey results underscore these distinctions, highlighting Swedish teachers' strong emphasis on a global outlook and Scottish educators' recognition of both national and global perspectives. The findings illuminate the diverse educational priorities and approaches to national history in Sweden and Scotland, shedding light on the complex interplay between historical narratives and educational contexts in shaping students' understanding of the Short 20th Century.

Keywords:
Scotland, Sweden, Curricula, Teachers' perceptions, Historical identity
To Esther
# Table of Contents

Abstract .................................................................................................................. iii

Table of Contents .................................................................................................. v

I: Introduction ........................................................................................................ 1
- Research Problem ............................................................................................... 2
- Aim and Research Questions .............................................................................. 4

II: Method ............................................................................................................... 5
- The Scottish and Swedish Curricula and Course Specifications ....................... 5
- The Survey .......................................................................................................... 8
- Frames of interpretations ................................................................................... 11
- Ethical Considerations and Method Discussion ............................................. 13

III: Background .................................................................................................. 14
- History Education in Scotland ........................................................................... 15
- History Education in Sweden ........................................................................... 17

IV: Previous research .......................................................................................... 18

V: Results ............................................................................................................ 22
- Results Based of the Scottish Curriculum, Course Specifications and Teachers .................................................................................................................................................................................. 22
- Scottish Curriculum and Course Specification for Higher History .................. 22
- History Teachers Responses ............................................................................. 28
- Results Based of the Swedish Curriculum, Course Specifications and Teachers, in relation to the Scottish results .............................................................................................................................................. 36
- Swedish Curriculum and Course Specification for Historia 1b ....................... 36
- History Teachers Responses ............................................................................. 41

VI: Discussion ..................................................................................................... 50
- Discussion regarding the History Teachers’ Answers ....................................... 52

VII: Conclusion ................................................................................................... 55

Bibliography ......................................................................................................... 58

Appendix A ........................................................................................................... 60
- Participant Information Sheet (English) ............................................................. 60

Appendix B ........................................................................................................... 61
- Participant Information Sheet (Swedish) .......................................................... 61

Appendix C ........................................................................................................... 62
- The Survey (English) ......................................................................................... 62

Appendix D ........................................................................................................... 72
- The Survey (Swedish) ....................................................................................... 72
I: Introduction

The educational system serves as the institution that either facilitates or blocks the development of each individual as a person and citizen [...] This proposition is inherent in the context of the question about national identity, viewed as an ongoing process of becoming, signifying that education, as an initial phase, must adeptly reconcile reason and emotion.¹

The 20th century stands as a testament to the relentless march of time, a period marked by seismic shifts in global geopolitics, social dynamics, and technological advancements. Within this whirlwind of historical events, nations grappled with the challenge of defining their identities against the backdrop of the Short 20th Century. This master's thesis embarks on an ambitious journey to explore and compare the perceptions and understanding of this pivotal era, focusing specifically on the narratives crafted by high school teachers in Sweden, and Scotland respectively. At the core of this study lies a profound inquiry into how these educators interpret their respective national histories within their teaching, and shedding light on the intricate interplay between education, collective memory, and identity formation.

The short 20th century, spanning roughly from the outbreak of the First World War in 1914 to the collapse of the Soviet Union in 1991, frames an era characterised by unparalleled social, political, and economic upheavals. It witnessed the rise and fall of empires, the ideological struggle of the Cold War, and the emergence of technologies that reshaped the very fabric of human existence. Against this backdrop, nations sought to navigate their unique historical trajectories, and the narratives crafted during this period continue to influence contemporary perspectives.

In pursuit of a comprehensive understanding, a linear method has been meticulously crafted to capture the perspectives of high school teachers in both countries. Divided into two distinct parts, this methodological approach leverages diverse data sources to enrich the analysis.

In the concluding chapters, this thesis will navigate through the findings of the curriculum and course specification analysis and the insights gathered from the survey responses. By triangulating these distinct sources of information, the study endeavours to offer a comprehensive understanding of how high school teachers in Sweden and Scotland engage with and convey their

national histories in the context of the Short 20th Century. Through this exploration, we aspire to contribute not only to the academic discourse surrounding history education but also to the broader dialogue on the role of education in shaping collective memory and identity in the dynamic landscape of the Short 20th Century.

As we embark on this exploration, the intention is not merely to unveil the differences and similarities in the perceptions by teachers in Sweden and Scotland. Rather, it is a quest to uncover the influence of curricula, and the personal perspectives of teachers. By traversing through the corridors of history education, this thesis aspires to illuminate the profound connections between the pedagogical landscape and the construction of national identities during the Short 20th Century.

**Research Problem**

During the late months of 2022 I got the opportunity to visit a Scottish High School for a few days, but due to personal issues I had to cancel my visit and return to Sweden. During these few days I got the opportunity to observe a history lesson held for a group of eleven-year-olds. It was during this lesson a seed of curiosity started to sprout within me, and the idea for my master's thesis was born; I noticed a huge difference in this lesson's content compared to lessons of the same kind back in Sweden. They were discussing the First World War, and, specifically, the British troops' impact on mainland Europe; but back in Sweden, the Swedes' impact on historical events are not discussed with the same enthusiasm within the walls of the history classroom. Why is that?

When studying the previous research chosen for this thesis, a clear pattern appears. The focus within schools seems to lie at the multicultural classroom as well as the creation of a national identity. It is, however, nearly impossible to give high school pupils a history education based on a homogenic view of one's nation's history if not segregation would be the aim, according to some scholars. At the same time, a collective view of one's national identity could be needed or seen as inevitable.

It seems that a less Eurocentric, and more multicultural approach toward the history subject is asked for in Swedish high schools by teachers as well as pupils. This is based on the fact that a lot

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of pupils from other cultures feel left out in the history classroom, as their own history does not seem to be touched; and even though the Swedish high school curriculum is developed to allow the pupils to gain the ability of critical thinking and a desire to keep learning for their entire lives.

By understanding the perceptions of history teachers regarding the emphasis on national and global history in the classroom is paramount in shaping a comprehensive history education. The differences observed during a brief visit to a Scottish High School, where the focus on British troops' impact on mainland Europe differed significantly from the approach in Swedish classrooms, raises intriguing questions. Uncovering the reasons behind such variations in historical narratives is crucial for educators, policymakers, and curriculum developers.

The Swedish curriculum for secondary school tells us that in the frames of the history subject, the teacher should help the pupils to gain the ability of critical thinking regarding history, and by doing so learn history. One of its purposes is to help the pupils acquire an understanding of how different cultures and groups in history have formed their identity. The Scottish secondary school curriculum tells us that in the frames of the history subjects, the teacher should help the pupils to increase a historical consciousness by studying British, European, The World's and Scottish history, and by doing so acquire an understanding of "Scotland's place within the world, selfawareness and growing identity".

In certain comparative studies, it has been demonstrated that across European countries, the subject of history, specifically, has been susceptible to influence by politicians, serving as a tool to advance agendas. Notably, the absence of Scotland and Sweden in these analyses underscores the focus of this thesis.5

In the current global context of 2024, where interconnectedness and multiculturalism are increasingly emphasised, the timing of this study is particularly relevant. The need for a more inclusive and diverse history curriculum has become evident, not only to address the concerns of students from various cultural backgrounds who may feel marginalised but also to cultivate a more holistic understanding of the world. In a time where historical events have profound implications on contemporary issues, examining how teachers perceive history can contribute to fostering critical thinking, global awareness, and a sense of shared humanity among students. As societies

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continue to grapple with questions of identity, nationalism, and the interconnectedness of historical narratives, this research seeks to provide insights that can inform educational practices and contribute to the ongoing discourse on the role of history education in shaping informed and open-minded citizens.

**Aim and Research Questions**

This study aims to compare secondary school history teachers' perceptions of national and global history of the Short 20th Century\(^6\) in Scotland and Sweden, in relation to each country's curriculum has toward national and global perspectives.

In order to provide an answer to my aim, these research questions will be examined:

- What are the differences and similarities in approach toward a national and global perspective between the Scottish, and Swedish curriculum and course specifications?
- What are the differences and similarities in approach toward one's national history between the Scottish, and Swedish secondary school teachers?

\(^6\) “The Short 20th Century” is a term coined by the English author Eric Hobsbawm. This term, and the time period it refers to, occur from the outbreak of the First World War in 1914, up until the fall of the Soviet Union in 1991.
II: Method

In order to get a broad understanding of how teachers in Scotland, and Sweden respectively, interpret and perceive their respective national histories, the thesis is divided into two parts; a quantitative and qualitative analysis of the Swedish and Scottish curricula, as well as an analysis of responses collected in a survey answered by ten Scottish, and ten Swedish history high school teachers. Two different methods to collect, process and analyse the information have therefore been used.

The Short 20th Century serves as an excellent study subject for comparing Scottish and Swedish history education due to its temporal specificity, enabling a focused questioning of key historical events. The nature of the Short 20th Century allows for a nuanced analysis of how these events are incorporated into the history education of both nations, unveiling shared themes and divergences. By focusing on this specific period, the study aims to reveal how history teachers, and curricula, from each of the two countries perceive and address national and global perspectives of the Short 20th Century.

The Scottish and Swedish Curricula and Course Specifications

The first part of this thesis is made up of an analysis of the Swedish curriculum for Secondary School, as well as the Course Specifications for Historia 1b. Both documents are written and reviewed by the Swedish National Agency for Education (Skolverket). The equivalent documents from Scotland, which has also been analysed, are the Scottish curriculum for Secondary School, as well as the Course Specifications for Higher History. The two Scottish documents are administered by Education Scotland, an executive agency by the Scottish government, as well as the Scottish Qualifications Authority whose main purpose is to provide products and services in skills, training and education. These four documents have been compared quantitatively and qualitatively due to the fact that both a countable analysis of words such as "Britain/British", "Scotland/Scottish", "Sverige/Svensk", and "our/vår" as well as a deeper analysis of the

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7 A history course for pupils at secondary school in Sweden.
documents content is needed in order to form a broader understanding on how the two countries documents differ from one another.

One of the advantages of quantitative and qualitative analyses can be read in the book *Metod helt enkelt*, which points out a few that are important for this thesis' first part. It lifts the fact that quantitative methods can be used to collect data that can be counted, and put into statistics,\(^\text{12}\) such as the words of significant value mentioned above. Statistics as these can then later be used in order to measure the number of words in the four different documents. Worth mentioning is that Larsen also points out that a quantitative analysis may lack some data needed to answer some questions,\(^\text{13}\) hence these documents will also undergo a qualitative analysis. With a qualitative analysis of the four documents, one can get a deeper understanding of their offered meaning, what the documents are saying and value their content through the eyes of previous research. A qualitative study can therefore be seen as one of good validity.\(^\text{14}\) However, it is also important to remember that data from a qualitative study can never be generalised since the data is also under influence of someone's understanding and perception.\(^\text{15}\)

The introduction, as well as the second section of the *Curriculum for Excellence*, the one used for all levels of education in Scotland except universities, called "Responsibility of All Practitioners" was chosen to be analysed due to its similarities with the Swedish curriculum for secondary school with a broader aspect of the school's and its pupil's aim. The third, and last section called "Curriculum Areas" has a deeper focus of the curriculum's aim toward each subject within the educational aspect, which did not seem necessary to analyse as the specific course specification has been analysed. The entirety of the Swedish curriculum for secondary school was chosen to be analysed due to its simplicity.

The course specification of *Higher History*, which is the second highest history course in Scottish secondary schools, as well as the course specification of *Historia 1b* (History 1b; my trans.) which content and focus areas are quite similar to the Scottish history course was chosen for this thesis, but only the parts covering the Short 20th Century, due to the fact that they both deal with events from the Short 20th Century.


\(^{13}\) Larsen, (2018) 35.


\(^{15}\) Larsen, (2018) 37.
These curriculums and course specifications have been analysed by looking for specific words within their content, words that can be traced to have either a nationalist connotation, or more of a globalist connotation:

Figure 2:1

<table>
<thead>
<tr>
<th>English</th>
<th>Swedish</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>Global</td>
</tr>
<tr>
<td>Scottish/Scotland</td>
<td>International</td>
</tr>
<tr>
<td>British/Britain</td>
<td>Global</td>
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<tr>
<td>Our</td>
<td>World</td>
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<tr>
<td>Domestic</td>
<td>Intercontinental</td>
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<tr>
<td>Homeland</td>
<td>Humans</td>
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<tr>
<td>Heritage</td>
<td>Multicultural</td>
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<tr>
<td>Tradition</td>
<td>Transnational</td>
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<tr>
<td>Independence</td>
<td>Globalisation</td>
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<tr>
<td>Local</td>
<td>Global perspective</td>
</tr>
<tr>
<td>Native</td>
<td>Comparative</td>
</tr>
</tbody>
</table>

These have been counted and compared to how many times they occur in each text. The selection of specific words for analysis in this study was deliberate and rooted in their inherent connotations, aligning with either global or national perspectives within historical narratives. Terms such as "international," "global," and "comparative" were included to capture instances where historical events transcend national boundaries, indicating a global outlook. "Humans" was chosen to highlight passages focusing on the impact of historical events on humanity at large, transcending national borders and emphasising a global perspective. Conversely, words like "Scottish/Scotland," "British/Britain," "our," and "domestic" were chosen to identify references.

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16 The words in Swedish will be displayed in English throughout the thesis, to the ease of the reader.
firmly rooted in specific national contexts. These terms convey a focus on national identity, cultural heritage, and internal historical narratives, emphasising a more localised perspective. The deliberate choice of these words with distinct global or national connotations ensures a targeted analysis, enabling the exploration of how history is framed within the curricula of Scotland and Sweden from both a global and national standpoint.

**The Survey**

The second part of this thesis is based on the results in a survey that was sent out to history teachers in Scotland and Sweden. The choice of making a survey-based study in order to uncover the nuanced ways in which teachers in Scotland, and Sweden respectively, interpret and teach their respective national histories lies in the reasons pointed out by plenty of scholars. The most prominent advantages with surveys such as the possibility to guide the questionnaire into answering only questions that are relevant for the study, and therefore make the data more manageable. Another well-known advantage with survey studies would be that surveys are an easy way of reaching out to a large group of people, and to collect large quantities of data, and even though this part of the study only focuses on quite a few numbers of questionnaires, surveys could still be used as a means to study teachers' attitude to a specific phenomenon. And even though surveys with pre-formulated answer options as an advantage, this study contains both such questions, as well as open questions that are usually seen in interviews. The reason for this is to analyse the different teachers' approach on the subject through a qualitative analysis within the means of a survey.

The survey was created within the programme Microsoft Forms and translated for the ease of the two different target groups: Scottish and Swedish teachers. The survey therefore comes in two versions; one in English, and the other one in Swedish. This was done to minimise the possibility of misunderstandings of the questions by the teachers in Sweden, and to let the Scottish teachers

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17 See appendix C and D.
23 See appendix C and D.
understand the questions at all. The two versions were translated by me, the author, alone. The surveys were published in two different private Facebook groups; one for history teachers in Scotland, and one for history teachers in Sweden, and was open for answers between the 12th of November 2023 and the 19th of November 2023. The group for history teachers in Scotland has a total of 1.616 members and the group for the history teachers in Sweden has a total of 4.906 members.

Due to this thesis' dimension and aim to study individual teachers from the two countries, a selection of ten survey responses from each country has been analysed. As more than ten individual responses from each country were received, ten responses were randomly chosen with the help of a random number generator. And in case that any of these ten responses would have had too vague answers, unusual rating pattern, or questions be missed, I reserve the right to randomly pick another response.

The survey is divided into five sections, whereas the first one, Information About the Survey, provided the respondents with details regarding the thesis' aim, the approach employed to engage the teachers, the intended utilisation of the gathered data in the research, and the option to either consent or decline participation in the study. The second section, Information, asked the respondents about their career; for example, how long they have been working as a teacher, as well as if they teach any other subjects than history. In the third section, the Short 20th Century, the respondents got to answer ranking order questions regarding their opinions on global and national perspectives when teaching about certain events during the Short 20th Century, and value the importance of global versus national perspectives when teaching about the Short 20th Century in whole. The fourth section, the Nation and the World, included longer text questions where the respondents got the opportunity to develop their answers on their answers from the previous section. In the final section of the survey, Lesson Planning, the respondents were provided a statement which they were to rank "Not important at all" or "Extremely important".

24 Robin Nordlund MacDougall speaks fluent Swedish, and English, due to the fact that he grew up in Sweden and due to his family connection to Scotland. He has also studied English at an academic level at Dalarna University between 2021 and 2022; as well as written a chapter in English within a published book.

25 Private Facebook groups are groups where only members can see what is posted within the group. It does also mean that an administrator has to individually accept each person asking to join.

26 Scottish History Teachers.

27 Nätverk för historidelärare [Network for History Teachers]

28 As of 19th of November 2023.

29 As of 19th of November 2023.
The questions in the survey are, as mentioned above, of both ranking and long text character. The ranking order questions were used in order to get an overview of the twenty respondents. With these questions, the respondent had the option to choose a number from zero to ten, whereas the number zero equals "Not important at all" and ten equals "Extremely important". In the result section of this thesis, ranking between one and three will be called "Barely important"; between four and six will be called "Moderately important", between seven and eight will be called "Important"; and nine will be referred to as "Very important". These questions were in the nature of the individual teacher's feelings on the importance of different perspectives.

As of the long answer text questions, the teachers got the opportunity to develop their ranking order questions. This was done by asking if the respondents could describe specific instances for when focusing on national or global contexts, and why one would be more significant than the other. The respondents were also asked to answer the questions "What do you believe are the benefits of pupils gaining a strong understanding of their own nation's history?" and "What do you believe are the benefits of pupils gaining a strong understanding of global history?" in order to try and understand whether they see advantages or disadvantages with both of the two perspectives, or if they only see advantages with one perspective.

Another question asked, number nine, in the survey is a choice based question: "When you are teaching about topics regarding the period between 1914 and 1991 your focus mostly lies…", where the respondent gets presented topics such as "The First World War", "The Second World War", "The Welfare State", "The Women's Rights Movement", "The Cold War", "The Working Class", "Migration", "Colonialism" and "Genocide". They are then to answer, for each topic, if their focus lies either "toward Scotland's role", "toward Britain's role", "around a European point of view", "within the global context" or "I do not teach about this topic".30

Within the discussion and conclusion, each respondent will be numbered in order to more easily be discussed. Out of the ten responses I choose to analyse, from both the Scottish, and Swedish respondents, each will be given a number ranging from one till ten.

Due to the fact that this is a study of perceptions, of a small number of individuals, on a subject always in change of political power, it is worth remembering that if this study would be replicated, the answers would most likely differ from the answers this study's survey has achieved. However,

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30 The history teachers in Sweden could choose "på Sveriges roll" [toward Sweden's role] and "på Nordens roll" [toward the Nordic's role] rather than "…Scotland's…" and "…Britain's…".
the responses in this study's survey capture a unique snapshot of the dynamic nature of individual perceptions and perspectives at a specific point in time, shedding light on the nuanced impact of evolving political contexts.

Frames of interpretations

Curriculum theory serves as the theoretical scaffold underpinning the design and implementation of educational programs, with a particular emphasis on the arenas of formulation and realisation. In the pursuit of understanding the curriculum for Historia 1b and Higher History courses, it is imperative to explore these arenas as integral components shaping the educational landscape.

Curriculum theory, as applied to history education, encapsulates the multifaceted process of crafting educational experiences that foster historical understanding and critical engagement. The "formulation arena" within this context refers to the conceptual space wherein curriculum designers, policymakers, and educational experts collaboratively delineate the idealised information that Historia 1b and Higher History should encompass.\textsuperscript{31} This foundational stage sets the path for shaping the overall goals, content, and pedagogical approaches within the history subject.

Contrariwise, the "realisation arena" bridges the gap between the idealised curriculum formulated at the academic level and its practical enactment within the classroom setting.\textsuperscript{32} This arena acknowledges the dynamic nature of education, recognising that the effectiveness of a curriculum lies not only in its theoretical foundations but also in its adaptability to diverse learning environments. The two mentioned "arenas" can most simply be referred to as theory versus practice.

Another theoretical framework, which is discussed in the book "Doing History" by Dr. Mark Donnelly, associate professor in history, and Dr. Claire Norton, reader in history, underscores the essential role of history in the construction and sustenance of human identity. It posits that the need for historical identity is inherent to the human experience, suggesting that the act of storytelling about the past fulfils a crucial function in shaping individual and collective identities.\textsuperscript{33}

\textsuperscript{31} Kristina Ledman, 	extit{Historia för yrkeshögskolor} [History for the Practical Programmes] (Umeå: Umeå University, 2015) 35.
\textsuperscript{33} Donnelly & Norton, (2011) 191.
Drawing on the cross-cultural similarities in historiographical approaches, the framework emphasises that the universal practice of constructing historical narratives is indicative of a fundamental human need.\textsuperscript{34} Whether through negative descriptions of adversaries, instructive use of historical examples for ruling elites, or the development of source criticism movements, societies engage in these practices to define themselves in relation to their past. This suggests that historical identity is not only a cultural phenomenon but a shared human endeavour, transcending temporal, cultural, and linguistic boundaries.

Frank Ankersmit, professor of intellectual history at the University of Groningen, states that civilizations 'write themselves' through historical culture and is extended to propose that the need for historical identity is unavoidable.\textsuperscript{35} In this context, historical narratives serve as a mirror reflecting not only what a society thinks but also who it believes itself to be. The act of 'writing' oneself through history becomes a fundamental aspect of self-discovery and self-definition.

The framework argues that the universal nature of historical identity is not a mere cultural inclination but an ontological imperative. It asserts that, at a fundamental level, individuals and societies need to construct narratives about their pasts to make sense of their present and envision their future.\textsuperscript{36} This need is deeply ingrained in the human psyche, manifesting in diverse forms across different cultures and historical epochs.

Ultimately, the framework advocates for the recognition that history is not a luxury or an academic pursuit but a fundamental human need. It asserts that the ongoing construction of historical identity is an intrinsic aspect of the human condition, shaping how individuals and societies perceive themselves, relate to others, and navigate the complexities of the contemporary world. In this perspective, the study and practice of history become not only a scholarly endeavour but a vital means of understanding and embracing our shared human identity.\textsuperscript{37}

\textsuperscript{34} Donnelly & Norton, (2020) 192.
\textsuperscript{35} Donnelly & Norton, (2020) 192.
\textsuperscript{36} Donnelly & Norton, (2020) 192.
Ethical Considerations and Method Discussion

The ethical considerations that researchers must consider when conducting studies, according to the Swedish Research Council, are the information requirement, the consent requirement, the confidentiality requirement, and the utilisation requirement. The information requirement outlines the purpose of the study, and all necessary information that participants need to know, such as the utilisation requirement, confidentiality requirement, and consent requirement. The information requirement has, in this study, been fulfilled by informing participants about the study’s purpose, utilisation, and confidentiality in the information provided in the first section of the survey. This information states the purpose of the study, why it is an important area to investigate, and indicates that it is an anonymous and confidential survey. The consent requirement is fulfilled when respondents in the survey choose whether to complete the survey or not. The consent requirement involves obtaining consent from participants to participate in the study. The information also explains how the collected data will be used, and discarded after use, and that it is only for this master's thesis purpose. This is what the utilisation requirement demands: that the answers from a survey may only be used for research purposes. The confidentiality requirement is that all participant information is anonymised to protect their identity from unauthorised individuals.

The decision to have a relatively small group of respondents for the survey was intentional and stemmed from the nature of the survey questions, which included longer qualitative inquiries. Unlike larger quantitative surveys, where the focus is often on statistical trends, this study aimed for in-depth insights into individual perceptions. Qualitative questions are more akin to interviews, demanding thoughtful and detailed responses. A smaller sample size allowed for a more thorough analysis of each response, ensuring a nuanced understanding of the teachers' perspectives. Moreover, the qualitative nature of the survey sought depth over breadth, aligning with the exploratory nature of the research.

The survey was distributed the day after Remembrance Day, a decision that could potentially influence the responses from Scottish teachers. Remembrance Day is a time when reflections on national history, particularly wartime events, may be heightened. While this timing could introduce a certain bias, it also captures a specific moment when teachers may have a heightened awareness of historical narratives related to conflict and sacrifice.

The words chosen for analysis were carefully selected to be representative of national and global connotations within the context of history education. While it's impossible to analyse every possible word, the chosen terms, both with national and global connotations, are comprehensive.
and capture the essence of how historical events are framed in educational documents. By focusing on key words, the study aimed to identify overarching themes and trends in the curricula and course specifications of both countries. This targeted approach enabled a more focused and meaningful analysis, providing a deeper understanding of the narratives presented in educational materials.

In conclusion, the methodological choices made in this study were deliberate and aligned with the research objectives. The small group of respondents, the timing of the survey distribution, and the selective word analysis were all considerations made to ensure a focused and insightful exploration of how history is taught and perceived in the educational contexts of Scotland and Sweden.

III: Background

When talking about one's nation's history, words like national identity, multiculturalism and diversity come to mind. In a world where cultural diversity, as well as cultural differences, are becoming progressively more prominent it can be difficult to know if, how and how much one's own nation's history should be touched on in the matter of history education in schools.  

The educational system, and its schools, in any country plays the key role as the most prominent and important institution to ensure that the governing administration's view on democracy and values are taught to the country's youth; and for most of the 20th century, the school curriculums around Europe had an aim to teach these values together with a common national identity. But during the last decade of the 20th century, as well as the first two decades of the 21st century, European nations have undergone a huge change in national identity due to extensive migration from other cultures and a shift toward a neoliberal standpoint within the political and educational arena.

It is not at all strange to see changes throughout the ages in education, but it could be argued that the subject of history is the one that has seen the most changes. The history subject in schools has been the subject of political involvement for centuries, and more often than not in a negative manner. The importance and interest in the study of history, and especially one's own national history, in school has been closely related to the growth of nation-states in Europe. In the late 19th

century, when history grew into a curricula-based subject in European schools, it became a subject with a very distinctive and clear purpose: to enhance the country's citizens' national identity. This, says the historian Arie H. J. Wilschut, is clearly noticeable when studying old history curricula as political education, and ideology can be seen as predominant in almost every case.\(^4\)

As for this thesis, a short background based on how the history education developed in England, and Sweden during the early 20th century could be in place. This since most of the English-speaking world adopted the same ideas and academic discipline in the matter of history education,\(^2\) and Sweden because the thesis is, in fact, about Sweden as well as Scotland.

**History Education in Scotland**

During the first decade of the 20th century, the English Board of Education stated the importance of teaching history in school. The purpose of the subject was to give the pupils insights into the rights and duties of British citizens, an understanding of national character and identity, and a record of the influence for good or for evil exercised by great personalities.\(^4\) The content in the frame for the history subject was almost completely limited to British, and English history. Around the First World War, the aim shifted more toward a patriotic and heroic approach toward the nation which, in the aftermath of the war, continued to be focused on patriotism and imperialism. However, during the late 1920s more focus got into how history should be taught rather than focus on its content, which continued to be influenced by patriotic and imperial opinions, and that was through a critical thinking\(^4\) approach.\(^4\)

As the 20th century progressed, the focus on history education underwent significant transformations, particularly in the context of Scottish schools. The evolution of the history curriculum in Scottish education during the early to mid-20th century reflected broader societal


\(^{44}\) In 1927, F. C. Happold published a pamphlet called *The Study of History in Schools: as a Training in the Art of Thought* in which he ought the history education to involve: "the ability to collect, examine and correlate facts and to express the result in clear and vivid form, freedom from bias and irrational prejudices, the ability to think and argue logically and to form an independent judgement supported by the evidence which is available, and, at the same time, the realization that every conclusion must be regarded as a working hypothesis to be modified or rejected in the light of fresh evidence."

changes and a growing recognition of the need for a more inclusive and diverse approach to historical studies.

In Scotland, the direction of history education echoed many of the trends observed in England. The early decades of the 20th century saw a continuation of the emphasis on British history within the curriculum.\(^46\) However, by the interwar period, there was a discernible shift in pedagogical goals and approaches. The aftermath of the First World War prompted a revaluation of the narrative surrounding patriotism and heroism. While these themes still retained significance, educators and policymakers in Scotland began to recognise the importance of cultivating critical thinking skills in pupils.\(^47\)

The late 1920s marked a pivotal juncture in the evolution of history education in Scottish schools, mirroring developments in England. The discourse shifted from a sole focus on the content of history to the methodologies employed in its teaching. A critical thinking approach gained prominence, encouraging pupils to engage with historical narratives analytically and question the prevailing perspectives on patriotism and imperialism.

In this evolving landscape, Scottish educators sought to instil a more nuanced understanding of national identity and character.\(^48\) The curriculum expanded to encompass a broader spectrum of historical contexts, acknowledging the multicultural and diverse fabric of Scottish society. While British and English history retained their significance, there was a growing recognition of the need to incorporate perspectives that went beyond the traditional narratives.

The post-war period in Scotland saw a more deliberate effort to incorporate global perspectives into the history curriculum. The influence of great personalities and their impact, whether for good or for evil, continued to be a focal point, but with a broader lens that encompassed not only the British Isles but also the wider world.\(^49\) This shift reflected an acknowledgment of Scotland’s interconnectedness with global events and a recognition of the importance of fostering a global perspective among pupils.


\(^{48}\) Paterson, (2023) 2;131.

\(^{49}\) Paterson, (2023) 64.
Moreover, the critical thinking approach that emerged in the late 1920s gained further traction in Scottish schools during the latter half of the 20th century. The emphasis on developing analytical skills, independent inquiry, and a nuanced understanding of historical events became central tenets of history education in the region.

**History Education in Sweden**

Swedish history education has been around for a long time, but during this time the subject's purpose, importance and the number of hours spent on the subject changed. Just like in Britain, the history education's purpose in the beginning of the 20th century was to foster good, well-behaving citizens.\(^{50}\) This purpose was reached by teaching the pupil about the history of their nation; a nationalistic approach in a nationalistic Europe. Focus laid not only on Sweden, but Western Europe which was seen as equally important to know the history of. However, after the Second World War the subject moved from this nationalistically-viewed subject toward a subject whose purpose was no longer to foster patriotism and love to one's country, but toward a subject whose purpose was to promote democratic values, a change the political left had promoted for a few years.\(^{51}\) In 1938, the Swedish government questioned a new inspection authority whose purpose was, as the name suggests, to inspect and review the textbooks used in school. However, how they worked and examined the textbooks changed over the years until 1991 when the Swedish government decided that the inspections were not needed any longer.\(^{52}\) The change from a nationalistic approach within the history education, toward a democracy-promoting approach, forced the textbooks to take on a new shape and to change the content within them, and within them one could now read about the history of conflicts outside of Europe; for example the decolonisation and later on the Israel-Palestinian conflict, as well as the Vietnam war. Worth mentioning is that due to Sweden's neutral position during the 20th century, the content of its history textbooks was to criticise not only one side of the conflicts that occurred during the century, but both sides.\(^{53}\)

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\(^{51}\) Larsson, (2019) 349.

\(^{52}\) Larsson, (2019) 350.

When touching the subject of national identity, it is merely inevitable not to mention historical narratives. The societal narrative can be understood as the stories we share a connection to. It can be a place associated with something brutal that changed a people's way of life, or an object that reminds a people of their common goal. Britain has for centuries consisted of a mix narrative from different groups, yet a common British narrative emerged during the beginning of the 20th century. The same principle goes for Sweden where a few groups have historically had different narratives from one another, and due to the large number of immigrants coming to Sweden during the late 20th century and the 21st century, other narratives start to fill the classrooms. Narratives such as these play a large role when it comes to national identity, as a common narrative is favourable if a common national identity should thrive. It is, however, perfectly possible to acquire multiple narratives, and share a connection to more than one national identity.

IV: Previous research

Research made on the history subject's aim and purpose, as well as the history teachers' ideas and epistemic understandings of the subject are plentiful. However, comparative studies made within the subject of history, and history didactics are less, and not as frequent. It is therefore important to fill in this gap, and to help and inspire other people to do the same.

Inari Sakki, professor in social psychology at the University of Helsinki, and Anna-Maija Pirttilä-Backman, professor emerita in common matters, are discussing history teachers understanding of their subject in their article "Aims in teaching history and their epistemic correlates: a study of history teachers in ten countries", where they are presenting a study they have produced. In their study they are comparing 633 history teachers, from ten countries in Europe, and their view and understanding of their subject. What they noticed was that, just as a previous study shows, European countries are divided into rather clear blocks within the history subject's aim and purpose. Mange Angvik and Bodo von Borries suggests that Europe can be split up into three

54 One example of such diversion is the English, Irish, Scottish and Welsh narratives.
55 Swedes, Sami and Swedish-Finns.
56 When searching for "Teaching History", as of 31st of December 2023, in the JSTOR database, over 98,000 journal entries from the time after 1980 appear.
58 Austria, Belarus, Estonia, Finland, France, Germany, Israel*, Italy, the Netherlands and Serbia. *The authors do not specify why history teachers from Israel took part in the study, even though Israel is not part of Europe.
59 Mange Angvik & Bodo von Borries, Youth and History: A Comparative European Survey on Historical Consciousness and Political Attitudes among Adolescents (Hamburg: Körber-Stiftung, 1997).
blocks: one of which traditional communities in which religion, nation and one's own group are important, and this block consists most typically of Mediterranean countries. The second group is typically the Western and Northern European countries; countries with a high engagement with liberal values, internationalism, and democracy. The third group is mostly consisting of former Soviet, or Soviet-influenced, states, a group that have high thoughts on modernism and traditionalism.\(^{60}\)

When comparing Andvik and von Borries' results and division to the results presented by Sakki and Pirttilä-Backman one must understand how they have divided the subject's aim itself. Sakki and Pirttilä-Backman have, in their study, analysed the teachers' answers and placed them into three clusters. One where the teachers show an aim pointing toward helping their pupils to gain a critical thinking on history where the pupils gets to know how to use history per se,\(^{61}\) the second is when the teachers understand the subjects aim to be to moral virtues and patriotism,\(^{62}\) and the third cluster would be historical consciousness where the aim is to teach the pupils on how the past, present and future are connected.\(^{63}\)

It can be noticed that the teachers in the former Soviet Union, and former communist states lean toward a more morally and patriotic aim with history, whereas the Western countries in their study point toward a more critical thinking aim on the subject.\(^{64}\) This result can be backed up with Korostelina's study on Ukraine's use of the history subject as a tool to create a new national identity after the collapse of the Soviet Union in 1991.\(^{65}\) Korostelina writes that teaching about a specific group of people's shared history plays a major role in the creation of a national identity, and that the need of a national identity is most commonly noticed after the birth of a newly independent state.\(^{66}\)

Sakki and Pirttilä-Backman also show that even though some teachers have a very deep-rooted, traditional, and national-centric view on history and values, they tend to act differently in the classroom. These teachers took on another, more nuanced view, and more politically correct


\(^{64}\) Sakki & Pirttilä-Backman, (2019) 68.


\(^{66}\) Korostelina, (2011) 1.
approach on their subject, which shows that their ideals and practices not necessarily must coincide with their teaching of history.67

In the article "National Identity and Cultural Differences - A Challenge for Curriculum and Curriculum Theory", The late Carsten Ljunggren, professor emeritus in pedagogy at Örebro University, writes about how the school curriculum in countries have changed in recent years due to a shift in the political landscape.68 The curriculum has, according to him, shifted from a document whose aim once laid in the purpose of helping teachers to point their pupils in the direction of acquiring knowledge to only focus on economical measurable results. He mentions the importance of remembering that the curriculum, and hence the educational system and the content of the education in any country, lies in the hands of the governing ideologies. Due to this statement, he lifts the change in a Swedish sociopolitical context, where, in recent years, the political and educational landscape have shown to be based on "neoliberal marknadsstyrning" (neoliberal market-based governance; my trans.).

Ljunggren continues to write about the difficulties of both creating a national identity through educational means, and at the same time maintaining a liberal view on a multicultural society, especially in the way it is done now. He talks about how the curriculum in the Western world has gone from a curriculum with a clear purpose; to foster a virtuous citizen with a common national identity, to a curriculum with more of a vague take on its supposed "outcomes and experiences", which is something plenty of teachers agree with.71 And even though the Western world has started to move away from a multicultural view, it is still important to see the West as multicultural, he states. Due to this, through his own arguments, he discusses the importance of letting collective identities grow, and to give them space, yet the focus should lay within the elements of a common culture and curriculum.72

In Kenneth Nordgren's, PhD., doctoral thesis Vems är historien? (Whose is the History?; my trans.), he writes that the multicultural perspective raises profound questions about the meanings of

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70 Western Europe and North America.
71 A poll made by the trade union Educational Institute of Scotland in 2009 showed that 46% of the teachers were "barely confident" or "not confident at all" with the new Scottish school curriculum, due to its vague intentions.
citizenship, societal socialisation, and education. The complexities of balancing individual, cultural, and societal interests become particularly evident within the realm of education, notably in schools. Despite inclusive ambitions of nation-states, grappling with immigration and the cultural diversity associated with globalisation proves challenging. Over the past fifty years, the Swedish parliament has undergone multiple revisions of immigration policy. In the late 1990s, a shift towards increased emphasis on integration prompted the government to deliberate on the foundational elements of a modern Swedish identity.\(^{73}\)

This quoted passage captures a dilemma that is not easily navigated. The proposition centres on the idea of integration, prompting a critical inquiry into the existence of a shared foundation for Swedish identity. The dismissal of history as a defining factor, assumed to be rooted in ethnic and national origins, raises problematic assertions. The argument underlying the proposition tacitly assumes that Sweden was once, but is no longer, ethnically homogeneous. This assumption stems from the notion that Sweden is perceived to have transitioned from a homogeneous to a diverse population. Alternatively, the excerpt can be interpreted as an expression of the nation-state's departure from an ethnonational community to a civic nation, where legal affiliation is the only presupposed allegiance.\(^{74}\) Nevertheless, the proposition's reasoning relies on the presumption that there exists a set of values that is well-defined, self-evident, and fundamental to society. These values are portrayed as independent of the country's history; they need not be seen as historical but rather as "contemporary". The proposition stirred controversy, sparking widespread debate in the mass media.

This discussion echoes the challenges highlighted by Ljunggren in the context of creating a national identity. He points out that the educational subject revolves around a procedurally determined content where pupils emerge and engage in a kind of competition to justify their version of the narrative of national identity before the others through educational means, and this competition may cause the western liberal ideas of tolerance to become a devaluation to other cultures.\(^{75}\) The proposition reflects the tension between forging a shared national identity and the complexities of accommodating a multicultural society. It grapples with the evolving nature of citizenship, suggesting a shift from an ethnonational to a civic conception. Just as Ljunggren emphasises the importance of allowing collective identities to flourish, the proposition underscores the need for a

\(^{73}\) Nordgren, (2006) 35.

\(^{74}\) Nordgren, (2006) 35.

nuanced understanding of values and identity, navigating the intricate dynamics of a multicultural society.

V: Results

Below follows a comprehensive analysis of the survey responses from both Scottish and Swedish high school teachers provides valuable insights into their perceptions and approaches to teaching the short 20th-century history. This section explores key themes and patterns that emerged from the data, shedding light on the teachers' perceptions regarding the importance of global and national outlooks. By delving into these findings, we gain a nuanced understanding of the differences and similarities in how these educators conceptualise and perceive the national and global values of the Short 20th Century, offering valuable implications for curriculum development and cross-cultural understanding in history education.

Results Based of the Scottish Curriculum, Course Specifications and Teachers

Scottish Curriculum and Course Specification for Higher History

The results presented below are all data collected from an analysis of the Scottish Curriculum for Excellence⁷⁶, as well as the sections of the course specifications, for Higher History, that involve the Short 20th Century. The data is based on the amount of time a word with either national, or global connotation occurs in the text itself.

⁷⁶ Pages 1-42.
As can be seen in figure V:1, the most recurring word, with a national connotation, out of the ones searched for is "our", as it appears 16 times in the text. Less frequent words are for example "heritage", "tradition" and "local" as they are only mentioned a total of eight times. "Scotland" and "Scottish" are not as recurring as "our", but the second most recurring words as they appear nine times in the text.

The result indicates that the Scottish Curriculum for Excellence is quite focused on the individuals as part of a collective identity.
The most recurring word, as seen in figure V:2, with a global connotation out of the ones searched for is "comparative", as it appears ten times in the text. Less frequent words are for example "human", "humans" and "international" as they are only mentioned a total of three times. "World" is not as recurring as "comparative", but the second most recurring words as they appear nine times in the text.

The result indicates that the Scottish Curriculum for Excellence is quite focused on a comparative perspective in secondary school, and not so much on a global perspective. Worth mentioning as well is that the word "world" in the Scottish Curriculum for Excellence is mostly used as a word to describe a sphere of interest, rather than the World.\(^7\)

\(^7\) The word "World" recurs nine times, and out of those nine times seven refers to something else than the actual World. For example: "the world of work" and "in the world around me".
In figure V:3, it can be noticed that the two words with a national connotation that occur most frequently in the Course Specifications for Higher History are "Scotland" and "Scottish", as well as "Britain" and "British". These words combined occur 36 times in the text. The only other word that occurs, out of the ones searched for, is "domestic" which appears three times in the text.

This could indicate that a large part of the History Higher course has its focus toward Scottish, and British history.
The one word with a global connotation that stands out to the rest, and recur 18 times, as shown in figure V:4, is "World". The rest of the words, "international", "global," and "comparative", only appear a total of seven times in the course specification.

According to this, combined with the results in figure V:3, one can get an understanding that the focus of this course is, in fact, toward national history.

Summary: The analysis of the Scottish Curriculum for Excellence, specifically the Higher History course's sections on the Short 20th Century, reveals interesting patterns in word frequency. In terms of words with national connotations, "our" stands out, occurring 16 times in places where it is used in ways such as: "[...] having a sense of belonging and recognising and understanding our contribution in society"\(^78\), "[...] our learning and our sense of personal identity"\(^79\) and "[...] which will enable our young people to become [...] successful learners, confident individuals, 

\(^78\) Education Scotland, *Scottish Curriculum for Excellence* 18.

\(^79\) Education Scotland, 20.
responsible citizens, effective contributors” followed by less frequent mentions of words like "heritage," "tradition," and "local." The terms "Scotland" and "Scottish" rank second, appearing nine times where it is used in ways such as "This material is for all who contribute to the education of Scotland's children and young people" and "children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage." This suggests a focus on individuals contributing to a collective identity.

For words with global connotations, "comparative" is the most recurring, appearing ten times, while terms like "human," "humans," and "international" are less frequent. "World" is the second most recurring global term, appearing nine times, but it's primarily used to describe a sphere of interest rather than the entire world. This indicates a focus on a comparative perspective in secondary education rather than a global one.

Analysing the Course Specifications for Higher History, words with national connotations like "Scotland," "Scottish," "Britain," and "British" dominate, occurring 36 times. The times these words are used are in historical study objects, for example: "Development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens" The only other relevant word is "domestic," appearing three times, suggesting a substantial emphasis on Scottish and British history.

In terms of global connotations in the course specifications, "World" stands out, recurring 18 times, while terms like "international," "global," and "comparative" together only appear seven times. These words occur, as the ones with a national connotation, within specified study objects. This further supports the notion that the primary focus of the Higher History course is on national history.

The use of "British" within the curriculum indicates a conscientious recognition of the broader historical context that extends beyond Scotland to encompass the entire United Kingdom. This implies that the curriculum seeks to provide a comprehensive overview of historical events and developments within the British Isles, fostering a holistic understanding of the interconnectedness of the constituent nations.

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80 Education Scotland, 55.
81 Education Scotland, 3.
82 Education Scotland, 20.
83 Scottish Qualification Authority, Higher Course Specification (2023) 8.
The frequent recurrence of "Scotland" and "Scottish" within the curriculum points to a specific and deliberate emphasis on Scotland's unique history and identity. This suggests that the curriculum dedicates substantial attention to events, cultural elements, and historical themes that are distinctively Scottish, allowing students to develop a nuanced understanding of their nation's individual historical trajectory.

The consistent use of the possessive pronoun "our" throughout the curriculum contributes to fostering a sense of ownership and connection for students. By repeatedly incorporating this inclusive language, the curriculum encourages a personal and engaged approach to historical content. Students are likely prompted to view themselves as active participants in the unfolding narrative of their nation, creating a more intimate and meaningful connection to their heritage.

**History Teachers Responses**

The results presented below are all data collected from a survey in which Scottish history teachers were asked to answer questions regarding their view on the importance of having a national, or global perspective when teaching and learning history in school. The significance of these answers will be further discussed in the following sections.

Figure V:5

6. In your opinion, how important is it for your pupils to have a global perspective when studying the history of the short 20th century?

0 = Not important at all, 10 = Extremely important

Source: Answers collected from 10 Scottish history teachers
As seen in figure V:5, the majority of the respondents rated the importance of having a global perspective when studying the history of the Short 20th Century as extremely important, assigning a rating of ten; one respondent regarded the importance of having a global perspective when studying the history of the Short 20th Century as very important, assigning a rating of nine; and two respondents indicated that the importance of having a global perspective when studying the history of the Short 20th Century holds an important status for them, with a rating of eight.

This distribution suggests a notable consensus among respondents, with a majority emphasising the high importance of having a global perspective when studying the history of the Short 20th Century.

Figure V:6

The majority of the respondents, which can be seen in figure V:6, rated the importance of having a national perspective when studying the history of the Short 20th Century as extremely important, assigning a rating of ten; two respondents regarded the importance of having a national perspective when studying the history of the Short 20th Century as important, assigning a rating of eight; and two respondents indicated that the importance of having a national perspective when studying the history of the Short 20th Century is moderate, with a rating of four and five.

Source: Answers collected from 10 Scottish history teachers

The majority of the respondents, which can be seen in figure V:6, rated the importance of having a national perspective when studying the history of the Short 20th Century as extremely important, assigning a rating of ten; two respondents regarded the importance of having a national perspective when studying the history of the Short 20th Century as important, assigning a rating of eight; and two respondents indicated that the importance of having a national perspective when studying the history of the Short 20th Century is moderate, with a rating of four and five.
This distribution suggests a notable consensus among respondents, with a majority emphasising the high importance of having a national perspective when studying the history of the Short 20th Century, yet two respondents think quite differently at a lower rating.

The respondents had the opportunity to develop their answers from question 6 and 7 (see above) by answering the question "How do these perspectives contribute to a more comprehensive understanding of the period?", and it seems that the perspectives shared by the respondents emphasise the importance of considering both local and global viewpoints in understanding the Short 20th Century. This is how some of the respondents have answered, based on common factors found within their answers:

**Multifaceted Viewpoints (Answers 1 and 2):** Recognising the importance of examining the viewpoints of each protagonist and acknowledging that different countries have different perspectives contributes to a more nuanced and comprehensive understanding of historical events. As respondent number two writes: "Different countries have different viewpoint so it's important to look at many perspectives".

**Global Impact (Answers 4 and 7):** Understanding how the world has changed and recognising the global nature of 20th-century history underscores the interconnectivity of events. This contributes to a comprehensive understanding by highlighting the impact of events in one region on others.

**Holistic Teaching Approach (Answers 5, 8, and 9):** Emphasising the importance of teaching topics with both a local and global context, recognising the interconnectedness of history, and supporting pupils in understanding international systems contribute to a holistic approach to teaching history. This approach ensures that pupils see events in their broader context, as respondent number 9 clarifies:

> By looking at both national and global contexts within a topic pupils are supported to better understand the influence of international systems and how events in one country impact on other parts of the world. It also helps them understand that certain events are not limited to a single part of the world.

In summary, the perspectives provided underscore the significance of considering both local and global dimensions to gain a comprehensive understanding of historical periods. This approach

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84 Survey question 8, answer number 2 from the Scottish respondents.

85 Survey question 8, answer number 9 from the Scottish respondents.
enriches the learning experience by providing a broader context and highlighting the interconnectedness of historical events.

**Figure V:7**

![Bar chart](image)

10. If you would rank the importance of teaching history through a global, or national perspective, how would you rank it?

<table>
<thead>
<tr>
<th>Amount of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

0 = Global perspective, 10 = National perspective

Source: Answers collected from 10 Scottish history teachers

Figure V:7 shows that half of the respondents (five out of ten) indicate that a balanced perspective, a mix between the global and national, is important when teaching history as their rating oscillates between five and six. Three respondents rated the global perspective as the only prominent, with no consideration of the national perspective, while one respondent gave the complete opposite answer whereas the national perspective is the only to be prominent when teaching.

This distribution suggests a notable disagreement among respondents, with a majority emphasising the high importance of having a global, as well as a national perspective when teaching the history of the Short 20th Century, yet three respondents think quite differently whereas the global perspective should be prominent, and one with a complete opposite answer.
9. When you are teaching about topics regarding the period between 1914 and 1991 your focus mostly lies...

Source: Answers collected from 10 Scottish history teachers

Source: Answers collected from 10 Scottish history teachers
As can be seen in figures V:8 and V:9, a predominant 38 times the respondents indicate the focus point to "toward Britain's role" in their teaching approach, indicative of a significant emphasis on British historical narratives. An evident 20 times the respondents placed their focus point rather on "toward Scotland's role", reflecting a considerable consideration of Scotland's historical significance, if compared with the "European point of view", and "within the global context". eleven times the respondents called for a broader perspective, choosing "within the global context" as their focal point for teaching about the specified period; and a modest seven times the respondents oriented their instruction "around a European point of view", indicating a distinct disfavour for a European point of view in navigating historical events.

Worth mentioning: a quite large number of times, 14, the respondents answered that they are not teaching about some of the topics asked about at all in the survey. The most notables are the Second World War, the Welfare State and the Cold War.

In question number 12 and 13, the respondents were asked what they believe are the benefits for their pupils of gaining a strong understanding of their own nation's history, as well as the global history. This is how some of the respondents have answered on question regarding their own nation's history, based on common factors found within their answers:

**Understanding Change and Identity (Answers 3, 4, 7 and 9):** The respondents highlight that a strong understanding of local history allows pupils to comprehend where they come from, the pace of historical changes, and the development of a clear national identity. It fosters engagement and a connection to their community. "Students benefit by knowing the good and bad about the place they come from. This should allow them to develop a clearer sense of national identity."\(^{86}\)

**Perception of National Identity (Answers 7 and 9):** The respondents stress that learning about the good and bad aspects of their nation's history contributes to the development of a clearer sense of national identity. It also encourages pride and helps pupils value their community. Respondent number 9 also indicates that a strong understanding of their own nation's history helps pupils connect with the subject, making it more relevant and valuable to them.

**Political Awareness (Answers 6 and 10):** Both respondents mention that learning about one's own nation's history raises awareness of the potential influence of political agendas, questioning the role of political motivations in shaping the teaching of national history.

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\(^{86}\) Survey question 12, answer number 7 from the Scottish respondents.
These themes capture the varied perspectives on the benefits of pupils gaining a strong understanding of their own nation's history, reflecting a range of considerations from objectivity and identity to critical thinking and political context.

Worth mentioning is that one respondent answered that they do not see any benefits from gaining a strong understanding of their own nation's history.

This is how some of the respondents have answered questions regarding global history. The answers show a more diverse view of the benefits:

*Interconnectivity and Global Effects (Answer 7):* The respondent stresses that understanding the interconnectivity and global effects of national decisions is crucial. It allows individuals to appreciate the ripple effects of actions taken at a national level on the global stage. This perspective is valuable for comprehending the broader consequences of political, economic, and social decisions.

*Inclusion and Global Identity (Answers 5 and 10):* The respondents point out that by studying global history one promotes inclusivity by acknowledging both positive and negative aspects of our shared global past. It encourages individuals to embrace a global identity and recognise their role, even if occasionally negative, in shaping global history. The interest in decolonising history reflects a commitment to presenting a more equitable and diverse narrative.

*Awareness of Persistent Global Issues (Answer 4):* The respondent states that gaining a strong understanding of global history allows pupils to identify and comprehend persistent global issues that continue to shape our world today. This awareness empowers individuals to actively engage with and contribute to addressing these challenges.

Worth mentioning is that one respondent answered that they do not see any benefits from gaining a strong understanding of global history.
As seen in figure V:10, most of the respondents indicated that their aim with their history education is to teach critical thinking, as well as historical consciousness. Two respondents, however, answered that they value teaching moral virtues and patriotism as well, whereas one of them only chose that as their aim of their history education.

Summary: Many of the respondents emphasised the high importance of both perspectives, national as well as global, with specific ratings provided. Responses highlighted the significance of considering both local and global viewpoints for a comprehensive understanding of historical events. While there was notable consensus, some respondents differed in their emphasis on global or national perspectives.

The survey also explored teachers' focal points in teaching the Short 20th Century, with a substantial emphasis on Britain's role. Additionally, respondents expressed varying preferences for teaching within a global, European, or Scottish context.

The survey delved into the perceived benefits of understanding one's own nation's history as well as global history, including fostering a clearer national identity and political awareness. However, one respondent fails to see any benefits of gaining a strong understanding of both national history...
and global history. Regarding global history, respondents highlighted benefits such as understanding interconnectivity, promoting inclusivity, and addressing persistent global issues.

Finally, most respondents indicated that their aim in history education is to teach critical thinking and historical consciousness. However, two respondents valued teaching moral virtues and patriotism as well, with one of them solely choosing these as their educational goals.

**Results Based of the Swedish Curriculum, Course Specifications and Teachers, in relation to the Scottish results**

**Swedish Curriculum and Course Specification for Historia 1b**

The results presented below are all data collected from an analysis of the Swedish Curriculum for Secondary School, as well as the sections of the course specifications, for History 1b, that involve the Short 20th Century. The data is based on the amount of time a word with either national, or global connotation occurs in the text itself.

Figure V:11

![Graph showing occurrence of words with national connotation](image)

Source: Swedish Curriculum for Secondary School
Within the Swedish curriculum for secondary school, the most recurring words with national connotations are "Swedish" and "Sweden" as they appear 13 times, which can be seen in figure V:11. Words that appear less frequently are, for example, "Nordic" and "The Nordics", "our" and "heritage". These less frequent words appear only seven times in the text.

Compared to the Scottish Curriculum of Excellence, the Swedish one does not include neither "native" nor "local", and the most recurring word in the Scottish curriculum, "our", is one of the least frequent in the Swedish one.

Figure V:12

![Swedish Curriculum for Secondary School](image)

Source: Swedish Curriculum for Secondary School

The most frequently used words with a global connotation, as shown in figure V:11, within the Swedish curriculum are "human" and "humans" as they occur a total of 21 times within the text. Other, less frequently used words are "international" and "global" which appear ten, and five times respectively.

This would indicate that, as the words with global connotation occur more frequently than the ones with a national connotation (38 times versus 19 times), the Swedish curriculum for secondary school has more of a global and international focus, than the Scottish one.
Figure V:13

Course Specifications for Historia 1b
Occurrence of words with a national connotation

Source: Course Specifications for Historia 1b

Figure V:14

Course Specifications for Historia 1b
Occurrence of words with a global connotation

Source: Course Specifications for Historia 1b
When looking at the results of the course specifications of the course Historia 1b, as shown in figures V:13 and V:14, it can be noticed that the words that appear in the curriculum are not as frequent at all within the course specifications. However, the same words that can be found within the course specifications can also be found within the curriculum.

Summary: The analysis of the Swedish Curriculum for Secondary School, specifically the sections related to History 1b and the Short 20th Century, reveals distinctive patterns in word frequency compared to the Scottish results.

In the Swedish curriculum, words with national connotations like "Swedish" and "Sweden" are the most recurring, appearing 13 times. These two words appear in places where they are used in these ways:

Utbildningen ska förmedla och förankra respekt för […] de grundläggande demokratiska värderingar som det svenska samhället vilar på. (The education should convey respect for the fundamental democratic values on which Swedish society is built; my trans.)

Förtrogenhet med Sveriges kultur och historia samt det svenska språket ska befästas genom undervisningen i många av skolans ämnen. (Familiarity with Swedish culture and history, as well as the Swedish language, should be reinforced through instruction in many school subjects; my trans.)

Less frequent mentions include terms like "Nordic," "The Nordics," "our," and "heritage," occurring only seven times. The word "our" occurs in places where it is used in ways such as

Skolan ska aktivt och medvetet påverka och stimulera eleverna att omfatta vårt samhälles gemensamma värderingar (The school should actively and consciously influence and stimulate students to embrace the shared values of our society; my trans.)

Undervisningen ska belysa hur samhällets funktioner och vårt sätt att leva och arbeta kan anpassas för att skapa hållbar utveckling. (The education should illuminate how the functions of society and our way of life and work can be adapted to create sustainable development; my trans.)

Notably, the Swedish curriculum lacks terms such as "native" and "local," and the most recurring word in the Scottish curriculum, "our," is among the least frequent in the Swedish one.

87 Skolverket, Läroplan för gymnasieskolan (Stockholm: Skolverket, 2023a) 1.
88 Skolverket, (2023a) 2.
89 Skolverket, (2023a) 8.
90 Skolverket, (2023a) 4.
In terms of global connotations, "human" and "humans" are the most frequently used words, appearing a total of 21 times, in which they appear in sentences like:

Människolivets okränkbarhet, individens frihet och integritet, alla människors lika värde, jämställdhet mellan kvinnor och män samt solidaritet mellan människor är de värden som utbildningen ska gestalta och förmedla. (The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men, as well as solidarity among individuals, are the values that education should portray and convey; my trans.)

…den växande rörligheten över nationsgränserna ställer höga krav på människors förmåga att leva med och inse de värden som ligger i en kulturell mångfald. (The increasing mobility across national borders places high demands on people's human's ability to live with and appreciate the values inherent in cultural diversity; my trans.)

Other less frequent global terms include "international" (ten times) and "global" (five times). Interestingly, the occurrence of words with global connotations (38 times) surpasses those with national connotations (19 times), suggesting a more pronounced global and international focus in the Swedish curriculum compared to the Scottish one.

Examining the course specifications for Historia 1b, it is observed that the words present in the curriculum are not as frequent within the specifications. However, the same words appear in both, making it challenging to determine the specific focus, national or global, of the course specifications due to the limited number of words collected from this source.

The frequent use of "Sweden" and "Swedish" throughout the curriculum indicates a specific emphasis on Sweden's unique history and identity. This suggests that the curriculum dedicates substantial attention to events, cultural aspects, and historical themes that are distinctly Swedish, allowing students to develop a nuanced understanding of their nation's individual historical trajectory.

The repetition of the possessive pronoun "our" within the Swedish curriculum contributes to fostering a sense of ownership and connection for students. This inclusive language likely encourages a personal and engaged approach to historical content, prompting students to view themselves as active participants in the unfolding narrative of their nation and creating a more intimate connection to their heritage.

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91 Skolverket, (2023a) 1.
92 Skolverket, (2023a) 1.
**History Teachers Responses**

The results presented below are all data collected from a survey in which Swedish history teachers were asked to answer questions regarding their view on the importance of having a national, or global perspective when teaching and learning history in school. The significance of these answers will be further discussed in the following sections.

**Figure V:15**

As shown in figure V:15, the largest group of respondents rated the importance of having a global perspective when studying the history of the Short 20th Century as extremely important, assigning a rating of ten; two respondents regarded the importance of having a global perspective when studying the history of the Short 20th Century as very important, assigning a rating of nine; two respondents indicated that the importance of having a global perspective when studying the history of the Short 20th Century holds an important status for them, with a rating of eight; and two respondents value the importance as moderate.

This distribution suggests a notable consensus among respondents, with a majority emphasising the high importance of having a global perspective when studying the history of the Short 20th Century, with two respondents putting the value as simply moderate.
As seen in figure V:16, two respondents regarded the importance of having a national perspective when studying the history of the Short 20th Century as extremely important, assigning a rating of ten; the majority of the respondents rated the importance of having a national perspective when studying the history of the Short 20th Century as moderately important, as well as important, assigning a rating between six and eight; and one respondent indicated that they value having a national perspective when studying the history of the Short 20th Century is barely important, with a rating of two.

This distribution suggests a notable consensus among respondents, with a majority emphasising the importance of considering both local and global viewpoints in understanding the
Short 20th Century. This is how some of the respondents have answered, based on common factors found within their answers:

Multifaceted Viewpoints (Answers 3, 6 and 7): The respondents point out that acknowledges that perspectives are interconnected, emphasising the importance of understanding various forces and causes in different parts of the world: "Anser att perspektiven går in en del i varandra… Sveriges roll i utkanten av Europa bör de få möjlighet att förstå."\(^{93}\) (I feel like the perspectives are interconnected… The pupils should get an opportunity to understand the Swedish role as a country in the outskirts of Europe; my trans.) And with this, the respondents also emphasise the significance of putting things in relation and gaining different perspectives.

Global Impact (Answers 1, 4, 8, 9 and 10): The respondents stress that recognises the global nature of historical events, the impact of external factors on events, and the interconnectedness of the world during the Short 20th Century, as respondent number 8 states:

> Att se hur världen knyts samman under industrialismen, nationsskapandet och 1900-talet (som ju också går tbx till kolonialismen) och hur det bidrar till hur vår samtid ser ut och är.\(^{94}\) (To see how the world is tied together during the industrialisation, the creation of national states and the 20th century, which goes back to colonialism, and how this has affected the world we live in today; my trans.)

Some responses express a preference for a more global perspective for a comprehensive view.

Holistic Teaching Approach (Answers 5, 6, 8, 9 and 10): The respondents talk about the importance of including both global and national perspectives in education. Some responses highlight the significance of focusing on both local and global contexts to provide pupils with a more comprehensive understanding.

These themes capture the commonalities in the responses, illustrating the varied perspectives on how considering different viewpoints contributes to a more comprehensive understanding of the Short 20th Century.

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\(^{93}\) Survey question 8, answer number 3 from the Swedish respondents.

\(^{94}\) Survey question 8, answer number 8 from the Swedish respondents.
Half of the respondents indicate that a balanced perspective, with slightly more focus toward the global perspective, is important when teaching history, which can be seen in figure V:17, as they have rated it a three. Four respondents rated it completely balanced by giving the question a rating of five; while one respondent gave the answer whereas the national perspective is the one to be slightly more in focus than the global perspective when teaching by rating the question a seven.

This distribution suggests a notable agreement among respondents, with a majority emphasising the high importance of having a global, as well as a national perspective when teaching the history of the Short 20th Century, yet six respondents lean more toward either a more global, or national perspective.
9. When you are teaching about topics regarding the period between 1914 and 1991 your focus mostly lies...

Source: Answers collected from 10 Swedish history teachers

Figure V:19

9. When you are teaching about topics regarding the period between 1914 and 1991 your focus mostly lies...

% of answers toward each choice
- toward Sweden’s role
- toward the Nordic’s role
- around a European point of view
- within the global context
- I do not teach about this topic

Source: Answers collected from 10 Swedish history teachers
The respondents answered that "Sweden's role" (29 times), "the global context" (28 times) and the "European point of view" (27 times) are all rated as important, as shown in figures V:18 and V:19, in the focus by the respondents in their teaching approach, indicative of a significant emphasis on different historical narratives. Only 4 times the respondents said that their focus lies within the Nordic's role when teaching about the different topics, where the welfare state, colonialism and the Second World War stands out as them which is reflecting a minimal consideration of the Nordic's historical significance, if compared with "Sweden's role", the "European point of view", and "within the global context".

Out of the topics asked about, most of the respondents answered that when it comes to teaching about the First World War, as well as the Second World War the focus lies within the "European point of view", but the as of the topics that regards Sweden itself many of the respondents answered that their focus lies within "Sweden's role".

Worth mentioning: two of the respondents answered that they are not teaching about some of the topics questioned about at all in the survey. The only topic said not to be taught about is migration.

In question number 12 and 13, the respondents were asked what they believe are the benefits for their pupils of gaining a strong understanding of their own nation's history, as well as the global history. This is how some of the respondents have answered on question regarding their own nation's history, based on common factors found within their answers:

*Understanding Contemporary Issues (Answers 3 and 5):* The respondents write that a strong understanding of one's own nation's history facilitates an informed perspective on contemporary issues and debates. It provides individuals with the historical context necessary to comprehend the reasons behind ongoing discussions, such as debates about joining organisations like NATO.

*Identity and Belonging (Answers 2 and 3):* The respondents stress that learning about the nation's history contributes to the development of personal and national identity. It fosters a sense of belonging and cultural understanding by connecting individuals to the historical roots and narratives that shape their identity.

*Societal Formation and General Impact (Answer 6):* The respondent means that a strong understanding of national history contributes to the formation of society. It shapes the collective experiences, values, and norms that define the society individuals live in. Additionally, it emphasises that history has a direct impact on individuals, making historical education more relevant to their lives.
These themes illustrate the diverse perspectives on the benefits of pupils gaining a strong understanding of their own nation's history, incorporating elements of identity, global awareness, contemporary relevance, and challenges in teaching diverse pupil populations. It is also noticeable that the answers from the Swedish respondents are quite different from the answers provided by the Scottish respondents.

This is how some of the respondents have answered on question regarding global history, based on common factors found within their answers:

*Global Effects (Answers 1, 2, 3, 4, 5, 6 and 10):* Several respondents emphasise that gaining a strong understanding of global history provides pupils with a comprehensive perspective on the world. This includes understanding current events, world politics, international organisations, treaties, and having a holistic view of various global aspects. They also emphasise the ability to recognise patterns and understand cause-and-effect relationships. This includes comprehending the causes and consequences of global institutions like the United Nations and understanding the forces influencing individuals, businesses, countries, and organisations.

*Interconnectivity (Answer 3 and 9):* The respondents highlight the importance of gaining a strong understanding of global history equips pupils with the knowledge to comprehend the intricate web of global forces that shape the world. This includes understanding the influences on individuals, businesses, countries, and organisations. The recognition that different countries are interconnected with trade, political organisations and military forces underscores the idea that events in one part of the world can have far-reaching effects on others. This perspective goes beyond isolated historical events and emphasises the dynamic and interrelated nature of global forces.

*Awareness of Persistent Global Issues (Answers 4 and 8):* The respondents stress that a strong understanding of global history is seen as a key to deciphering and making sense of contemporary events and world politics. By delving into historical contexts, pupils can connect past events to present situations, making it easier to interpret the complexities of current affairs. This perspective acknowledges that historical knowledge is not just about studying the past in isolation but is a valuable tool for navigating and understanding the ongoing dynamics of the global political landscape. It emphasises the relevance of historical education in providing a foundation for informed engagement with current events and global politics.
These themes capture the commonalities in the responses regarding the benefits of pupils gaining a strong understanding of global history, emphasising the multifaceted nature of global historical education. It is also noticeable that the answers regarding global history echoes with the answers provided by the Scottish respondents.

Figure V:20

<table>
<thead>
<tr>
<th>15. When you are teaching history, what is your aim? (multi-choice question)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of answers toward each choice</td>
</tr>
<tr>
<td>To teach a critical way of thinking</td>
</tr>
<tr>
<td>To teach historical consciousness</td>
</tr>
</tbody>
</table>

Source: Answers collected from 10 Swedish history teachers

As shown in figure V:20, all the respondents indicated that their aim with their history education is to teach historical consciousness, and that is their focus. Out of these ten, seven also answered that teaching critical thinking is one of their aims. Unlike the Scottish teachers, where two respondents also put focus toward moral virtues and patriotism, none of the Swedish teachers had this as one of their aims.

In the survey of Swedish history teachers, a notable consensus was observed regarding the importance of having a global perspective when teaching the history of the Short 20th Century. Most respondents emphasised its high importance, with two respondents rating it as moderately important. On the other hand, the importance of a national perspective also garnered agreement, but one respondent valued it as barely important, marking a significant difference from the Scottish teachers' responses.
Regarding perspectives contributing to a comprehensive understanding, Swedish respondents highlighted the interconnected nature of viewpoints, the global impact of historical events, and the importance of a holistic teaching approach incorporating both global and national perspectives. Notably, there was a substantial agreement among Swedish teachers on the importance of a balanced perspective, leaning slightly more towards the global side, which contrasts with the Scottish teachers' responses.

In terms of teaching focus, the Swedish teachers exhibited a diverse range of preferences, with significant emphasis on Sweden's role, the global context, and the European point of view. The Nordic's role received minimal consideration, differing from the Scottish teachers' emphasis on Britain's role.

When considering the benefits of understanding national history, Swedish respondents highlighted the role of historical knowledge in shaping identity, fostering a sense of belonging, and contributing to societal formation. However, the emphasis on contemporary issues and political awareness was less pronounced compared to the Scottish responses. Regarding global history, Swedish respondents emphasised understanding global effects, interconnectivity, and awareness of persistent global issues. This echoes some of the themes observed in the Scottish responses.

In terms of educational goals, all Swedish respondents indicated a primary aim of teaching historical consciousness, with seven of them also including critical thinking. Notably, unlike the Scottish teachers, none of the Swedish teachers mentioned moral virtues or patriotism as a specific aim in history education. There were also differences in the topics taught, with a majority of Swedish respondents focusing on the European point of view for the First and Second World Wars, while emphasising Sweden's role for topics related to their own country.

Overall, while there were common themes in the perspectives of Swedish and Scottish history teachers, differences in emphasis on certain aspects, teaching approaches, and educational goals were evident between the two groups.
VI: Discussion

The comparison between the results obtained from the analysis of the Scottish and Swedish history curricula, as well as the course specifications, and the insights derived from previous research adds to a layer of significant substance to the discussion. It enables a broader understanding of how educational frameworks align or diverge from broader historiographical trends and societal dynamics.

Within the theoretical framework, the emphasis was on the ontological function of history, asserting that constructing historical narratives fulfils a fundamental human need for identity. The notion that societies "write themselves" through historical culture and that historical narratives serve as mirrors for self-discovery is particularly relevant in the context of curriculum analysis.

Discussion Regarding the Curricula and Course Specifications

The results of the curriculum analysis agree with the theoretical framework's emphasis on the ontological function of history. Both the Scottish and Swedish curricula demonstrate a clear inclination towards addressing national identity. In the Scottish case, terms like "our," "Scotland," and "Scottish" reflect a concerted effort to foster a sense of belonging and identity within the national context. Similarly, the Swedish curriculum emphasises national identity through words like "Swedish" and "Sweden". This alignment with a national perspective in the curricula resonates with the theoretical framework's proposition that historical narratives play a crucial role in shaping individual and collective identities. The curricula, by prioritising national perspectives, contribute to the broader societal endeavour of self-definition through the means of history education.

In the context of global perspectives, the results diverge between the two curricula. The Scottish curriculum, while acknowledging international and comparative dimensions, tends to favour a more localised narrative. The use of "comparative" and "world", while present, is not as frequent as terms with national connotations. This connects with the theoretical framework's suggestion that the focus may lean towards a national perspective; even as global perspectives are acknowledged. On the other hand, the Swedish curriculum exhibits a more deliberate effort to incorporate global perspectives. The frequency of terms like "human", "international", and "global" suggests an intentional move towards a broader, more inclusive historical narrative. This departure from a purely national focus aligns with the theoretical framework's proposition that historical narratives can serve to navigate the complexities of a multicultural society.
The discussion on the difficulties of creating a national identity while existing in a multicultural society embossed by liberal ideas, as raised by Carsten Ljunggren in the previous research, adds another layer to the analysis. While Ljunggren primarily focuses on the Swedish socio-political context, the curriculum analysis reflects a similar tension. This overarching between national identity and multiculturalism, as observed in Ljunggren's work, underscores the need for a nuanced approach in educational frameworks, not only within specific national contexts but also in the broader global discourse on fostering inclusive identities.

The acknowledgment of multicultural perspectives, as discussed by Kenneth Nordgren, is notably absent in the curricula. While the Swedish curriculum demonstrates a greater emphasis on global perspectives, the nuanced challenges of multiculturalism, as highlighted by Nordgren, are not explicitly addressed. This suggests a potential gap in the curricular frameworks concerning multicultural narratives and their implications for historical understanding.

In the analysis of the Scottish and Swedish history curricula, the incorporation of curriculum theory, specifically the formulation and realisation arenas, provides a nuanced perspective on the design and implementation of educational programs. The theoretical framework, which emphasises the ontological function of history, can be further contextualised within the broader framework of curriculum theory, enriching the understanding of how historical narratives are crafted and transmitted in educational settings.

The theoretical framework's assertion that historical narratives play a fundamental role in shaping identity goes hand in hand with the formulation arena of curriculum theory. In this space, curriculum designers and policymakers collaboratively conceptualise the idealised content and goals for history education. The analysis of the Scottish Curriculum for Excellence and the Swedish curriculum reflects this formulation process. The recurring emphasis on national perspectives in both curricula mirrors the intentional crafting of narratives that contribute to a sense of belonging and collective identity. Moreover, the formulation arena sheds light on the influence of broader socio-political ideologies, as discussed in Ljunggren's research. The emphasis on national perspectives within the curricula may be reflective of overarching governing ideologies, particularly in the context of a broader political shift.

The realisation arena comes into play as the theoretical foundations formulated in the academic space are translated into practical educational experiences within the classroom setting. The discussion on the difficulties of creating a national identity in a multicultural society, as highlighted by Ljunggren, becomes particularly relevant in the realisation arena. While the curricula emphasise
national perspectives, the challenges of implementing this narrative in a diverse classroom setting necessitate an adaptive and nuanced approach.

The analysis of both curricula indicates a certain adaptability in the realisation of educational goals. Despite the emphasis on national perspectives in the formulation arena, there is a recognition that the effectiveness of history education lies in its ability to navigate the complexities of a multicultural society, as indicated by the intentional inclusion of global perspectives in the Swedish curriculum.

The integration of curriculum theory underscores the intricate relationship between the theoretical underpinnings of history education and its practical implementation. The emphasis on national perspectives, as seen in the formulation arena, shapes not only the idealised content but also influences the construction of collective identity among the pupils. The intentional inclusion of global perspectives, especially in the Swedish curriculum, highlights an awareness of the dynamic nature of education and the need to adapt historical narratives to the diverse experiences of pupils.

Discussion Regarding the History Teachers' Answers

The results obtained from both Scottish and Swedish teachers offer intricate insights into the dynamics of history education, allowing for a thoughtful juxtaposition with prior research and the underlying theoretical framework. The ensuing discussion weaves together these results, drawing parallels and distinctions with existing research.

In the context of the importance of global perspective, Scottish respondents predominantly advocate for the extreme importance of a global perspective when studying the history of the Short 20th Century. This agrees with the theoretical framework's emphasis on the interconnected nature of historical events. The resonance is particularly noteworthy as it mirrors Carsten Ljunggren's argument for historical narratives that accurately reflect global interconnectivity. In Sweden, a similar consensus among teachers emerges, underscoring the critical role of a global outlook in historical understanding. This shared emphasis on global perspectives fortifies the theoretical assertion that comprehending global impacts is integral to a holistic historical education.

Recognising the importance of a global perspective, the Scottish teachers also stress the significance of looking at things from a national point of view. This lines up with the theoretical framework's idea that historical narratives play a big role in shaping our perspectives. The strong focus on "toward Britain's role" shows a deliberate focus on the historical narrative that highlights the importance of the British context. This matches Korostelina's argument that historical
narratives centred around national experiences really shape a shared national perspective. The insistence on considering Britain's role shows an effort to balance both global and national viewpoints, echoing Korostelina's findings that blending these elements is crucial for a strong national identity. The emphasis on Britain's role is an example of how teachers navigate the complex world of historical education, recognizing how global and national perspectives are intertwined.

On the other hand, in the Swedish context the predominant emphasis on a national perspective is in harmony with Korostelina's research, which underscores the central role of historical narratives in constructing national identity. However, the dissenting opinion, valuing the national perspective as barely important, introduces a layer of complexity. This dissent aligns with Korostelina's acknowledgment of diverse viewpoints within a given context, emphasising that individuals may perceive the importance of national identity differently.

The nuanced nature of perspectives in the Swedish context, especially seen in the opposing view, highlights how dynamic and subjective the process of forming perspectives can be. Korostelina's research indicates that perceptions of historical narratives contributing to national perspectives can differ, and the responses of Swedish teachers capture this diversity. This resonates with the theoretical framework's recognition of the multi-faceted nature of perspective formation, acknowledging that individuals within a cultural context may have varying views on how historical narratives shape their understanding.

Both Scottish and Swedish teachers converge on the idea of considering both national and global viewpoints for a comprehensive understanding of historical periods. This goes hand in hand with the theoretical framework's emphasis on multifaceted perspectives enriching historical comprehension. In the Scottish context, teachers highlight global impact and holistic teaching approaches as contributors to a comprehensive understanding, resonating with Ljunggren's emphasis on global perspectives in a multicultural society. Similarly, Swedish teachers stress interconnected perspectives and global impact, aligning with the theoretical framework's emphasis on understanding global forces shaping the world.

Disagreement among Scottish respondents regarding a balanced perspective reflects the complexity of integrating global and national viewpoints in history education. Focal points on Britain, Scotland, and the global context line up with the theoretical framework's recognition of different focal points in history education, emphasising the need for flexibility. Swedish respondents lean toward a balanced perspective, emphasising slightly more focus on the global
context. Diverse focal points, including "Sweden's role", "European point of view", and the "global context", correspond with the theoretical framework's recognition of varied historical narratives, emphasising the importance of contextual relevance.

However, both Scottish and Swedish teachers highlight a range of benefits associated with historical understanding. When focusing on their own nation's history, benefits include understanding change, identity formation, and political awareness, aligning with the theoretical framework's assertion that historical narratives contribute to identity construction. Regarding global history, both groups emphasise benefits like interconnectivity, global effects, and awareness of persistent global issues. This goes along with the theoretical framework's emphasis on understanding global forces and interconnectedness, underscoring the broader relevance of historical education.

In the realisation arena of history education, the articulated aims by Scottish and Swedish teachers reveal nuanced connections with the respective curricula. The multifaceted approach in Scotland, embracing critical thinking, historical consciousness, and moral virtues or patriotism, aligns with the theoretical framework's principles and resonates with the curriculum's emphasis on fostering a holistic understanding of history. Conversely, the Swedish emphasis on historical consciousness, with a relative de-emphasis on critical thinking, reflects a pedagogical approach that corresponds with the Swedish curriculum's priorities.

Scottish teachers' multifaceted educational aims find resonance with the Scottish curriculum's emphasis on a broad and balanced education. The inclusion of critical thinking aligns seamlessly with curriculum objectives that encourage pupils to develop analytical and evaluative skills. The emphasis on historical consciousness corresponds with the curriculum's goal of fostering a deep understanding of historical events and their wider implications. The inclusion of moral virtues and patriotism in some cases lines up with the broader goals of the curriculum, emphasising the development of ethical values and a sense of civic responsibility. This suggests that Scottish teachers perceive these elements as integral to a comprehensive history education that extends beyond factual knowledge.

In Sweden, the emphasis on historical consciousness aligns with the curriculum's goal of deepening pupils' understanding of historical events and their broader significance. The focus is not just to gain awareness of the past, but on analysing its impact and recognising connections between different historical periods. This approach reflects a commitment to developing pupils' analytical
skills and a comprehensive understanding of history, as well as contributing to a sense of security
and comfort by offering lessons from the past, preserving cultural identity, strengthening
community bonds, and serving as a coping mechanism during challenging periods.

The lesser emphasis on critical thinking, while contrasting with the Scottish approach, may side
with the Swedish curriculum's specific pedagogical priorities. It suggests a focus on narrative
absorption and contextual understanding rather than explicit emphasis on analytical skills,
reflecting a nuanced approach to achieving the broader goals of history education.

The results from Scottish and Swedish teachers offer a nuanced exploration of history education,
emphasising the dynamic interplay between global and national narratives. These findings not only
align with the theoretical framework but also contribute valuable insights, enriching the ongoing
discourse on history education's role in identity formation. The convergence and divergence
observed in the two contexts underscore the importance of recognising contextual specificities in
shaping history education practices.

VII: Conclusion

This master's thesis embarks on a nuanced exploration, seeking to unravel and compare the
perceptions and understandings of a small number of history high school teachers, in Scotland and
Sweden, regarding the history of the Short 20th Century. The central focus extends beyond the
mere examination of historical events; rather, it delves into the intricate interplay between global
perspectives and the contextualisation of one's own nation's history within the frame of this crucial
period.

The theoretical framework serves as a guiding beacon, as exemplified by the findings from the
Scottish as well as the Swedish teachers. In Scotland, educators underscore the significance of a
national perspective, mirroring the framework's emphasis on historical narratives in shaping a
common national identity. Conversely, Swedish teachers, in line with the framework's recognition
of diverse viewpoints in identity formation, showcase a predominant emphasis on a national
perspective, although with dissenting opinions. This nuanced divergence reflects the intricate
nature of perspectives within the Swedish context.

Scottish teachers, with a multifaceted aim encompassing critical thinking and moral virtues, align
with the framework's emphasis on the multifaceted goals of history education. In Sweden, the
primary focus on historical consciousness, without the emphasis on moral virtues or patriotism,
hints at potential cultural differences in educational priorities, aligning with the framework's acknowledgment of diverse approaches to history education. In essence, the results echo the theoretical framework's illumination of the role of historical narratives in shaping identity and emphasise the contextual variations in educators' approaches to achieve this aim.

The Scottish and Swedish approaches toward one's national history reveal both similarities and differences. Both educational contexts prioritise the integration of national perspectives into history education, emphasising the importance of understanding local narratives. In Scotland, there is a balanced engagement with global and national perspectives, as evidenced by the focus on "toward Britain's role" and the recognition of global interconnectedness. Conversely, the Swedish approach tends to lean more towards a global perspective, though with variations among respondents. The prevalence of "Sweden's role" and the focus on understanding the country's position in the outskirts of Europe exemplify a nuanced approach. Moreover, while Scottish teachers manifest a multifaceted aim, including critical thinking and moral virtues, Swedish educators primarily focus on historical consciousness. These distinctions underscore potential cultural and contextual variations in educational priorities, shedding light on the nuanced ways in which national history is woven into the fabric of history education in Scotland and Sweden.

The results reveal a distinct emphasis on a global perspective among Swedish secondary school teachers, with a majority rating the importance of a global outlook in studying the short 20th-century history as extremely high. This goes along with a broader trend of acknowledging interconnectedness, global impacts, and multifaceted viewpoints, showcasing a dedication to fostering a comprehensive understanding of historical events within a global context. But on the other hand, Scottish teachers exhibit a more balanced approach, recognising both global and national perspectives. The significant emphasis on "toward Britain's role" suggests a focused engagement with national narratives, reflecting an awareness of the role of historical narratives in national identity formation. This nuanced balance between global and national considerations aligns with the theoretical framework's proposition that historical narratives contribute significantly to national identity.

In the formulation arena, where educational programs are crafted, both Scotland and Sweden reveal a commitment to incorporating global perspectives. Yet, the nuances emerge in the realisation arena, where these theoretical foundations encounter the practicalities of the teachers. Scottish teachers showcase a multifaceted approach, intertwining critical thinking, historical consciousness, and, in some cases, moral virtues and patriotism. This aligns seamlessly with the Scottish curriculum's call for a broad and balanced education. On the other hand, Swedish
educators, while emphasising historical consciousness, exhibit a relatively lower focus on critical thinking, reflecting the Swedish curriculum's unique pedagogical priorities.

Understanding these nuances has far-reaching implications for the future of history education. It underscores the need for flexibility in curricular frameworks, allowing educators to tailor their approaches to cultural and societal contexts. The emphasis on global perspectives in both cases highlights a shared recognition of the interconnectedness of historical events. Simultaneously, the nuanced differences underscore the richness that emerges when educators engage with, adapt to, and respect the unique contours of their educational landscapes.

In conclusion, this master's thesis paints a tapestry of educational diversity, weaving together theoretical principles, curriculum formulations, and teacher's perceptions. It illuminates the challenges and opportunities embedded in the dynamic field of history education. The journey through Scotland and Sweden serves as an invitation to navigate the diverse landscapes of history education with curiosity, adaptability, and a commitment to cultivating informed and engaged people for the future.
Bibliography


Education Scotland. Scottish Curriculum for Excellence.


Appendix A

Participant Information Sheet (English)

Hello!

My name is Robin Nordlund MacDougall, and I am currently writing my Master Thesis in education at Dalarna University, Sweden, and I am in need of your help!

My thesis is a comparative study where the aim is to compare how high school history teachers in Scotland, and Sweden, value the importance of including (or excluding) one's own nation's history when teaching about the time between 1914 and 1991. In other words, without your thoughts there will be no result!

To collect data* for my thesis, I have created a short survey that takes approximately 10 minutes to complete. The survey includes open questions, as well as multiple choice questions and ranking questions. The last day to respond to the survey is Sunday the 19th of November.

Link to the survey: https://forms.office.com/e/0iwsRnPdtn

Thank you very much for your participation in advance!

*The data collected and published in the thesis will not contain any information regarding your identity, nor what school you are working at. You will in other words be kept anonymous.

The full text thesis will be published at https://www.diva-portal.org/.

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Appendix B

*Participant Information Sheet (Swedish)*

Hej!

Mitt namn är Robin Nordlund MacDougall och för tillfället skriver jag mitt examensarbete på ämneslärarprogrammet vid Högskolan Dalarna, och jag är i behov av er hjälp!


Länk till enkäten: https://forms.office.com/e/gbYxXAVL0y

Tusen tack på förhand för ditt medverkande!

*Den datan som samlats in och publicerats i studien kommer inte innehålla någon information som berör er identitet, och inte heller vilken skola ni är verksam vid. Ert deltagande kommer med andra ord förbli anonymt.


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Appendix C

The Survey (English)
One's Nation’s History in History Education

A survey by Robin Nordlund MacDougall at Dalarna University as part of his Master Thesis
Information About the Survey

**Student**
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email: pre@du.se
1. **The Aim of the Thesis**

The aim of this Master Thesis is to explore and compare the perceptions and understanding of the short 20th-century history, and how one’s own nation’s history fits in the frame of that period, among high school teachers in Sweden and Scotland. Through a comprehensive analysis of their perspectives, textbooks and curricular influences, this study seeks to uncover the nuanced ways in which teachers in these two countries interpret and teach their respective national histories, shedding light on the role of education in shaping collective memory and identity within the context of the short 20th century as part of the education.

*(The "Short 20th Century" is a term coined by the English author Eric Hobsbawm. This term, and the time period it refers to, occur from the outbreak of the First World War in 1914, up until the fall of the Soviet Union in 1991.)*

**Method**

This survey has been published in two separate Facebook groups for history teachers in Sweden, and Scotland respectively. A maximum of ten (10) answers from each country will be used in the study. These answers will be chosen randomly.

**The Collected Data**

The collected data will be analysed by the student, for the sake of this thesis’ aim. The data collected and published in the thesis will not contain any information regarding your identity, nor what school you are working at. The collected data will be kept and managed by the student. When the study is finished, and the thesis has been approved, all collected data will be destroyed.

**Participation**

Your participation is entirely on your own initiative and your identity will, throughout the whole project, be kept anonymous. This mean that **if you choose to cancel your participation, I will not be able to remove your individual answers** due to your own, and others anonymity.

By selecting "yes" and submitting your responses to this survey, you indicate your consent and acknowledgment of the information provided above. *

- [ ] Yes, I would like to take part in this study
- [ ] No, I do not want to take part in this study
Information
In this section you will be able to share some information about yourself, and your teaching career, to get you started.

2. For how long have you been working as a teacher? *

- Less than 1 year
- 1 - 5 years
- 5 - 10 years
- 10 - 15 years
- 15 - 20 years
- More than 20 years

3. Do you teach any other subject than history? If yes, what subject(s)? *


4. What historical era do you find most interesting?


The Short 20th Century

In this section you will be answering questions regarding “The Short 20th Century”.

5. When teaching about events regarding this time period, what textbook do you use? *

6. In your opinion, how important is it for your pupils to have a global perspective when studying the history of the short 20th century? *

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
---|---|---|---|---|---|---|---|---|---|---|---|
   | Not important at all | Extremely important |

7. In your opinion, how important is it for your pupils to have a national perspective when studying the history of the short 20th century? *

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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   | Not important at all | Extremely important |

8. Based on your answer on question number 6 and 7, please answer this question as well:

   How does these perspectives contribute to a more comprehensive understanding of the period? *
9. When you are teaching about topics regarding the period between 1914 and 1991 your focus mostly lies... *

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<tr>
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<th>toward Scotland's role</th>
<th>toward Britain's role</th>
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<td>The First World War</td>
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<td>The Working Class</td>
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<td>Genocide</td>
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The Nation and the World

In this section you will be able to answer questions regarding your view on the importance of your own nation's history, and the global history regarding “The Short 20th Century”.

10. If you would rank the importance of teaching history through a global, or national perspective, how would you rank it? *

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11. Can you describe specific instances where you believe focusing on your own nation's history is crucial for your pupils, and contrast this with situations where a global context might be more significant? *

12. What do you believe are the benefits of pupils gaining a strong understanding of their own nation's history? *

13. What do you believe are the benefits of pupils gaining a strong understanding of global history? *
14. For whom is the history subject for, according to you? *

☐ The individual pupil

☐ The local community

☐ The state

☐ Other

15. When you are teaching history, what is your aim?

Multiple answers allowed *

☐ To teach a critical way of thinking

☐ To teach moral virtues and patriotism

☐ To teach historical consciousness
Lesson Planning

In this section you will be giving a brief example on how you consider the importance of a few statements when planning a few lessons about the Cold War.

16. The impact the Cold War had on Scotland *

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17. The impact the Cold War had on Britain *

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Not important at all | Extremely important

18. The impact the Cold War had on the West *

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Not important at all | Extremely important

19. The impact the Cold War had on a global scale *

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Not important at all | Extremely important

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms
Appendix D

_The Survey (Swedish)_
Nationens historia i historieundervisning

En enkät av Robin Nordlund MacDougall vid Högskolan Dalarna som del av sitt examensarbete
Information om enkäten

Student
Robin Nordlund MacDougall
email: h18rsjod@du.se

Handledare
Peter Reinholdsson, PhD
email: pre@du.se
1. **Syftet med studien**

Målet med denna studie är att utforska och jämföra uppfattningar och förståelse av den korta 1900-talets historia, samt hur ens eget lands historia passar in i ramen för den perioden mellan gymnasielärare i Sverige och Skottland. Genom en omfattande analys av deras perspektiv, läroböcker och läroplaner, strävar denna studie efter att undersöka de nyanserade sättén på vilka lärare i dessa två länder tolkar och undervisar i sina respektive nationella historier, och belysa utbildningens roll i att forma kollektivt minne och identitet inom ramen för den korta 1900-talet som en del av utbildningen.

(Det "Korta 1900-talet" är ett begrepp myntat av den engelske författaren Eric Hobsbawm. Detta begrepp, och den tidsperiod det syftar på, sträcker sig från utbrottet av första världskriget 1914 till Sovjetunionens fall 1991.)

**Metod**

Denna enkät har blivit publicerad i två separata Facebookgrupper för historielärare i såväl Sverige som Skottland. Totalt kommer som mest tio (10) av enkätsvaren från vardera land användas i studien. Dessa svar kommer slumpmässigt väljas ut.

**Den insamlade datan**


**Deltagande**

Ert deltagande är helt frivilligt. Er identitet kommer, under hela studien, förblia anonym. Detta innebär att om ni väljer att avsluta ert deltagande kommer individuella svar inte kunna sorteras bort som en säkerhet för att bibehålla såväl er som andras anonymitet.

Genom att välja svarsalternativ "ja" och skicka in ert svar till denna enkät visar ni att ni förstår den ovan skrivna texten samt att ni godkänner deltagandet i studien.

- [ ] Ja, jag vill delta i studien
- [ ] Nej, jag vill inte delta i studien
**Information**

I denna del kommer ni dela med er av information om er själva. Detta för att ni ska bilda er en uppfattning hur enkäten fungerar.

2. **Hur länge har ni varit verksam som lärare?** *

- ○ Mindre än 1 år
- ○ 1 - 5 år
- ○ 5 - 10 år
- ○ 10 - 15 år
- ○ 15 - 20 år
- ○ Mer än 20 år

3. **Undervisar du i något annat ämne än historia? Om så, vilket?** *

   

4. **Vilken historisk epok finner du mest intressant?**

   

76
Det korta 1900-talet

I denna del kommer ni få svara på frågor om det "korta 1900-talet".

5. När ni undervisar i händelser från denna tidsperiod, vilket läromaterial använder ni er av? *

6. Enligt er åsikt, hur viktigt är det att era elever har ett globalt perspektiv när de studerar historien under det korta 1900-talet? *

   0 1 2 3 4 5 6 7 8 9 10

   Inte alls viktigt                Oerhört viktigt

7. Enligt er åsikt, hur viktigt är det att era elever har ett nationellt perspektiv när de studerar historien under det korta 1900-talet? *

   0 1 2 3 4 5 6 7 8 9 10

   Inte alls viktigt                Oerhört viktigt

8. Baserat på era svar på fråga 6 och 7, vänligen besvara denna fråga:

   Hur bidrar dessa perspektiv till en mer omfattande förståelse av perioden? *
9. När ni undervisar ämnen och händelser som berör tidsperioden mellan 1914 och 1991 ligger ert fokus... *

<table>
<thead>
<tr>
<th>Ämne</th>
<th>på <strong>Sveriges</strong> roll</th>
<th>på <strong>Nordens</strong> roll</th>
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<td>Det andra världskriget</td>
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<td>Migration</td>
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<td>Kolonialism</td>
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<td>Folkmord</td>
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</table>
Nationen och världen

I denna del kommer ni svara på frågor om er syn på Vikten av egen nations historia och den globala historien med avseende på det "korta 1900-talet".

10. Om ni skulle ranka vikten av att undervisa utifrån ett globalt perspektiv, eller ett nationellt perspektiv, hur skulle ni ranka det då?

*  

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Globalt perspektiv

Nationellt perspektiv

11. Kan du beskriva specifika situationer där ni anser att fokusera på sin egen nations historia är avgörande för era elever och jämföra detta med situationer där en global kontext kan vara mer betydelsefull? *


12. Vad tror ni är fördelarna med att era elever får en stark förståelse för sin egen nations historia? *


13. Vad tror ni är fördelarna med att era elever får en stark förståelse för den globala historien? *


14. Enligt dig, vem är historieämnet till för? *

☐ Den enskilde eleven

☐ Det lokala samhället

☐ Staten

☐ Other

15. När ni undervisar historia, vad är ert mål?

* Flervarsalternativ *

☐ Att lära ut kritiskt tänkande

☐ Att lära ut moraliska dygder och patriotism

☐ Att lära ut historisk medvetenhet
Lektionsplanering

I detta avsnitt kommer ni att ge ett kort exempel på hur ni bedömer vikten av några uttalanden när du planerar några lektioner om Kalla kriget.

16. Kalla krigets inverkan på Sverige *

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17. Kalla krigets inverkan på Norden *

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18. Kalla krigets inverkan på Västvärlden *

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19. Kalla krigets inverkan på global nivå *

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