

Meeting in Rhodes - Project Part 3 - "History of our countries". Greece

Before the meeting:

I. We prepared presentations about: a) the history of Greece, b) the most important monuments and c) our local history, the history of our island, Rhodes. The presentations were prepared by the students: Dimitris Antonoglou, Giota Emmanouilidi, Andreas Christofakis, Jordan Forbes, Panagiotis Iliopoulos, Maria Kalliga, Rafaela Katsikantai, Maria Kenenouni, Nefeli Kotretsou, Stefania Tourkodimitri, Rafailia Volitaki, Dimitris Vargiamidis, Vaggelis Voulgaridis.

II. Preparing our educational meeting in Rhodes we created 3 timelines: a) of significant [historical events of our countries](#), b) of the most [important monuments](#) and c) about our [local history](#), as they have been presented by the partner schools. These timelines are also uploaded on our schools' blog. Our purpose was to facilitate the study of the historical events through their placement in time and the search on their possible relationships:

III. An event at school preparing Rhodes meeting: Celebrating at school the 7th March 2016, the 68th Anniversary of the Incorporation of the Dodecanese to Greece. Oral testimonies

An Introduction: Rhodes, which belongs to the insular group of the Dodecanese was occupied by Italians from 1912-1943. In 1947, after the Second World War, the islands were liberated and came into the possession of Greece. The 7th of March 1948 is the official date of the celebration of this fact. Every year, since that year celebrations are organized in all the islands of the Dodecanese.

Innovative teaching methods in history: The use of oral history/ oral testimonies: Preparing the celebration of the 7th March our students worked on oral testimonies. The celebration included videos with the testimonies of our two compatriots, who lived the last period of Italian rule in the Dodecanese. They answered to the questionnaires prepared by the students on the issues of their school life, the economy in those years, people's everyday lives and remembered the intense emotion of the days of Union to Greece.

The involvement of students in oral history trusts the serious work of history in the student's hands promoting discovering heuristic learning and collaborative teaching and allows students to produce history instead of studying. Students drawing on the oral testimony created a series of effective questions which produce useful and accurate answers, they developed communication skills as well as empathy skills with people from a different generation, environment, ideology, experiences, fact which leads among other things, to the removal of stereotypes. The involvement of students in research, processing and interpreting the oral testimonies give students the opportunity to derive multiple benefits, realizing that the world in which they live is the result of a process of the action of the human subjects, and that they bear personal responsibility for the course of society in which they live.

See the video about the event: <https://www.youtube.com/watch?v=9XUX1zoY1xk>