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THE ROLE OF ARCHIVES AND ARCHIVAL SOURCES IN HISTORY TEACHING IN CROATIA, EXEMPLIFIED BY THE TEACHING OF CONTEMPORARY CROATIAN HISTORY

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Abstract:

Focusing on Croatia's primary and grammar school curricula and the content of history textbooks about contemporary Croatian history, this paper examines the integration of archival sources into history education, as well as the role of archives as heritage institutions in history teaching. The use of historical sources, one of the six main technical concepts in the teaching of history, is prescribed according to the curriculum for History for Primary Schools and Grammar Schools in the Republic of Croatia. Historical sources are analyzed both quantitatively and qualitatively, including visual and written sources. Primary or archival historical sources are singled out and described.

Key words:

archival sources, archives and education, archives and history teaching, history textbooks, Croatia

Izvleček:

Vloga arhivov in arhivskih virov pri pouku zgodovine na Hrvaškem na primeru pouka sodobne hrvaške zgodovine

Članek se osredotoča na hrvaški osnovnošolski oziroma gimnazijski učni načrt in vsebino učbenikov zgodovine o sodobni hrvaški zgodovini, preučuje vključevanje arhivskih virov v pouk zgodovine ter vlogo arhivov kot institucij s področja varstva kulturne dediščine pri tem. Uporaba zgodovinskih virov kot eden od šestih glavnih strokovnih konceptov pri pouku zgodovine je v Republiki Hrvaški predpisana v učnih načrtih tako osnovnih šol kot tudi gimnazij. Zgodovinski viri so analizirani kvantitativno in kvalitativno, vključno z vizualnimi in pisnimi viri. Izpostavljeni in opisani so primarni oziroma arhivski zgodovinski viri.

Ključne besede:

arhivski viri, arhivi in izobraževanje, arhivi in učenje zgodovine, zgodovinski učbeniki, Hrvaška

1 Introduction

Archives have an important role in history teaching as they provide and present primary source materials that allow students to engage directly with the past by visiting archival institutions, researching digital collections or published archival sources prepared and made available by professional archivists. Historical sources, especially primary ones, are essential for quality history education as well as for the development of research skills and critical thinking. The Curriculum for History for Primary schools and Grammar Schools in the Republic of Croatia recognizes the importance of archival institutions and archival materials. i. e. sources in history teaching and learning and prescribes working with historical sources as a part of history education. In this paper the authors describe and analyze the role of archival institutions and archival sources in history teaching in Croatia on the example of teaching of contemporary Croatian history (late 1980's until present day).

Archival materials are records or documents created by the actions of legal or physical person in the performance of their activities and they are permanently significant for culture, history and other sciences and include records, documents, auxiliary office and business books, maps, blueprints, drawings, posters, printed materials, photographs, videos, sound-recordings etc. (Nacionalni arhivski informacijski sustav, s. d.). When archival material is used in history researching or teaching, it is regarded as an archival source, i. e. the source that originated from the archives and belongs to the category of primary sources. Therefore, in this paper the authors analyse qualitatively and quantitatively only those historical sources from the textbooks that align with the category of archival sources. Six textbooks from four publishers (Alfa, Meridijani, Profil Klett and Školska knjiga) that are currently used in Croatian primary and grammar schools are presented and analyzed in the paper – three for the eighth grade of primary schools and three for the fourth grade of grammar school. Meridijani currently do not have an approved textbook for the eighth grade of primary school for reasons unknown. Profil Klett have had an approved history textbook for the fourth grade of grammars schools but it was withdrawn from schools by the decision of the Ministry of Science and Education of the Republic of Croatia due to incomplete compliance with the Curriculum.

Apart from textbooks for primary and grammar schools there are also textbooks for vocational schools from the same publishers. However, these textbooks have less content and less additional learning materials, especially textbooks for those secondary schools that last only three years and cover only a short review of Croatian history. Schools with four-year programs teach history in a somewhat wider extent and include historical sources in lessons, but in most cases, those are the same sources presented in the grammar school textbooks, only to a lesser extent. For these reasons and because the Curriculum for History for Primary schools and Grammar Schools prescribes that the history in Grammar schools is taught as a build-up on the basic knowledge from primary schools, the authors have limited their research of textbooks for high schools on grammar schools. It is also important to note that all the history textbooks have additional learning materials that are available to students and teachers online, however those materials were not part of this research. Lastly, although all textbooks are written in compliance with the Curriculum, they still vary in the scope of content and the arrangement of the lessons within chapters or units, the titles of the chapters or units, as well as the presentation of additional learning contents, hence the authors could not adopt a unified approach in presenting them.

2 The role of archives and archival sources in history teaching in general

Since the 1980s, archives and archival sources have slowly begun to be recognized as a tool in the educational process, both in theory and practice, which was certainly contributed to by the study on archives and education by Franz G. Eckhart, published by UNESCO in 1986 (Kolesarić, Šimić, Jelaš, 2020, p. 118-119), in which the authors discuss the use of archival material in teaching history and archival research as part of the curriculum.

„The primary value of archives is their role as part of the cultural heritage, the contribution they can make to a better understanding of the past, of the historical roots of human environment, of national identities and of international interdependence. With this in mind it must be in the best interests of archivists to intervene at the moment when human ideas and convictions are formed, which means at the stage of primary or secondary education“ (Eckhardt, 1986, p. 9).

The author also points out that, besides leading to a more immediate understanding of historical developments, work on historical documents is supposed to train the students' critical thinking abilities in asking them to evaluate, compare and interpret historical evidence. Although printed selections of documents for educational use on a wide variety of historical subjects have been available for a long time, teachers may turn to the archives to give their pupils an idea what documents really look like and how they are preserved. This becomes a necessity when the school wants to use regional or local sources. Educators have come to realize that history, certain historical situations or developments are much more easily understood when they are presented in a familiar local context, by using concrete examples (Eckhardt, 1986, p. 10).

According to the current Curriculum for History for Primary schools and Grammar Schools in the Republic of Croatia (from 2019), it is stated, among other things (about which more will be said later in this paper), that the use of archival material as a historical source in history teaching, i.e. history textbooks, implies the use of different types of historical sources in teaching, understanding the meaning of these sources in studying the past and formulating answers that include data from those sources. Students learn to *“analyse and evaluate sources, ask questions about time, place and circumstances they arose from, as well as about the authors, their views and intentions”*. By reading and learning about sources, students can learn both about the importance and role of cultural and historical heritage and, in particular, about the institutions that protect such a heritage (Odluka o donošenju kurikuluma, 2019).

Sources and materials include all means which *enable a more efficient and stimulating learning and teaching of history*. In addition to textbooks, they also include workbooks, sources collections, historical atlases, blind maps, reproductions, historical replicas, magazines, photographs, films, audio materials, digital sources (websites, magazines, tools, archives, collections, knowledge repositories) etc. (Odluka o donošenju kurikuluma, 2019).

As a result, the role of the archives, as an institution where most historical sources are kept, has become more important and pronounced in teaching history, i.e. archival material is referenced as a teaching material for learning and teaching history, the same way extracurricular teaching is referenced in the archives. This has made possible, primarily for a larger number of primary and secondary school students, to learn about the archives and archival sources in the archives themselves (Jelaš, Plantosar, 2022, p. 207-226) or in case of eventual impossibility of visiting these insitutions, this material is also available either online, in the form of printed publications or collections prepared and published by the archives themselves. Of course, when talking about this topic, the

problem of the availability of sources used in history lessons should be considered since it is in line with the teaching units and outcomes, and even more importantly, it is appropriate for the age of individual students (Jelaš, Plantosar, 2022, p. 207-226).

This generally contributed to further affirmation of the archives as a place of learning, which is one of the fundamental goals of archival pedagogy. Furthermore, the aforementioned learning in a digital environment, also provided for in the new History Curriculum in Croatia, opens numerous possibilities for the participation of archives in educational processes (Kolesarić, Šimić, Jelaš, 2020, p. 114-116).

The Croatian Memorial and Documentation Centre of the Homeland War (HMDCDR) is a specialized archival institution. Since its formation and even more so during the past few years, it has been increasingly focusing on organising educational activities, mainly in the form of professional lectures that include working on archival sources stored in HMDCDR and intended for the majority of educational groups (students of the 8th grade of primary and 4th grade of secondary schools whose curriculum provides for units dealing with the period of contemporary Croatian history; universities). It should be mentioned here that some HMDCDR employees who, apart from working at HMDCDR, also teach university courses on the period of contemporary Croatian history and the Homeland War, use many archival sources that are in connection with the mentioned historical period in their teaching. Archival sources are also used in writing graduation theses and doctoral dissertations. In general, it can be said that by organizing various educational programmes and lectures, the archives try to familiarize the public (pupils, students, researchers) with the fact that they also have great potential to become a recognizable place for learning and education (Hofgräff, Pupić-Bakrač, 2020, p. 57-74).

Primary sources develop the ability of critical thinking and deduction and, based on the example of various tasks with primary sources in students, the students can recall certain information and put it in a wider historical context. In the same way, they learn how to recognize the causes and consequences of a certain event from primary sources. By using several different primary sources, the students, for example, can notice similarities and differences in the presentation of the same event, a person or an individual phenomenon, etc. Primary sources can also encourage and motivate students to extend and elaborate their research of a particular topic.

3 The curriculum for History for Primary schools and Grammar Schools in the Republic of Croatia and historical/archival sources and archives

The Curriculum for History for Primary schools and Grammar Schools in the Republic of Croatia was adopted by the Decision of the Ministry of Science and Education of the Republic of Croatia from March 18, 2019. The curriculum is divided into seven main parts: 1. Purpose and description of the subject, 2. Educational goals of learning and teaching history, 3. Structure of the subject, 4. Educational outcomes, contents and levels of comprehension by each class, 5. Connection with other subjects and inter-curriculum topics, 6. Learning and teaching the subject and 7. Evaluation of the comprehension of educational outcomes. According to the Curriculum the purpose of teaching and studying History is *“to encourage student’s interest in the study of the past, to enable understanding of the present and the acquisition of knowledge and skills necessary for informed and active participation in society as citizens of the local community, Croatia, Europe and the world”* (Odluka o donošenju kurikuluma, 2019). Furthermore, it is stated that the purpose of teaching and studying history is development

of the ability to think historically within five domains, i. e. five areas of human activity: society, economics, science and technology, politics and philosophy, religion and culture (Odluka o donošenju kurikuluma, 2019).

Without a doubt, one of the most important factors, i. e. the basis of history researching, are historical sources. Therefore, they are also incorporated into modern history teaching. Historical sources are divided into primary, secondary and sometimes tertiary. Primary sources are the ones which “*give direct evidence about the people, events or phenomena*” that are the subject of the research. These are official documents and records, letters and diaries, photographs and video footages, physical objects, interview transcripts and recordings of speeches, newspaper and magazines, court records, government documents etc. Secondary sources include anything that “*describes, interprets, evaluates or analyses information from primary sources*” like books, articles, documentaries, reviews and essays that evaluate or interpret something (Streefkerk, 2023). Tertiary sources are the ones which provide “*an overview of information gathered from primary and secondary sources*” but they lack original interpretation or analysis. The best examples of tertiary sources are encyclopedias, dictionaries or textbooks (Ryan, 2023). This division is not so strict, especially in practice. While not all primary historical sources are also archival sources all archival sources (or archival materials) are indeed primary historical sources.

Historical sources are specifically mentioned several times in the Curriculum from 2019. By learning history, as it is described in the first part of the Curriculum - *Purpose and description of the subject*, “*students are developing fundamental skills related to asking questions about historical sources, contextualization, seeing events from different perspectives, questioning points of view and forming opinions based on well-founded assumptions*” (Odluka o donošenju kurikuluma, 2019). In more detail, the role of historical sources and their significance, but also of the importance of heritage institutions, is described in the subsection “*Technical concepts in history teaching*” of the 3rd part of the Curriculum (*Structure of the subject*) as the work with historical sources is listed as one of the main technical concepts. It is stated that “*the steps in learning to work with historical sources include using different types of historical sources, understanding the importance of sources in studying the past and forming answers that include data from the sources*”. While working with sources, according to the Curriculum, students should learn to analyse and evaluate sources, ask questions about the time, place and circumstances of their creation, as well as about their author and author’s views and intentions (Odluka o donošenju kurikuluma, 2019). It is also emphasized that by learning about the sources, students learn about the importance of the role of cultural and historical heritage and institutions that preserve such heritage (Odluka o donošenju kurikuluma, 2019). The archives, along with other heritage institutions, are specifically mentioned in the 6th part of the Curriculum (*Learning and teaching the subject*) in the subsection “*Surroundings*”. It is recommended that history lessons take place in specialized classrooms, the school library and outside of the school in heritage institutions such as museums, archives, galleries and libraries (Odluka o donošenju kurikuluma, 2019). In the same part of the document in the subsection “*Learning experiences*”, the skills that the students will acquire due to teaching with the emphasis on the six technical concepts (time and space, causes and consequences, continuity and change, working with history sources, historical perspective, comparison and confrontation) are listed. For the technical concept – “*working with historical sources*”, it is stated that it enables students to develop critical thinking based on historical sources (Odluka o donošenju kurikuluma, 2019).

In summary, the Curriculum gives an important place to both historical/archive sources and archives as heritage institutions in history teaching.

4 Archival sources in textbooks for primary schools

In Croatian primary schools, history is taught 2 hours per week, 70 hours per school year from 5th to 8th grade. Contemporary Croatian history, as well as contemporary history in general is thought in the 8th grade according to chronological order and within five domains. The Curriculum for History prescribes compulsory content for the textbooks, but it also leaves space for the authors of textbooks and the teachers to choose and include optional themes and chapters. The Curriculum suggests optional contents, but authors and teachers can choose another one if it is in accordance with prescribed teaching goals. The obligatory contents for the lessons about contemporary Croatian history are as follows:

- in the domain *Politics*: The collapse of communism and the collapse of the SFRY, The creation of an independent Republic of Croatia – the introduction of the democratic system, International recognition of the Republic of Croatia, European and Atlantic integration, Homeland War 1991 – 1995, Greater Serbian aggression, The defense and occupation of Vukovar, The territory of Croatia and Bosnia and Herzegovina – one battlefield, Liberation operations of Croatian army and police forces: Maslenica, Flash, Storm, The Erdut Agreement and the peaceful reintegration of Croatian Danube Area, The Dayton Agreement;
- in the domain *Society*: The suffering of the population and war destruction during the Homeland War;
- in the domain *Economics*: Croatia in second Yugoslavia – economic development (Odluka o donošenju kurikuluma, 2019).

At the moment, there are three history textbooks for the eight grade, approved by the Ministry of science and education. The textbooks are from three different publishers: Alfa, Školska knjiga and Profil Klett.

In the textbook from Školska knjiga – *Klio 8* (Erdelja, Stojaković, 2022) obligated content related to the contemporary Croatian history is covered by three units – *The Cold War*, *Independent Croatia* and *Modern age*. Each unit is divided into lessons. At the beginning of each unit there is an introduction and a timeline. Each lesson apart from the main text is equipped with additional teaching content. Historical sources are represented in part of the additional content entitled *Historical concept*, which has different subtitles depending on the tasks required from the students. Each historical source is accompanied by questions or tasks for the students. In these questions, students are most often asked to explain an event or motivation and attitude of a person/s mentioned in the source, to draw conclusions based on what they have read or seen, to express their opinions or to do additional research on the topic related to the source. In the lessons about contemporary Croatian history, there are 33 historical sources in total – 16 visual sources (photographs)¹ and 14 written sources. While all the photographs represent archival sources and are present in each lesson, only three written sources can be considered primary or archival sources: the ballot paper from the Croatian referendum on independence from May 1991 in the lesson “The collapse of communism in Yugoslavia and the creation of an independent Republic of Croatia” (Erdelja, Stojaković, 2022, p. 172), the transcript of the news report from the Radio Vukovar from October 1991 on attacks against the City and the casualties in the lesson “The first conflicts. Homeland War 1991.” (Erdelja, Stojaković, 2022, p. 179) and a part of the report of the 180th Motorized Brigade of the 9th Corps of the Yugoslav People’s Army

¹ The textbook is enriched with a great number of photographs, but the authors have taken into account only those that are indicated as historical sources.

from 23 November 1991 on the murders of Croatian civilians in the Škabrnja village in the lesson "The suffering of the population and war destruction during the Homeland War" (Erdelja, Stojaković, 2022, p. 197). The latter is kept by the Croatian Memorial and Documentation Centre of the Homeland War and published as an appendix in the paper "The Crime Committed Against Croats by the Yugoslav People's Army (YPA) and Serb Units in Škabrnja and Nadin on November 18-19, 1991" (Brigović, Radoš, 2010). The image sources, as mentioned, are represented in each lesson. Except from the scans of Yugoslav dinar bills and coupons from the period of hyperinflation in the 1980's (Erdelja, Stojaković, 2022, p. 163) all visual sources are photographs. The photographs are accompanied by descriptions, and in some cases, combined with written sources that further explain the context of the time and event in which the photograph was taken. For instance, next to the photo of a wounded man and a nurse in the Vukovar hospital, there is an excerpt from a newspaper article in which the director of the Vukovar Hospital Dr. Vesna Bosanac describes her feelings and thoughts during and after the occupation of the city. The students are asked to study the photo and the written source and answer the questions. The authors of this textbook have paid special attention to photographs as history sources and as learning tools. The students are often asked to describe photographs or to draw conclusions based on the image they see.

The textbook from *Alfa – Povijest 8* (Barić et al., 2021) contains four main units. The period covered by Unit 4 *The World and Croatia after the Cold War* was taken for the purposes of this research. Furthermore, three sub-units of this unit were analysed in detail, and they were elaborated on extensively. The remaining two subunits covering art, religion, culture and sports of the 20th and 21st century, as well as the world of the 21st century, are not emphasized in this paper.

In the introduction to the textbook, it is referenced that almost every lesson in the textbook contains two or sometimes three written historical sources which illustrate certain parts of the main text or provide additional information that is not in the text. Below each historical source, there are questions and tasks related to the source itself. The textbook is richly equipped with visual material, and next to each picture there is an explanation and a question related to the picture which usually encourages further research and independent conclusions. There is also a digital version of the textbook.

In the first lesson of the first subunit, *The End of the Cold War - The Fall of Communism in Eastern Europe*, two historical sources are presented, including short excerpts of the speech of Helmut Kohl, Prime Minister of the Federal Republic of Germany from November 1989, and Vaclav Havel from December 1989, when he was elected president of Czechoslovakia. In addition to two historical sources, the lesson is complemented with seven pictures.

At the end of each lesson, including this one, there are one or more suggestions for further research (e.g. suggestions to watch a documentary film or carry out further research into the life and work of a particular historical figure, etc.). A proposal for a project assignment is also given.

The lesson titled *Yugoslav crisis and introduction of the multi-party system* contains one historical source and six visual materials, one of which shows several shorter excerpts from the speech of the first Croatian president, Franjo Tuđman. Next two lessons contain two historical sources (for example, one refers to part of the speech given by the French Foreign Minister R. Schuman in May 1950 in Paris) and nine visual materials.

The next larger subunit *Homeland War 1991 - 1995* contains five visual materials and two historical sources. One picture is an excerpt of a testimony given by the members of the Serbian rebel army at the International Court of Justice in The Hague,

and the other refers to the text on the nature of the war in Croatia written by the French politician and philosopher A. Finkielkraut for a French newspaper from October 1991. The abovementioned lesson is followed by the *Defence of Croatia against the Greater Serbian and Montenegrin aggression*, and it is complemented with two historical sources and nine visual materials. The lesson *Liberation Operations of the Croatian Army* contains four pictures and one historical source, which is an excerpt of the statement given by a participant of the Croatian liberation operation *Maslenica* (1993). The lesson *Operation Storm. Peaceful Reintegration of the Croatian Podunavlje*, in addition to six pictures, also includes two historical sources. One of the visual sources is a photo of a scanned original archival document from the materials of Serbian provenance created during the existence of the Serbian parastate the Republic of Serbian Krajina (RSK) in Croatia, dated August 4, 1995, and it refers to the order about the evacuation of the Serbian population from Croatia during the *Operation Storm* given by Milan Martić, who was the president of RSK at the time. The original of this document is part of the archival material of the Serbian parastate and its military forces and it is kept in the Croatian Homeland War Memorial and Documentation Centre in Zagreb. The following lessons contain three historical sources in total (one of them is an excerpt of a testimony of a Croatian defender of Vukovar and a prisoner of war in Serbian camp, which we can consider as memoir material that is also collected in archives) and a large number of visual sources, as many as fourteen of them. These three sub-units falling under the Unit 4, in addition to the associated lessons, referring to the period investigated in the paper, contain 15 historical sources and approximately 60 visual sources in total.

The history textbook for the 8th grade of primary schools, *Vremeplov 8* (T. Bogdanović, M. Hajdarović, D. Švigir) published by *Profil Klett* (Zagreb), contains 16 more comprehensive or shorter units, and a special, additional unit related to optional topics. In addition to the main text of the textbook, there are also numerous historical sources (at least as they are named in the introductory pages of the textbook) that accompany almost every unit, visual materials, maps and a section containing instructions and advice for studying contemporary history as well as numerous tasks, including the instructions for the tasks in the workbook. Furthermore, this textbook contains additional digital content, which is indicated by a special sign (explained in the introduction of the textbook) in addition to individual lessons complemented with such content. In this textbook, the obligated content related to the contemporary history is covered by three units and the historical sources processed in those units are analysed in this paper. Unit 12, containing three lessons, brings more historical sources in each of them. In total, this unit has 16 historical sources. However, it should be emphasized that some sources refer to only one or two sentences taken from the statements of certain politicians, or *i.e.* verses, parts of songs by certain musicians and bands which at the time (1980s) described some social or political turning points, etc.

The unit that is covering the period of the Homeland War in Croatia, also provides numerous historical sources, but even here some of them refer only to short excerpts from documents, statements, newspaper articles, and there are more than 20 historical sources in total. In addition to them, the content of this unit is complemented with numerous visual materials, most of which contain more extensive descriptions, regardless of whether it is about a particular event, person, photograph of a monument, etc. The visual materials are very useful when displaying various statistical data and statistical indicators, from which it is easier to point out the causes of certain historical events, processes, etc.

Thus, in addition to the source or photograph, the students also receive additional content that is not dealt with in the main text of the textbook. This textbook provides a

list of all the sources used in all the lessons of the textbook. In total there are almost 40 historical sources in the analyzed lessons.

It should be pointed out that although the authors of the textbook have marked many sources as historical sources and as such they are presented in the textbook, most of them are still not archival sources. As already stated, the largest part refers to excerpts of individual statements from the literature. Some archival sources were published, such as parts of the Constitution of the Republic of Croatia or the Declaration of Independence of the Republic of Croatia, or the Charter of the anti-war campaign from 1991., etc., but they were not presented as archival documents, but only some shorter parts were extracted from these sources.

Therefore, that is why visual materials that are not marked as historical sources in a large number of cases, in addition to providing very extensive descriptions, show unconventional archival sources and some photos are also kept by the Croatian Memorial and Documentation Center of the Homeland War.

The importance of individual archival sources is evidenced by the fact that one such comprehensive archival document, which is stored in the HMDCDR, in the collection of archival materials of Serbian provenance during the period of the existence of the Serbian parastate in Croatia (1991–1995), is presented in three history textbooks (for eighth graders from two different publishers and one textbook for fourth grades). Specifically, it is a primary historical source, as previously mentioned, a document that testifies about the planned evacuation of the Serbian population ordered by the Serbian authorities in Knin immediately before the start of the Croatian liberation operation Storm in 1995.

5 Archival sources and archives in textbooks for high schools

History classes in high schools (grammar school) follow the same learning structure, according to the chronological order and domains, and therefore contemporary History is taught in the 4th grade. History is taught 70 or 96 hours per year, i. e. 2 or 3 hours per week, depending on the educational program and the year of study. In the language-oriented grammar school, classical grammar schools and the STEM oriented ones, history is taught 70 hours per week in all grades, but in general grammar schools, it is taught additional 26 hours in the 4th grade – 3 hours per week. History in grammar schools is taught as a build-up on the basic knowledge from primary schools. The Curriculum emphasizes the importance of using different historical sources for students to develop an analytical approach and critical thinking (Odluka o donošenju kurikuluma, 2019). Just like for primary schools, the Curriculum prescribes obligatory content for textbooks, however, it also prescribes at least two optional themes per year. The obligatory contents for the lessons about contemporary Croatian history are as follows:

- in domain *Society*: Socio-political changes and the collapse of communism in Europe; disintegration of SFRY, Socio-political changes in Croatia; The Constitutional Law on the Rights of National minorities in Croatia,
- in domain *Economics*: Economic consequences of the collapse of communism in Europe and Croatia: globalization of contemporary economy, Croatian economy in the Homeland War and transition, Croatia in the economic system of the EU,
- in domain *Politics*: Political changes and the collapse of communism in Europe, Creation of the Republic of Croatia: introduction of multi-party system and democratic change of government, From constitutional changes to the

Christmas Constitution of the Republic of Croatia, International recognition of the Republic of Croatia, Greater Serbian aggression and the Homeland War from 1991 to 1995, Eastern Slavonic battlefield and defense of Vukovar, Key liberation operations: the liberation of Western Slavonia, the Southern Front and unblocking of Dubrovnik, Maslenica, Summer '95, Flash, Storm, Maestral and Southern Move, War in Bosnia and Herzegovina: Washington Agreement, Split Agreement, Dayton Agreement, Croatia in NATO and EU.

In high schools there is also obligatory content related to the cultural and heritage institutions mentioned in the domain *Philosophy and religion*: History and remembrance culture in the 20th and 21st centuries and The role of institutions in preserving cultural heritage. At the moment, there are three history textbooks for 4th grades of grammar schools approved by the Ministry of science and education. The publishers of these textbooks are Alfa, Meridijani and Školska knjiga.

The textbook from the Meridijani, entitled *Svijet prije nas* (Raguž et. al., Zagreb, 2021) is divided into five chapters named according to five domains prescribed by the Curriculum. The titles of the lessons fully correspond to the obligatory content specified in the Curriculum. The lessons about contemporary Croatian history are present in all five chapters. Each lesson apart from the main text is enriched with additional teaching content. Historical sources are represented as part of the additional content entitled "Sources" and they are also present as one of the tasks for the activities for the development of historical thinking. This group of tasks is entitled "Research historical sources". In lessons about contemporary Croatian history there are 42 historical sources in total - 14 visual sources (13 photographs and an illustration²) and 28 written sources. Most sources are represented in the chapters *Politics* (22) and *Society* (12). All photographs can be considered primary or archival sources. Of the written sources, only four of them can be considered primary and archival sources (3 in the chapter *Politics* and one in the chapter *Society*). Moreover, there are a total of 13 tasks related to working with historical sources, 7 of which involve assignments for archival research, such as a visit to an archival institution or conducting research using archival sources.

The first primary or archival written sources that students encounter in the textbook (in the lesson "War in Bosnia and Herzegovina, Washington, Split and Dayton Agreements" in the chapter *Politics*) are two excerpts from documents - reports related to the last days of defense of the town Jajce in Bosnia and Herzegovina after the seven-month siege of the town. These documents are in fact appeals for help and rescue. First excerpt is from the report of the Command of Croatian Defense Council in Jajce from October 27, 1992 and the creator of the second one, from the October 29, 1992 is commander in chief of the Medical staff (Raguž et. al., 2021, p. 141). The students are asked to describe how the reports describe the situation in town and how it makes them feel. In the chapter *Society*, in the lesson "Taking care of refugees and exiles, The Erdut Agreement and the peaceful reintegration of the Croatian Danube region, Consequences of the Homeland War, Croatia in the 21st century" there is a scan of an archival record - the "Erdut Agreement" obtained from the Croatian Memorial and Documentation Center of the Homeland War (Raguž et. al., 2021, p. 216). In the same chapter there is an excerpt from the Croatian government document "National Roma inclusion strategy from 2013 to 2020" available digitally. Students are encouraged to read the whole document and answer questions on Roma inclusion and antidiscrimination laws (Raguž et. al., 2021, 225). The last archival source related to the contemporary Croatian history, in the

² The textbook is enriched with a great number of photographs, but the authors have taken into account only those that are indicated as historical sources.

Merdijani's textbook, is an excerpt from a shorthand note of the Yugoslav Prime Minister Milka Planinc speech to the political representatives of republics and autonomous regions on negotiations for obtaining financial aid from abroad (Raguž et. al., 2021, p. 284.) in the lesson "Economic systems in the second Yugoslav state" in the chapter *Economics*.

The lack of a larger number of primary or archival sources in the textbook is compensated by the tasks related to archival research and archives. For instance, in the lesson about the Greater Serbian aggression and the Homeland War students are asked to find and research historical sources about the Homeland War and to write their own research paper and present it in the classroom (Raguž et. al, 2021, p. 139) and in the lesson about War in Bosnia and Herzegovina, students are asked to search for the historical sources about Croatian-Muslim conflicts in Bosnia and Herzegovina on the web page of the Croatian Memorial and Documentation Center of the Homeland War (Raguž et. al., 2021, p. 145). In the lesson about consequences of the Homeland War the students are advised to research, with the help of the teacher, in their school's archives whether children refugees and exiles attended their school during the Homeland War and try to make interviews with those students (Raguž et. al., 2021, p. 219).

As for the photographs, most of them show scenes from the war – soldiers in the battlefield, destruction of cities and suffering of the civilians. Photographs are accompanied by a description and questions for students. Sometimes the photos are also accompanied by written historical sources. For example, in the lesson about the breakup of Yugoslavia there is a photograph from the war in Slovenia showing Yugoslav People's Army armored vehicles on the road and the damages they have made described as: Battle for Šentilj, June 28, 1991, accompanied by an excerpt from the Janez Janša's book *The making of the Slovenian State, 1988-1992; the Collapse of Yugoslavia*. As a commander of Slovenian Armed Forces, in this excerpt Janša describes the battle between Slovenian forces and the Yugoslav People's Army for Šentilj – the crossing on the Slovenian-Austrian border (Raguž et. al., 2021, p. 124).

Archives, as heritage institutions, are described in the 5th chapter in the lesson "The role of institutions in preserving cultural heritage". It is stated that state institutions have a central role in cultural heritage preservation and that museums, archives and libraries are the most important cultural institutions in charge of preservation of cultural heritage. Apart from preservation and conservation of the cultural heritage, museums, archives and libraries, according to the authors, have a crucial role in the presentation of heritage and the knowledge about it to the public through projects, exhibitions, workshops and other cultural activities. Among others, the lesson is enriched with the photo of the Croatian State Archives (Raguž et. al., 2021, p. 382-383).

The lessons about Croatian contemporary history in the textbook from the Školska knjiga entitled *Tragovi 4* (Erdelja, Stojaković, 2022) are present in three of five textbook's units: *The Cold War*, *Independent Croatia* and *Modern age*. The titles of the units are the same as in their primary school textbook. Historical sources represented in the textbook and are divided into "Sources" and "Historical image sources." In the introduction to the textbook there is a list of symbols representing historical concepts that students are required to comprehend through various questions and task. The questions and tasks in the lessons are marked with these symbols depending on the concept. One of these symbols marks historical concept of working with historical sources (Erdelja, Stojaković, 2022, p. 5). In lessons about contemporary Croatian history there are 73 historical sources in total - 13 visual sources (12 photographs and a poster³) and 60 written

³ The textbook is enriched with a great number of photographs, but the authors have taken into account only those that are indicated as historical sources.

sources of which 10 can be considered primary or archival sources while all of the visual sources are primary/archival sources.

The examples of good practice in including primary historical sources in textbooks are three sources obtained from *the International Criminal Tribunal for the former Yugoslavia* digital archives. This way the students not only learn how to deal with primary sources but also how to find documents in digital archives. In the lesson “Creation of the independent Republic of Croatia” there is an excerpt from the transcript of the testimony of one of the leaders of rebelled Serbs in Croatia, Milan Babić, who testified before the Tribunal about the beginning of the so-called “Log-revolution” in Croatia (Erdelja, Stojaković, 2022., p. 280). Another valuable example is part of the transcript from Dr. Vesna Bosanac testimony before the Tribunal in the case against Slobodan Milošević about the situation and suffering of the Vukovar Hospital during the attacks of the YPA and rebelled Serbs (Erdelja, Stojaković, 2022, p. 285) as well as excerpts from the judgment to Milan Martić, the president of the so-called Republic of Serbian Krajina in the same lesson. (Erdelja, Stojaković, 2022, p. 298). Besides the court records, in this textbook there is another group of primary sources – transcripts of speeches available in the online archives like for instance President Franjo Tuđman’s speeches about foreign affairs and about economics from August 5, 1997 (Erdelja, Stojaković, 2022, pp. 327, 329) in the lesson “Croatia from 1995 until today”. Among archival sources there are also excerpts from documents – one from the official report of rebelled Serb armed forces about the Croatian liberation operation *Maslenica* from 1993 that is kept in the Croatian Memorial and Documentation Center of the Homeland War in the lesson “Creation of independent Republic of Croatia” (Erdelja, Stojaković, 2022, p. 293) and the other one from the report of the 180th Motorized Brigade of the 9th Corps of the Yugoslav People’s Army from November 22, 1991 on the murders of Croatian civilians, including children in the Škabrnja village in the same lesson (Erdelja, Stojaković, 2022, p. 293).

The visual sources, as previously mentioned, are represented through photographs and a poster. The poster is related to the Referendum for independency of Croatia and is accompanied by a written source – text of the ballot paper from the Croatian referendum on independence from May 1991 (Erdelja, Stojaković, 2022, p. 281). All the photographs have descriptions and most of them depict scenes from the war, such as scenes from the battlefield or sufferings of the refugees including children, images of destruction, etc. Some of them are, like in other textbooks, combined with the written sources. The representative example are photographs of destroyed Vukovar after the occupation, accompanied by the excerpt from the report of a war reporter Zvonimir Krstulović who had described the horrors he had seen entering the city after Serb forces conquered the town (Erdelja, Stojaković, 2022, p. 284).

Written and visual sources are in most cases accompanied by questions and tasks. There are 12 questions and tasks related to primary/archival sources in total, 3 of which are related to primary sources but none to the work with archival sources or in the archives. In this textbook there is no mention of cultural heritage institutions and their importance.

The textbook *Povijest 4* (Anić et al., 2021) for the 4th grade of high school (grammar school), covers almost the same historical period as the history textbook for the 8th grade of primary school of the same publisher (Alfa), in compliance with the History Curriculum for the 4th grade of high school. In this textbook, the units are considerably expanded and more extensive in terms of content. In terms of concept of the textbook, the main text is divided into shorter sections that follow the chronological course of historical events and processes. Each lesson of the main text is complemented with cartographic materials as well as special sections: *Science and Technology*, *They Created History* and *Art in History* as well as historical sources, which the editors, authors and editors of the

textbook themselves say are “a very important part of the textbook,” offering “an entire series of historical sources that enable additional analysis of historical events and processes as well as making conclusions and historical stories based on them”. (Anić et al., 2021, p. 4-5) Visual materials are not specifically indicated in the introduction to the textbook, but each unit contains many of them, and they will not be singled out in the analysis of this textbook, except for some individual examples that can be defined as an archival source, that is, a primary historical source, and their total number. The textbook also contains the section *They created history*, which is also specifically indicated in the introduction of the textbook. That section in each lesson brings a lot of photos and more detailed descriptions of the people on the photos, with an emphasis on their role in the period that is being written about.

Concerning the content and the accompanying analysis of the historical sources, which is covered by this paper, in the textbook that content is covered by one large unit (five in total), entitled *The Fall of Communism: Reshaping Global Politics and Economy*. This unit includes lessons 11 to 14. Lesson 11 and 12 were analysed for the purpose of this paper, and they actually include the majority of the content and the largest number of lessons of this large unit. Lesson 11 refers to socio-political changes in Europe and the fall of communism, and it presents six historical sources, mainly historical texts from relevant literature.

Lesson 12 extends to as many as 52 pages of the textbook. It has numerous subheadings, and its main title is *Creation of the Republic of Croatia and the Homeland War*. In accordance with the large amount of the content covered, along with the main text and previously mentioned sections and numerous visual materials, it also includes many historical sources. To be precise, it contains a total of 27 mainly historical texts. These sources predominantly refer to parts of the statements of individual political, military, religious and other representatives, intellectuals, journalists, etc., taken from relevant literature and sources. Therefore, it can be noted here that these historical sources are mostly secondary or tertiary and not primary historical sources. Also, some of the historical sources include bigger or smaller parts of memoirs and witness statements of the events being written about. Some internet sources are also given, for example part of the Memorandum of the Serbian Academy of Sciences and Arts on the alleged threat of Serbs in Croatia.

The visual materials include numerous photographs, scanned posters, newspaper and magazine covers. For example, in total, there are seven posters in these lessons. The source for a large part of these images (photographs and posters) is the specialized archive for the Homeland War - Croatian Memorial and Documentation Center of the Homeland War. Precisely for the purposes of creating a textbook that would be presented to students, alongside the main text and historical sources, and as many photographs and visual attachments as possible, this Center provided part of the material from its collections of archival material (collection of photographs, collection of posters, collection of memorabilia, etc.).

At the end of each lesson, there are one or more suggestions for further research, in the section called *Project Assignment and/or Research*.

6 Conclusion

The use of archival sources in education, as well as students' visits to archival institutions, particularly in the context of history teaching and history textbooks analysed in this paper, represents a good opportunity to introduce primary and secondary school students to archival sources and the possibilities of their use. In archives or through archival sources presented in history textbooks students get the opportunity to expand their knowledge of basic historical events, causes and consequences and to participate in historical research. Additionally, archival sources help them to develop skills such as critical thinking or analysis and interpretation of historical events and processes. From the perspective of history teachers, through the integration of archival materials in the history textbooks, there is an opportunity to offer students a more authentic perspective on historical events, individuals and societies. After a detailed quantitative and qualitative analysis of historical sources included in textbooks, it can be noted that despite their large number, only a small part of the written historical sources can be considered primary or archival sources. In addition, there are some texts that perhaps cannot be considered historical sources at all.

Therefore, despite the numerous benefits of integrating archival sources into education, which is evident from the examples and textbooks analysed in the paper, one of the challenges is to work on terminology, so when it is stated that a learning content is a historical source, that it really is. Also, every textbook should try to include more primary or archival historical sources into its content as certain skills like analysing a historical source or development of critical thinking can be best developed while working with primary sources.

However, it can be concluded, that archives as well as archival sources kept by them, play a very important role in the process of integration of archival sources into the educational system. Archives have a crucial role in historical science since both archives and historical science are concerned with the preservation and interpretation of the past and thus both are important for history learning. That being so, organized or individual students' visits to archival institutions are highly recommendable not only to help them learn how to do research with archival materials, but also to recognize the importance of cultural heritage and its preservation.

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POVZETEK

VLOGA ARHIVOV IN ARHIVSKIH VIROV PRI POUKU ZGODOVINE NA HRVAŠKEM NA PRIMERU POUKA SODOBNE HRVAŠKE ZGODOVINE

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Sodobni arhivi niso znani le po tem, da hranijo, urejajo in varujejo arhivske dokumente ter omogočajo dostop do njih, temveč tudi po svoji družbeni vlogi kot kulturne ustanove, ki si prizadevajo za promocijo kulture, umetnosti in znanosti ter na ta način sodelujejo aktivno tako pri izobraževanju kakor tudi organizaciji razstav in predavanj različnih strokovnjakov ali arhivistov samih.

Ena od pomembnih vlog arhivistov v sodobni družbi je, da pomagajo izobraževati ljudi že od mladih let naprej o tem, kako uporabljati arhive za šolske ali visokošolske projekte in različne vrste raziskav v znanstvene, pravne ali osebne namene. Arhivi so pomembni tudi za zgodovinopisje – tako arhivi kot zgodovinska znanost se namreč ukvarjajo z ohranjanjem in interpretacijo preteklosti, zato so oboji ključnega pomena za učenje zgodovine.

Učni načrti za zgodovino za osnovne šole in gimnazije v Republiki Hrvaški predpisujejo uporabo zgodovinskih virov kot enega od šestih glavnih strokovnih konceptov pri pouku zgodovine. V skladu s tem morajo biti vsi učbeniki za zgodovino opremljeni z različnimi vrstami zgodovinskih virov, saj morajo vsi izdajatelji učbenikov za zgodovino upoštevati smernice iz učnega načrta.

Trenutno so na Hrvaškem štiri založniki, ki jim je Ministrstvo za znanost in izobraževanje Republike Hrvaške odobrilo učbenike za zgodovino. Namen tega prispevka je podati kvantitativno in kvalitativno analizo arhivskih virov, povezanih s sodobno hrvaško zgodovino, v učbenikih zgodovine za osnovne šole in gimnazije na Hrvaškem ter vloge arhivov pri pouku zgodovine.

Avtorici sta pregledali vse učbenike zgodovine za osnovne šole in gimnazije, ki so trenutno potrjeni na Hrvaškem, posebej pa sta se posvetili učbenikom za gimnazije zaradi njihove večje globine in obsega. Sodobno hrvaško zgodovino poučujejo v osmem razredu osnovne šole in v četrtem razredu gimnazije ter v manjšem obsegu tudi v drugem razredu poklicne šole. V prispevku so analizirani vsi učbeniki zgodovine za osmi razred osnovne šole in četrti razred srednjih šol (gimnazij), ki obravnavajo sodobno hrvaško zgodovino. Avtorici sta raziskali vse zgodovinske vire v učbeniku, izpostavljeni in opisani pa so tisti, ki so prepoznani kot primarni oziroma arhivski viri.

About the authors

Julija Barunčić Pletikosić, Ph. D., graduated Croatian Language and Literature and History from the Faculty of Humanities and Social Science, University of Zagreb. Acquired Ph.D. in history at the doctoral study at the Croatian Studies of the University of Zagreb (2014) with the thesis Catholic Church in Croatia and Homeland War 1991 – 1995: attitudes, activities, and sufferings. She works at the Croatian Memorial Documentation Center of the Homeland War as the Head of the Department for scientific research of the Homeland War. Since 2014 she has been teaching at the Department of History at the Catholic University in Zagreb as an assistant professor. She has published one author book and several scientific papers in scientific and professional journals. She has written several book chapters on Croatian and English and attended scientific conferences in Croatia and abroad. She edited a large number of books on the subject of the Homeland War.

Željka Križe, Ph. D., graduated History from the Faculty of Humanities and Social Science, University of Zagreb (2003). Acquired Ph.D. in history at the doctoral study at the Croatian Studies of the University of Zagreb (2015), with the thesis Greater Serbian Political Propaganda on the Eve of the Disintegration of Yugoslavia from the SANU Memorandum to the Beginning of the War Conflict in Croatia (1986 – 1991). Since 2006 she is employed at the Croatian Memorial Documentation Center of the Homeland War. Works at the Archives Department as a senior archivist. In 2020 she obtained the title of research associate and the title of the senior archivist. During three academic years (2018/2019/2020/2021) she taught at the Department of History at the Zagreb University Faculty of Humanities and Social Sciences at the elective course Yugoslavia 1986 – 1991 - the Road to the Disintegration and War as an associate lecturer. Her field of study is contemporary history with an emphasis on the period of the breakup of Yugoslavia and the Homeland War in Croatia. She has published several scientific and professional papers and book chapters, participated in 12 scientific conferences in Croatia and abroad, edited a large number of books, and has been a contributor to the books of documents published by the Croatian Memorial Documentation Center of the Homeland War.

O avtoricah

Dr. Julija Barunčić Pletikosić se je rodila leta 1980. Diplomirala je iz hrvaškega jezika in književnosti ter zgodovine na Fakulteti za humanistiko in družboslovje Univerze v Zagrebu. Doktorirala je iz zgodovine na Fakulteti hrvaških študij Univerze v Zagrebu (2014) z disertacijo Katoliška cerkev na Hrvaškem in domovinska vojna 1991–1995: stališča, dejavnosti in trpljenje. Zaposlena je v Hrvaškem spominskem dokumentacijskem centru domovinske vojne kot vodja Oddelka za znanstveno raziskovanje domovinske vojne. Od leta 2014 poučuje na Oddelku za zgodovino Katoliške univerze v Zagrebu kot docentka. Objavila je eno avtorsko knjigo in več znanstvenih člankov v znanstvenih in strokovnih revijah. Je tudi avtorica več knjižnih poglavij v hrvaškem in angleškem jeziku ter udeleženka znanstvenih konferenc na Hrvaškem in v tujini. Uredila je večje število knjig na temo domovinske vojne.

Dr. Željka Križe se je rodila leta 1978 v Zagrebu na Hrvaškem. Diplomirala je iz zgodovine na Fakulteti za humanistiko in družboslovje Univerze v Zagrebu (2003). Doktorirala je iz zgodovine na Fakulteti za hrvaške študije Univerze v Zagrebu (2015) z disertacijo Velikosrbska politična propaganda na predvečer razpada Jugoslavije od memoranduma SANU do začetka vojnega konflikta na Hrvaškem (1986–1991). Od leta 2006 je zaposlena v Hrvaškem spominskem dokumentacijskem centru za domovinsko

vojno. Dela v arhivskem oddelku kot višja arhivistka. Leta 2020 je pridobila naziv raziskovalne sodelavke in naziv višje arhivistke. V treh študijskih letih (od 2018 do 2021) je na Oddelku za zgodovino Fakultete za humanistične in družboslovne vede Univerze v Zagrebu poučevala kot izredna predavateljica izbirni predmet Jugoslavija 1986–1991 – pot do razpada in vojne. Njeno študijsko področje je sodobna zgodovina s poudarkom na obdobju razpada Jugoslavije in domovinske vojne na Hrvaškem. Objavila je več znanstvenih in strokovnih člankov ter poglavij v knjigah, sodelovala na 12 znanstvenih konferencah na Hrvaškem in v tujini, uredila večje število knjig, sodelovala pa tudi v objavah dokumentov Hrvaškega spominskega dokumentacijskega centra za domovinsko vojno.