

Contents

Preface	9
PART I: Central Europe at a Crossroads? Interpretation of the Past in the Curricular Documents and History-Civics Textbooks	13
1 National Curricular Content Comparison of Interdisciplinary and International Approaches in History and Social Sciences in the Czech Republic, Slovakia, and Poland <i>Tomáš Hradecký</i>	14
2 (Post)-National Narratives in the Central European Historical Education: Towards Pluralist or Non-liberal Democracy? <i>Jan Květina</i>	36
3 From Czechoslovakism to Nationalism: The Problem of Searching and Defining Slovak Identity <i>Róbert Arpáš</i>	64
4 The Issues of the Slovak-Hungarian Relations in the Educational Process in Selected Slovak and Czech Textbooks <i>Martin Hetényi – Beáta Pintérová</i>	80
5 History and Civics: A Complicated Relationship. The Case of East-Central European Textbooks <i>Václav Sixta</i>	90
6 Hidden in History: Reflection of the Female Issue in Selected Slovak and Czech Textbooks <i>Adriana Kičková</i>	104
PART II: Current Opportunities and Challenges: Education in the Digitised and Post-Factual Era after Covid-19	119
7 Philosophy for Children in the Higher Education System of the Czech Republic and Poland: A General Overview <i>Petr Matějčíček – Michal Rigel</i>	120
8 Digitisation of Cultural Heritage and its Interpretation through Augmented Reality on the Example of the Baroque Complex Kuks <i>Marek Kulkovský – Jiří Štěpán</i>	137

9 Misinformation Proclivity as a Product of Cultural Evolution: Why Restrictions Cannot Work

Martin Palecek

154

10 Learning during the Covid-19 Pandemic in Poland, the Czech Republic, and Slovakia

Barbara Jankowiak – Dorota Mroczkowska – Mariusz Baranowski – Maja Brzozowska-Brywczyńska – Agnieszka Nymś-Górna – Łukasz Rogowski – Agnieszka Jeran 171

Bibliography

187