Surfing the past: digital learners in the history class

Nyirubugara, O.

Citation for published version (APA):
Acknowledgements

Thanking after more than three years of research conducted in many places with the help of many people and institutions is not an easy task, not because one wants to claim a single-handed achievement, but rather because of the risk of forgetting those who contributed in one way or another to the achieved work. For this reason, I would like first to thank all those I will forget or will not be able to mention in the lines below. Their support was highly appreciated.

Having said that, I would like to thank my promotors, prof. dr. Frank van Vree and prof. dr. Frank Huysmans, for their invaluable guidance during the completion of this research.

I am profoundly indebted to history teachers Antheun Janse at the Baarnsch Lyceum, David le Clercq and Lisanne Beekman at the Helen Parkhurst Dalton School, for opening wide the doors to their classrooms, thereby allowing me to see how new media work in the history class. I can't of course forget their respective pupils for warmly welcoming and integrating me into their environment and sharing their experience with digital media.

I owe much to Reinier van Deinum, Cor den Ridder and Huibert Crijns of het Geheugen van Nederland; Judith Moortgat and Toos Kruithof of the National Archives of the Netherlands; Hanneke Vroegindeweij and Irene Haan of the Eye Film Institute; Ineke Huysman of the Huygens Institute for the History of the Netherlands; Lammert Zwaagstra of the National Library’s Databank of Digital Daily Newspapers project; Ynze Alkema of the Breda City Archives; and Paul Vermeulen of the LES 2.0 project. By openheartedly opening the doors into their institutions and offering their insights into their respective digitisation projects, I was able to have invaluable first-hand details crucial to the research presented in this book.

I am grateful to those who provided their critical comments for some of the chapters, namely dr. Arie Wilschut for Chapter 1, dr. Geert Lovink for Chapter 2, dr. Karel Dibbets and dr. Peter Horsman for Chapter 3. Their comments and suggestions were useful in refining some of the ideas presented in this book.

I want also to thank my office mates, dr. Tjeerd Schiphof, Trilce Navarrete, Nina Köll and Zeynep Gündüz for the many and fruitful discussions about our respective research.

I would like to express my profound gratitude to the Amsterdam University’s Institute for Culture and History, the Amsterdam School for Cultural Analysis, the Media Studies Department and the Huizinga Institute, for offering an inspiring and motivating re-
search environment that made the completion of this dissertation both enjoyable and possible.

I cannot forget my sister Marie-Généreuse, whose insight into child psychology was of great help; my brother Jean-Valéry and his wife Anita, with whom I have had frequent, informal talks about my research, and whose opinions on digital media and child psychology were illuminating; my brother Philippe, my sister Epiphanie and her husband Claude, my mother Madeleine, my aunt Françoise and her husband Juvénal, and my cousin André and his wife Thérèse for their constant moral encouragement.

Finally, special thanks to my wife Assumpta and my lovely daughters Fidelis and Regina, who, better than any other person, provided the affection and moral support that kept me working as hard as I could, even though my long hours of work sometimes meant sacrifice to them. It’s over now. Their support and sacrifice have paid off.