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*INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE DEVELOPMENT  
OF EDUCATION AND THE CONSTRUCTION OF A KNOWLEDGE SOCIETY*

# **ICTs IN HISTORY EDUCATION IN COUNTRIES OF SOUTH-EASTERN EUROPE**

**ANALYTICAL SURVEY**

UNESCO INSTITUTE  
FOR INFORMATION TECHNOLOGIES IN EDUCATION



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**ICTs in History Education in Countries of South-Eastern Europe. Analytical survey**

The materials of analytical survey provide a significant body of data to further our understanding on the use of information and communication technologies (ICTs) for History education. Most authors of the analytical survey are practicing computer science teachers who provide History teachers with ICTs, as well as instruction support specialists responsible for the quality of History education. A variety of authors presents the aspects of ICT application in History lessons more true-to-life.

This survey was prepared within the framework of the IITE sub-regional project for South-Eastern Europe *Information and Communication Technologies for the Development of Education and the Construction of a Knowledge Society*.

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## BACKGROUND

The World Summit on the Information Society (WSIS<sup>1</sup>) held in Geneva, Switzerland, in December 2003 emphasised that we are in the midst of an information revolution, where the accelerating convergence of telecommunications, broadcasting multimedia, information and communication technologies creates new products and services, as well as redefines ways of doing business and trade. Now the impact on education and training is hardly seen; though a growing need of paradigm changes is obvious, if new media are to be used effectively and to the advantage of everyone.

WSIS-proposed action plan states that to benefit the world community a successful and continued growth of the new dynamics brought about by information and communication technologies (ICTs) requires global discussion. It is the aim of the present publication to contribute to such discussion by indicating how History learning and teaching in the 21st century might surf the wave formed by different technical resources now available. Effective implementation presumes partnerships with public and private entities, common formats and standardisation, elaboration of information resources, databases, knowledge and information infrastructures equally accessible in every country and region. However, for this to happen, the prerequisites for effective use of new resources in History learning and teaching must be identified clearly.

As a part of its contribution to international efforts to achieve the Education for All goals, UNESCO will continue to stimulate intellectual debate and disseminate knowledge on key issues of education. During the past decade, UNESCO regularly prepared and published a series of educational studies and several editions of two periodic reports, namely, *World Education Report* and *Education for All: Status and Trends*, which have provided a source of reference for national policy-makers and professional users.

UNESCO General Conference resolution states the intention to “...encourage the review of historical research and the teaching of History with a view to enhancing the processes of dialogue, cross-fertilization, and convergence between cultures in the framework of the follow-up to the United Nations Year of Dialogue among Civilization 2001; support the efforts of Member States wishing to revise their educational text books in this area, in cooperation with the Educational Sector; and promote follow-up activities for the implementation of intercultural projects aimed at promoting greater understanding between various cultures and spirituals and religions tradition.”

UNESCO has been striving to assist its Member States in developing a holistic approach to education and training, promoting values, attitudes, and behaviors conducive to peaceful and democratic societies. Emphasis has been given to the production of educational materials for human rights education, upgrade of History textbooks and curricula, and elaboration of national plans of education integrating various dimensions of a peace culture: human rights, non-violence, tolerance, gender equity, democratic participation, intercultural understanding, cultural and linguistic diversity.

For this reason UNESCO Institute for Information Technologies in Education (IITE) has included the issues of ICT application in History education in the programme of its research activities. Within the framework of the programme IITE held the expert meetings and developed the analytical survey *ICT Application in History Education* to acquaint international community with the latest achievements in the field of ICT application in History education and didactic trends of ICT usage in the open approaches to History education.

History teaching and learning not only offers opportunities to gain knowledge but also encourages students to develop ability to analyse and evaluate events, to think independently. One of the missions of History education today is to eliminate prejudices and keep positive communication between different countries, religions, and cultures.

ICTs have facilitated broader access to information as well as the capacity for students to learn at their own pace; the assistant technology has generated the software which can help track and assess the performance of students. The technology has, of course, affected paper-based publishing considerably. There have appeared faster product cycles and

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<sup>1</sup> <http://www.itu.int/wsismap/index.html>

improved avenues to access and analyse customer behaviour and attitudes. Currently the Internet offers a means to add value to existing products in the form of additional, supporting information for textbooks or electronic discussions.

The potential benefits of electronic learning are numerous and exciting. Technology could make learning and resources accessible to a much wider range of people, including people with special needs and the disabled. In certain parts of Europe it covers those whose lives have been upset by war and conflict. There was little doubt that History and new technologies are well-matched partners. Technologies make resource materials available as well as the access to visual resources like paintings and architecture. However, making the information available still is some distance from effective and inspiring teaching and learning. Thus, it was vital to develop methods of historical information delivery meeting the demands of the end user, i.e. his/her needs in terms of internalising information and making use of it.

Four years ago the expert meeting *History Education and New Information Technologies* was co-hosted by IITE and the Council of Europe. The participants from ten countries took part in the meeting.

On 27 March 2004 IITE held the international workshop *ICTs in History Education* in Sofia, Bulgaria, within the framework of the sub-regional project for South-Eastern Europe *Information and Communication Technologies for the Development of Education and the Construction of a Knowledge Society*. The analysis of the activities showed that ICT applications in History education in SEE countries vary greatly. To provide the positive experience in this field the data from the UK secondary schools were included in the analytical survey.

There are two key issues which make this analytical survey particularly important.

The first is the ongoing call for revision of History textbooks in the light of political and educational changes. Political changes imply that there is a need to counter a strong ideological component of History textbooks.

The second major issue concerns the revision of History textbooks in the light of the changed thinking regarding educational methods and pedagogy. In Europe as in many other territories, ICTs were seen as a key feature of future education system. At the heart of such developments there must be understanding of how the technologies must be used.

For this reason the analytical survey was structured to cover the sections exposing the details of the key problems of ICT applications in History teaching with the individual cases of their solution in certain countries as examples. So, the would-be readers can gain the understanding of trends, forms and ways the information technologies are employed to teach History in various countries of Europe, as well as foresee how they will develop in the education systems of these countries.

It is acknowledged that History education can promote mutual respect and understanding. Technologies can enhance the process even more. However, an honest assessment must admit that History teaching can, and often did, achieve the opposite to mutual respect and understanding.

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**What Do They Do with the Information?  
Computers in the History Classroom:  
Some Lessons From the UK**

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## Abstract

The paper examines the recent development of the use of computers in the teaching of History in schools in the United Kingdom (UK) in the context of substantial government investment in new technology and political enthusiasm for the use of computers in education. As in other countries, there is to at least some extent a “rhetoric-reality gap” between the claims made for the use of computers in schools and what is current practice. Consideration of the use of information and communications technology (ICT) in UK classrooms over the past ten years suggests that new technology is not an unproblematic tool in education and that considerable thought needs to be given to the instructional design of materials for use with computers. In particular, it is argued, attention needs to be given to the subject discipline of History, and what we are trying to achieve in school History, if the potential of computers for enhancing teaching and learning in History is to be realised.

“The computer can be a fabulous tool... But the dirty little secret is that no one really knows what to do with this stuff.”  
(Warhaftig, quoted in Banks et al, 1997)

## Context

Politicians and policy-makers in the UK have invested great faith in the potential of information and communications technology to improve educational standards in schools. Over two billion pounds have been invested in new technology in schools between 1997-2001 (DfEE, 1997; DfES, 2000) and the UK now has one of the highest computers to pupil ratios in schools of any country (Abbott, 2001, OECD, 2000, Research Machines, 1997). Recent estimates are that there are now over a million computers in UK schools, with one computer for every 9 pupils in secondary schools (DfES, 2000). Regulations for the training of teachers in the UK now state that trainees cannot be passed to enter the profession unless they are computer literate and able to use computers in their teaching, and the government has also funded a massive programme of training in ICT for in-service teachers.

Study of the statements of politicians (of all parties) about computers and education shows that they are unreservedly enthusiastic about new technology. In the words of Prime Minister Tony Blair, “the future lies in the marriage of education and technology. The knowledge race has begun. The pace of technological change means the task is urgent. Knowledge is power. Information is opportunity” (Blair, 1995). Charles Clarke, Minister of State for the Department for Education and Employment, elevated new technology above even literacy and numeracy in declaring that “familiarity with ICT is the most vital life skill for the generation now going through school” (Clarke, 1999). Minister of Education Estelle Morris described ICT as “our new DNA... our new internal combustion engine” (quoted in *The Guardian*, 18 October 2001).

This inchoate political enthusiasm for new technology in education did not pass unremarked by the educational establishment in the UK. As Professor Stephen Heppell (1995) cynically remarked:

Ever since Harold Wilson spoke of the white heat of technology, politicians and decision-makers have assumed that silicon offers a hot-wired short-cut to voters’ hearts, especially when jobs, schools and national pride entered the equation. A succession of ministers, from Benn to Baker, embraced technology with photogenic relish; when did you last see an Education Minister in the media without a computer in the background?

## The great computer delusion

It is not possible to examine the recent history of computers in education without concluding that they have not had the transformational effects that were hoped for, either in the UK or elsewhere (see for instance, Abbott, 2001; McKenzie, 1995; Stevenson, 1997; Trend et al, 1999). Although some institutions, such as banks and newspapers, might find it difficult to function without their ICT networks, it is difficult to think of many schools or History departments who would be unable to function or who would have to send all the children home, because “the network was down”.

It should be emphasised that the “rhetoric-reality gap” (Trend et al, 1999) is not limited to the UK. Strommen (2000) claims that even in the United States, with one of the highest computers to pupil ratios in the world (Research Machines, 1997), “the technological changes that have swept through society have left the educational system largely unchanged.” This would suggest that although access to ICT in schools might be part of the problem, there is more to it than simply whether there are enough computers to go round. One of the most recent surveys of the use of ICT in English schools

(DfEE, 1998) found that in spite of the substantial increase in the number of computers in schools, a declining percentage of head teachers reported them as having made a substantial contribution to teaching and learning; the figure falling to well under 20% of schools surveyed. If computers are so wonderful, why aren't teachers using them?

Recent research findings suggest that the belief that simply putting more computers into schools will in itself in some way improve educational outcomes is a misguided one. The general enthusiasm for new technology in some quarters has perhaps led to the assumption that because ICT is good for booking holidays, sending messages, and formulating accounts, it is equally good for teaching and learning (in all subjects), without looking closely at what it has to offer, both for learning in general and in relation to particular subject disciplines. One of the reasons for the "rhetoric-reality gap" is that politicians and policy-makers have radically different ideas about what computers are for in education.

### ICT, learning and subject disciplines

ICT has massively increased the amount of information that can be transmitted across educational networks, but those involved directly in the process of teaching and learning are aware that there is no necessary correlation between the amount of information which is transferred and the amount of genuine learning and understanding which take place. The Information Revolution has taken place at a time when teachers in the UK are increasingly moving away from behaviourist and "transmission" understandings of learning, and becoming increasingly aware of its limitations. In the words of John Naughton (1998), "It's not every day that you encounter a member of the government who appears to understand the net. Most politicians (Clinton, Blair, Blunkett to name just three) see it as a kind of pipe for pumping things into schools and schoolchildren." As Bonnet (1997: 155) notes:

Volume of content does not equate with richness of experience.... One of the chief dangers of information overload is that it can, at one and the same time, inhibit authentic thinking, and seduce us into believing that all we need to solve problems is yet more information.

Much of what has been written about learning and ICT over the past 30 years has been 'generic' rather than related to specific subject disciplines, in spite of the fact that particular ICT applications offer different advantages to different subjects. Integrated Learning Systems (ILS), or "drill and skill" exercises, for example, where pupils repeat similar tasks before moving to the next level, appear to offer opportunities for modern foreign language and maths teaching, but do not appear to work for teaching History. Data logging software is very useful to teachers of Physics, but is of no interest to History teachers. The vast majority of History teachers make regular use of television and video, but very few Maths teachers use television and video in their teaching (Sharp, 1995).

If we are to maximise the potential of new technology for improving teaching and learning in schools, we need to take account of the ways in which children learn when working with computers, and the nature of the subject discipline being taught. What does it mean "to get better at History", and what specific advantages do particular ICT applications offer which will help pupils to make progress in History? How "useful computers are to a teacher" depends on what we are trying to achieve in a subject (Haydn, 2002).

### Changing views on the nature and purpose of school History in the UK

There has been a (contested) revolution in the way that History is taught in schools in the UK over the past 20 years (see, for example, Aldrich, 1991; Sylvester, 1994; Haydn, 2000). There is still a conservative lobby which wants to use school History to pass on a received version of the national past which celebrates British heroes, victories, and political institutions – exemplified by the lament of Member of Parliament John Stokes: "Why cannot we go back to the good old days when we learnt by heart the names of the kings and queens of England, the feats of our warriors, and our battles and the glorious deeds of our past?" (Stokes, 1990)

Amongst teachers of History in schools however, it is now generally accepted that there is more to progression in History than the aggregation of substantive or "subject content" knowledge (simply "knowing more stuff" about the past). It is also widely felt that part of the purpose of school History is to develop the "information literacy" of young people – to teach them to think for themselves, rather than to teach them what to think; to cultivate skills of critical and informed judgement in contexts where there is not a provably right answer. In the words of Norman Longworth (1981: 19), to teach young people "to sort out the differences between essential and non-essential information, raw fact, prejudice, half truth and untruth, so that they know when they are being manipulated, by whom, and for what



purpose.” Helping young people to make intelligent judgements on the reliability of information from a range of media sources, in an era where they are faced with sophisticated techniques for the manipulation and distortion of information, is an important part of a historical education and education for citizenship.

In addition to developing an understanding of history as a body of knowledge, school History is about a form of knowledge approach which attempts to pick out the central features of a discipline and find ways of developing children’s understanding of those features (Lee, 1994). A key part of this is helping to develop pupils’ ability to compare, analyse, and evaluate historical sources, representations and interpretations of the past. This involves handling the difficulties involved “intelligently”, in the sense of learning to use some of the procedures which historians would use to “make sense” of the differing accounts or explanations of the past (Britt et al, 2000; Lee and Ashby, 2000).

Examining competing claims about the past and making comparisons between the past and the present is seen as a way of making history powerful, rigorous, relevant, and interesting to pupils. Arnold (2000: 13) reminds us that the Greek word for history meant “to enquire”, and more specifically, “indicated a person who was able to choose wisely between conflicting accounts”, and goes on to note that:

If the past came without gaps and problems, there would be no task for the historian to complete. And if the past always spoke plainly, truthfully and clearly to us, not only would historians have no work to do, we would have no opportunity to argue with each other. History is above all else an argument.

In the English National Curriculum for History, this is represented by the requirement that pupils should be taught “how and why historical events, people, situations and changes have been interpreted in different ways”, “to evaluate interpretations”, and “to consider the significance of the main events, people and changes studied.” They are also required to “organize historical information” (DfEE, 1999: 20).

These changes in the nature and purpose of school History have a profound effect on the ways in which new technology can be helpful to the History teacher. Given that there is more to “getting better at History” than simply accumulating more facts about the past, ICT’s power to increase the amount of information about the past which is available to teachers and learners of History is of only limited value. A key question is what they do with the information when they have accessed it. As Dede (1995: 12) points out:

We have found that learner investigation and collaboration and construction of knowledge are vital, and these things don’t follow teaching by telling, and learning by listening. It isn’t that assimilation of knowledge isn’t a good place to start, because it is hard to investigate something unless you know a bit about it. But assimilation is a terrible place to stop. The excitement about access to information is that it is the first step to expertise, to knowledge construction. Only if access to data is seen as a first step – rather than as an end in itself, will it be useful.

As Christine Counsell (1999) has pointed out, for many pupils, “more stuff” is the last thing they need. One of the things which many pupils find difficult about history is that it is so vast and unmanageable. Some pupils are already confused by the volume of information they are having to cope with; giving them access to even more information may be the last thing they need.

Another of the “myths” about learning with computers is that it is “interactive” learning. Computers do offer colour, movement, sound, and pictures to learners. This can make learning materials look much more attractive to pupils. Moreover, as Bill Gates (1995) points out, interactivity means that “the person controls what he or she sees or hears”; using hypertext links, learners can negotiate their own, individual pathways through learning materials.

The problem with this is that in terms of their interaction with the materials, learners sometimes do fairly low-level, meretricious or even pointless things with the information given, either uncritically accumulating information, or using hyperlinks to browse “pinball” fashion around a topic, often using them to avoid going near screens which have too much text on them. Josie Taylor (1996) from the Open University cites the avoidance of challenge and difficulty as a potential hazard of hypermedia interactivity:

We certainly need to keep their attention and keep them going when they’re learning, but if they think it’s all to do with trial and error, pressing this button, that button, that’s not learning, that’s not getting the knowledge into their minds in an integrated way, in a way they can make use of, that’s just mucking about.

The real potential of ICT lies not in the “bells and whistles” of multimedia, to provide “sugar-coating” for learning, but in its ability to access resources which would otherwise be inaccessible, and to manipulate and process those resources much more efficiently. Even these assets are only worth much if we can think of historically valid activities for pupils to do with these resources and processes.

### **What do they do with the information? Working towards genuine interactivity with History and ICT**

In spite of Warhaftig’s assertion that we haven’t really worked out what to do with computers in schools, there is some evidence to suggest that teachers are gradually working out how to use computers to improve teaching and learning in History. Recent inspection of secondary schools in the UK suggests that although not all schools have worked out how to make best use of new technology, some teachers are finding ways to deploy computers in a way which enhances pupils’ knowledge and understanding of the past, and enables them to make progress in their ability to communicate that knowledge and understanding (Harrison, 2002). Whereas early attempts at interactivity in History and ICT showed a limited understanding of the nature of historical knowledge, and insight into what History teachers are trying to do, the last few years have seen some more thoughtful approaches to getting ICT to do what History teachers need, and to providing more genuinely interactive experiences for pupils. Does the activity force the learner to think, rather than simply remember, does it put the seeds of a new idea in learners’ minds? Does it go beyond “low order” tasks, such as retention and comprehension? Does it make them think about “connections” (either temporal or geo-political) that had not occurred to them before – including links to present day problems and dilemmas? Does the question posed intrigue the learner in a way that encourages them to read in more depth, and persevere in a difficult enquiry? Does it disturb their preconceptions? (Schick, 1995, 2000).

Part of this progress is learning from earlier mistakes and dead-ends in History and ICT. It is only over the past four to five years that word processing has been widely used in History classrooms to address high-order thinking and conceptual understanding, rather than to get pupils to “copy up in neat” handwritten work (see Appendix 2). Another “bad habit” in school History was the tendency for pupils to download and “cut and paste” large chunks of information from CD-ROMs or the Internet without actually reading them or doing anything with them beyond “pasting”; what Walsh (1998) terms “Encarta Syndrome”.

For the teacher, the aim is to move pupils beyond the “hunter-gatherer” mentality (Counsell, 1999) and towards the marshalling and deployment of information to address a particular historical question. Part of the challenge for the teacher, is to select from the mountain of resources now available, materials which will enable them to exercise these information handling skills in the context of worthwhile historical enquiry. It also requires skilful judgement about the amount of information to make available, and the amount of support and guidance to give to pupils of differing abilities in their use of it. Word processing packages have several facilities which help pupils to sort, order, merge, and discard information quickly, without laborious and time consuming transcription. In the words of Walsh (1998: 6):

The word processor can search, annotate, organize, classify, draft, reorganize, redraft and save that fundamental of the historian, the written word. When we consider these processes and the difficulties they pose for so many of our students, the true power of the word processor becomes clear. It is not a typewriter, it is an awesome tool for handling information.

PowerPoint, with the limits on how much information can be inserted to each slide, can be a useful tool in helping pupils to delineate between essential and tangential information. In “The Information Society”, learning to handle information intelligently is an important skill, and given the nature of History as a subject discipline, and the attributes of ICT, few, if any subjects are better placed to equip pupils with this skill.

Christine Counsell (2000: 2) makes the point that it is not just about technology replacing effort, but about getting the emancipatory facets of technology to persuade learners that difficult and challenging activities are worth persevering with:

I do not want my Year 7s to spend an hour typing in data; I do want them to see the historical relationship between two ideas. I do not want them to search for yet more information: I do want them to select items, to convert them into causes or consequences, and to experiment with language for doing so. I don’t want them to fuss over box size on a leaflet design: I do want them to choose or reject alternative field headings in a database. I don’t want them to do low-level word matching or phrase-spotting: I do want them to be so motivated to read for meaning, that they pause, and think and ponder and reconsider – and ask why. I want to clear away the clutter and to get pupils to focus on the interesting historical puzzle. I want to slow them down.

Another crucial attribute of ICT that contributes to learning in History is the potential it offers for presenting multiple perspectives on the past. Given the constraints of space in conventional textbooks, the Internet has increased opportunities for incorporating different perspectives on the past, and presenting history as contested, problematic, and above all, in Arnold's words, "an argument" (Arnold, 2000: 13). Almost any event or person in history can be "problematized" by presenting pupils with differing views as to how their contribution to history might be interpreted, and the significance which might be attached to their contribution to history.

In terms of advances in technology, the advent of the data projector may well be the "killer application" that revolutionises the use of ICT in History classrooms. Instead of marching pupils down to the specialist ICT room, with its suite of computers, for a whole lesson, to do a "set piece" special occasion lesson using computers, the facility for whole class projection means that ICT can be used routinely as a small "component" of a normal lesson, as the need arises, in the same way that History teachers use video and television to present or discuss a short extract.

## **Conclusion**

Some of ICT's attributes can help History teachers to go beyond basic recall and comprehension interactivity. It can enable pupils to access materials and undertake activities which enable them to make connections between substantive or "subject content" knowledge, and their knowledge and understanding of the nature of historical knowledge – to understand what "facts" are, the processes which are undertaken to establish the validity of claims, and how historians attempt to get at "the truth", or at least what Arnold (2000) terms, "true stories".

Communications technology has led to an increase in the speed at which resources develop and improve. Over the past few years, many museum sites have improved out of all recognition, the National Grid for Learning in the UK has gone from an embarrassment to a potentially useful resource. Sites, such as the Webby Awards (<http://www.webbies.com>) and the Public Record Office (<http://www.pro.gov.uk>), have provided models for better instructional design and purposeful interactivity, and online newspaper archives have gone from providing a text only service to one which provides animations and cartoon/picture archives (it is now possible, for instance, to access high quality resources on September 11th), and other recent historical crises and events, on The Guardian's online site (<http://www.guardian.org.uk>).

Although we are not there yet, and very few History departments have fully harnessed the potential of ICT to improve teaching and learning in History, over the next few years, it seems likely that there will be a tendency for pupils to express a preference for History courses in which there is effective integration of ICT based resources and activities, and that departments which do not explore the potential of ICT will find that their courses are less popular.

Because the relationship between technology, learning, and subject disciplines is a complex one, it takes time to assimilate ICT into pedagogical practice. In spite of Warhaftig's opening assertion, we are gradually working out "what to do with all this stuff". Given time, support, and appropriate facilities, it is likely that over the next few years, nearly all History teachers will make increasing use of ICT, not because they feel under pressure to do so, but because they enjoy doing so, because it makes their job easier, and because they feel that it helps them to teach History more effectively.

The appendices attached are an attempt to show some of the ways in which ICT has been used in school History in the UK. They are not put forward as models of best practice, but as examples of the sort of instructional design that attempts to get pupils to do historically worthwhile activities with the historical sources they have accessed using ICT. In some cases the materials for the activities themselves have been attached, in others, examples of work deriving from the activities, and in others, simply a description of the activities.

## **Appendix 1. Using the Internet to access multiple perspectives on the past**

The Internet has made it very easy for History teachers to get hold of differing interpretations of historical events and personalities. Reuben Moore (2000) provides a good example of the use of the Internet to set up a well structured interpretations exercise by selecting three contrasting reviews of the film "Michael Collins", and then using the following simple table to structure the pupil activity that stems from the three sources. This activity demonstrates that effective "interactivity" is not about the volume of information which is "shifted", but about the selection of appropriate sources, and the quality of the questions asked of them.

## Michael Collins 1

A review of the film "Michael Collins" by Roger Ebert, in the Chicago Sun Times:  
[http://www.suntimes.com/ebert/ebert\\_reviews/1996/10/102509.html](http://www.suntimes.com/ebert/ebert_reviews/1996/10/102509.html)

"History will record the greatness of Michael Collins," the Irish President Eamon De Valera said, "and it will be recorded at my expense." Yes, and perhaps justly so, but even De Valera could hardly have imagined this film of Collins, which portrays De Valera as a weak, snivelling prima donna whose actions led to decades of unnecessary bloodshed in and over Ireland.

Michael Collins paints a heroic picture of the Irish military leader who signed a treaty saying it was the best we could hope for at this time.

Was De Valera really responsible for all these tragic consequences? Some argue so but others will find Michael Collins in need of an Irish villain to balance the British enemy. The film makes De Valera into a much more devious man than he was. The film suggests that De Valera was aware of the plot that Collins was to be killed.

- The film falters with the unnecessary character of Kitty Kiernan (Julia Roberts) who is in love with both men, but even though Kitty was a historical character, we never feel the scenes are necessary; they function to give the audience what they want, not as additional drama.

## Michael Collins 2

The summary of Michael Collins from the company who made the film:  
<http://michaelcollins.warnerbros.com/cmp/welcome.html>

- Neil Jordan's epic portrayal of the life of Michael Collins has won the Venice Festival's Golden Lion award.
- In Ireland, where national pride is a passion close to religion and romantic love, one man became a legend for his fierce devotion to his land and its independence. Liam Neeson stars as Michael Collins in a story about the real life patriot whose bravery and dedication to the Irish people changed history as it made him into a legend. It would cost him his life but would make him a hero of the ages.

## Michael Collins 3

A perspective from a group of American politicians:  
<http://www.geocities.com/CapitolHill/Lobby/5598>

In 1996, the movie Michael Collins was released. A very fine picture in many respects, we believe it was seriously flawed by the inaccurate and unfair portrayal of the great Irish leader, Eamon De Valera.

- De Valera was one of the greatest leaders of this century; a man who stuck to his faith, a man of principle, a man dedicated to peace and justice, a soldier who fought for freedom, a man who followed his conscience.

Table 1

| Interpretation number | Did the writer think the film was good? | Why did the writer think it was good/ bad? | Why was each interpretation written? | In what ways has this affected how it was written? |
|-----------------------|---|--|--------------------------------------|--|
| 1                     | -                                       | -  | -                                    | -  |
| 2                     | -                                       | -  | -                                    | -  |
| 3                     | -                                       | -  | -                                    | -  |

Moore, R. (2000) Using the Internet to teach about interpretations in years 9 and 12, *Teaching History*, No. 101: 35-9.

## Appendix 2. The use of the word processor to help pupils to organize and classify information

The provisionality of word-processed text allows the student to experiment, rearrange, reconsider, and re-plan work without laborious and time-consuming transcription. Tables are a helpful mechanism for organising into categories. Bold, italic, or underline can be used to differentiate between narrative and analysis, situation and event, fact and opinion, tangential or essential, long or short term causes. Once organized into tabular form, information can be inserted into writing frames as a form of "scaffolding" which leads students into the art of essay writing in analytic and discursive mode. Work can also be differentiated for students of differing abilities, by providing graded versions of exercises. In the same way that data-logging software helps science students to spend more time focusing on the interpretation of data rather than spending time laboriously constructing graphs by hand, the word processor enables History learners to spend more time on "high order" thinking, and the patterns and relationships between pieces of information, as against laborious transcription of information.

### The causes of the English Civil War

The National Council for Educational Technology (NCET) and Historical Association project produced a set of activities and resources for teaching History topics through the use of word processing exercises. These included the events of 1066, the causes of the English Civil War, change agents in the Industrial Revolution, and a comparison of civilian experiences in England, France, and Germany in World War Two. The package provided a set of disks containing the activities and resources for a range of word processing packages, and a teacher information booklet (NCET/H/A, 1997).

The exercise on the causes of the English Civil War was an adaptation of a "card-sort exercise", where pupils had been asked to place various statements about the causes of the war into four columns according to whether they were irrelevant, not very important, fairly important or very important as factors leading to the outbreak of war (See Fig. 1).

Figure 1. The basic level text file

|  |   |   |  |
|--|---|---|--|
| Charles' wife was French   | Many people feared that Charles favoured the Catholics too much.  | Charles spent a lot of money on paintings, his family, and the expenses of the royal court.   | In 1626, parliament refused to raise money for the king.   |
| Charles' wife was a Catholic. He had children through this marriage.   | Charles was very fond of dogs, particularly spaniels.   | Charles was only 4 feet 7 inches tall.  | In 1625, England fought an unsuccessful military expedition against Spain.   |
| In 1634 Charles extended the use of an unpopular tax called "Ship Money".  | In 1628, a military operation against France was a failure.   | Ever since Henry VIII had been king there had been problems over religion in England. It would be difficult for any monarch to please everyone in England over religion.                          | In 1640, Charles fought a war against the Scots. He had to pay them money to maintain their armies while they occupied two counties in Northern England.   |
| There were long term money problems in England which went back to the days of Elizabeth I. Anyone who was on the throne would have to raise more money in taxes. | Some textbooks suggest that Charles firmly believed he should keep all the real power of ruling the country to himself and that no one had the right to question his decisions. | In 1642, Charles tried to arrest some of parliament's members and put them in prison. This caused riots and demonstrations in London. Charles left the city to raise an army to fight parliament. | Some textbooks suggest that over the previous 100 years, the power of the monarch declined (fell). These books also suggest that many people began to feel that parliament should have more power. |

Pupils were also provided with a file which explained the rationale behind the exercise and some contextual information (See Fig. 2).

Figure 2. Rationale and contextual information

## Why did a civil war break out in England in 1642?

If you look in History textbooks, more than one cause is usually given for the outbreak of the civil war in England in 1642. These are some of the causes which are often mentioned:

**Charles I** – The personality and beliefs of King Charles I

**Money** – Charles kept asking the English people to pay more taxes

**Religion** – There were serious disagreements over what should be done about religion at this time

**Power** – There were disagreements about how much power the king should have

**War** – Problems caused by wars with other countries

**But which of these causes was most important?  
Were there any connections between them?**

To what extent was the outbreak of the civil war the fault of Charles I?

For nearly all the period between 1066 and 1642, the people of England accepted that they should be ruled by a king or queen. Why did this change in 1642?

**Things to bear in mind:**

Most people in England at this time did not like Catholics or people who might want to support or favour them.

Most people did not like having to pay higher taxes.

Wars cost a lot of money. Losing wars tends to make those who choose to fight them unpopular.

For less able pupils, a file providing a writing frame was provided (see Fig. 3). Having been previously asked to classify factors by using different text formats (bold, italic, underline, etc.); they then simply had to paste the sections of text into the appropriate paragraphs. The word processor thus provided “scaffolding” to help the pupils to organize their thoughts, and to move from a chronological to a thematic structure.

Figure 3. Writing frame for less able pupils

There were some long-term problems between king and parliament even before Charles came to the throne... (Insert text marked **bold**)

Many of these problems got worse during the course of Charles' reign. Religion was one such problem... (Insert text marked *italic*)

Money was also a problem... (Insert text marked underline)

Things were made worse by conflicts with other countries... (Insert text marked in CAPITALS)

How Charles was, as a person, also caused problems... (Insert text marked in Comic Sans font)

The last straw was when... (Insert text marked in Arial font)

In adapting the initial card-sort exercise for word-processing format, three levels of information were devised. The first level (see Fig. 1) was devised for use with younger high school pupils (in the UK, as part of the National Curriculum for History, pupils will study the causes of the English Civil War as 12 or 13 year olds). The intermediate level (see Fig. 4) adds to the complexity of the exercise by providing pupils with 32 “boxes” of information about the causes of the Civil War, as against 16. The highest level was not in the form of text boxes, but a narrative of about 1,000 words, bringing out some of the historiographical debates and complexities surrounding the outbreak of the war, and was seen as being more appropriate as extension work for more able pupils or for undergraduate work.

Figure 4. The intermediate level text file

|  |   |   |   |
|--|---|---|---|
| In 1642, Charles went to the House of Commons with armed guards to try to arrest 5 M.P.s. They had already escaped.  | In 1629, parliament criticised the king for allowing Catholics to sit at court and for raising money without its permission.                                | Throughout his reign, Charles spent a lot of money on paintings, his family, and the expenses of the royal court.   | In 1626, parliament refused to grant the king more money for wars against Spain and France.   |
| Charles' wife was a Catholic.  | Charles was shy, quiet and had a bad stutter.   | Charles was only 4 feet 7 inches tall.  | Charles' wife was French.   |
| In 1634 Charles imposed an unpopular new tax called "Ship Money".  | Charles was sometimes indecisive, sometimes stubborn.   | Charles was very fond of dogs, particularly spaniels.   | In 1640, the Scots invaded England and refused to leave unless they were paid £850 pounds a day.  |
| In 1638, Charles ordered the Scots to change the prayerbook they used in church services, and use the English prayerbook.                                  | In 1637, Charles had some of the Puritans who opposed his religious policies mutilated (their ears were cut off).   | In the summer of 1642, having gathered together his supporters, the king raised his standard at Nottingham and declared war on parliament.  | Some of Charles' main advisors, Buckingham, Strafford, and Laud, were very unpopular with the people.   |
| In 1628, Charles went to war with France and lost.   | Throughout his reign Charles let Catholics attend his court.  | Later in 1638, the Scots rioted and rebelled against Charles.   | In 1639, the king raised an army to attack Scotland. It lost.   |
| Later in 1629, Charles dissolved parliament and ruled without one for the next 11 years.   | In 1640, there was a rebellion in Ireland. Some protestants were killed by Catholics. Charles has to think about raising an army to put down the rebellion. | In 1641, Charles had to go to parliament to ask for more money to pay the Scots and to raise an army to fight the Irish. He has to agree to give more power to parliament to get them to agree to this. | After the attempt to arrest the 5 M.Ps, there were riots and demonstrations against the king in London. He left for Oxford to gather support. |
| Some textbooks suggest that from about 1550 A.D, onwards, more and more people thought that parliament should have more say in the running of the country. | Charles' father, James 1st had been an unpopular king and many people thought of them as foreigners as they had come from Scotland.                         | There were big divisions over religion in England, between Catholics, the Church of England, and the Puritans. No one could please them all.  | There were long term money problems in England which meant that anyone who was on the throne would have to raise more money in taxes.         |
| Charles made religious changes which were very unpopular with many people through-out England, Scotland, and Wales.  | Charles tried to rule without a parliament for 11 years, from 1629 to 1640, because they refused to raise extra taxes for him.                              | In 1625, when he came to the throne Charles carried on a campaign against Spain. It was a disastrous defeat.  | Some textbooks suggest that Charles firmly believed he should keep all the real power of ruling the country to himself.                       |

Students were also given a range of "task files", which varied according to the level they were working at, where they had to copy and paste or drag and drop information into appropriate boxes or spaces. At the more basic level, this involved discerning between situations and events, classifying into financial, religious, foreign policy, and "Charles as a person" factors; deciding which boxes were mistakes made by Charles and which were factors beyond his control; and separating long and short term factors. Irrelevant statements could quickly be deleted, crucially important ones put in bold text and so on. In terms of the ease with which text can be manipulated and re-ordered, the word processor leaves more time for students to think about the history, rather than transcribing information. They are also obliged to do something with the information, beyond simply accessing and downloading it.

The thinking behind the activities was to try to ensure that students had to think about the information and process it in some way, usually in discussion with fellow students. The students had to do something with the information after they had accessed it, to make some decisions about each box in terms of its status and its position in the argument about what led to the war. Was it Charles' fault? Was it really about the divine right of kings? If there were more boxes or text about religion than other factors, did this mean that religion was the most important factor in the outbreak of war? Which boxes would a Marxist historian tend to prioritise or a Whig Historian?

Another dimension for the exercise is for the teacher to "change the boxes" or provide additional information about historians' views on the causes of the war. More recent historiography in this area (see for instance, Cust and Hughes, 1997; Bennett, 1998; Coward and Durston, 1997) suggests that even the title "The English Civil War" is inappropriate and might more accurately be referred to as "The War of the Three Kingdoms" or "The War of the Atlantic Archipelago". The boxes which refer to the rise of the middle class and the king's belief in divine right would be regarded as quaint fiction by some modern historians, but run across most of the standard high school

textbooks in the UK. This can help students to grasp that although there is little disagreement over the main sequence of events leading to the civil war, there are differing interpretations of what caused the war, and that these interpretations have changed over time.

Evaluation of the project suggests that the curriculum materials did provide at least a starting point for getting History teachers to explore the use of ICT in their teaching. Over 2,000 copies of the word processing materials have been sold (the total number of high schools in the UK is approximately 3,700). This is not to say that they are all in regular use or that levels of knowledge and understanding of the causes of the civil war in UK schools have been radically transformed by this initiative. It has helped to move History teachers beyond using word processing for getting pupils to produce a neat version of work which they have already handwritten, and, as intended, it has led to the process of adaptation of the ideas in the examples provided to other historical contexts.

NCET/H/A (1997). History using IT: Improving students' writing in History using word processing, Coventry, NCET.

### **Appendix 3. Using the Internet and CD-ROMs to get pupils to think about which sources are helpful for answering particular historical questions**

#### **The Holocaust: what questions do we ask?**

There are many ways of approaching this important and sensitive topic. We must not, however, make the assumptions that all our pupils either know about the Holocaust, or share adult perceptions of its importance. One danger is that it can be done in a way which leaves pupils thinking that it was something which happened many years ago, which has nothing much to do with their lives. Another is that pupils think that the Holocaust was just about the concentration camps and was caused, fairly unproblematically, by the personal wickedness of Adolf Hitler. If teaching focuses mainly on the camps and "The Final Solution", some of the pertinent and relevant questions about the Holocaust may not be posed. Another problem about teaching the Holocaust is the limited amount of lesson time which can be devoted to what is a very broad and complex topic.

The aims of the following approach are to use the resources made accessible by ICT to get pupils to think about the Holocaust in broader terms, to challenge their ideas about its causes and the questions it raises, to get them to think about the issues raised outside the classroom, after they have finished the taught sessions, and to realise that many of the questions raised by the Holocaust are relevant to the lives they will lead.

The first part of the lessons is to ask pupils what they know about the Holocaust and what images they think of when they close their eyes to think about it. How much and what they know will obviously vary from group to group, but there will be few classes where none of the pupils have any knowledge of the Holocaust and few where the camps and "The Final Solution" are not at the forefront of their thinking about the Holocaust. (An alternative approach is for the teacher to provide some of the more well known images of the camps – "Arbeit macht frei", the gates and railhead at Birkenau, on overhead projector or PowerPoint, before asking what pupils know. Images can be accessed from <http://www.remember.org/image/index.htm>.)

The next stage is ask the pupils why they think that study of the Holocaust has been made a "compulsory" topic of study, why young people should know about it, and what questions we might ask of the Holocaust. The amount of teacher "prompting" will vary from group to group, but most groups should be able to come up with a list similar to the one in Table 1 (I am not suggesting that this list is definitive).

The next stage is for the pupils to watch some video footage on the concentration camps. The last 30 minutes or so of *The World at War* is one possible option, containing as it does, a brief excerpt from a Nazi "public relations" documentary about the camps, but any programme which provides a substantial section on the camps would do.

The pupils are then referred back to the list of questions about the Holocaust, and asked "Which questions does this source (the video extract) help us to answer?" Most footage of the camps provides evidence of the reality of the Holocaust and helps us to understand the scale of the camps and what happened to the people in them, but is of little or no use in answering many of the other questions in Table 1. This helps to make the point to pupils that if we limit our study of the Holocaust to what happened in the concentration camps, it will limit our understanding of some of the important and relevant questions which the Holocaust poses.



*Table 1. The Holocaust: what questions might we ask of it?*

- Is the Holocaust 'special' or different in some way from other events in history; if so, why, what is its significance?
- To what extent can a study of Hitler and his policies explain the Holocaust?
- When did the Holocaust start?
- To what extent is it about Germany and German history?
- To what extent is the Holocaust about the Jews?
- Why didn't other countries do more to stop it?
- Why did ordinary "educated" people do terrible things?
- To what extent was it unique or different from other twentieth century genocides?
- To what extent was it about eugenics and 'the efficient society' and what messages does that have for us today? Is it possible to value people differently and yet still treat them equally?
- How can people deny the Holocaust when there is so much evidence to support it?
- Should it be illegal to deny the Holocaust, as in Germany?
- What does the Holocaust tell us about human nature and the human spirit?
- Are some questions about the Holocaust more important than others?
- Could it happen again – in Germany or England, or elsewhere?

The next step is to provide pupils with, or direct them to, a more wide-ranging collection of sources on the Holocaust (see Table 2), using the resources which can be accessed via the Internet (and CD-ROMs if available). The pupils are split into groups of between four and six pupils. Each pupil within the group is given an article to read, take notes on, and report back to the group as a whole. If you have eight articles/sources which address different facets of the Holocaust, give two different sets of four sources to adjacent tables and ask them to feed back to the adjacent table after the first round of feedback. The pupils are asked to consider which of our questions about the Holocaust their source is useful for, and what are the possible problems and limitations of the source as evidence. The reading and preparation of the summary of the article can be done either in class or as a homework. The articles offer a broader or more eclectic approach to the topic than it is possible within the constraints of most textbooks, and the aim is that the exercise will have disturbed their thinking about what the Holocaust is about, and that long after the taught sessions are over, pupils will think about some of the issues arising from the articles, including those which may seem "tangential" to the Holocaust itself, but which are relevant to the society they will grow up in.

*Table 2. Dimensions of the Holocaust: what questions do we ask? ICT based resources*

- The following articles have been selected because they address aspects of the Holocaust which are not related specifically to the concentration camps, and because they address some of the questions in Table 1. They have been selected by using <http://thepaperboy.com>, <http://www.remember.org>, <http://www.annefrank.ne>, and <http://vector.cshl.org/eugenics>. You could obviously use many other Internet sources and CD-ROMs, such as *Lest we forget*, and *Anne Frank House*, and there is also a collection of quotes related to the Holocaust which can be accessed at <http://www.uea.ac.uk/~m242/historypgce/hol>.
- The Scientific Origins of Eugenics: <http://vector.cshl.org/eugenics>.
  - Revealed: why evil lurks in us all ("Study shows that crude loyalty to our social group and blind obedience make tyranny possible anywhere"), An Observer article by Martin Bright: <http://www.guardian.co.uk/Archive/Article/0,4273,4106805,00.html>.
  - We all have blood on our hands ("The Holocaust Memorial day should remind us not only of German depravity, but of all genocidal campaigns everywhere"), Will Hutton, Observer, 21 January 2001: <http://www.guardian.co.uk/Archive/Article/0,4273,4120705,00.html>.
  - No way back ("Europe is anxious about the rise of neo-nazism, but, argues Ian Kershaw, Hitler's biographer, history will not repeat itself, particularly in today's Germany"), Guardian, 30 September 2000.
  - Elderly neglected by NHS ("Ministers told to act on health discrimination"), David Brindle, Guardian, 8 November 1999.

- Lipstick in Belsen (Lieutenant Colonel Mervin Willett Gonin), *Guardian*, 13 June 1998.
- In the Stasi archives (Matthew Reisz, review of Timothy Garton Ash, *The File: A Personal History*), *Guardian*, 3 July 1997.
- Why history matters (Reflections on the Irving Trial, D.D. Guttenplan), *Guardian*, 15 April 2000.
- Survivor brings Holocaust home to roost (Alex Duval Smith, French complicity in the Holocaust).
- Two tribes go to war (Peter Beaumont, review of "We wish to inform you that tomorrow we will be killed with our families", Gourevitvch, P.), *Observer*, 14 March 1999.
- Let's pretend that life is beautiful ("Why do we use the story of Anne Frank to tell a story about the essential decency of human beings?" Karpf, A., review of 3 Anne Frank biographies), *Guardian*, 3 April 1999.
- Master race of the left ("Forced sterilisations in Scandinavia have shocked the world...", Freedland, J.), *Guardian*, 30 August 1997.
- The everyday face of evil ("It may be comforting to think that the Gestapo were hated and feared by most Germans, or that the Nazis were a short-lived phenomenon, but it is not the truth", Brown, M.), *Guardian*, 9 September 1997.
- Apocalypse then (Lezard, N. review of "Exterminate all the brutes", Lindqvist, S.), *Guardian*, 23 January 1999.
- Myth and memory ("Britain's first Holocaust Memorial Day – but why has such a laudable event stirred up anger and protest", Cesarani, D.), *Guardian*, 24 January 2001.
- The most dangerous man in the world (Report on the controversial views of Australian philosopher Peter Singer), *Guardian*, 6 November 1999: a long article which might be appropriate for particularly able or well motivated students.
- Couple jailed for neglect of 5 children (The right to found a family is one of the articles of the UN charter of human rights, but should all adults have the right to have children, and in what circumstances might they forfeit the right to have children?), *Guardian*, 21 March 2000.
- Humanity among the horrors (An interview with Tzvetan Todorov, author of *Facing the Extreme*, 2000, London, Phoenix, a book about the moral dilemmas of prisoners in the camps), *Guardian*, 26 February 2000.
- Germany fears Superman's return ("Philosopher unnerves nation with call to weed out the weakest"), *Observer*, 10 October 1999.
- Poland's willing executioners (Account of anti-Semitic atrocities in Poland), *Observer*, 8 April 2001.
- A chance dialogue with a contemporary Nazi (Account of a 7 hour train conversation which a traveller had with a Neo-Nazi on a train journey from Berlin to Katowice in 1995), from the Cybrary of the Holocaust web site, <http://remember.org/educate/munn.html>.
- "Nobody was gassed at Auschwitz": 60 Rightist lies and how to counter them; another source from the Cybrary of the Holocaust web site, <http://remember.org/ideas/kz.html>.

The articles noted above are merely suggestions, and possible starting points. Another way of using The Paperboy site is to explore different newspapers' reactions to the same event – the decision to have a Holocaust Memorial Day, the events and reaction to the events of September 11th, the debate about whether there is such a thing as "The British Race."

The hope is that at the very least, the exposure to very different perspectives on the Holocaust will lead them to reappraise their ideas on what the Holocaust was about, its relation to the present, and to the lives they will lead.

From Haydn, T. and Counsell, C. (2002). *History, ICT and Learning*, London, RoutledgeFalmer

#### **Appendix 4. The use of PowerPoint and the Internet to get pupils to problematise historical events and personalities with regard to issues of interpretation, significance, and controversial issues**

In the UK, there has recently been a national vote as to who have been the 100 greatest Britons of all time (figures in the top 10 include people as disparate as Oliver Cromwell, Charles Darwin, Isambard Kingdom Brunel, Princess Diana, William Shakespeare and Queen Elizabeth the First).

Pupils are given time to search for materials from books, newspapers, magazines, textbooks, and the Internet and asked to "present a case" for either one of the 10, or their own choice, and make a PowerPoint presentation of it.

Either before or after pupils have presented their choice, they can be given Geoffrey Partington’s criteria for “significance” (see below) in order to argue for their choice.

Alternatively, pupils can be given a list of events in World War Two (the dropping of the bomb on Hiroshima, the Battle of Britain, El Alamein, Stalingrad, the battle of the Atlantic, etc.) and asked to decide which of them was most significant, and why, using PowerPoint to frame their response.

Criteria for determining historical significance, Partington, G. (1980); the idea of an historical education, Slough, NFER: 112-116:

1. Importance – to the people in the past.
2. Profundity – how deeply were people’s lives affected?
3. Quantity – how many lives were affected?
4. Duration – for how long were people’s lives affected?
5. Relevance – contribution to increased understanding of present life.

Alternatively, pupils focus on controversies of interpretations or produce “polemics” to argue points of view from controversial issues and the help that historical procedures can play in resolving them.

**Appendix 5. The use of datafiles to search for patterns in the past**

In 1998, the National Council for Educational Technology, working with the Historical Association, put together a package of historical datafiles on topics which were part of the National Curriculum for History in the UK.

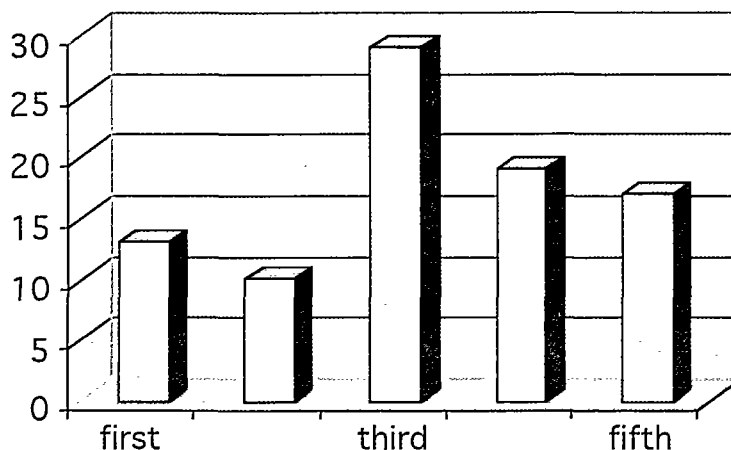
The package was subsidised by funds from the Department for Education and Employment, as part of an effort to get History teachers to make more use of computers in their teaching. (History Using IT: Searching for patterns in the past using databases and spreadsheets. It is available from BECTa, Milburn Hill Road, Science Park, Coventry, CV4 7JJ, price £15.) The package contained a teachers’ booklet with supporting materials on how to use the datafiles and disks with the datafiles, in a variety of software formats commonly used in UK schools (including the Microsoft package, Excel).

One of the datafiles provides a list of Roman emperors, with the duration of their rule, where they came from, and how they died. By interrogating the datafile, pupils can see that at certain points, the Roman Empire was much stronger and stable than at others and more or less prone to internal/external threat. The use of the datafile makes it much quicker and easier to discern such patterns than simply looking through the long list of emperors, and pupils can construct and present graphs and charts to present their findings (See Figures 1 and 2).

*Figure 1. The fate of Roman Emperors*

| Century | Cause of death |          |         |                  |
|---------|----------------|----------|---------|------------------|
|         | Natural causes | Murdered | Suicide | Killed in battle |
| First   | 5              | 6        | 2       | 0                |
| Second  | 5              | 4        | 1       | 0                |
| Third   | 5              | 18       | 2       | 4                |
| Fourth  | 9              | 7        | 1       | 2                |
| Fifth   | 9              | 7        | 0       | 1                |

Figure 2. Number of Roman Emperors per century



## Appendix 6. Using the Internet to develop pupils' information and media literacy

A recent (small scale) survey found that not all young people in the UK had a clear awareness of the reliability of the Internet as a source of information. Many of them saw “electronic” resources, such as CD-ROMs and the Internet, as more trustworthy than such sources as teachers (!), newspapers, television, and radio.

The realization that many young people do not have a sophisticated understanding of the status of information on the Internet has led to the development of a number of sites which can be used to develop pupils' “Internet literacy”. One example of this is a ‘spoof’ site, about Oliver Cromwell, which at first glance, appears to be a bone fide educational site on Cromwell (<http://freespace.virgin.net/susan.inwards/index.htm>). The site was designed to make a point about the integrity of information on the Internet, and about the practice of uncritical downloading of information. The author was deluged with e-mail requests from students asking him to write their assignments for them.

Several sites have moved beyond simply teaching learners how to search for information on the Internet and into educating them in evaluating the reliability of information on the Internet. See, for example:

- <http://www.2learn.ca/mapset/tutorials/tutorial.html#evaluate>
- <http://www.ariadne.ac.uk/issue16/digital>
- <http://www.trinity.manchstr.sch.uk/curric/history/relnet/reliant.htm>

There is also a site which explores the ethics of using resources on the Internet: “Some advice and a lecture for those of you doing research, homework, or whatever” – <http://www.geocities.com/SoHo/Studios/1344/advice.html>.

## Appendix 7. The development of “depth” sites with improved instructional design

There has been a move towards devoting more time and thought to the instructional design of history Internet sites – thinking about what the learners can usefully do with the historical information once they have accessed it.

Whereas the History teacher or department typically has a very limited budget and limited time to plan how to resource and teach particular topics, many history Internet sites are able to spend thousands of pounds and hundreds of hours thinking about how to approach teaching a particular historical topic in depth and about how to enable effective learning to take place. The key thing which these sites have in common is that at least some aspects of the design requires learners to think and make decisions or “intelligent choices” in relation to the historical information presented.

The Public Record Office Learning Curve site on The Cold War: <http://www.learningcurve.pro.gov.uk/coldwar> is a good example of the lessons that have been learned in the field of web design and learning over the past few years. It makes the point that the quality of the History is at least in part related to the questions posed of the content and the instructional design of the site. Much of the content could be printed off and used in class, or for homeworks, but the multimedia components are well chosen, for where facilities permit “hands on” use, or whole class demonstration using a data projector.

## Appendix 8. Digital video editing of historical newsreel materials

Still in its infancy in the UK, but possibly an area for substantial development. Several news organizations in the UK now make collections of old history footage available to schools “online” as a subscription service. Pupils can therefore watch archive footage of major events in the twentieth century and then use digital video editing software to choose which parts of the footage to keep in their own version, add their own commentary, captions and soundtrack, and experiment with changing the “bias” or “position” of the constructed digitally edited film which they have made from the original sources.

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**Means of Using Presentation  
Programmes and Computers  
in Teaching and Studying of History**

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The development of technological means in the past century has reached amazingly high standards; devices, which not long ago seemed to have been taken out of a science-fiction film, have become usual. Hence, video recorders are now regarded as trivial products; so are the CDs containing varied information (music, images, texts, and even films). The most important utensil, which is now used in all fields of activity, is a personal computer. We see it everywhere, in the fields of finance, communication, transport, cinematography, television, population records, and so on.

The computer has also proved useful in the field of education. The generally used term is ICT, referring to a chain of communication and information technologies, which includes computers and means to visualize information, software, hardware; technologies to record and process sound, dynamic and static images, a chain of communication means, and so on. “Nowadays, a most debated subject is a new generation of educational means – the fifth generation – which comes to be represented by electronic computers...” (1).

In *The Painting Treaty*, Leonardo da Vinci’s demonstration regarding the superiority of the art of painting is set in motion by the following observations: “The eye, regarding distances and measures, is much less deceiving than any other sense”, and “The eye, which is said to mirror one’s soul, is the most remarkable thing for someone to look through, plainly and fully, toward Nature’s endless creation” (2). Therefore, by means of an image most information is transmitted, and this stands at the basis of computer’s usage at History lessons.

Essentially, in order to be properly used at History lessons, the computer should be endowed with a sound blaster and a CD-ROM. Moreover, the device on which the information is stockpiled should be a HDD, i.e. the hard disk must have sufficient space for stockpiling (approximately 10 GB).

### **A lesson in the multimedia office**

As a result of the signed agreement between Ministry of Education and Research and the World Bank, *Carol the First* National College in Craiova has been endowed with an ultra-modern multimedia office (other schools in the Citadel of Bans, such as “The Buzesti Brothers” National College, have also benefited from the above-mentioned agreement). The office locates a server, with the help of which the teacher may direct the lesson; there are also 25 Compaq computers, each with a Pentium IV 1.5 GHz microprocessor, a 128 MHz RAM memory, a hard disk of 20 GB, a video blaster of 32 MB, a CD-ROM, and so on. The computers perform magnificently, as the latest programming technique is used. The computers and server are connected in a network. The office has got a scanner facilitating such images as art reproductions, documentary photographs, and maps taken from diverse History atlases, with the Internet access. 25 computers in the office are sufficient – each student can use one of them: the classes are of 25 students at most.

Together with the programming technique Compaq has delivered the required software; this includes one of the best operating systems as far as the network operation is concerned, Windows 2000, as well as the Office XP package of programmes, including a text programme (Word), a table calculus programme (Excel), and a programme which implements multimedia presentation (PowerPoint), all are Microsoft-produced and bestowed to our school under license.

From his desk, the teacher uses the CD-ROM endowed server. Thus, he has a chance to introduce information which may be immediately used by every student sitting in front of his/her computer. In such circumstances, any teacher can do lessons similar to the described in the 2001 edition of the magazine *History Articles and Studies* (3).

### **Presentation programmes**

There are many ways in which computers may be used at History lessons with Internet sites for such applications. Romanian teachers find the presentation programmes extremely attractive.

Countless times a History teacher walks between the rows of desks in order to show a map or a photograph to the students. It isn’t the most efficient method to get students to memorize the message you convey. Many a time we complain of the lacking teaching aids or poor conditions in which the latter can be found. But why couldn’t we create our own quality, practically indestructible teaching aids? This can be done with presentation programmes. They are numerous (4) and may be used by anyone, irrespective of the user’s previous computer skills. Of all presentation programmes, the one that appears to be the most accessible is Microsoft’s PowerPoint belonging to the MS Office package. The advantages of this programme as compared with similar ones proceed from the facilities the programme offers and especially from the fact that it can be used by licensed teachers at schools who have benefited from the new



programming technique as a result of the signed agreement with the International Bank, the computers were delivered with MS Office package. Free programmes, such as Star Office Presentation 5.0, are also available. Internet Explorer can be used, as Microsoft offers it, together with the Windows operating system, yet in order to use it properly you must know the HTML language.

## Using the HTML language to present educational materials

HTML language is used within the Internet infrastructure to transfer the information concerning web pages. Despite the fact that the HTML has for a long period of time remained inaccessible to an ordinary user because of its complexity and difficult syntax, the past few years have witnessed the appearance of numerous programmes which facilitate the implementation of web pages without the slightest need to know HTML language. Hence, there has been a true boost of HTML usage in all fields of multimedia.

HTML language offers more advantages than the 'classical' methods of implementing a paper, e.g.:

- It is a very complex language: the dimensions of a HTML file are more reduced than an Office document.
- It offers the possibility of navigating from page to sub-page with the help of the so-called 'links'. Therefore, a teacher can easily display a table of contents or directly access any chapter or sub-chapter, from anywhere in the paper.
- The language allows to introduce pictures, animations, sounds, or any other interactive materials that may intensify the presentation.
- The language is more compatible with any computer benefiting from Microsoft Windows to open HTML pages without the need to pre-install programmes.

Hence, this language represents a perfect method to be applied in any presentation.

## How does a presentation programme work?

A presentation programme works with the help of the so-called 'slides'. These are being unfurled with a computer pre-connected to a video projector (which is a very expensive item) via a network of computers, or with a computer pre-connected to a television set coupled with the video plate of a computer.

Information inserted on the slides includes:

- static images (photographs) representing documents, historic characters, art reproductions, documentary photographs, models,
- texts,
- graphs,
- diagrams,
- tables,
- maps,
- sounds,
- films, and so on.

## How are films inserted in slides?

Undoubtedly, the most spectacular part of a presentation is a film. The moving images are recommended to last 2–3 minutes at most. The filmed images may be found in a number of sources:

- a) Films taken from other electronic sources, such as encyclopaedias ("Webster", "Encarta", "Britannica", "Larousse", and so on). A source of films that may reveal the history of Romania is the paper entitled *History of Romania* published by The Centre of Romanian Studies in Iasi with the help of Kurt Treptow.
- b) Films recorded with a TV-tuner, a computer item to watch and record television programmes. Nowadays, there exist television programmes that have become specialized in broadcasting of documentaries: Discovery Channel, Discovery Civilizations, and National Geographic. Such documentaries made artistically and professionally are a real gold mine for a teacher who is preoccupied with gathering diverse teaching aids for his teaching activity and professional upgrade. TV-tuner captures the images of the documentary. However, these images are yet unready to

be inserted into the presentation. At first, they must be compressed, i.e. the space where they are 'deposited' on the hard disk must be reduced. The compression is compulsory because an uncompressed image can't be inserted in the slide. The compressing process is done with the help of several programmes, some of them being very expensive (e.g. Adobe Premiere used by professionals only). Free programmes, such as Virtual Dub 1.4, come in handy, because they can compress a film (5) in the best possible way. The Movie Maker programme delivered by Microsoft together with the operating system can interrupt the film in order to insert a 2–3 minute short sequence in the presentation.

- c) TV-tuner inserts a film recorded from a video-tape. After the film has been recorded, it is processed as described in point b). For instance, a teacher can insert the memorable image of Michael the Brave on his entering Alba Iulia, as it is presented in Sergiu Nicolaescu's remarkable movie dedicated to the personality of the great ruler. The above-mentioned scene achieves its stateliness due to the soundtrack Tiberiu Olah. Thanks to art you feel proud to be a Romanian.

Because of its capacity to insert and present films, the computer can be employed as ... a video recorder. More than that, with the help of presentation programmes (such as PowerPoint) a teacher can produce his own lessons without maps, images, or... chalk and the blackboard.

### **Advantages of presentation programmes**

1. A teacher creates educational aids. The presentations are a quality teaching aid through which the teacher's personality traces its pattern.
2. The teacher is perfectly prepared for the lesson, assuming he has gathered and assembled certain teaching aids in a well-articulated presentation. It goes without saying that a teacher experienced in such presentations is a good teacher, as his considerable effort of collection and systematization of the teaching aids leads to his professional perfection.
3. The usage of well-chosen images (static and dynamic) provides the teacher with the possibility of inoculating certain attitudes toward diverse historical events and phenomena in the minds of his students. For instance, during the lesson on World War I a slide is presented from which the students extract the information on 'the usage of battle gases'. This is a trivial piece of information to the student. Nevertheless, if a teacher has inserted the image taken from a documentary film as well as the recital of a classical poem (e.g., Wilfred Owen's *Dulce et Decorum Est*) written during the war, the students' attitudes may take an unexpected turn. So impressive are the images and so great is the effect of the English version of the poem on a human soul that there is a chance that the students will grow to condemn the war as a means of settling strifes that may exist among people. Here is the text of the poem:

"Gas, gas! Quick, boys!  
An ecstasy of fumbling,  
Fitting the clumsy helmets just in time,  
But someone still was yelling out,  
And stumbling,  
And floundering like a man in fire or lion.  
Dim,  
Through the misty panes and thick green light,  
As under a green sea,  
I saw him drowning.  
In all my dreams,  
Before my helpless sight,  
He plunges at me,  
Guttering, choking, drowning.  
If, in some smothering dreams,  
You, too, could pace behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face,  
Like a devil's sick of sin,  
If you could hear

At every jolt  
 The blood comes gargling from  
 The froth corrupted lungs,  
 Obscene as cancer,  
 Bitter as the cud of viol,  
 Incurable sores on innocent tongues,  
 My friend,  
 You would not tell with such high zest  
 To children ardent for some desperate glory  
 The old lie: Dulce et decorum est pro patria mori!”

The author of this material made an experiment: he recited the poem in front of the students; however they were hardly impressed (perhaps due to the lack of artistic talent). But when the film (6) was presented, the students got overwhelmed.

4. Stimulation of the students' interest in History or certain fields of activity colligated to History. Hence, Wilfred Owen's *Dulce et Decorum Est* being eloquently presented with the quoted documentary, it is likely that at least one student in the class will, no doubt, get interested not only in its author, but in other artists that have revealed the horrors of the war to the world, such as Erich Maria Remarque, Liviu Rebreanu, Charlie Chaplin, Iaroslav Hasek, Otto Dix, etc.
5. Doing of exercises that have become exciting because of the students' computer skills. For instance, during the lesson on the Cold War, a teacher may ask to do the following exercise:

Use COPY, CUT, and PASTE to arrange the following events in their chronological order (7):

1. The Cuban's crisis;
  2. The Berlin blockade;
  3. The initiation of the "Star War";
  4. Churchill's speech in Fulton;
  5. The Truman Doctrine;
  6. The formation of NATO;
  7. Nuclear weapons' treaty on non-proliferation;
  8. The unification of Germany;
  9. The building of the Wall of Berlin;
  10. The Marshall Plan.
6. A teacher manages to get hold of students' attention much easier using eloquent static and dynamic images. A good example of a dynamic image which helps to catch students' attention is given in point 7.
  7. Documentary fragments taken from some specialized television programmes (such as Discovery Channel and Discovery Civilizations) make it possible to bring fresh information into discussion usually within university groups. Here is such new, shocking piece of information as presented in the documentary on Discovery Channel:

Svetlana Balabanova, one of the world's most respected toxicologists, tested one of the Egyptian mummies at the Munich Museum, for traces of drugs. This was the 3000-year-old mummy of Henut Taui, *The Lady of the Two Lands*. Balabanova examined hair and tissue using the methods of criminal investigation. When the test results came back, doctor Balabanova was so astonished she was sure they must be an error. Lady Hanut Taui had tested positive for nicotine and cocaine. Under current thinking, this result was simply impossible. Tobacco and cocaine are new world drugs. History insists that Sir Walter Raleigh introduced smoking tobacco into Europe in the 16th century. Cocaine isn't thought to have crossed the Atlantic Ocean until the Victorian period. Certainly, any such cargo to Europe would be unimaginable to historians before Columbus and the discovery of the Americas. The doctor understandably thought her results incorrect. She sent samples from the mummy to three independent labs to do their own objective tests. She was sure they would fail to corroborate her findings. No doubt, some fault in her method would be detected. The independent laboratories confirmed her original findings. Cocaine and nicotine were present in the tissue of the mummy. The mystery had suddenly deepened dramatically. Doctor Balabanova set about testing other mummies from the Egyptian Empire. She found that nearly a third tested positive for nicotine and cocaine. She was stunned. She wrote the paper on her findings.

Its publication proved so controversial that she received scare letters from other practitioners in the field. They feared she would bring their branch of science into disrepute. More research has been accomplished since her earth-shattering findings were made public. Few scientists are willing to risk their reputations by tackling head-on the astonishing implications of her discovery. Did the ancient world partake in a transatlantic drug trade? It's not surprising that few are willing to conceive the possibility. And yet, the tests done on the Munich mummies are generally considered water-tight. The questions raised by the doctor's work hang, tantalizingly, in the air (8).

8. The teacher gets more respected by the students (whose number is continuously growing) daily working in front of their computers. As far as the latter is concerned, these students may be considered experts. As they belong to the generation within which the computer has come to play a most important part, they have grown to use the Internet, make-up and presentation programmes with great deftness, therefore the teacher can address them for a help with the teaching aids. Consequently, a new method of communication develops between the teacher and the students who are ardent users of the computer.
9. The teacher experiences a deep feeling of professional satisfaction on having carried out a lesson with the help of the computer.

### Disadvantages and obstacles

1. Technique may play tricks on you. For instance, a trivial power cut may turn everything upside down. However, as we have previously pointed out, the teacher is always ready for various situations, so there is always a backup plan to do the lesson efficiently.
2. There are certain authors belonging to the Waldorf pedagogy, who demonstrate that the usage of the computer is unbeneficial to the students who haven't graduated from gymnasium. "Due to the fact that they (computers) are mathematical machines, forcing out both a purely abstract and mathematical reasoning and a usage of formal languages, we may conclude ... that they must not be used by students before the latter have graduated from gymnasium" (9). To this we may oppose the idea that a presentation programme is merely a means of providing a teacher with a great number of teaching aids to conduct a quality lesson. Only a teacher makes use of the presentation programmes.
3. The technical endowment of schools and teachers remains the most important problem. It goes without saying that few Romanian teachers can afford a computer. Despite this fact, so great the technological progress is in this field of activity, that the price of certain programming techniques has dropped rapidly. A second-hand computer is not necessarily an old computer.

The fact must be considered that as a result of the agreement signed with the World Bank, all high schools in the country will be equipped with the network of computers as *Carol the First* and *The Buzesti Brothers* National Colleges in Craiova have been.

4. Another problem is directly connected to the teacher's excessive use of the computer. When you are working in front of this magnificent utensil, you will most certainly notice that it never bores, that it is never hungry or upset, and that it does everything you want it to do. The main danger lies in the fact that the passion for your work may steal away the notion of time, and without realizing it, you might find to have spent too much time in front of the computer. This may have serious consequences for the user's health. Common symptoms are smarting pain and reddened eyes, together with headaches occurring after a prolonged, uninterrupted work with the computer.
5. One of the obstacles to overcome is people's conservatism, especially typical of the older generations. Such people are afraid of a utensil which they haven't been taught to use. "Man easily assimilates the idea which does not run counter to his interests, that does not come in contradiction with his own aspirations and that does not require an increased effort of him" (10). Many a time we hear the following remark: "The classical **methods** remain the best!" I underline the word 'methods' as the difference in the meanings of 'methods' and 'means' is unclear. Indeed, the methods have remained the same: discovery, colloquia, problem solution, and so on. Yet, the means the teacher can make use of are practically unlimited.
6. Another important problem is conservatism and the haphazardly encountered ill-will that certain leading officers in the Romanian educational system tend to display. These people not only fail to support those who are willing to

do something regarding schools' endowment with computerized teaching aids, moreover they try to prevent such people from doing it.

7. The methodology courses at the universities don't rank computer applications at the History lessons as high as they should.

The part a History teacher has to play remains fundamentally important. One should not fancy that using the computer we somehow manage to remain hidden behind a server and do nothing but handle the mouse. First and foremost remain teacher's warmth and honesty, his respectful attitude toward his disciples with a view of conveying information to them. The same important is a part played by the teacher's capacity and talent of narrating certain events. This capacity grants deep humane air at the lesson and in teacher-student relationships. The computer is nothing but an instrument you may sometimes use; despite its complexity, the computer remains a tool that must obey the orders of a man, its creator and master.

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- (7) Alf Wilkinson, Computers Don't Bite, in *Teaching History*, no. 101/nov. 2000, p. 18. The suggested exercise has been inspired by an example the English teacher gave.
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Translated by Anca Stoiculescu

## **CASE STUDIES**

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## **CASE STUDY/BULGARIA**

### **Section 1: Data of the respondent**

Institution: St. Kliment Ohridski General School with Foreign Language Teaching

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Date: 22 November 2004

### **Section 2: Biography details**

St. Kliment Ohridski General School with Foreign Language Teaching was founded in 1991. Currently, 953 pupils are trained, divided into 38 classes ranging from 1st to 12th grades. A specific feature of the school is the early teaching of foreign languages. English, French, and Russian are taught. Each pupil studies at least two foreign languages and after the completion of the secondary education a "Foreign Language" profile is included in the diploma.

Mrs. Antoaneta Seimenska has been teaching for 18 years. She has worked History and Geography teacher since the school was founded. Her pupils represent a wide age range, from 5th to 12th grades (11–19 year-old pupils). She teaches History in French in some classes (9B, 10B, and 11B, approximately 75–80 pupils).

Mrs. Katerina Marcheva has been teaching for 26 years. She teaches Information Technologies and now is the headmaster of the school.

### **Section 3: ICT facilities in my institution**

Our school has two computer labs with ten multimedia computers each, connected in a network; we also have a scanner, two printers (a black-and-white laser printer and a color jet printer). The computer labs are equipped with big screens; two computers have cameras. A bigger group of students can work in the study room, so two or three pupils share a computer. There are also three computers in the library, where the pupils can search information or use multimedia products. There is a permanent Internet connection in the school that gives relatively good conditions to search and collect information.

About 50% pupils have computers with Internet access at home, and this facilitates our work to a great extent, especially when special tasks for independent search of information are assigned.

Approximately 40% teachers have computers with Internet access at home. Besides the computers in the computer labs and library, there are two computers in the teachers' room to be used by the teachers only. At present, another room for the teachers is being equipped. It is designed for teachers to prepare and copy study materials.

There is a laptop and a multimedia device in the school. They can be used in the classrooms. Classrooms aren't connected in a network, and a wireless Internet connection is something that we can't afford yet.

There are over 50 multimedia products in the school library.

These technological resources, though insufficient, are used rationally and contribute to the improved teaching quality and diverse information and study material presented at the lessons.

When teachers need the computer lab, they contact the headmaster and their colleagues teaching Computer Studies, whose schedule must be taken into consideration as well.

## Section 4: Generally, in what ways do you use ICTs?

1. ICTs used at History lessons include:

- Presentation of documents downloaded from the Internet;
- PowerPoint presentations prepared in advance, mostly by the teachers, but in some cases by the students. Younger pupils (11–16 years old) can prepare presentations only if they wish to and with the help of the teacher. Students at the age of 17 and above study MS PowerPoint at the Information Technologies lessons. Once a year the students in working groups of three or four choose and present a certain topic from the curricula. The presentations last for five minutes on the average;
- We use different kinds of multimedia products in order to visualize the study material. They vary for the specific age groups and depend on time and the CDs available.

In some cases we use CD-ROMs with tests to get a feedback or evaluate students' knowledge.

As part of the educational projects implemented within the framework of the Socrates/Komensky 1 Programme, in which our school participates, we exchange information on History of the partner countries via e-mails.

Preparing posters by the students is another form of applying ICTs at school, which is used during the compulsory-chosen-training in History and project activities.

The Internet is seldom used, three lessons per year. It is, however, a way to diversify History teaching methods, e.g. making links and getting acquainted with different kinds of information and documents.

The use of the Internet to prepare lessons is a daily process, because this is the way we find the best information to visualize, widen and enhance the school material. For example, it would be very difficult to get ready properly for the History lessons in French, if ICTs were not used.

In future, we would like to establish an online real-time connection with another school from Bulgaria or abroad, so that we can work together in a History class on one topic. We hope that joint activity will provoke students' interest and encourage them to work more diligently on History and the foreign language they study.

## Section 5: Particular examples of ICT application

At my History lessons I use ICTs very often in many different ways. The most common practice is to present documents downloaded from the Internet concerning, for example, the Protestantism or a specific historical event. I also use videotapes, CD-ROMs, etc.

### Example 1

The theme is *The Century of Louis XIV* designed for 17-year-old students studying History in French.

The goals of the lesson are the following:

- Introduction of the ideas concerning the changes in France during the time of Louis XIV;
- Presentation of the essence of the Absolutism, Mercantilism, and Jansenism;
- Presentation of the richness of French culture and its influence on the development of Europe.

The lesson aims at acquiring new knowledge and is conducted in a computer lab. It lasts two school lessons (90 minutes).

The lesson begins with a review of the already passed material on the France of the religious fights and the beginning of Bourbons' reign. The form is a discussion. After the introduction of the new theme, the class is divided into six groups. Each group is assigned a specific task in writing. The goal is to find information on the Internet.

The tasks of the groups are as follows:



## Case Studies

### Group 1:

1. Find a portrait of Louis XIV on the Internet;
2. Find a portrait of the Bulgarian king Ivan Alexander;
3. Indicate the symbols of the monarch power and make a comparison.

### Group 2:

1. Find information and compose a table of the French society in the 18th century.

### Group 3:

1. Find the Internet information about the financial policy of the minister Colbert;
2. Give a definition of the concept of Mercantilism.

### Group 4:

1. Find the Internet information about the religious policy of Louis XIV;
2. Present the ideas of Jansen.

### Group 5:

1. Find the Internet maps about the wars led by Louis XIV;
2. Describe his foreign policy.

### Group 6

1. Find the Internet information about the culture in the times of Louis XIV (painting, music, architecture, literature, and fashion).

The groups have 30 minutes for work. The goal: students learn how to search information in the Internet by keywords using well-known searching machines, such as [www.google.com](http://www.google.com), [www.altavista.com](http://www.altavista.com), etc. In this case the pupils search documents in French, thus simultaneously practicing the foreign language they learn. Of course, they need less time if the searching was in Bulgarian.

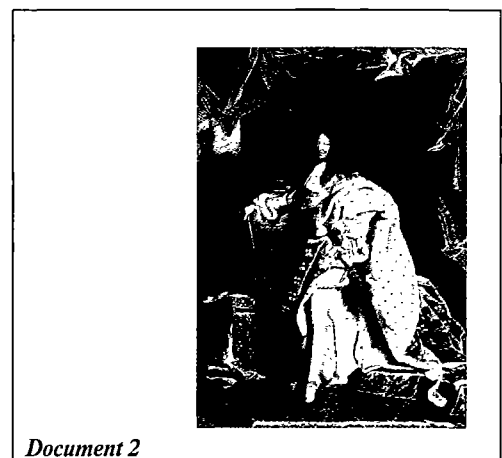
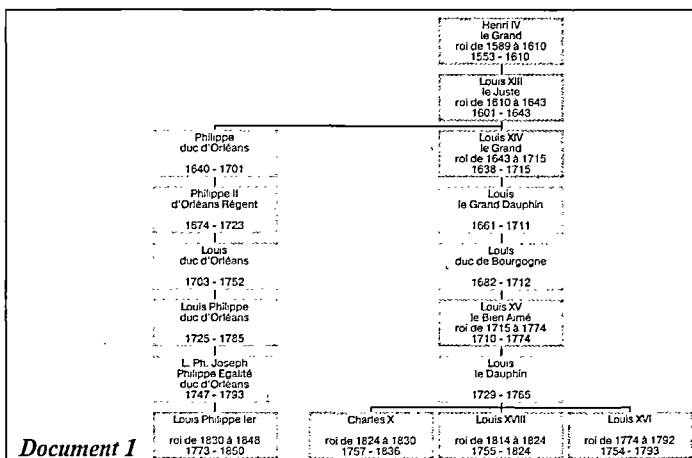
When we set a certain task for the students, teachers have to direct them how to reach the desired results. The use of ICTs at school is one of the challenges that the contemporary society has to meet, where it is very important to build up skills necessary for good orientation among the huge quantity of information.

A representative of each group reports before the class on the documents found. Each group has up to five minutes to present the information and to draw conclusions.

We enclose part of the documents found by the students and some of the orientation questions and tasks posed by the teacher during the work.

[www.unl.edu/LouisXIV/](http://www.unl.edu/LouisXIV/)

Which are the symbols of the medieval Bulgarian ruler?



Indicate the symbols of power.

Compare the symbols of monarchic power in Bulgaria and France during the indicated periods.

Follow Louis XIV family tree (Document 1).

What is the reason for the self-confidence of his reign?

<http://www.bzh.com/keltia/galleg/histoire/bretagnepap-timb/kolbert.htm>

What guidelines of development of the French economy did he give?

Try to point out the specific features of the Mercantilism.

What are the sources for the amassment of capitals in the country?

Which medieval social groups underwent transformation in the 18th century?

<http://gallica.bng.fr/themes/PhiXVII5.htm>

Presentation of Louis XIV religious policy:

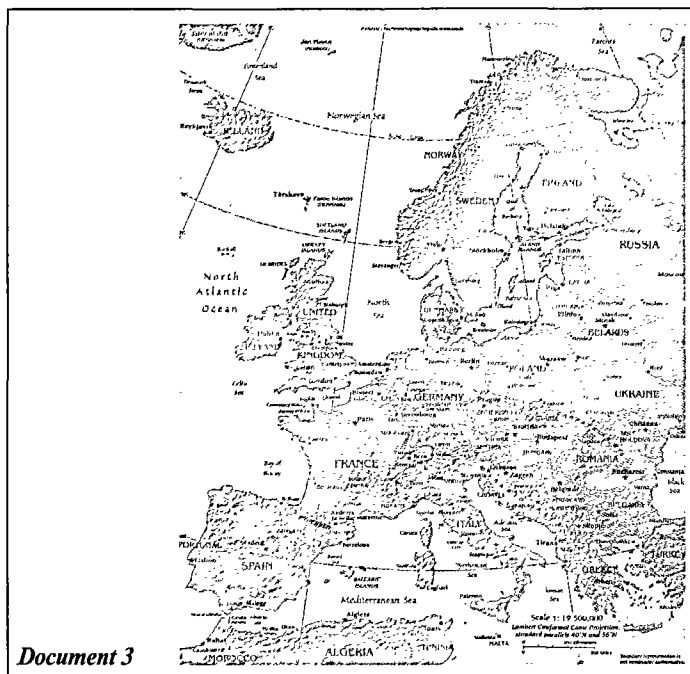
How does Louis XIV define the role of the Church in the process of confirmation of the absolute power?

What was his attitude toward the Huguenots?

What is the essence of the Jansenism?

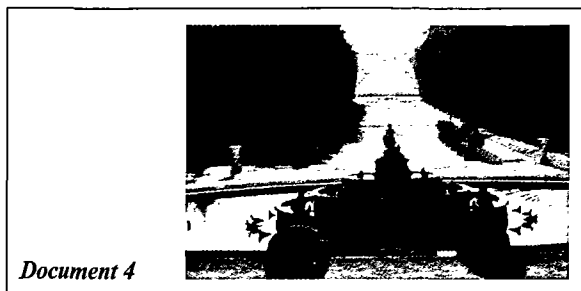
What are the consequences of the conflict between Louis XIV and the Huguenots?

Outline the frontiers of France in the 18th century:



What purposes served the wars that Louis XIV led? In what way the main stream of the foreign policy was realized?

Cultural development of France at the beginning of the 18th century:



Using photo documents, reproductions, and fragments from musical and literary works, students go deeper in the time of Louis XIV.

Based on the information collected and presented the students characterize the period of the Absolutism, the internal and foreign policy of France, its power, and influence of the French culture.

The role of the teacher is to encourage students to look for information from different sources and to assist students in synthesizing it. In this way it is easier to grasp the historical material, because students are involved in many activities.

### *Example 2*

Theme *North Empire* is presented for 16-year-old students. Petergof, CD-ROM from KOMINFO *Interactive World* series, Russia, Moscow, 1996.

The main goal of the lesson is to demonstrate Peter the Great reign, his foreign and internal policy.

The lesson is designed to acquire new knowledge; it is done in a classroom with a laptop and a multimedia device.

*Petergof*, multimedia CD, is to be used twice during the lesson, each time for five minutes: first, to introduce the cultural achievements, and then to show Peter's palace – an extremely fascinating trip through many cultural and historical monuments.

### *Example 3*

Multimedia CD *Europe 2002* is used at the compulsory-chosen-training History lessons in the 12th grade (students of 18–19) while presenting the themes on the European Union history. The group consists of 15 students with a marked interest in historical science. Lessons are in a computer lab. The CD is installed on the server; the students have an access to the information through the network. The teacher assigns certain tasks, then the students work independently using the information from the CD. They report in an oral form and write down the lesson's plan. At the end they use the tests from the CD: each student makes one test individually for self-assessment; then the group makes one test together on the big screen in the classroom. Each student answers one question, and it is seen immediately whether the answer is right or wrong.

## **Section 6: Internet sites used at History lessons**

At History lessons the most common situation is when an Internet site is downloaded on the laptops' hard disc in advance or, sometimes, when short articles to be used are printed out before the lesson for each student. Here is a list of the topics and Internet sites used:

- About Protestantism: <http://www.protestants.org/faq/histoire/liens/histoire.htm>
- About Peter the Great: [http://www.memo.fr/article.asp?Id=per-mod\\_094-](http://www.memo.fr/article.asp?Id=per-mod_094-)
- About knights: <http://gueriers-avalon.org/armeIII->
- About janissaries: <http://patric.villa.fr-jani.html>

When lessons are held in a computer lab, students enter Internet directly via link connections.

## **Section 7: CD-ROMs or other software support**

Multimedia CDs frequently used at History lessons and appropriate for all ages are the following:

- Electronic Encyclopedia *History of Bulgaria*, Sirma, 2003.
- Icons from Bulgaria, Likon Ltd., 1999.
- Rila Monastery, Multimedia Application Group, 1998.

## Section 8: Barriers to the ICT use

Some major problems are the following:

- a) The equipment is insufficient:
  - More computer labs with more new computers are needed;
  - More laptops with good Internet access in each classroom;
  - More multimedia devices.
- b) Teacher training is at the deficient level; the schools are left alone to cope with the problem of teachers' qualification.
- c) Textbooks lack recommendations of appropriate web sites.
- d) Multimedia CDs with additional materials are missing as part of the textbooks. Students today rather look at pictures, graphics, schemes, interactive maps, and video materials than read texts.
- e) Real-time work with the Internet requires more time, and the curricula are overloaded.

## Section 9: Best investments/ways forward to develop the use of ICTs in History teaching

Notwithstanding the difficulties, teachers are trained continuously in this field. This breaks the conservatism in teaching, and each teacher is given an opportunity to choose his/her own strategy.

This kind of skills brings us closer to students' interests and demands. They are stimulated and encouraged to look for information, an important strategic goal of the modern education. This goal, however, sets a number of challenges, such as orientation in the information 'ocean' and the incapability of students to filter out the necessary data. Here comes the teacher and his/her important role to direct and assist students in information selection.

Harmonization between teachers and students gives equal and real opportunities for the young. In this context the school acts as a guardian of traditions for people to get acquainted with historical heritage and contemporary achievements and a stimulus to realize the innovations in the society.

## Section 10: Other comments

Working methods are continuously improving. Many teachers are interested in the innovations, but they sometimes fail to meet the challenges.

*It isn't only the lack of teachers' interest and will that constrain the use of ICTs.*

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## **CASE STUDY/CROATIA**

### **Section 1: Data of the respondent**

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Author of case study: Marijana Marinovic

Date: 24 December 2004

### **Section 2: Biography details**

At the Institute I work as a senior educational adviser for History teachers. I am responsible for the quality of History teaching in 116 elementary schools and 59 secondary schools in three counties, comprising 220 teachers of History altogether. My job includes visiting schools and teachers of History, inspecting their classes, writing reports about their work, advising teachers, giving proposals on their promotion and organizing their on-job seminars and workshops. My special attention is to young teachers and their introduction in teaching practice. So, I am a member of the Examination Board for State Examinations the teachers are to pass.

### **Section 3: ICT facilities in my institution**

At this moment the Institute lacks a special programme of History teacher training to apply ICTs in History teaching. However, the Ministry of Education of Croatia runs a general programme of teacher training on ICT application in their work. The programme is realized for the second year. The questionnaire tells that about 60% teachers have been already qualified for this task. Thanks to the endeavours of the Institute (which has been reorganized recently and separated from the Ministry of Education) all Croatian teachers now have a chance to learn about ICTs through free Internet e-courses. The courses include MS Word, MS Excel, MS Outlook, MS Access, MS PowerPoint, the Internet, and MS Project. As a part of the governmental mechanism the Institute keeps records of the achieved results and checks initial practical applications of the new skills in History teaching. The following report is the result of the insight survey of History teaching.

### **Section 4: School system in Croatia**

Elementary school in Croatia is compulsory and lasts for eight years (age 7–15). Internally the school is divided into two stages: 'lower forms' (1–4), and 'higher forms' (5–8). The lower forms have an integrated syllabus with one teacher, while the higher forms have more subjects with a separate teacher for each. That syllabus consists of 14 compulsory subjects, and History is one of them with two lessons per week. Besides the compulsory programme the pupils can choose one elective subject which can be History as well, with one or two lessons per week.

Secondary school lasts for four years. There are several types of secondary schools. Gymnasiums are considered to have the highest quality, and their students are carefully selected. Then we have Technical schools which also accept only successful students and last for four years. The third group are Vocational schools, which accept average and under-average students and last for three years. In Gymnasiums History is a compulsory subject during four years, two lessons per week, with a possibility of additional choice of two elective lessons per week. In Technical schools, History is a compulsory subject only during the first two years, while in Vocational schools it is taught during the first year only.

### **Section 5: Statistical data about the sample of schools**

The territory of Croatia is divided into 21 counties (in Croatian 'zupanija'). The chosen sample encompasses two westernmost counties of Croatia, 90% situated along the north Adriatic coast and on the nearby islands. They belong

to well-developed counties and can be considered reliable samples of Croatia (Primorsko-goranska zupanija with Rijeka as its capital and Istarska zupanija with Pazin as its capital). On this territory we have 105 elementary schools with 2,072 classes and 38,635 pupils altogether, 107 History teachers working in them. There are 57 secondary schools with 903 classes and 21,781 students altogether, 69 History teachers working in them.

## Section 6: Questionnaire

The following data have been obtained with the following questionnaire which was disseminated to all elementary and secondary schools in two counties. 90% schools answered the questionnaire, so the obtained results are reliable. The questionnaire has the following questions:

1. How many pupils/students are there in your school?
2. How many classes are there in your school?
3. How many computers are there in your school?
4. How many laptops and LCD projectors are there in your school?
5. Is there a computer classroom in your school?
6. Who uses the computer classroom?
7. Besides the computer classroom where are the other computers placed?
8. How many computers in your school are connected to the Internet?
9. Has your school organized a computer course for teachers?
10. Have the History teachers been qualified to use computers and the Internet?
11. Have the History teachers free access to the computers and the Internet to prepare their lessons?
12. Is there a specialised History classroom in your school?
13. If yes, is there a computer in it?
14. If yes, who uses the computers – the teacher, or students, or both the teacher and the students?
15. In which way do the History teachers use the computer and the Internet in their everyday work?
16. According to the History teachers' opinion what percentage of students have a computer at home?
17. Do the History teachers require the students to do homework for which they need a computer and the Internet?
18. Do the History teachers use CD-ROMs produced by professional publishers?
19. Have the History teachers produced a CD-ROM of their own, or in cooperation with their students?
20. If yes, quote the titles and describe the contents.
21. If you have some objections or suggestions, write them here.

## Section 7: Situation in elementary and secondary schools

### a) Elementary schools

There are 105 elementary schools in the Primorsko-goranska and Istarska counties, containing 2,072 classes and 38,635 pupils. The collected questionnaires have given the following statistical results:

| Questions  | Answers   |
|--|---|
| 0. Number of schools   | 105   |
| 1. Number of pupils  | 38,635  |
| 2. Number of classes   | 2,072<br>i.e. 18.6 pupils per class   |
| 3. Number of computers   | 2,152<br>i.e. 1 computer for 18 pupils  |
| 4. Number of laptops and LCDs                                    | 74+70   |
| 5. Number of computer classrooms and number of computers in them | 95/1,638<br>i.e. 90% of schools and 17 computers per classroom  |
| 6. Number of computer classrooms accessible to History teachers  | 58<br>i.e. 55% (mostly because of the overloaded timetable)   |
| 7. Deployment of computers at school                             | specialized classrooms for various subjects, a teacher's study room, secretary, accountancy, principal, educationalist, library, staff-room and pupils' home-room |

## Case Studies

| Questions  | Answers  |
|--|--|
| 8. Number of computers connected to the Internet   | 1,253<br>i.e. 58%  |
| 9. Computer courses organized for teachers   | in 73 schools<br>i.e. in 70% of schools  |
| 10. Number of History teachers qualified for ICTs  | in 68 schools<br>i.e. in 65% of schools  |
| 11. Number of History teachers who have an easy access to the Internet   | 89 teachers<br>i.e. 85% of teachers  |
| 12. Number of schools with a specialized History classroom   | 68 schools<br>i.e. 65% of schools  |
| 13. Number of schools with a specialized History classroom equipped with a computer and/or Internet connection | 20 schools<br>i.e. 20% of schools  |
| 14. Is the computer used by the History teacher only, or by the students as well?                              | only teachers 9, with pupils 7<br>i.e. 8.6% + 6.6%   |
| 15. How do the History teachers use the computer in their everyday work:                                       |  |
| – for planning and programming   | 73%  |
| – for preparing lessons  | 22%  |
| – for realizing elective lessons   | 15%  |
| – for making History projects  | 8%   |
| – for writing reports  | 5%   |
| – for work with talented pupils  | 10%  |
| 16. According to the teachers' assessment how many students have their own computers and the Internet at home  | 56%  |
| 17. Do the History teachers give homework which requires the Internet?   | Yes, in 43 schools (41%)   |
| 18. Do the History teachers use CD-ROMs produced by publishers?  | Yes, in 23 schools (22%) Examples: Methodical History workbooks correlated with students' books, historical journals, British Encyclopedia, History of the World, Encarta 2003 |
| 19. Has the History teacher produced his own CD-ROM – alone or together with pupils?                           | See Section 8  |
| 20. If yes, describe their contents  | See Section 8  |
| 21. If you have objections or suggestions, please write them here  | See Section 9  |

### b) Secondary schools

There are 57 secondary schools of all types in the Primorsko-goranska and Istarska counties, distributed into 903 classes containing 21,781 students. The collected questionnaires have given the following statistical results:

| Questions  | Answers   |
|--|---|
| 0. Number of schools   | 57  |
| 1. Number of students  | 21,781  |
| 2. Number of classes   | 903<br>i.e. 24 students per class                                     |
| 3. Number of computers   | 1,299<br>i.e. 1 computer for 16.8 students                            |
| 4. Number of laptops and LCDs                                    | 58+ 65<br>i.e. 1 laptop and 1.14 LCD projectors per school            |
| 5. Number of computer classrooms and number of computers in them | 50/804<br>i.e. 88% of schools and 16 computers per computer classroom |
| 6. Number of computer classrooms accessible to History teachers  | 25<br>i.e. 44% (mostly because of the overloaded timetable)           |

| Questions  | Answers   |
|--|---|
| 7. Deployment of the computers at the school   | specialized classrooms for various subjects, a teacher's study room, secretary, accountancy, principal, educationalist, library, staff-room |
| 8. Number of computers connected to the Internet   | 839<br>i.e. 65%   |
| 9. Computer courses organized for teachers   | 32 schools<br>i.e. in 56% of schools  |
| 10. Number of History teachers qualified for ICTs  | in 32 schools<br>i.e. in 56% of schools   |
| 11. Number of History teachers who have an easy access to the Internet   | 40 teachers<br>i.e. 70% of teachers   |
| 12. Number of schools with a specialized History classroom   | 14 schools<br>i.e. 25% of schools   |
| 13. Number of schools with a specialized History classroom equipped with a computer and/or Internet connection | none  |
| 14. Is the computer used by the History teacher only, or by the students as well?                              | See Section 13  |
| 15. How does the History teacher use the computer in his everyday work:  |   |
| – for planning and programming   | 75%   |
| – for preparing lessons  | 30%   |
| – for realizing elective lessons   | 30%   |
| – for making History projects  | 5%  |
| – for work with talented students  | 20%   |
| 16. According to the teacher's assessment how many students have their own computers and the Internet at home  | 65%   |
| 17. Do the History teachers give homework which requires the Internet? Give examples                           | Yes, 80% teachers, see Section 8  |
| 18. Do the History teachers use CD-ROMs produced by publishers? If yes, give their titles                      | 6 teachers<br>i.e. 10% (on their own initiative)<br>Examples: historical journals, British Encyclopedia, Encarta 2003                       |
| 19. Has the History teacher produced his own CD-ROM – alone or together with students                          | See Section 8   |
| 20. If yes, describe their contents  | See Section 8   |
| 21. If you have objections or suggestions, please write them here  | See Section 9   |

## Section 8: Comments

We miss a kind of equipment standard to evaluate the level of a satisfactory situation at school (“How much is enough?”). In another county (Licko-senjska zupanija) we have found a secondary school with only 167 students, who enjoy 12 laptops and 2 LCD projectors, plus a computer classroom with 18 computers and other 8 computers on other places. Is that enough?

Most History teachers use a computer as a typewriter (Word Processor). However, they have not been educated to use ICTs in the History classroom. We are of opinion that a precise definition should be given as to what an ordinary use of a computer is, and what its educational application is. Fortunately, we have found several outstanding and enthusiastic teachers who can be models to follow in application of the ICTs in teaching History. The secondary school in the town of Pazin has its own web site ([www.gssjd.hr](http://www.gssjd.hr)), where the History teacher has his own page which contains presentations and lesson prepared in PowerPoint. We have collected a few CD-ROMs produced by teachers and their students, with specific historical issues (e.g. Ancient Egypt) or one-year projects (e.g. research of local history and culture from different standpoints).

As to question 17: This practice can have two blades, especially when students are asked to write an essay on some topic. Usually they can find the appropriate essay on the Internet, and then translate it into Croatian – which is not the purpose of the homework. In such cases the teacher is helpless.



As to question18: On the Internet we can find many web portals with History issues in many languages. Unfortunately there are almost no portals of similar contents in Croatian. We are sure that there is a considerable interest, but insufficient financial means and lack of experts interested in the work prevent dissemination of ICTs in History teaching. Most examples that we can find on the Internet are from the English speaking territory. There is a strong language barrier, more for teachers than for students that nobody speaks about, even the teachers who must be ashamed of their language ignorance, so it is easier and safer to remain silent and passive. History teachers complain that there are too few CD-ROMs in Croatian to be used in the classroom, although there are excellent CD-ROMs in English. The teachers suggest that certain CD-ROMs should be translated into Croatian.

### **Section 9: Best investments/ways forward to develop the use of ICTs in History teaching. Suggestions**

It seems that the bottleneck is more about teacher training and software, than hardware. We miss theory of ICT use in education compared with classical and traditional teaching methods. ICTs are not a panacea but it should find the adequate place in the didactics and methodology of teaching strategies. It should not be a political campaign, but a well-measured means to improve teaching. History teachers' reactions range from full support to indifference – there was no negative response wherever.

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## **CASE STUDY/FYRO MACEDONIA**

### **Section 1: Data of the respondent**

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Author of case study: Katerina Zdravkova

Date: 19 November 2004

### **Section 2: Biography details**

I teach different courses of computing and computer science, including Educational Software, Design of Educational Software and Philosophy of Computing. The last course covers ACM/IEEE recommended Social and Professional Issues of Computer Science, including History of Computing. As a member of IEEE Computer Society, I am mainly interested in History of Computing

### **Section 3: ICT facilities in my institution**

Institute of Informatics is currently the best equipped educational institution in Macedonia. Our 5 teaching laboratories work 12 hours a day, 6–7 days a week. Apart from training computing courses for all non-Informatics students from the Faculty of Sciences (in average 300 students each year), we also provide introductory computing courses for students from Faculty of Agriculture (300 students), Faculty of Dentistry (200 students), Faculty of Philology (120 students), and Faculty of Philosophy (550 students). At least 100 students from Faculty of Philosophy study History and Archives.

Institute of Informatics is National Contact Point for Open and Distance Education (<http://odoserver.pmf.ukim.edu.mk>), and most of our courses are web-based ([www.ii.edu.mk](http://www.ii.edu.mk)).

Furthermore, we have several research laboratories, such as Wireless Application Laboratory sponsored by Ericsson, Multimedia Laboratory, Laboratory for Virtual Digital Laboratories, and two labs for Parallel Processing and Parallel and Distributed Systems. Unfortunately, most of these facilities are not used to their maximum capacity, mainly because in the last 10 years, in order to reduce the number of state employees, the Government has restricted the employment of new staff. Meanwhile, many professors have retired and many younger colleagues have left the country (brain drain from Macedonia is a severe problem).

### **Section 4: Generally, in what ways do you use ICTs?**

As a teacher, I use ICTs for lecturing. All my lectures are prepared in PowerPoint, and most of them are web-based. For non-Informatics students I use an educative CD made by Semos Multimedia, one of the best software developing companies in the country. Furthermore, my ICT skill courses (for students of Biology, Chemistry, and Dentistry) have self-testing and e-testing web-based module (<http://twins.pmf.ukim.edu.mk/etest>).

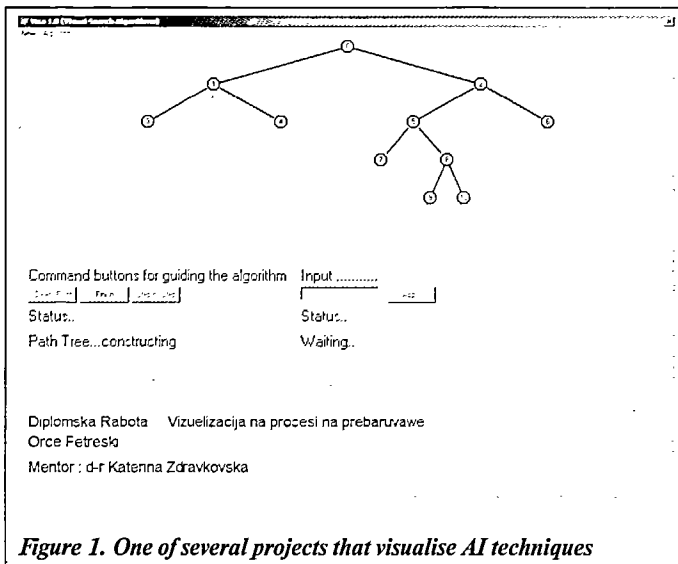


Figure 1. One of several projects that visualise AI techniques

My major areas of interest are Artificial Intelligence and Educational Software. As a result, I have initiated and successfully realized several projects dealing with educational software for AI lectures. For example, when I teach Search Techniques, in parallel with the lecture, I use our system Visa (Fig. 1) that visualises the search process. Parsing of sentences in Macedonian, determination of the word roots from a sentence, and the generation of word derivations in Macedonian are visualised too. These projects were BSc thesis done under my supervision.

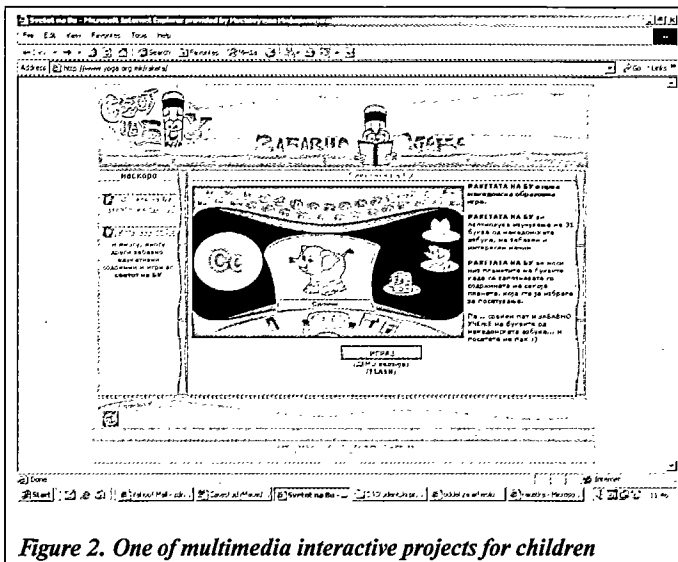


Figure 2. One of multimedia interactive projects for children

In the area of Educational Software, we have produced at least 20 multimedia interactive projects for children. Some of them are Internet-based. The only project currently available on the Internet can be seen at [www.yoga.org.mk/raketa](http://www.yoga.org.mk/raketa) (Fig. 2). It is to be a part of the children Web portal of the National Internet provider MtNet. The status of MtNet is currently under question (Macedonian Telecom is a property of Hungarian company Matav, which makes 10% staff redundant), so the future of the portal is far from optimistic.

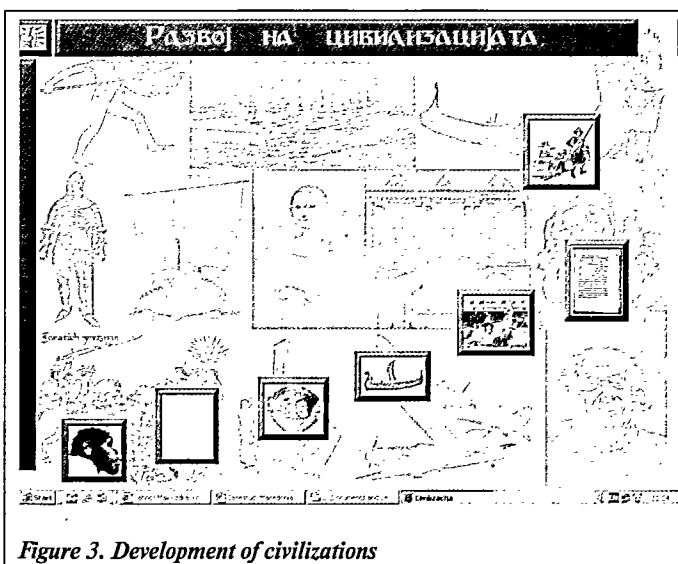


Figure 3. Development of civilizations

### Section 5: Particular examples of ICT use

- a) One of my former students from Strumica, a small city on Bulgarian/Greek border, made a very nice multimedia project for History teaching (Fig. 3). It has been presented in two primary schools. Although the presenters of the project were ICT teachers, children displayed much interest in it. Let's hope that this example won't be the last in the union of ICTs and History.

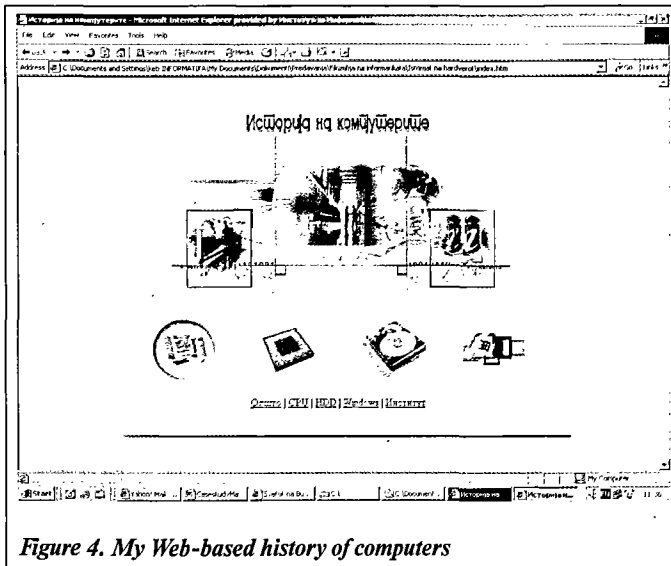


Figure 4. My Web-based history of computers

b) For my lectures on History of Computing I made a brief compilation of Origins of Computer Science that is web-based (<http://twins.pmf.ukim.edu.mk/filozofija>). Both, the document and the presentation, are in pdf. For the purposes of this course, I have also prepared a Web site that covers the history of computers. This site is still under construction, but we expect to finish it soon.

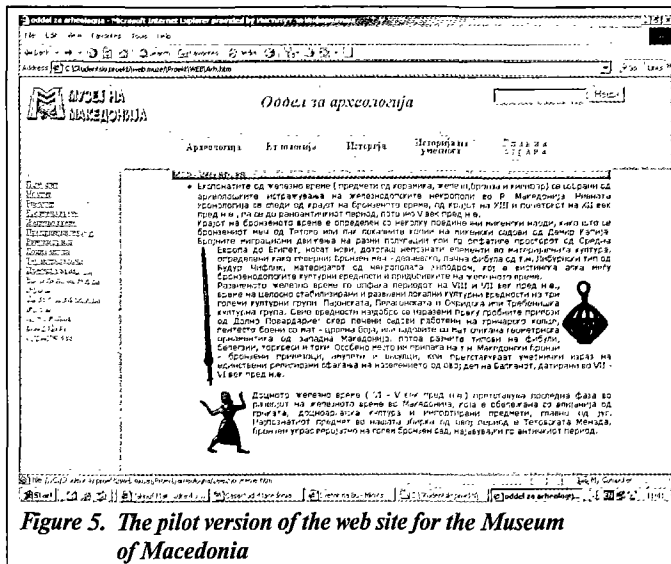


Figure 5. The pilot version of the web site for the Museum of Macedonia

c) Macedonia is one of the most important territories in the world history. Wherever you dig deeper, you can find valuable archaeological artefacts from different periods. World knows nothing about it, mainly because we can't explore more than 1% our historical wealth. In spring 2004, I started a project with the Museum of Macedonia (Fig. 5). The Museum is currently the greatest catalyst for changes in History teaching, and the number of students has increased from 5,000 in 2002 to 20,000 in 2004. This site is also under construction, but highly probable that it will be finished by March 2005. It will also include the educational part for young children.

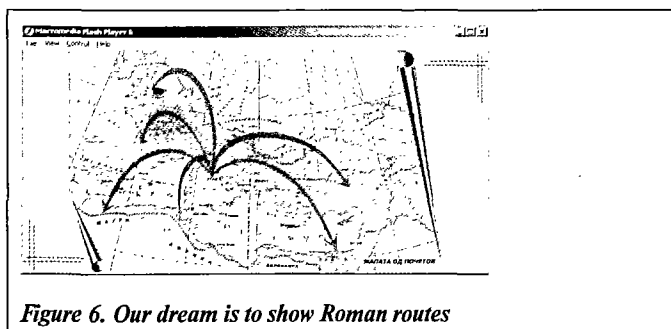


Figure 6. Our dream is to show Roman routes

d) Together with the colleagues in the region, we intend to make the international project *Along Roman Routes*, that will go from sandy Africa to Northern England (Fig. 6). It is a very ambitious plan. The first part of the project is Roman routes in South-Eastern Europe.

### **Section 6: Some web sites helpful for teaching History**

There are thousands different sites for Computing History. If you contact me, I can send them to you.

### **Section 7: Non-Internet ICT resources for school History**

I am afraid that no ICT resources apart from the project of Strumica are or will be used in the near future for History teaching in Macedonia.

### **Section 8: Barriers to ICT use**

Macedonia is one of the countries that haven't entered Information Society yet. ICTs are declaratively elective in all primary schools, but it is usually replaced by other courses. However, History is a compulsory subject in the first two years of secondary education, exactly when introductory ICT courses are compulsory. The connection between them has never been made. The reason might be the fact that older History teachers have no ICT skills, while younger (those who get ICT skills at my Institute) are on the waiting list to be employed. I doubt that they will use ICTs in their teaching, because the professor that teaches them is the oldest and, unfortunately, the most conservative at my Institute and he doesn't use ICTs as an education tool.

Several projects for modernization of education have been initiated ([www.mon.gov.mk](http://www.mon.gov.mk)), but NONE of them deals with ICTs. Last week the Prime Minister resigned, and the Government is under reconstruction. If we are optimists, our Minister of Education and Director of the Office for Development of Education will be replaced by people who use computers and who are unafraid of them.

### **Section 10: Any other comments about History and ICTs**

From early childhood I have been impressed by History. It is still my obsession. I also see that the children I meet adore TV channels like Discovery.

Probably that is the main reason why I think that History should not be taught only with books. TV programmes together with appropriate educational software could be the best way to teach History. The only problem is how to convince History teachers and officials in the Ministry that TV and ICTs are the educational tools children like the most: mobile phones are used at most to 10% of their capacities.

### **Section 11: Any reports/information about the use of ICTs in school History in your country which might be useful**

I am sorry, but such report doesn't exist.

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## CASE STUDY/ROMANIA

### Section 1: Data of the respondent

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Date: 29 July 2004

### Section 2: Biography details

I am a teacher of History at the Colegiul National *Carol the First* of Craiova (i.e. Carol I National College). This is a prestigious Romanian school, some of its graduates became members of the Romanian Academy. After having taken part in the course *The Use of Maps and Modern Cartographic Technology in Teaching History* (Salonika, May 2000) I got interested in the use of computers at History lessons. I have published some articles concerning this field of activity in prestigious magazine (*Studii Si Articole De Istorie*, i.e. *History Studies and Articles*).

### Section 3: ICT facilities in my institution

Romanian government has been making great efforts in order to provide every school with a computer network connected to the Internet. Thus, as a result of the agreement signed with the World Bank Carol I National College has been endowed with 25 Compaq computers Pentium IV (1.5 GHz) network. Our school enjoys 2 other computer networks, which are weak and inappropriate for History classes. Unfortunately, our school doesn't have laptops and data projectors. It is because of the economic problems of Romania. Sometimes, we may use the laptop and data projector of Teaching Staff Institution in Dolj (Dolj is the Romanian county to which Craiova belongs).

### Section 4: Generally, in what ways do you use ICTs?

I like to use ICTs in the following manner:

- a) The computer as an instrument of presenting lessons (using PowerPoint) makes possible the use of static and dynamic images (photographs and movies).
- b) The computer as an instrument of searching sources, especially from the Internet.
- c) The computer as an instrument of student's skill to be revealed by this educational software.
- d) I also use the computer to record documentary movies from specialized TV channels (Discovery, Discovery Civilisation, National Geographic, and so on. A few days ago I recorded *D-Day in Colour*, *The Son of God*, *The Real Olympics* from Discovery Channel, *D-Day – Men and Machines* from National Geographic). I can show these films completely or fragmentally inserted in PowerPoint presentations.

### Section 5: Particular examples of ICT use

The use of computer emphasizes the connection between History and other fields of activity: philosophy, economy, literature, art, cinematography, music, science, even sport. I suggested the presentation of a topic under the pretext of presenting the life of a personality who has contributed to a certain field of human knowledge. The lesson became more attractive.

For instance, the Cold War can be tackled on the pretext of presenting life of an exceptional man, the former World champion in chess (1972–1975), Robert Fischer. Involuntarily, the legendary American champion was involved in the

Cold War. He won for the United States in a field where the supremacy of the Soviet Union was unquestioned. The conflict between two superpowers took place in prestigious activities, such as sports, race for Moon, etc.

Fischer's life is spectacular. A teacher can tell his students some interesting stories about the great American chess player, such as:

"You don't learn anything in school. It's just a waste of time. You lug around books and all, and do homework. They give too much homework. You shouldn't be doing homework. Nobody's interested in it. The teachers are stupid. They shouldn't have any women in there. They don't know how to teach. And they shouldn't make anyone go to school. You don't want to go, you don't go; that's all. It's ridiculous. I don't remember one thing I learned in school. I don't listen to weakies [Bobby's term for non-chess players or for chess players who are weaker than himself]. My two and a half years in Erasmus High I wasted. I didn't like the whole thing. You have to mix with all those stupid kids. The teachers are even stupider than the kids. They talk down to the kids. Half of them are crazy. If they'd have let me, I would have quit before I was sixteen." By Ralph Ginzburg, Harper's Magazine, January 1962.

On one occasion, right before the World Championship Match in Reykjavik, Fischer toured Iceland for a few days. One morning he called Frederick Olafsson, who was Iceland's only grandmaster. Olafsson's Icelandic speaking daughter answered the phone and Fischer said, "Mr Olafsson, please." The girl explained that her father and mother were out of the house and would not return until dinner. Fischer didn't know one word of Icelandic and he didn't understand the little girl. Fischer had to hang up with an apology. Later that day Fischer met up with another Icelandic chess player that spoke English. After explaining what had happened, Fischer "then repeated every Icelandic word he had heard over the telephone, imitating the sounds with perfect inflection, so well, as a matter of fact, that the Icelander translated the message word for word." (Frank Brady)

In PowerPoint I carried out this presentation<sup>1</sup>:

### *Slide 1*

Cold War  
Teacher Valentin Băluțoiu  
Colegiul National *Carol the First*  
Craiova

### *Slide 2*

*At the end of the activity, the students must:*

- *Be able to define the terms: Cold War, Iron Curtain, military alliances*
- *Be able to identify the features of a source*
- *Be able to place in time and space the events during the Cold War*
- *Be able to analyse the consequences of the Cold War*

### *Slide 3*

[A photo with Robert Fischer who presents himself]:

*My name is Robert James Fischer. My friends call me Bobby.*

[It is followed by a short explanation]:

*Bobby was one of the best chess players of all times. As a result of a titanic work, he became World champion in 1972. He was a witness and, involuntarily, a participant to events you'll learn at this lesson.*

### *Slide 4*

*Bobby was born in 1943, when the alliance of the United States of America, Soviet Union and Great Britain existed against Hitler.*

[The slide contains a photo of Truman, Attlee, Stalin at Potsdam, we add an effect: a chime of bells.]

<sup>1</sup> Valentin Băluțoiu: *Utilizarea calculatorului la lectia de istorie*, in Studii si articole de istorie, no. LXVIII, Bucuresti, 2003, pag. 87-106.

**Slide 5**

*When Bobby was three years old, Winston Churchill made a famous speech that marks the beginning of the Cold War.*  
 [The slide shows the same photo. When we turn to the next slide, the photo explodes, thus symbolising the destruction of the alliance of USA, USSR, and UK.]

**Slide 6**

[A photo of Winston Churchill during his famous speech in Fulton, March 1946.]  
*"From Stetting in the Baltic to Trieste in the Adriatic an Iron Curtain has descended over the Continent."*<sup>2</sup>

**Slide 7**

*What is the Cold War?*  
*The conflict of two superpowers (USA and USSR) that didn't degenerate into a real war.*

**Slide 8**

*The cause of the Cold War.*  
 [The slide is divided in two sides]  
 On the left side the following is written:  
*USA – liberal democracy, market economy, liberal ideology.*  
*USSR – communist regime, planned economy, Marxist-Leninist ideology.*  
 On the right side – the result of dialogue with students comes into sight as the conclusion:  
 – *The differences between the political, economical, social, and ideological systems of the two superpowers.*

**Slide 9**

*What is Iron Curtain?*  
*Iron Curtain, imaginary line dividing Europe into East and West as an element of the Cold War between the Soviet Union and the United States.*<sup>3</sup>

**Slide 10**

[A map of Europe after World War II and an arrow marking Iron Curtain.]

**Slide 11**

*The most dangerous situation for humanity was the arms race.*  
 [The slide contains a short movie about the explosion of the first H-bomb, Eniwetok, 1952. Here comes the photo and the slide showing the military parade in the Red Square with ballistic missiles.]

**Slide 12**

*Military alliances.*  
*The formation of NATO (1949).*  
*The formation of the Warsaw Treaty Organisation (Warsaw Pact).*  
 [The formation of NATO is illustrated with the first page of the journal "Le Monde": "Le Pacte Atlantique este public cet après-midi."]

**Slide 13**

*The increased tension between two superpowers causes a real psychosis among people.*  
*Defence exercise in case of a nuclear attack in a school in the USA.* [The explanation of the image on the slide.]

<sup>2</sup> Excerpted from *Compton's Interactive Encyclopedia*. Copyright © 1994, 1995, 1996, 1997. The Learning Company, Inc. All Rights Reserved.

<sup>3</sup> Excerpted from *Compton's Interactive Encyclopedia*. Copyright © 1994, 1995, 1996, 1997. The Learning Company, Inc. All Rights Reserved.



**Slide 14**

*The space race.*

*The race to conquer space was initially favourable to the Soviet Union. In 1957 the Soviets launched the first satellite (the Sputnik) and in 1961 theirs was the first man in space (Yuri Gagarin). In the same year the American president John F. Kennedy decided that by the end of the 60-ies USA would send the first man to the Moon. On 20th of July 1969 the first American astronaut landed on the Moon. This event proved that the USA held the scientific and technologic supremacy.*

[There is the movie on the slide from Compton's Interactive Encyclopedia, 1998 Edition, presenting the space adventure from the Sputnik's launch to the landing on the Moon.]

**Slide 15**

*The sport race.*

*Bobby defeats the Soviet great master Boris Spasski and becomes the 11th World chess champion (1972).*

[The slide shows a photo with the two great masters shaking hands at the end of a game in "the match of the century", Reykjavik, 1972.]

**Slide 16**

*Stages of the Cold War: The years of maximum confrontation (1947–1962)*

– *The Truman Doctrine (March 1947)*

**Slide 17**

*When Bobby was 4 years old, Truman, the president of USA, enunciated the Principle of Containment (Truman Doctrine).*

*"I believe that it must be the policy of the United States to support free peoples who are resisting attempt subjugation by armed minorities or by outside pressures... The free peoples of the world look to us for support in maintaining those freedoms. If we falter in our leadership, we may endanger the peace of the world."* (President Truman speaking on 12 March 1947)

**Slide 18**

*Stages of the Cold War: The years of maximum confrontation (1947–1962)*

– *The Truman Doctrine (March 1947)*

– *The Zhdanov Doctrine (October 1947)*

**Slide 19**

*"Two opposite directions manifest; at one of poles, the policy of USSR and other democrat states which desire the destruction of the imperialism and the strength of democracy; at the opposite pole, the policy of the USA and of England, which desire the strength of the imperialism and the hang of the democracy."* (Official Communicate of Warsaw Conference of Communist Parties' leaders, October 1947)

[The slide shows the picture of Stalin.]

**Slide 20**

*Stages of the Cold War: The years of maximum confrontation (1947–1962)*

– *The Truman Doctrine (March 1947)*

– *The Zhdanov Doctrine (October 1947)*

– *Marshall Aid (1947–1948)*

**Slide 21**

*Announcement of the Marshall Aid.* [Explanation of the photo on the slide.]

*The years of maximum confrontation (1947–1962)*

– *The Truman Doctrine (March 1947)*

– *The Zhdanov Doctrine (October 1947)*

– *Marshall Aid (1947–1948)*

**Slide 22**

[There are two pictures: a map showing the division of Berlin into sectors and a photo with the airlift organized by Americans.]

**Slide 23** shows a map that illustrates the division of Germany.

**Slide 24**

[A picture presenting the Berlin Wall.]

*In 1961 to stop the departure from East Germany to West Germany the Berlin Wall was built by communist authorities which became the symbol of Europe's division during the Cold War.*

**Slide 25**

*Stages of the Cold War: The years of the maximum confrontation (1947–1962)*

- *The Truman Doctrine (March 1947)*
- *The Zhdanov Doctrine (October 1947)*
- *Marshall Aid (1947–1948)*
- *Blockade of Berlin (1948–1949) and the division of Germany (1949)*
- *The Korean War (1950–1953)*

**Slide 26**

*In the year when the Korean War begun, Bobby received a chess board and started to learn the game.*

*The Korean War caused a huge loss – about three million people, half of which were Koreans, 34000 Americans, the rest Chinese and others.*

*The Korean War could have degenerated in a nuclear war!*

[The slide gives the picture of a group of American soldiers during the Korean War.]

**Slide 27**

*The death of Stalin (1953) and arrival to power of Khrushchev didn't diminish the danger of an atomic war.*

*The destruction of a Stalin statue after his death.* [The explanation of the image on the slide.]

**Slide 28**

*The Fischer' career as a chess player began in the 1950-ies years. He won the title of USA champion when he was only 14 years old. One year later he became the youngest great master ever, being considered a potential challenger to world title.*

[In the slide there is the photo of 14-year-old Fischer.]

**Slide 29**

*Stages of the Cold War: The years of the maximum confrontation (1947–1962)*

- *The Truman Doctrine (March 1947)*
- *The Zhdanov Doctrine (October 1947)*
- *Marshall Aid (1947–1948)*
- *Blockade of Berlin (1948–1949) and the division of Germany (1949)*
- *The Korean War (1950–1953)*
- *The Cuban Missile Crisis (1962)*

**Slide 30**

*The photograph taken from the air demonstrating the presence of Soviet missiles.*

[The explanation of the illustration on the slide.]

*Slide 31*

*The speech of President Kennedy (October 1962).*

*Slide 32*

*In 1965 Bobby was forced to participate in the tournament of Havana (Cuba), playing the games by telex! In the year of the Cuban crisis (1962), Bobby continued his sportive progress. He won the great tournament in Stockholm where he defeated the Soviet great masters. But a few months later he came up the fourth in the tournament important for World championship. After this failure he accused Soviet players of lack of fair-play, of having agreed to stop him on the way to the World title.*

[The slide shows the picture of Bobby Fischer in 1962, at the age of 19.]

*Slide 33*

*Sages of the Cold War: Détente (1963–1978).*

*Slide 34*

*The visit of President Nixon to Romania (1969)*

[The short movie illustrates the first visit of the American president to a socialist country of Eastern Europe.]

*The visit of President Nixon to China (1972).*

*In 1966, the national chess team of the USA was able to participate in the Chess Olympic Games in Havana. Bobby played extraordinarily. He was defeated only by the Romanian great master Florin Gheorghiu.*

[There is the picture of two great masters during their famous game.]

*Slide 35*

*Stages of the Cold War: Détente (1963–1978)*

- *Strategic Arm Limitation Talks (SALT)*
- *Regional conflicts (Middle East, Viet Nam)*

*Slide 36*

*The Viet Nam War caused great material, human, and prestige losses for the USA.*

[The slide contains the movie about the Viet Nam War.]

*Slide 37* contains two images of the Woodstock Festival, August 1968.

*Slide 38* includes the picture of the meeting between the Soviet leader Leonid Brezhnev and the American President Nixon (Washington, 1973).

*After this meeting more agreements on economic and technological cooperation were signed between the Soviet Union and the United States.*

*Slide 39*

*Stages of the Cold War: Détente (1963–1978)*

- *Strategic Arm Limitation Talks (SALT)*
- *Regional conflicts (Middle East, Viet Nam)*
- *The Helsinki Conference, August 1975*

*Slide 40*

*All countries recognized the borders after the Second World War including the division of Germany. They agreed to respect human rights, e.g. freedom of speech, freedom to move from one country to another.*

*Slide 41* shows the picture of Bobby Fischer in Iceland during the match against the Soviet great master Boris Spasski for the World title (1972).

*Bobby, after having become World champion, retired, his accomplishments echoed in eternity.*

#### *Slide 42*

*Stages of the Cold War: The end of Détente (1979–1985)*

- *Soviet invasion in Afghanistan (1979)*

*Slide 43* illustrates the Soviet invasion of Afghanistan presenting the picture of the Soviet tanks in Kabul.

#### *Slide 44*

*Stages of the Cold War: The end of Détente (1979–1985)*

- *Soviet invasion of Afghanistan (1979)*
- *New nuclear weapons*

*Slide 45* refers to arms race displaying more pictures of sophisticated and very expensive weapons: an atomic submarine, an airplane, a tank.

*Slide 46* presents President Reagan (1980–1998) who initiated the “Stars War” (SDI).

#### *Slide 47*

*Stages of the Cold War: The end of the Cold War*

- *The retreat of the Soviet Army from Afghanistan (1988)*
- *The reunification of Germany (1990)*
- *The collapse of the Warsaw Pact (1990)*
- *The collapse of the USSR (1991)*

[The slide contains the movie from Compton’s Interactive Encyclopedia, 1998, about the end of the Cold War.]

#### *Slide 48*

*The aftermath of the Cold War:*

- *The USA has remained the unique superpower*
- *The area of armed conflicts extended*
- *The USA won the Cold War, but as in chess, victory was obtained at the price of:*
- *About 100000 dead in different regional conflicts (Korea, Viet Nam)*
- *Thousands of billions of dollars were spent*

*Slide 49* contains the image of one of Twin Towers of World Trade Center (11 September 2001). The image suggests that nowadays, after the end of the Cold War, the humanity is menaced by other dangers.

Exercises proposed for the Cold War lesson when students will work with the computer:

- a) Mark red the parts of the Helsinki Act favourable to Western states and blue – favourable for the USSR (see slide 40).
- b) Study the following pictures, create two slides in PowerPoint, one of which shows the spheres of influence between the USA and the USSR, and the another – the propaganda during the Cold War.

The pictures:

Revolution in Hungary; (1956)

Martin Luther King;

1968 in France;

Soviet intervention in Czechoslovakia (1968);

North Korean propaganda poster;

American propaganda poster.

## Section 6: Some web sites helpful in teaching History

Concerning Romanian History there is a very interesting site in English: [www.rotravel.com/romania/history/index.php](http://www.rotravel.com/romania/history/index.php).

The site contains several sections regarding the most important events of Romanian History: Introduction, Early History, The Geto-Dacians, Roman Dacia, Romanian Principalities, The Middle Ages, Nation Building Modern Age, Greater Romania, From Democracy to Dictatorship, The Communist Regime, The Return to Democracy. You can find 'special' data (Appendices): Dracula, between Legend and Reality, The Orthodox Church in Romania, Nicolae Ceausescu – a modern despot, etc.

<http://domino.kappa.ro/guvern.html>

Who wants to find information about Romanian History can use the site of the Romanian Government; the section entitled Illustrated History of Romania. 106 photos are showed here, very useful in the class.

[www.moldova.go.ro/pagini/istorie/htm](http://www.moldova.go.ro/pagini/istorie/htm)

Who is interested in certain aspects of Romanian History can find data (in English) about heraldry, for instance.

[www.activehistory.co.uk](http://www.activehistory.co.uk)

I like this British site. I think that it was created for teachers to encourage active methods of teaching History. The main page gives some links: Educational Games/Interactive Lessons, Video Shop, Search by Year Group, Search by Topic/Period, Sound and Film, etc.

The Games' section is incredibly interesting, for example: Interview Adolf Hitler (Interview the German dictator face to face!), Flying the Teacher (Answer 15 questions correctly on the chosen topic and send the teacher hurtling to his doom!), Time Machine journey to the Middle Ages (Explore a medieval town and village trying to find the missing pieces of your time machine!).

Yes, I like it very much.

## Section 7: Non-Internet ICT resources for school History

The Romanian Library isn't so rich in CD-ROMs as the British Library. The Centre for Romanian Studies published CD-ROM *History of Romania*. History of Romania was divided in five periods: 1) Antiquity, from pre-history through the formation of Romanian people on the territory of former Dacia; 2) The Middle Ages, from the early Romanian state formations to the momentary union of three Romanian principalities under the rule of Michael the Brave; 3) The Early Modern Age, from the beginning of the 17-th century to the end of Phanariot age; 4) The Modern Age, from 1821 to the completion of national unity in 1918; 5) 20-th Century, from 1918 to the present. The CD contains a sensitive map of Romanian historical provinces; approximately 200 photographs and 14 maps; over 40 video clips of important personalities.

During my classes I use the following movies: The Visit of Queen Mary in America in 1926; Nicolae Titulescu at the League of Nations; The Coronation of King Ferdinand and Queen Mary; The Evacuation of Bessarabia in June 1940; Romanian Troops at Stalingrad, Allied Bombardment of the Ploiesti Oil Fields; Brancusi Targu-Jiu Monuments; The Trial of Ion Antonescu; The Visit of American President Nixon to Romania; Nadia Comaneci; The Revolution of December 1989; etc.

Concerning the cultural heritage I use the CD entitled *Manastiri in Bucovina (Monasteries in Bucovina, English version)*. Bucovina is a region of Romania (the North of Moldova) where a great number of monasteries were built, five of which have exterior frescoes (Moldovita, Sucevita, Voronet, Gura Humorului, and Arbore). The CD contains a great number of photographs, movies, maps, religious songs, a treasure of Romanian culture and civilization. The CD is very useful illustrating the Romanian Middle Ages.

## Section 8: Barriers to ICT use

Technology may play tricks on you. For instance, a trivial power cut may turn everything upside down. However, as we have previously pointed out, the teacher is always ready to deal with various situations, so there is always a backup plan to carry out the lesson efficiently.

There are certain authors belonging to the Waldorf pedagogy, who demonstrate that the usage of the computer is not beneficial to students who haven't graduated from gymnasium. "Due to the fact that they (computers) are mathematical machines, forcing out both a purely abstract and mathematical reasoning and a usage of formal languages, we may conclude ... that they must not be used by students before the latter have graduated from gymnasium."<sup>4</sup> To this we may oppose the idea that a presentation programme is merely a means of providing the teacher with a great number of teaching aids to do a quality lesson. These presentation programmes are used only by the teacher.

The technical endowment of schools and teachers remains the most important problem. It goes without saying that few Romanian teachers can afford a computer. Despite this fact, so great has been the technological progress in this field of activity that the price of certain programming techniques has dropped rapidly.

Another problem is directly connected with teacher's excessive use of the computer. When you work in front of this magnificent utensil, you will most certainly notice that it is never bored, it is never hungry or upset, and it does everything you want it to do. The main danger lies in the fact that the passion for your work may steal away the notion of time, and without realizing it, you might find to have spent too much time in front of the computer. Your health may have serious consequences. The most common symptoms are smarting pain and reddened eyes, together with the headache occurring after a prolonged, uninterrupted work with the computer.

One of the obstacles to overcome is people's conservatism, especially among those who belong to older generations. Such people are afraid of using a utensil which they haven't been taught to use. "Man easily assimilates the idea which does not run counter to his interests, that does not come in contradiction with his own aspirations and that does not require an increased effort of him."<sup>5</sup> Many times we hear the following remark: "The classical methods remain the best!" I underline the word 'methods' as the difference in meanings of 'methods' and 'means' is unclear. Indeed, the methods have remained the same: discovery, colloquia, problem solution, and so on. Yet, the means the teacher may make use of are practically unlimited.

The methodology courses of universities do not rank the usage of the computer at History lessons as high as they should.

## Section 9: Best investments/ways forward to develop the use of ICTs in History teaching

In Romania teachers need laptops and data projectors. The government invests only in computers networks.

## Section 10: Any other comments about History and ICTs

A science of great complexity and multiple connections with other fields of activity, History offers unequalled educational valences. However, it is but tragedy that the younger generations witness a gradual yearly decrease in the number of History lessons in their timetables. To begin with, the unrivaled complex, 'holistic' nature of History is best conveyed the moment the teacher uses the computer to instruct not only his students, but himself as well. Then, the existing link between history and other fields of activity can be variously exemplified by reference to electronic presentations of documentary fragments and films, art reproductions, photographs, literary texts and musical pieces.<sup>6</sup>

The connection between history and philosophy can be illustrated by such documentaries as Plato's *The Republic* recorded from Discovery Civilization. A documentary fragment on the Crash in 1929–1933 (*People's Century* recorded from Discovery Channels) presents one as related between history and economy. Then, as far as the literature use at History lesson is concerned, literary texts belonging to various historical periods become the subject of analysis (Michelangelo, Wilfred Owen, and Siegfried Sassoon). Most eloquent examples are then given to illustrate the masterpieces of universal art at the History lesson. In this respect, the art of the cinema grows into a spectacular tool in hands of the teacher willing to offer such examples to his students. Within this context, one can dwell on the bond

<sup>4</sup> Rudolf Lanz – Pedagogia Waldorf. *Un drum pentru un înățământ mai uman*, pag. 239, Editura Fundației INTELLEGENȚIA, București, 2000.

<sup>5</sup> *Educația și dinamica ei*, Editura Tribuna Învățământului, București, 1998, pag. 27.

<sup>6</sup> Valentin Băluțoiu – *Predarea interdisciplinara a istoriei folosind calculatorului*, in „Studii și articole de istorie”, nr. LXIX, București, 2004, pag. 63-80.

existing between history and another, apparently parallel subject, such as sports. Moreover, science (and we here refer to Biology) can be used at History lessons to contribute to the development of positive attitudes among students. Finally, the daily life of past epochs conveys the fact that history is a living science, putting forth the lives of people who lived much the same way as we do nowadays, and perhaps dealt with many of our problems.

The interdisciplinary approach of the teacher is meant to improve the minds of younger generations with attitudes, such as compassion and aesthetic values, and to teach them to appreciate what men have built over the centuries.

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## **CASE STUDY/SERBIA AND MONTENEGRO**

### **Section 1: Data of the respondent**

Institution: Fifth Belgrade Grammar School  
Address: Beograd, Ilije Garašanina 24  
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Telephone: +381 11 32 36 367  
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Author of the study: Jelena Popović  
Date: 30 October 2004

### **Section 2: Biography details**

I work as a History teacher in one of the Belgrade's grammar schools with the students of 15–19. I organize the contest *Meeting with the Past*, which is the national contest of historical research works for secondary students. The contest started last year. Within the frame of the contest I have organized in-service teacher training *The Guide Through Historical Investigation*. I was a member of the curricular reform team for History of the Ministry of Education (2003–2004). I am the secretary of the Association for Social History – Euro-Clio for Serbia and its representative in Euro-story History Network. I participated in numerous professional national and international conferences.

### **Section 3: ICT facilities in my institution**

Fifth Belgrade Grammar School is one of prestigious grammar schools in Belgrade with 1100 students and about 80 teachers. Six specialized classrooms ('cabinets') for Physics, Chemistry, Biology, Arts, and Information technology exist in the school. All other subjects are taught in ordinary classrooms with no special didactic aids. We have 45 computers and 1 LCD projector, 40 computers are used for Information technology teaching and the rest 5 are used by school administration with no access for students. The teachers' room has no computer. Access to a computer for the teachers is not easy at all. There are a lot of problems to use them in a classroom (we haven't a single laptop). The school has Internet connection, but due to previously mentioned reasons teachers and students can't use it regularly.

### **Section 4: Generally, in what ways do you use ICTs?**

Some teachers at school as well as many of our students have computers at home. Although I, personally, use ICTs to prepare regular classes, I use it much more for the out-of-school activities. Many texts, illustrations, documents, and photographs from the Internet help make teaching process more interesting and understandable. Also, I suggest my students should use the Internet as a resource when they work on their term-papers and final examination. With some of my students I am in an e-mail contact.

### **Section 5: Particular examples of ICT use**

### **Section 6: Some web sites helpful in teaching History**

[www.rastko.org.yu](http://www.rastko.org.yu)  
[www.anarheologija.org](http://www.anarheologija.org)  
[www.fordham.edu/halsall](http://www.fordham.edu/halsall)  
[www.spc.org.yu](http://www.spc.org.yu)  
[www.snaga.org.yu/Ilustrovana\\_istorija\\_srba](http://www.snaga.org.yu/Ilustrovana_istorija_srba)  
[www.coe.int/T/E/Cultural\\_Co-operation/education/History\\_Teaching/History\\_in\\_the\\_20th\\_century/Teachers\\_handbook/handbookserbian.asp](http://www.coe.int/T/E/Cultural_Co-operation/education/History_Teaching/History_in_the_20th_century/Teachers_handbook/handbookserbian.asp)



### **Section 7: Non-Internet ICT resources for school History**

- The Ancient History (for fifth grade of primary school and first grade of secondary school), electronic version of the textbook.
- The Publishing House of Books and Teaching Aids.
- Mount Athos-Eight Centuries of The Chilandar – The Nemanych Dynasty.

### **Section 8: Barriers to ICT use**

1. No ICTs in classrooms.
2. Teachers don't know how to use ICTs, particularly for teaching.
3. Too rigid curriculum (which aims at acquiring facts about the past) doesn't leave the room for this kind of activities. Doing classes with ICTs is time-consuming and (in our situation) it could be applied only if we neglect some of the planned teaching units.

### **Section 9: Best investments/ways forward to develop the use of ICTs in History teaching**

### **Section 10: Any other comments about History and ICTs**

ICTs open wide range of opportunities. If it is used, it makes teaching process much more interesting and serious. Use of different materials (evidence) through the Internet (documents, photos, maps, etc.) supports understanding of certain historical events or persons and develops critical attitude of young generation toward the past.

### **Section 11: Any reports/information about the use of ICTs in school History in your country which might be useful**

I am unfamiliar with such information.

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## **CASE STUDY 1/UNITED KINGDOM**

### **Section 1: Data of the respondent**

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Date: 29 June 2004

### **Section 2: Biography details**

I used to teach History in a secondary school which is where I started to explore the use of ICTs in History teaching. Now I work on a year course which teaches History graduates to become History teachers in secondary schools. Getting them to be able to integrate ICTs into their preparation of lessons and their classroom teaching is an important aspect of the course, and all students must be at least reasonably competent in the use of ICTs if they are to pass the course and qualify as History teachers.

### **Section 3: ICT facilities in my institution**

We are very lucky in this respect in the UK because the government has put a lot of money into ICTs. In secondary schools the computer to pupil ratio is now 1: 5.4. In the School of Education we have two computer suites (for about 400 students), but we now also have about ten data projectors, and most staff have their own laptops, so this makes it easy to have whole class projection facilities when required. Some, but not all of the rooms have Internet connection. About 20 staff have to share the computer suites, and you have to book it when it is free, so my History students have about 8 taught sessions over the course of the year, but there is good access to computers for them elsewhere on the university campus to get access to the Internet, and about 90% of them have computers at home, with about 80% having Internet access at home. The university has just bought into the use of 'Blackboard', a Virtual Learning Environment, and this has made it very easy to communicate with students, send e-mails, share materials, post files, etc. so that they can develop their use of ICTs.

So overall, for us (and for most History teachers in the UK) it is still quite difficult to get access to a room which has 20 computers, but the data projectors and laptops mean that it is now fairly easy to get whole class projection facilities in one's teaching, and this has made a big difference – it's quite easy to use 'bits and pieces' of ICTs in teaching sessions. It would be better still if all rooms had Internet connections.

### **Section 4: Generally, in what ways do you use ICTs?**

Although I have bought lots of History CD-ROMs and other History software, I find that I don't use them that much. I mainly use ICTs for getting resources from the Internet and using them in generic applications, such as PowerPoint and Word. In Ben Walsh's words, it's a matter of building up 'learning packages' – a collection of resources on particular historical topics, which can then be used as part of a lesson, using a laptop and data projector. In particular I find the Internet a fantastic source of pictures and quotes about history. It's very helpful for teaching pupils that there are different interpretations of the past, so issues can be problem-stated, with the pupils being asked to think about the contradictions and uncertainties of various bits of evidence about the past. When I have got a room where there is Internet access and enough computers for students to work on, I like to set tasks using the Internet and PowerPoint to argue a case for something in history, whether someone or something was a good thing or a bad thing, how significant an event or person was, and then getting them to present their argument to the rest of the group. Although they use PowerPoint to present their case, it is the quality of exposition and questioning that really makes the difference between

good and bad History, but the use of presentation software often makes the students less self-conscious. With younger pupils I pre-select sites to work from, but older students can learn to make mature use of the Internet. I also try to find things on the Internet which demonstrate that the Internet is not a trustworthy source of information, and that you need the skills of a historian to work out how reliable the information is. I try to build up collections of pictures on particular historical topics and issues, so that when I do PowerPoint introductions to lessons, the PowerPoint presentation is less boring. For all the fuss about computers, I still use the television and video recorder more than computers. There are so many fantastic programmes about History on television, and the moving image can present events powerfully, so that you can make points very vividly, in a way that pupils will remember long after the lesson has finished.

### **Section 5: Particular examples of ICT use**

- a) In England, 'significance' is now an important element of school History. How do we evaluate the importance, the impact, consequences of particular events or people? I ask students (working in small groups of 3–5), "if you had to choose one person from the 20th century that you felt it was important for young people growing up in the first half of the 21st century to know about, who would it be?" Each group has to choose a person, and then they use the Internet and PowerPoint to construct a case for the significance/importance of one historical figure from the 20th century. Then they present their case to the rest of the class, and the class votes on which person has the strongest claim to be 'passed on' to the next generation. Students have chosen Mandela, Churchill, Stalin, Hitler, King, Gandhi, Lennon, Fleming, and others. One interesting example was Turing – who has been credited with inventing the modern computer and (according to Churchill) doing more than any other single human being to help win World War II – and yet hardly any of the students recognize a picture of him.

Regarding younger pupils, they can be given the criteria for assigning significance (how many lives did they affect, how gravely were people's lives affected, for how many years did they exert an influence, was there a symbolic significance to their influence, are they being 'passed on' as an example or a warning from the past, significant to whom? etc.). With older students, a preliminary part of the exercise can be to make them think about what the criteria for assigning significance are, without support.

The use of the Internet enables them to gather powerful visual and written evidence to support their claim, and PowerPoint helps present their case in a concise and striking manner. The computer helps 'scaffold' their case, and present confidently and with impact, and supports their exposition and questioning.

The exercise can easily be adapted to use in different historical contexts. Groups can be asked which the most significant event of World War II was – Dunkirk, D-Day, Pearl Harbour, Stalingrad, The Battle of the Atlantic, Hiroshima, etc (this allows for follow-up work on 'perspectives'), or to make a case for who was the most significant political leader of your country during the past century.

- b) The Internet is a fantastically rich resource for getting hold of visual sources. Just using Google image searches (and sometimes, a scanner for pictures I come across in newspapers, magazines), I have tried to build up a series of collections of images on particular themes – democracy, war, art, portraits, 9/11, imperialism, etc. which I can use to get students to discuss when I show them on PowerPoint, or print them off for classroom discussion in small groups. One collection which works well is a series of pictures of Queen Elizabeth II, from her coronation to the present day. Students are asked to put the pictures in chronological order and to try and explain why the images are different. The collection shows how deference to the monarchy has declined over the years, how the monarchy has changed in the way it tries to present itself to the people, how the press now publishes pictures which would have been unthinkable 50 years ago, and how the role of the monarchy has changed over the past half century.
- c) School History is now supposed to contribute to pupils' political literacy in the UK. There are some excellent interactive sites which can help pupils understand terms, such as 'left and right', and gain an understanding of the spectrum of the political parties. So, whenever we do a topic that is about the constitutional or political development in the UK (Magna Carta, The Diggers and Levellers in the English Civil War, the revolution of 1688, the Chartists, the Reform Acts of 1832, 1867), as part of the 'linking the past to the present', we can get them to try one of the interactive quizzes which helps identify their position on the political spectrum, and learn more about the positions of the political parties. Probably the best (because it is quick to do) is 'the world's smallest political quiz' at [www.self-gov.org](http://www.self-gov.org): 10 questions, then click to find out where you are in the political spectrum. Over 2 million people have taken the quiz, and you can find out more about various political concepts, such as 'libertarian', 'radical,' etc. The site can also help make an important point about the reliability of information on the Internet (in general it can be

helpful to build up a collection of ‘dodgy’ Internet sites – part of a historical education in the 21st century should be teaching young people that the Internet is not the ultimate source of truth and wisdom). A similar site is *Political Compass* ([www.politicalcompass.org](http://www.politicalcompass.org)).

Although you can just print off ‘the world’s smallest political quiz’ it works best if you have live Internet access as it is then possible to ‘score’ your results and find out how the other 2 million people responded to it.

- d) The Internet is a good place to find conflicting accounts and different interpretations of historical events/people. In the British National Curriculum for History, helping pupils to understand why there are ‘different stories’ (about both the past and in the present) is now an important part of school History. The strong emphasis in the US History Standards on the development of students’ abilities to compare competing historical interpretations of events has meant that many Internet sites in the US have also incorporated the presentation of different perspectives and interpretations of the past into the instructional design of their materials.

Reuben Moore provided a good example of the use of the Internet to set up a well-structured interpretation exercise by selecting three contrasting reviews of the film *Michael Collins*, and then using the following simple table to structure the pupil activity that stems from the three sources. This activity demonstrates that effective ‘interactivity’ is not about the volume of information which is ‘shifted’, but about the selection of appropriate sources, and the quality of the questions asked.

| Interpretation number | Did the writer think the film was good? | Why did the writer think it was good/bad? | Why was each interpretation written? | In what ways has this affected how it was written? |
|-----------------------|---|---|--------------------------------------|--|
| 1                     |   |   |                                      |  |
| 2                     |   |   |                                      |  |
| 3                     |   |   |                                      |  |

(The three reviews of the film can be accessed at <http://www.uea.ac.uk/~m242/historypgce/ict/collins>)

- e) Sites which specialize in a particular facet of school History: the following site was designed to focus particularly on the development of children’s understanding of time and chronology. It has a suggested framework for developing pupils’ understanding of time, a range of suggested activities for pupils of various ages, a discussion forum with the views of various people on the importance of pupils learning dates in school History, and a literature review of articles and book chapters about children’s understanding of time.

<http://www.uea.ac.uk/~m242/historypgce/time/welcome.htm>

### Section 6: Some web sites helpful for teaching History

Although these web sites have a bias toward British, European, and World History, many aspects of the instructional design of the sites could be adapted to be used with content from other countries. These are obviously thousands of History sites on the Internet, these are four of the sites which are most used by History teachers in the UK. I have tried to explain the features of the sites which make them so popular.

- a) The Learning Curve: <http://www.learningcurve.gov.uk/>

What’s good about it? It is a very good example of a site where attention has been paid to the quality of instructional design of the activities, rather than just being full of ‘lots of stuff’. Thought has been given to the question “What do History teachers need to be able to make use of these materials?” So, there is a downloadable guide, “How to use this site”, which stops the reader from drowning in oceans of information and gives practical advice on what to do with various sections of the site. The navigation of the site and book-marking of pages is also a model of good practice. There is a range of options for how to use the site, ‘exhibitions’, which are for depth studies (on topics, such as The Cold War, Crime and Punishment, 20th Century heroes and villains, the British Empire, The Great War 1914–18). The exhibition on the Cold War is a particularly good example of a topic which has been ‘problem-stated’ through the use

of enquiry questions, split into 'main' or big questions, and subsidiary enquiries. This is now a very common way of planning History lessons in the UK. There is also a range of activities focusing on History skills, in the 'focus on...' section, and some excellent 'quick' enquiries and activities which could be fitted onto part of a single lesson, using visual sources, 'snapshots', plus some film resources – again, with intelligently designed activities so that pupils can do worthwhile historical tasks with the materials rather than just browsing through them.

b) School History: <http://www.schoolhistory.co.uk>

This is by some way the most popular History web site for trainee teachers in the UK. Trainees have a very instrumental view of ICTs; they want something they can use as part of a lesson, and this site is designed to give them a range of materials. There are over 650 worksheets and 80 PowerPoint presentations on the site, a range of quizzes, games and simulations, revision lessons, and a History teachers' forum (<http://www.schoolhistory.co.uk>), where History teachers across the world can discuss and debate particular topics, share information and ideas. There are now hundreds of contributors to the forum, and when I logged on, there were 46 History teachers currently using the site.

c) The BBC's History web site: [www.bbc.co.uk/history](http://www.bbc.co.uk/history)

Vast but well-designed so that it is easy to navigate, millions of pounds have been invested in this site so it is in some way 'the Rolls-Royce' of History web sites (many other popular History web sites in the UK are run by heads of History departments in their spare time). Again, attention has been paid to what the students might do with the information once they have accessed it. The History 'trails' are perhaps the equivalent of the Learning Curve's exhibitions, with features on *How to do History*, *Wars and Conflict* and *Church and State*. The site benefits from the BBC's extensive archive of moving image materials.

d) The Humanities web site, International School, Toulouse: <http://www.intst.net/humanities/information/index.htm>

History section of the site (with over 30,000 files) is one of the most impressive repositories of ideas for engaging pupils in active learning using ICTs, with activities which are genuinely historical in nature, and which make pupils think about the past, rather than simply undertake comprehension and retention exercises. It also has 'cutting edge' activities which involve the pupils in using digital video to discuss, debate, and argue about the past.

## **Section 7: Non-Internet ICT resources for school History**

a) The British Library's CD-ROMs

The British Library's CD-ROMs are (in my opinion) the best designed History CD-ROMs for school History. They have received rave reviews from teachers and have sold well since their publication, in spite of being more expensive than many commercial CD-ROMs. The two most recent and most successful are *The Making of the United Kingdom, Britain 1500–1750*, and *Britain 1750–1900*. If you are thinking of designing a CD-ROM for your own national history, these CD-ROMs would give you a good idea about design and pedagogy issues. Again, at the heart of the projects is the problem-statement of the past, with a series of structured enquiry questions (e.g. "was the English Civil War the fault of Charles I or was it due to factors beyond his control?") The pupils are then given a range of visual and written sources and they have to work out an answer to the problem. There is excellent support to help them with their enquiries). Both CD-ROMs focus principally on British History, but exploring the design of these CD-ROMs would give teachers insight into the sort of meaningful and worthwhile pupil activities which can be part of CD-ROM design.

b) *The Troubled Century* CD-ROM

This CD-ROM focused on the 20th century history has a feature, which enables learners to 'role-play' some of the key events of the century. For example, they can play the roles of the Russian and US leaders in the Cuban Missile Crisis, and explore the motives of the two protagonists. Although it is flawed in that it gives a rather naive and unhistorical 'what historians think' explanation (as if they all agree on the Crisis), it does serve to get students discussing and debating the crises.

c) Word processing activities

It is only over the past four to five years that word processing has been widely used in History classrooms to address high-order thinking and conceptual understanding, rather than to get pupils to 'copy up in neat' handwritten work. As Ben

Walsh has pointed out, the word processor “can search, annotate, organize, classify, draft, reorganize, redraft, and save that fundamental of the historian, the printed word.... It is not a typewriter; it is an awesome tool for handling information.” It can be a real help in getting pupils to classify and organize information, by cutting and pasting information into tables and using writing frames to structure analytical and discursive writing. The following exercise is about the causes of the English Civil War, but the table and writing frame could be adapted to be used with any historical event.

First, pupils are given a table with 20 statements about England in the period leading up to the Civil War which broke out in 1642 (Part 1). Then they have to cut and paste statements into the appropriate boxes in Part 2. The word processor helps them sort, organize, and classify the information more quickly than laborious handwritten transcription, leaving more time for them to discuss, argue, and debate the historical questions arising out of the information. They can also be asked to delete information which they think is not relevant to the outbreak of the civil war, to put less important causes in smaller font, more important causes in bold font, etc.

**Part 1**

|  |  |  |  |
|--|--|--|--|
| In 1642, the king tried to arrest some MPs and have them put in prison, but they escaped.                              | Some of the king's friends were Catholics.   | Charles spent a lot of money on paintings, his family, and the expenses of the royal court.      | In 1626, Parliament refused to raise money for the king.   |
| Charles' wife was a Catholic.  | Charles was shy, quiet and had a bad stutter.  | Charles was only 4 feet 7 inches tall.   | Charles' wife was French.  |
| In 1634 Charles imposed an unpopular new tax called <i>Ship Money</i> .  | Some text books suggest that Charles firmly believed he should keep all the real power of ruling the country to himself and that no one had the right to question his decisions. | Charles was very fond of dogs, particularly spaniels.  | In 1640, Charles fought a war against Scotland and lost it.  |
| Charles made changes in religion which many people disliked and cut off the ears of some of the people who complained. | In 1625, an expedition against Spain was a disastrous defeat.  | Later in 1642, Charles got an army together and declared war on Parliament.                      | In 1628, Charles waged a military campaign against France and lost.  |
| In 1629, Charles dissolved Parliament and ruled without one for the next 11 years.                                     | In 1640, the Irish rebelled against Charles.   | In 1641, Charles had to go to Parliament to ask for more money to fight the Irish and the Scots. | Later in 1642, after the attempt to arrest the 5 MPs, there were riots and demonstrations against the king in London. He had to leave London for his own safety. |

**Part 2**

**Key Question: Why did a civil war break out in England in 1642?**

**Table 1**

Events of 1625–42 leading to the outbreak of the Civil War

|      |  |
|------|--|
| 1625 |  |
| 1626 |  |
| 1628 |  |
| 1629 |  |
| 1634 |  |
| 1640 |  |
| 1642 |  |

**Case Studies**

*Table 2*

| Situations | Events |
|------------|--------|
|            |        |
|            |        |
|            |        |

*Table 3*

| Religion | Arguments between the king and Parliament | Money | How Charles was as a person | Problems with other countries |
|----------|---|-------|-----------------------------|-------------------------------|
|          |   |       |                             |                               |
|          |   |       |                             |                               |
|          |   |       |                             |                               |

*Table 4A*

| Long-term causes |
|------------------|
| 1                |
|                  |
| 2                |
|                  |

*Table 4B*

| Short-term causes |
|-------------------|
| 1                 |
|                   |
| 2                 |
|                   |

**Putting it all together**

*What were the causes of the war between King Charles and Parliament in 1642?*

There were some long-term problems between the king and Parliament even before Charles came to the throne.

*Look at Table 4A.*

Many of these problems got worse during the course of Charles' reign. Religion was one such problem.....

*Look at Table 3.*

Money was also a problem....

*Look at Table 3.*

Things were made worse by conflicts with other countries...

*Look at Table 3.*

How Charles was, as a person, also caused problems...

*Look at Table 3.*

The last straw was when....

*Look at Table 4B.*

## **Section 8: Barriers to ICT use**

We are lucky in England with the number of computers in schools but access to computers is still the biggest problem. Most of the money has gone into building suites of computer rooms which have to be booked in advance, and which many teachers don't like using. Few classrooms have whole class projection facilities so that a computer can be used for 'bits and pieces' of a lesson, as and when the need arises. Most schools don't have many data projectors – something which would help solve this problem.

The other big problem is teachers' time – probably the most precious resource in education at the moment. There is so much 'stuff', so many ICT developments to keep up with, and teachers struggle to find time to integrate ICTs into their day-to-day practice. Think of the time it would take to thoroughly explore just one of the History web sites mentioned in Section 6 – dozens of hours – so time must be given to teachers to explore/find out/experiment with ICT resources. There is also a temptation for teachers to accumulate more and more ICT resources – buying software and CD-ROMs, book-marking History web sites, without spending a commensurate amount of time thinking about how to integrate the materials into day-to-day teaching.

Ten years ago, confidence in the use of ICTs was an issue, but now most teachers know how to use a computer. Access to computers in ordinary teaching rooms and lack of time to develop the use of ICTs applications are now the two main barriers in the UK.

## **Section 9: Best investments/ways forward to develop the use of ICTs in History teaching**

The thing that has made more difference than anything to my use of ICTs in History teaching is getting a cheap data projector and laptop so that I can use ICTs whenever I want, rather than having to book a specialist computer room. The price of data projectors has come down a lot in recent years. In the UK there are now offers where you can buy a laptop computer and a data projector for under £1,000. The emerging consensus of History teachers in the UK is that it is ideal if you have a combination of a laptop and data projector and 3–5 computers in the History room, and that this could be funded by investing less in specialist ICTs suites.

Giving teachers time out of the classroom so that they can develop ideas and resources using ICTs would also help move things forward. Giving them a few weeks to develop ICTs agendas would revolutionize practice. Also, giving teachers a laptop computer when they go into the profession would be another way of getting teachers to be completely relaxed and confident in the use of ICTs. These 3 things would be my suggested priorities for investment.

The authorities are still promoting more support booklets and web sites for ICT use, but teachers are already drowning in information about ICTs. What they need most are easy access and time to think what to do with ICTs.

## **Section 10: Any other comments about History and ICTs**

Just to say that improved Internet access for pupils in schools means that we are now moving into a situation where some schools could reasonably set Internet-based homework tasks for pupils. Given that nearly all History teachers in the UK moan about not having enough time on the timetable to teach History, this could have a transformative effect on the use of ICTs in school History, in that it could revolutionize the quality of homework tasks which pupils are given, and mean that many pupils spend as much time learning History outside the classroom as within it. Also, with the recent improvements in DVD technology, it is getting easier to integrate moving image clips into PowerPoint



presentations. This can transform the impact and quality of such presentations (how many of us haven't been bored at one time or another by dreary PowerPoint presentations which bombard us with information?).

**Section 11: Any reports/information about the use of ICTs in school History in your country which might be useful**

Two important sources of information: the Fischer Trust surveys of the use of ICTs in school History (<http://www.fischertrust.org/history.htm>), and the Department for Education and Skills surveys of ICT use (<http://www.dfes.gov.uk/rsgateway/DB/SBU/b000421/index.shtml>).

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## **CASE STUDY 2/UNITED KINGDOM**

### **Section 1: Data of the respondent**

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Author of case study: Alf Wilkinson  
Date: 01 May 2004

### **Section 2: Biography details**

My name is Alf Wilkinson, and I have been teaching History for more than 30 years. I first began using computers in the 1980s, when you needed a tape recorder to store your data, and everything was very slow! I took a Masters Degree in 1984–85, and one of the options was *Computers in Education*, and this gave me a chance to explore what computers can do in History teaching and learning. I now work for the Historical Association as their Professional Development manager.

### **Section 3: ICT facilities in my institution**

Not relevant in my present circumstances.

### **Section 4: Generally, in what ways do you use ICTs?**

In my opinion there are two main reasons for using computers at History lessons – either to do something you could not otherwise do; or to do something you can already do, but do it better. To borrow a simple example from science – it is very difficult to create a nuclear reaction in a school laboratory, but it is very easy to simulate one on a computer screen! Similarly, it is difficult to run the Battle of the Somme in the classroom, or on the school field, yet it is relatively easy to create a computer programme that allows you to re-run the battle, and change events to see if you could do any better. In fact it was these early simulations, published by Tressell in England that really got me into using computers. Since then I have become fascinated by the way computers can aid teaching and learning. But we must remember that they are only a tool to be used as appropriate, like a TV, video, textbook, or teacher talk. They will never replace the teacher!

For examples of how I think ICTs can be effectively used in History teaching and learning see my web site: [www.burntcakes.com](http://www.burntcakes.com)

### **Section 5: Particular examples of ICT use**

Eg. 1: One lesson that really convinced me that computers are useful involved census data. In England we have had a census every 10 years since 1801, and most of this information is easily available. But, if you try to use the original information in the classroom, pupils get lost easily – they drown in a sea of paper. Even in a small village of 400 or 500 people the mechanics of searching for information make it hard to really find out information about the people living in the village. One thing computers are good at is searching information. They can search 500 people – or 5,000 people – very quickly, leaving the pupils free to ask the History questions.

In England, 1851 is regarded as an important year. In 1851 more people worked in industry than agriculture for the first time, and more people lived in towns than in the countryside. The Industrial Revolution was really happening! Older text books really emphasize this. I copied a page from an old text book for my pupils, it went something like this:

...In 1851 most people lived in towns. They worked in factories. They had large families, because so many children died in the horrid conditions of the new industrial cities. Most people died before they were 20.....

I entered the census data for the part of the town I was teaching in onto a database, then I asked the pupils to see if the text book was right. Within two minutes they were excitedly telling me that the History book had to be wrong – because they had found Granny Smith who was 86, or because the Jones family only had one child, or that most people in the town worked as farm laborers. To me, the pupils were doing real History – they were asking questions of the evidence, they were questioning the text book’s interpretation, they were suggesting other ways of viewing the past. All this was something they could not have done any other way.

Fig. 2: I recently taught a lesson on the Assassination of Franz Ferdinand in June 1914 – the event that triggered WW1. By searching the Internet – image search only – I found about 20 images that together told the story of the day, in a way a text book couldn’t. Immediately the students were hooked. In PowerPoint they were asked to provide a commentary to the images – and groups produced very different commentaries. This raised the question of interpretations, bias, of how we look at the evidence. Visual learners prefer this approach, compared to the more traditional text book approach.

### **Section 6: Some web sites helpful for teaching History**

<http://hastings1066.com/baythumb.shtml> gives you a complete copy of the Bayeux Tapestry. Students can explore the whole tapestry for details of the Battle of Hastings, and explore the issue of bias. The web site also has lots of other pertinent detail – some far too complex for 11 year old pupils!

I have used this in a number of ways – selecting pictures and asking pupils to tell the story; jumbling pictures and asking pupils to work out the correct order; asking pupils to add text inscriptions to pictures – all aiming to get a clearer picture (a) of events in 1066 and (b) of the validity of the tapestry as evidence.

<http://www.schoolhistory.co.uk/forum/> is a site run by History teachers for History teachers. They hold regular seminars on ‘how to do’ things – not just ICT-based activities; they also have lots of colleagues willing to share their experiences and expertise with trainee teachers, with teachers facing specific problems, and so on. It shows the power of ICTs to enable teachers to communicate with each other, but more importantly to support each other in a way that was previously unthinkable.

### **Section 7: Non-Internet ICT resources for school History**

Two recent CD-ROMS from Film Education – *First Day on the Somme* and *D-Day* allow pupils to edit visual and moving images, and create their own soundtrack, or edit/select from existing options. The software takes care of the ‘tekkie’ bits, leaving the pupils to focus on History – interpretations in this case, and the reliability of visual evidence.

### **Section 8: Barriers to ICT use**

Access is still the major issue in the UK – the DfES is really pushing ‘embedding’ ICTs in teaching and learning, and you will only embed ICTs when teachers can get hold of it and use it when they need it – on the spot – not have to book it far in advance.

Teacher confidence goes along with this. Most teachers use ICTs in lesson preparation, but many fewer do so in their teaching. Both issues are clearly related – you only become confident when you have regular access to the technology, and have time to think carefully about how best to use it.

### **Section 9: The best investments/ways forward for developing the use of ICTs in History teaching**

Helping teachers develop the confidence to use ICTs in their lessons – by ‘hands on’ support, by watching other colleagues (and team-teaching), and by letting them try and make mistakes, and learn from those mistakes, without castigating them.

**Section 10: Any other comments about History and ICTs**

The potential to change the way we teach and learn History is huge – it is well worth persevering with the effort to effect change.

**Section 11: Any reports/information about the use of ICTs in school History in your country which might be useful**

Two important sources of information: the Fischer Trust surveys of the use of ICTs in school History (<http://www.fischertrust.org/history.htm>), and the Department for Education and Skills surveys of ICT use (<http://www.dfes.gov.uk/rsgateway/DB/SBU/b000421/index.shtml>).

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## **CASE STUDY 3/UNITED KINGDOM**

### **Section 1: Data of the respondent**

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Author of case study: Rebecca Royce

Date: 9 July 2004

### **Section 2: Biography details**

I have just passed my PGCE, a one-year course that teaches History graduates to become History teachers in secondary schools. I am currently supply teaching at the urban mixed comprehensive where I did my teaching practice, and start my first permanent post in September.

I previously worked as a History editor in ProQuest, an electronic publishing company. I commissioned and edited content for ProQuest Learning: History, a subscription web site that supports the teaching of History in secondary schools.

### **Section 3: ICT facilities in my institution**

In 2002, Hellesdon High achieved specialist school status as a Community Technology College. This means that the school has received extra money to upgrade its ICT facilities: there are now five ICT rooms, each with between 15 and 30 computers. For teachers of subjects like History, specialist school status has been a mixed blessing. Although there are more ICT rooms than before, the ICT department now makes more block-bookings, because pupils have more technology lessons. The result is that I only succeed in booking a suite about once a week. It is rarely possible to book a block of lessons for a single class: this means that a task can't be too ambitious, because it has to be completed in a single lesson.

Although there is only one data projector in school, few teachers know of its existence so I have no trouble booking it whenever I want. Every classroom has a pull-down screen, and I link the projector to my own laptop. Most classrooms have a PC with broad-band Internet. Teachers use these computers for planning lessons and creating resources, but so far there is limited sharing of material on the school network.

Setting Internet homework for pupils is possible: most of them have access at home, and the library is open at lunchtime and after school.

### **Section 4: Generally, in what ways do you use ICTs?**

#### **The data projector**

Although I occasionally use video or the ICT suite, the technology that has had the greatest impact on my teaching is the data projector. Having sat through many 'death by PowerPoint' presentations myself, I tend to keep text to a minimum, instead using images and interactivity to engage and motivate pupils.

*Images:* The greatest benefit for me of the projector is childishly simple. I have found on several occasions that copying an arresting image from the Internet, blowing it up in PowerPoint, and projecting it onto the big screen can reduce pupils to stunned silence. One starter that made a particularly strong impact was projecting Nick Ut's famous Viet Nam picture, while pupils read Kim Phuk's description of the napalm attack.

I have used the projector to improve the way pupils analyse picture sources. Pupils use the PowerPoint pen (right click/Pointer options/pen) to circle different aspects of the picture in various colours. This gives a graphic illustration of how to identify the several layers of meaning in a picture, something that many of my pupils struggle with.

*Interactivity:* I am continually amazed at how motivating pupils find seeing their own writing projected on the screen. I often use the technique of getting pupils to feedback by typing into tables or spider diagrams on PowerPoint (remember that you have to be in Normal View rather than Slide Show view for this to work).

### **Classroom Computer**

I use access to the classroom computer as a way of rewarding students who work well and finish quickly. For example, in a recent lesson on slavery, a pupil found pictures and information about the eddoes and yams that made up the slaves' diet, and showed them to the rest of the class.

### **Using technology in my preparation**

Although at the beginning of my training I planned all my lessons conscientiously on computer, this has rather gone by the wayside – four lines in a planner are the most I manage now. Nevertheless, the Internet remains my first port of call when I am stuck for an idea for a lesson.

## **Section 5: Particular examples of ICT use**

### **Hotspots: D-Day decisions (data projector)**

One of my biggest successes using PowerPoint has been in creating decision-making games. For the D-Day activity, pupils are divided into groups A, B, and C, with different information on three topics: the location, strategy and commander of the landings. Using the hot spot functionality in PowerPoint, the class is presented with a series of options. The group A pupils click through to the pictures and information on their topic and argue their case to the rest of the class, and so on with groups B and C. The class decision is made by vote, and then the pupils are presented with what actually happened.

What I particularly like about such activities is that the presentation is merely the backdrop to a class debate, rather than entire focus of the lesson. The main problem with this activity is that confident pupils can dominate, although I have found that having the ICTs as a crutch makes pupils less self-conscious than usual about arguing their case.

### **Cold War presentation (ICT suite)**

ICTs can be a substitute for thinking: some pupils need a lot of persuading that 50 pages printed from Encarta doesn't constitute a project. I've recently been experimenting with using PowerPoint to force lower ability pupils to think.

One activity that worked well with a very low ability group was a presentation on the Cold War. Each pupil chose an event, e.g. the Cuban Missile crisis. I provided him/her with a word document hyperlinked to easy web sites, and a template PowerPoint presentation. Each slide had a key question (e.g. How serious was it?). The tight structure and low word count forced pupils to be selective and address the question. I used the Master Slide functionality to pre-format the presentations, so pupils couldn't fiddle around changing the background. As a reward to those who finished, I allowed them to personalize their presentation. This activity was quite challenging for many of the pupils, but they were proud of what they had achieved when they presented their work to their classmates.

This activity could be adapted to any subject. It's not ground breaking stuff, but it did overcome the main problem with lessons in the ICT room: pupils wasting time in aimless Internet browsing and creating whizzy special effects.

## **Section 6: Some web sites helpful for teaching History**

I make greatest use of sites, such as Spartacus ([www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)) and Schools History (<http://www.school-history.co.uk/>), which are probably too well known to need much description. Spartacus is too text heavy for my pupils, but useful for my own research. Schools History is great because it has got tried and tested activities made by teachers, and some very good interactive diagrams for revision. My students particularly like the Fling the Teacher revision questions.

<http://www.learningcurve.gov.uk/>

This site from the National Archives has some very good stuff on History skills, as well as in depth material on topics, such as the suffragettes.

<http://www.proquestlearning.co.uk/history/>

I'm biased because I edited it, but there are some very good interactive lessons, maps and pictures on this site. Unfortunately it's subscription only, but there is some changing free content. I have used the interactive lesson on castles to good effect – my 11-year olds liked building the motte-and-bailey castle on the screen.

These are the sites that I use most frequently (plus, of course the BBC, which is a first port of call for virtually anything). There's also a long list of sites I use for particular topics, e.g. <http://www.coldwar.org/> for the Cold War.

## **Section 7: Non-Internet ICT resources for History**

Neither of the schools I have worked in has had any CD-ROMs or History software.

## **Section 8: Barriers to ICT use**

Computers were sold to schools on the promise that they would enhance learning, increase efficiency, and save teachers' time. Often they haven't lived up to expectations. Most teachers find that preparing a decent lesson in an ICT suite takes more time than preparing a traditional lesson, and even then the educational outcomes are sometimes dubious. Many teachers see ICTs as something they are forced to do to tick the box on their inspection report.

I am beginning to think that more ICT suites are not the forward. A fixed data projector in every classroom, plus a laptop for every teacher would take the hassle out of teaching with ICTs. Such lessons would become as easy to prepare and manage as a traditional lesson, especially if combined with a couple of networked computers in each classroom.

One reason why some teachers see ICTs as such a burden is that school networks and ICTs administration are often crazily inefficient. For example, last week I spent half a day inputting National Curriculum levels into a spreadsheet; the previous week I had spent a similar amount of time typing the same levels into a database. All it would take would be a simple routine to get the two to talk to each other, but nobody seems to have the time, skills, or imagination to make such things happen. Teachers are constantly faced with ICT solutions that are not solutions at all – they take longer to do than the old system. Until schools really think about how to make ICTs easy for teachers – by providing every one with a networked laptop for example – it will continue to be seen as a burden rather than a time-saver.

What I find particularly worrying is that schools hurl all this money at hardware – the latest interactive whiteboard and so on – without checking that their teachers understand the basics, like how to save onto the network. This means that teachers miss out on the very simple things that could revolutionize work in their department, in particular well-organized file sharing. Teachers' addiction to storing data on their hard drives wastes a huge amount of time: they spend hours creating resources almost identical to the ones their colleagues made the previous year. Even worse, important documents, such as schemes of work are stored on floppies and hard drives, ready to be lost or corrupted.

Until these problems of access to projectors, administration and file sharing are sorted out many teachers will continue to see ICTs as a burden rather than a blessing.

## **Section 9: Best investments/ways forward to develop the use of ICTs in History teaching**

More projectors.

Laptops for teachers.

More efficient ICT administration in schools (see above).

## **Section 10: Any other comments**

## **Section 11: Any reports or information about ICTs in school History**

**WORKSHOP**

**ICTs IN HISTORY EDUCATION**

27 March 2004, Sofia, Bulgaria

**Final Report**

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## EXECUTIVE SUMMARY

On 27 March 2004 IITE held the workshop *ICTs in History Education* in Sofia, Bulgaria. The workshop was run by two experts from the United Kingdom – Prof. Terry Haydn, Senior Lecturer, University of East Anglia, and Mr Alf Wilkinson, Professional Development Manager, Historical Association.

Ten participants from four countries (Bulgaria, Romania, Serbia and Montenegro, and Turkey) took part in the event.

### **Session 1: Presentation by the invited speaker Terry Haydn, School of Education, University of East Anglia, UK, *Factors That Help or Hinder the Use of ICTs in History Teaching***

The report was based on the research undertaken in the UK over the past eight years on History teachers' use of ICTs in their subject teaching. This was partly a review of existing literature in the field, though based on questionnaire and interview surveys which were explored and discussed by the delegates at the seminar, with reflections on national differences emerging from the discussions.

The presentation pointed out that in spite of massive investment in ICTs in the UK and the belief of some UK politicians that ICTs were a fairly unproblematic educational miracle, in spite of a computer to pupil ratio of 1:5.4 in UK secondary schools, the recent research shows that there are still about 60% History teachers who make little or no use of computers in their teaching. However, in spite of uneven progress, there is the emerging evidence to suggest that many History teachers are beginning to find ways of ICT integration into classroom practice. Drawing on a longitudinal study of History teachers' use of ICTs in the UK over the past eight years, the presentation explored some of the factors which have helped and hindered History teachers in their use of ICTs and their views on how the 'rhetoric-reality gap' between what is claimed for the use of ICTs and what is current practice, might be reduced.

Although many History teachers still don't make extensive use of computers in their practice, the reasons for that have changed over the past ten years. Whereas confidence issues were influential in the mid 1990s, recent surveys suggest that most teachers are fairly confident and relaxed about the computer and the Internet. 'Difficulties in gaining access to computers' and 'lack of time to plan how to integrate the computers into lessons' have emerged as by some way the most influential deterrents to computer use, with the latter overtaking access as an issue for History teachers in some phases of data collection.

Many teachers and trainees surveyed suggested that making more time available for teachers to work collaboratively to develop the use of ICTs in subject teaching would be a useful way forward. Very few felt that the provision of more support and guidance packages should be a priority in terms of investment in ICTs. In the USA, significant progress of ICTs was made when teachers were given one term or full year secondments to explore ICTs potential for their subject. The USA is not the only country to realize that giving teachers more time to work out what to do with ICTs is as important an agenda as the access: the Finnish education system also has a more generous provision in terms of giving teachers time, and there has also been more emphasis on cooperation methods to maximize the percolation of ideas and developments. 'Teachers' time' comes out from the surveys as one of the most precious and 'stretched' resources in education. The findings at the three stages of data collection suggest that lack of time to explore ICT agendas to the full because of other commitments was a powerful barrier to progress in ICTs.

Access turned out to be the other major deterrent to ICT use. Although there is now over a million computers in UK schools, the issue of *where* computers are deployed in schools remains, and the results of the surveys suggest that throughout the period in question, History teachers and trainees found it difficult to get access to the computers in 'ordinary' History study rooms. Currently, the majority of History departments in the UK don't have easy access to a networked suite of computers, nor to whole-class projection facilities in any History study room. The move toward investment in networked suites has meant that some History departments still don't possess any computers in their study rooms. This makes it very difficult to integrate elements of ICTs into day-to-day teaching, so that computers can be used not as a special event or to impress others, but naturally, when the need arises.

It is interesting to note that in the USA, the move has been *away from* networked suites in high schools. In some states, more than 60% computers are located in classrooms as against separate computer suites, and the data projector happens to be a 'killer application' increasing the ease with which ICTs can be integrated into teaching, together with what Cuban term 'the current wisdom' of five to seven desktop computers per class. This is consistent with some recent UK research which reports teachers expressing a growing preference for clusters of classroom-based or subject-dedicated computers against ICT suites to allow better integration of ICTs into daily lessons. Current arrangements for the use of computers in secondary History don't generally provide for such integration.

In terms of future investment in ICTs, one way forward would be for History departments to have at least one study room with a computer and a video linked to whole-class projection facilities, be it a data projector or the cheapest option of a lead connecting a computer to a large television screen. In the USA, where departmental budgets may be more munificent, Slatta (2001) argues for the combination of a laptop computer and a data projector as the most effective means of enabling flexible deployment of ICTs. The interviews with History teachers in the second and third phase of data collection display several instances of support for this option.

Data from the surveys conducted by the author implies that the main concern of teachers in relation to new technology is whether it will help them teach their subject effectively. The move toward specialized network rooms, with the need to move the pupils to the room, to book the room in advance, and the limitations on the availability of networked computer suites, meant that for most teachers to make routine use of ICTs was inconvenient and ineffective. The dominating 'network room' paradigm over the past decade has imposed 'a straight jacket' on History teachers' use of computers.

The survey also showed the ways in which teachers' use of ICTs in the UK has changed over the past few years. More recently the use of the Internet, PowerPoint, and word processing has become the most frequently used applications. The Internet in particular has turned to be a powerful resource for History teachers.

The facility of the Internet to provide multiple representations appears to have significantly enhanced its capacity for History teachers, given the importance attached to 'interpretations' in modern History teaching. The moves toward using school History to develop pupils' ability to handle information 'intelligently', in the sense of understanding the principles of procedure which historians apply to the study of sources has also made the Internet an invaluable resource for History teachers.

Trainees' responses showed that there are already some schools where computer access means the possibility for History teachers to set homework and preparatory tasks which involve Internet use. Not only does this offer the opportunity to improve the quality of such tasks, it gives further opportunities for pupils to 'do History' outside the classroom, an important consideration, given the limitations on curriculum time allocated to History in secondary schools. The increasing number of schools in the UK will likely be in a position to set out of class tasks using ICTs with continued improvements in access to ICTs this is a potentially significant step forward in the use of ICTs in secondary school History.

The findings of the second and third phases of data collection suggest that the key ICT skill for History teachers in future will be 'integration literacy', meaning 'the ability to use computers and other technologies combined with a variety of teaching and learning strategies to enhance students' learning'. The essential conclusion to be drawn from this study in relation to History teachers' use of ICTs is not whether they use application A more than application B, but the context in which they use ICT applications in general. There is a marked advantage of an 'ordinary' teaching environment to use ICTs in against a specialized ICT room.

## **Session 2: Presentation by the invited speaker Alf Wilkinson, Historical Association, UK, *Embedding ICTs in the Teaching and Learning of History***

Alf's presentation detailed the rationale for using computers to enhance teaching and learning of History; stressing the importance of being clear about exactly what way ICTs offered the advantages for effective learning. The presentation gave a wide range of examples of the ways in which ICTs have been used in History teaching in the UK.

The British National Curriculum spells out explicitly the key concepts of ICT capability related to teaching and learning. These include making it easier to find things out and deploying data and information sources, searching and selecting, organizing and investigating. ICTs simplify the ways and enables learners to develop their ideas and make things happen, as well as to review, modify, and evaluate their work as it progresses.

In terms of using data and information sources:

- 7-grade pupils (11–12 year olds) might be asked to look at a web site that illustrates the Bayeux Tapestry and to tell the story of the Norman Invasion from the tapestry. By asking them whose point of view the tapestry presents, and whose point of view is missing, pupils are taught to see the limitations of using only one type of evidence.
- 8-grade pupils could be asked to study the Armada. By giving them a Spanish interpretation of the events they should be challenged to consider a viewpoint and its importance in reading and writing History.
- Pupils of 7–9 grades could study digital video clips from documentaries. They begin by watching clips with the sound muted, then with the sound played, afterwards consider how the voice affected the perception and effect of the clip. Using editing software pupils could experiment with the effects of different soundtracks on clips.

In terms of searching and selecting:

- 8-grade pupils could be asked to carry out a ‘Google’ Image Search on Henry VIII. This will produce a huge variety of images of the King – old, young, fat, thin, as well as plenty of images that are irrelevant. They can be asked to choose one or two images that best support their view of Henry VIII.
- Pupils could be given a very simple desk top publishing activity about the execution of Charles I. The page could be pre-formed as a newspaper, with headlines, sub headings, space for text and pictures. Two sets of each could be provided – one pro-Royalist, one anti-, some might even be barely relevant or not at all. Pupils could be asked to select material to form a consistent newspaper front page telling one side of the story.
- Pupils of 9 grade could be given a data capture sheet for categorising web sites on the Great War. Such sheet would include details such as date, origin and purpose of the site as well as main areas of interest (e.g. poetry/literature, political, military technology) of the site and its contributors. Pupils then use a search engine with a broad topic such as World War 1 and try to develop a profile of the main focus of the many Great War sites. Work could then be refined by asking pupils to compare the sites which fit within categories. They might complete their work with a web page of reviews designed to help other pupils looking for information on the Great War.
- 7-grade pupils could use a simple database on, for instance, castles. They could try to decide when most castles were built, when castles changed from timber to stone, or when castles stopped being fortresses and became homes. All these questions can be based on the HA/Becta database *Medieval Castles*. This encourages pupils to decide which questions to ask as well as to find out the changes in the design and function of castles.

In terms of organizing and investigating:

- 9-grade pupils might be asked to interrogate census data as part of a local study. By comparing present-day buildings, maps, and photographs they can explore how the local area has changed over time. The census data might have to be inserted into the database, thereby help explain where it originates from – but this could legitimately be done as part of an ICT lesson, not a History one.

In terms of developing ideas and making things happen:

- Simulations/models can form an important part of learning History. “What if...?” questions can be a powerful learning tool. By trying to, for instance, succeed on the first day of the Battle of the Somme, in World War 1, pupils get a very different perception of General Haig and the battle compared to the one gained by looking at the photos and figures. They might even come to the conclusion that given the constraints of the time Haig did rather well! However, as defined here, modelling is not appropriate in teaching and learning of History.
- Pupils of 9 grade could be given stock market figures for certain businesses in the USA and beyond in the period 1928–29. Using the same processes as in the previous example they might be asked to examine whether the Wall Street Crash of 1929 could reasonably have been predicted.

In terms of sharing and exchanging information:

- 7-grade pupils might be asked to produce a simple text-based PowerPoint presentation on why William won Harold lost the Battle of Hastings. A simple PowerPoint presentation means careful selection of minimum text to express quite complicated ideas.
- 8-grade pupils might be asked to make a multimedia presentation on their work on the Tudors, for example, to show to younger pupils – either in their own school or on an ‘Induction Day’ of a new secondary school. This would entail selection of material and care over presenting arguments and ideas.
- 7-grade pupils could build a web site about the decline of the Roman Empire. The home page could be a simple narrative, while hyperlinks are to external web sites enlarged visual images or media files.
- 9-grade pupils could take part in an e-mail conference with students of another school. The *Way to WW2* topic for instance, gives plenty of opportunities for an e-mail conference where two or more schools play the parts of the different countries involved in the crisis leading up to the outbreak of WW2. Pupils have to communicate their ideas clearly, but with a distinct purpose. A similar activity could be done in a more immediate manner via video-conferencing between schools – either in the same or in different countries, where differing interpretations of the same event could be readily explored.

In terms of refining and presenting information:

- 9-grade pupils could be asked to use a word processing programme to draft an essay/piece of writing, either with or without a writing frame, in answer to a specific query. When they have finished the teacher drops into the assignment another variable that alters the argument they need to make. Hence the legitimate need to re-draft the piece of work. A similar effect can be produced using ‘time-lapse’ software whereby pupils need to respond to events by producing a newspaper.
- 8-grade pupils could be given a variety of sources – text, image, video on the relationship between Elizabeth I and Mary Queen of Scots. They are then asked to combine these in a suitable way to tell the story of Elizabeth and Mary.
- 8-grade pupils could be asked to put together a web page for the department web site on, for example, the Reformation.

In conclusion, Alf offered suggestions on a range of sites where History teachers interested in developing the use of ICTs in History could get further advice and information:

|                         |   |
|-------------------------|---|
| HA web site             | <a href="http://www.history.org.uk">http://www.history.org.uk</a>   |
| National Archives       | <a href="http://learningcurve.pro.gov.uk/">http://learningcurve.pro.gov.uk/</a>   |
| QCA                     | <a href="http://www.qca.org.uk">http://www.qca.org.uk</a>   |
| NC in action            | <a href="http://www.ncaction.org.uk/subjects/history/ict-1rn.htm">http://www.ncaction.org.uk/subjects/history/ict-1rn.htm</a> |
| Becta ICT Advice        | <a href="http://www.ictadvice.org">http://www.ictadvice.org</a>   |
| Teaching History Online | <a href="http://www.spartacus.schoolnet.co.uk/history.htm">http://www.spartacus.schoolnet.co.uk/history.htm</a>               |
| History Forum           | <a href="http://www.schoolhistory.co.uk/forum/">http://www.schoolhistory.co.uk/forum/</a>                                     |
| Education Forum         | <a href="http://educationforum.ipbhost.com/index.php?">http://educationforum.ipbhost.com/index.php?</a>                       |

### **Session 3: Presentation by the invited speaker Valentin Băluțoiu, *Carol the First* National College, Craiova, Romania, *Means of Using Presentation Programmes and Computers for Teaching and Studying of History***

Valentin gave powerful examples of the ways in which the use of presentation software, such as PowerPoint, can be enhanced by the inserted static images (photographs): documents, historic characters, art reproductions, documentary photographs, models, texts, graphs, diagrams, tables, maps, sounds, and moving images.

He elucidated the potential advantages of the techniques including:

1. Enhancing the teacher's role in active creation of teaching aids.
2. Enabling the teacher to be perfectly prepared for the lesson.
3. The inoculation of certain attitudes toward diverse historical events and phenomena.
4. The stimulation of the students' interest in History or certain fields of activity colligated to History.
5. Doing exercises that have become attractive due to the students' use of the computer.
6. Getting hold of students' attention.
7. Usage of documentary fragments gives the possibility of bringing fresh information for discussion.
8. The teacher becomes respected by the students.
9. The professional satisfaction of the teacher empowered by effective ICT use.

However Valentin pointed out possible obstacles and disadvantages of the techniques:

1. Technique may play tricks on you.
2. There are certain authors belonging to the Waldorf pedagogy, who demonstrate that the usage of the computer is not beneficial to students who have not graduated from gymnasium.
3. The technical endowment of schools and teachers.
4. The teacher's excessive use of the computer.
5. People's conservatism.
6. The methodology courses of universities don't rank the usage of the computer at History lessons as high as they should.

He reminded that in spite of the technology now available, the part the History teacher has to play remains fundamentally important. First and foremost remain the teacher's warmth and honesty, his respectful attitude toward his disciples, with a view to conveying information to them.

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## RECOMMENDATIONS

This is a recommendation of the workshop, which focused on project discussions aimed at developing the use of ICTs in the countries of South-Eastern Europe in History and other school subjects.

The participants shared a belief that ICTs have the potential to improve the quality of teaching and learning of History and other school subjects. There is a growing awareness that the development of effective use of ICTs is problematic – it is not a simple issue, it is context dependent, there are several barriers and difficulties, as well as uneven practice even in schools of one country.

The mission of the project is to share information on ICT use in schools, to disseminate good practice, develop our insights of factors hindering the use of ICTs, and good ‘intelligence’ of teachers’ views on what has helped, what has worked well, what the most helpful forms of investment might be for ICT use.

In particular, it was felt that a supportive way forward would be to look at teachers who are making good use of ICTs and request them to report their practice, their ‘story’, their examples of using ICTs, and get information about what helped them to make progress (and what slowed them down).

The meeting concluded that in this instance the quantitative surveys of pupil/computer ratios and audits of training, equipment, etc. are less needed than an archive of case studies from teachers whose experiences might provide guidance, ideas, examples, inspiration, and helpful insights about the best ways forward. The case studies must give ‘rich description’ meaningful to other teachers. Experience from the UK has shown that it is uneasy to transfer effective ICT practice. It is not enough to create the name of a software programme or a web site. It needs more depth and details. We must describe and explain not only what ICTs were used, but how they were used, what preparations were made in previous lessons, why the teacher thought it worked well, how he/she felt about it. Teacher’s testimony (and in some cases pupil’s testimony) could be a powerful mechanism for encouraging other teachers to experiment and persevere with ICTs, to try ideas out.

The recent competitions on ICT use which took place in some South-East European countries have made it easy to identify the right teachers for the case studies, as well as set the examples of materials. If we could combine a few examples it would be a helpful template for others to base their case studies on.

The format of case studies can include some of the following (certain components are essential, others depend on the contexts):

1. Name of person, position, institution, e-mail address.
2. A paragraph about their professional background (indicating their level of technical expertise, the level of ICTs in their institutions).
3. A JPEG photo.
4. (Optional) A section about why they got into the use of ICTs – philosophy, motivation, etc.
5. A **rich** detailed description of one or more ways in which they have used ICTs, explaining clearly the context, how they were used, pupil’s response, etc.; plus, if they have it, the pupils’ product or the lesson materials as an attachment (if it’s very big, a CD-ROM).
6. (Optional) Some pupil’s testimony – pupils describing how they felt, what they gained from the ICT-based sessions.
7. Teachers’ views about what has helped them to get going, what would make it easier to develop further, mistakes to avoid, etc.

3–6 months for participants to try to collect 1, 2, 3 case studies (a few good ones rather than lots of ‘thin ones’).

It was agreed that subsequent progress on the development of ICTs in History teaching would rest at least in part on the depth, richness, and breadth of the case studies that would be accumulated in the analytical survey. There are interesting and worthwhile activities taking place in the countries of South-Eastern Europe and beyond. It will be helpful if these ideas can be shared and disseminated effectively.

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## **ANNEX 1**

IITE/TS3.2/04/INF.1

### **FIRST ANNOUNCEMENT**

Dear colleagues,

We are very pleased to inform you about the workshop *Information and Communication Technologies (ICTs) in History Education* which will be organized by the UNESCO Institute for Information Technologies in Education (IITE) in Sofia, Bulgaria, on 27 March 2004.

The main goal of the workshop is to increase interest in the use of ICTs in historical study, in both teaching and learning History in secondary schools. Attention will be focused on the results of ICT applications with regard to teaching/learning strategies and outcomes.

The aims of the workshop are to:

- discuss the role of the information and communication technologies in teaching History in secondary schools;
- analyse the ways in which the ICTs can encourage new methods for teaching and learning History;
- present the advantages and disadvantages of ICTs for teaching and learning History in secondary schools.

The outcome of the workshop should be a clear picture of the use of ICTs in History education in secondary schools in the South-East European countries participated in the workshop.

Participants are strongly encouraged to bring to the workshop any information about the ICTs for History education in secondary schools, as well as examples of latest History textbooks published and/or CD-ROMs.

Yours faithfully,

**Vladimir Kinelev**  
**Director of IITE**

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## **ANNEX 2**

IITE/TS3.2/04/INF.3

### **LIST OF DOCUMENTS**

IITE/TS3.2/04/DOC.1      AGENDA

### **INFORMATION DOCUMENTS**

IITE/TS3.2/04/INF.1      FIRST ANNOUNCEMENT

IITE/TS3.2/04/INF.2      LIST OF PARTICIPANTS

IITE/TS3.2/04/INF.3      LIST OF DOCUMENTS

IITE/TS3.2/04/INF.4      SCHEDULE

### **REFERENCE DOCUMENTS**

1. Meeting of experts *History Education and the New Information Technologies* and one-day training workshop *The Use of the Information and Communication Technologies (ICTs) in Teaching/Learning History*. Report. IITE, Moscow, 2001
2. Round table *International Experience of ICT Usage in Education*. Proceedings. IITE, Moscow, 2004
3. IITE Newsletter № 3'2003
4. IITE information booklet



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## **ANNEX 3**

IITE/TS3.2/04/INF.2

### **LIST OF PARTICIPANTS**

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## **ANNEX 4**

IITE/TS3.2/04/DOC.1

### **AGENDA**

1. Opening ceremony
2. Adoption of the agenda
3. Election of the Chairperson of the workshop
4. Presentation *Factors That Help and Hinder the Use of ICTs in History Teaching*
5. Presentation *Examples of ICT Use in History Teaching and Learning in the UK*
6. Thematic discussions:
  - a. *The Role of the Information and Communication Technologies in Teaching History in Secondary Schools;*
  - b. *History Textbook Publication and Publication of Textbooks on CD;*
  - c. *Practical Examples of ICT Use in the Classroom.*
7. Round-table discussion *National Experiences of ICT Usage in History Education*
8. Analytical survey *ICTs in History Education*. Discussion of the structure and procedures of data acquisition

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## **ANNEX5**

IITE/TS3.2/04/INF.4

### **SCHEDULE**

- 9.30 – 10.00 Registration of the participants
- 10.00 – 10.30 Opening ceremony
- 10.30 – 11.30 Invited speaker Mr Terry Haydn *Factors that Help and Hinder the Use of ICTs in History Teaching (UK)*
- 11.30 – 12.00 Coffee/tea break*
- 12.00 – 13.00 Invited speaker Mr Alf Wilkinson *Examples of ICT Use in History Teaching and Learning in the UK (UK)*
- 13.00 – 13.30 Group discussion
- 13.30 – 15.00 Lunch*
- 15.00 – 16.00 Round-table discussion *National Experiences of ICTs Usage in History Education*
- 16.00 – 16.30 Coffee/tea break*
- 16.30 – 17.30 General discussion