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 Cartocraphic 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 impropriate 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 Olaffson, who was Iceland's only grandmaster. Olaffson's Icelandic speaking daughter answered the phone and Fischer said, "Mr Olaffson, 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[1]:

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.]

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[1] 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 neat 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." [2]

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.* [3]

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 publie 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.]

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

[3] 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.

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

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."[4] 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."[5] 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.[6]

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

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[4] Rudolf Lanz – Pedagogia Waldorf. *Un drum pentru un înăţământ mai uman*, pag. 239, Editura Fundaţiei INTELLEGENTIA, Bucureşti, 2000.

[5] *Educaţia şi dinamica* ei, Editura Tribuna Învăţământului, Bucureşti, 1998, pag. 27.

[6] Valentin Băluţoiu – *Predarea interdisciplinara a istoriei folosind calculatorului*, in „Studii si articole de istorie", nr. LXIX, Bucuresti, 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.

CASE STUDY/SERBIA AND MONTENEGRO

Section 1: Data of the respondent

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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 classess, 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
www.anarheologija.org
www.fordham.edu/halsall
www.spc.org.yu
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

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.

CASE STUDY 1/UNITED KINGDOM

Section 1: Data of the respondent

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Author of case study: Terry Haydn
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: 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).

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

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 *Ship Money*.	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	

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).

CASE STUDY 2/UNITED KINGDOM

Section 1: Data of the respondent

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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 Tressel 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

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.

Eg. 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).

CASE STUDY 3/UNITED KINGDOM

Section 1: Data of the respondent

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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) 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 is 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

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	http://www.history.org.uk
National Archives	http://learningcurve.pro.gov.uk/
QCA	http://www.qca.org.uk
NC in action	http://www.ncaction.org.uk/subjects/history/ict-lrn.htm
Becta ICT Advice	http://www.ictadvice.org
Teaching History Online	http://www.spartacus.schoolnet.co.uk/history.htm
History Forum	http://www.schoolhistory.co.uk/forum/
Education Forum	http://educationforum.ipbhost.com/index.php?

Session 3: Presentation by the invited speaker Valentin Băluţoiu, *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.

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.

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

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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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

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