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Joint Programme of co-operation between the European Commission and the Council of Europe to strengthen democratic stability in South Caucasus

Seminar on "New interactive methods in teaching history in secondary schools in Georgia"

Gudaury, Georgia,
17-19 November 2003

Report

Strasbourg

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BETWEEN THE EUROPEAN COMMISSION AND
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DEMOCRATIC STABILITY IN THE SOUTH CAUCASUS**

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Report prepared by
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CONTENTS

I.   INTRODUCTION

1.1   The Seminar, which was organised by the Council of Europe and the Georgian Ministry of Education, brought together history teachers, curriculum planners, textbook writers and government officials from Georgia and other European countries. The purpose of the seminar was to discuss the value of interactive methods in history teaching and how these methods could be used to enhance history teaching in Georgian schools. The meeting, which was held in the beautiful and peaceful setting of Gudaury high in the Caucasian mountains, took place in November 2003 - a time of political change in Georgia.

1.2   The aims of the seminar were to:

- discuss how interactive methods can be used in history teaching in present-day secondary schools;
- analyse how to use different types of historical sources and documents when teaching and learning history;
- look at how to teach history in the present-day information environment (mass media, periodical press, dialogue of generations of families etc).

1.3   The seminar consisted of five sections:

- Presentations on the work of the Council of Europe;
- Presentations on current developments and issues in history teaching in Georgia;
- Presentations on current developments and issues in history teaching in three other European countries;
- Workshops and discussions;
- Evaluation and review of the ideas discussed .

II.   THE COUNCIL OF EUROPE AND HISTORY TEACHING

2.1   In her speech welcoming the participants to Gudaury, Ms Tatiana MILKO put forward two reasons why she thought history was an important subject in the school curriculum. Firstly, the critical methods, which are so necessary to historical studies, help develop the democratic values that schools need to help their pupils understand and affirm. Using interactive methods in teaching supports the development of democratic values because the methods help pupils think for themselves and they practise some of the values in their work. Secondly, the study of history shows that, if people are to live in harmony, they need to compromise and to be pragmatic.

2.2   History education, Ms MILKO, said remains an important area for the Council of Europe. At present, it is involved in three levels of projects: bilateral, regional and multilateral. Regional initiatives can help countries learn about common features that bind the region together as well as differences in mentalities and ways of working. The Tbilisi Initiative and the Black Sea Initiative are regional projects, which have drawn participants together to develop resources.. These will be published in 2004 - 2005 as supplementary materials for schools and teachers to use. They will also be published in English to help raise awareness of the histories of these countries in other parts of Europe.

2.3   The Council is also holding multilateral meetings for participants from all 45 of its member states. The focus of these meeting is on teaching the history of the 20th Century. Each meeting is examining a key event of the century or one that influenced the period. The first Conference, held in Braunschweig, was on 1848, the second Symposium was on 1945 and was held in Yalta. The three remaining activities will be on the 1919 Paris Conference, the fall of the Berlin Wall in 1989 and on the Balkan Wars in 1913. These activities would consider how historians had analysed these events and how they could best be taught.

2.4   Ms MILKO said that the Council of Europe had been working with Georgia since 1996 when Mr Tamaz Tatishvili, the Deputy Minister, attended a Conference on the preparation of new history textbooks in Warsaw. Since then, Georgia had been a partner in a number of key Council of Europe projects including the Tbilisi Initiative and the Black Sea Initiative.

2.5   Ms MILKO ended her introduction by saying that she hoped that participants would find the presentations and workshops helpful and thought provoking.

III.   DEVELOPMENTS AND ISSUES IN HISTORY TEACHING IN GEORGIA

3.1   Ms Maia INASARIDZE – Introduction presentation

3.1.1 Ms Maia INASARIDZE, Director of the Institute for the In-service Training of Teachers, Tbilisi, welcomed participants on behalf of the Ministry of Education. In her introduction, she set out the background to the current educational reforms in Georgia. The World Bank has made funding available to reform the system, including:

- introducing new teaching methods into classrooms;
- establishing a centre for performance assessment;
- developing teacher training.

3.1.2 Ms INASARIDZE said that education was key to building a democratic society. Schools must develop pupils' respect for, and understanding of, democratic values, and history was the subject that could do this best. Georgia had changed the content of its history curriculum to support the building of a democratic society: it now needed to change the teaching methods. Teachers need to adopt an approach based on developing a partnership between the teacher and the pupil. Pupils should be helped to think and put forward their own ideas. This style of teaching will develop tolerance and mutual understanding. Ms INASARIDZE said that, without developing and using teaching methods to support the development of critical thinking, it was unlikely that other reforms could succeed. She, therefore, hoped that, during the seminar, participants would be able to share ideas that would support this process.

3.2 Ms Naira MAMUKELASHVILI – Presentation on "The preparation of new curricula and textbooks on history teaching in secondary schools in Georgia: results and future development"

3.2.1 Ms MAMUKELASHVILI set out the background to the education reforms now taking place in Georgia.

3.2.2 The Independent Republic of Georgia has had 10 – 12 years' experience of developing new curriculum frameworks and history textbooks. In Soviet times, textbooks were written in Russian in Moscow. Now, for all their history courses, schools use textbooks written by Georgian authors. The 7th – 9th grades have two alternative textbooks on the history of Georgia. These books are also available in Russian, Azeri and Armenian. The Ministry asks authors to tender for producing new books and two books have recently won the tender for the world history course. Textbooks for the history of the Middle Ages (for the 7th grade) are also being prepared.

3.2.3 New history standards for Georgian schools were produced in 1997. These were based on recommendations of experts of the Council of Europe. However, the new standards failed to unify the standards for the history of Georgia with those for World History. Unified standards now need to be produced. At present, with the help of the World Bank's international development association programme, groups of experts in history are being recruited to determine the main aims, objectives and general content of new curriculum. A new competition has been announced for producing alternative history textbooks for courses in world history and in the history of Georgia.

3.2.4 Ms MAMUKELASHVILI said that it was vital to change the traditional curriculum model that is used in Georgia. To support the process of curriculum reform, Ms MAMUKELASHVILI suggested setting up a permanent body to manage the process of curriculum reform and to carry out research and monitoring. It was important, she said, to change from a curriculum focused on giving information to one focused on results. Her view was that the curriculum is overloaded and that insufficient attention is given to the development of skills.

3.2.5 Georgia needs a school curriculum that will enable pupils to learn how to make critical analyses: a curriculum designed to empower pupils to become educated active citizens knowing their rights and duties. History has the "lions' share" in doing this because the study of history not only develops pupils' ability to think critically, it helps pupils to realise what we are, what we have been and what we can be in the future. Thus, the role of history in shaping a pupil's personality is vital.

3.3 Ms Nana BERELIDZE – Presentation on "New methods in teaching history in present-day schools"

History teaching can do its bit in forming a democratic and tolerant society. Our duty is to teach our students that everything starts with the words "know yourself" and ends with the words: "I know what I came into this world for".

3.3.1 Ms BERELIDZE described history-teaching methods in Georgia. The majority of history teachers, she said, use "transmission methods" in their teaching, i.e. the teacher gives knowledge to the student and the student is the passive receiver of this knowledge. But what is needed are lessons in which the student is actively involved, where the student can express his or her individuality, receive the information, assess the various ideas, opinions and versions and make his or her own conclusions. Students need to develop critical thinking skills beginning with getting information and ending with their own conclusions based on received information. All this can be achieved by using active teaching methods.

3.3.2 Reporting on her own teaching experience, Ms BERELIDZE said that active methods help the students to be fully involved in lessons and enable them to get maximum benefit from the educational process. Active methods allow students to express their ideas freely and openly and get them used to thinking and critically assessing other people's ideas and views. Active learning methods require students to work individually, in pairs and in groups and do various written and oral exercises. Students develop their ability to think independently, to communicate their ideas, discuss logically, ask questions, listen attentively etc. Feedback from the students about the use of active learning methods is very positive proving they like such lessons.

3.3.3. Using active teaching methods in class can be problematic because, if the students are talking and discussing, the class can be quite noisy. But if the students are engaged in the topic and the work, this is not a problem. Active learning methods include brainstorming, listening and role plays and other activities. They require debate and discussion, but this should produce a "business like noise".

3.3.4 Active teaching is already used extensively in Georgia. Hundreds of teachers have been trained to use these methods through the active teaching programmes. It is now up to the teachers to use methods that the students want and which they enjoy.

3.4 Ms Tamar UZUNASHVILI – Presentation on "The assessment of pupils' knowledge and skills in history teaching in secondary schools: challenges and future development"

3.4.1 Ms UZUNASHVILI said that the main objective of the ongoing reform of the education system in Georgia is to change the forms of teaching and learning and to introduce and use new approaches which will lead to well educated, physically and spiritually strong pupils, who are able to use their knowledge in their lives.

3.4.2 A wide variety of teaching methods must be used if pupils' knowledge is to be developed. These include questions aimed at developing thinking skills, discussions, observation, drawing possible conclusions, working on historical documents, summarising dates and facts, analysing pictures, visiting museums, making logical conclusions about historical events, drawing parallels with present-day life and speaking about famous people. Students should be assessed after some topics to see how well they have learned the topic.

3.4.2 A good system for assessing pupils' knowledge and skills can help to ensure that the educational process is effective. Ms UZUNASHVILI proposed changing the traditional form of state exams and using a system of tests to assess the pupil's individual knowledge and which should enable students to express their own attitude to the events. Because pupils have different skills and knowledge, the test must not just assess memory and understanding, it must also assess higher-level skills such as analysis and synthesis.

3.4.3 Ms UZUNASHVILI proposed that students should be tested:

- at the end of elementary school;
- after the 9th grade;
- at the end of secondary school;

She also proposes that there should be the same programme for pupils who finish at the end of secondary school and those who take the entrance exams at the university.

3.5 Points raised in the discussions

3.5.1 *Curriculum*
The 1997 standards do not unify approaches in the Georgian and world history courses. It was felt that the two courses need to have the same goals and to be linked chronologically and thematically. There is also a need to get a better balance of political, economic and social history.

3.5.2 *Textbooks*
It was suggested that the textbooks contain too much political history and not enough emphasis is given to technological history. The role of individuals also needs to be more prominent. The textbooks should be constructed so that they support interactive teaching and encourage pupils to make inferences and analyses. There is also a need to produce alternative textbooks.

3.5.3 *Assessment*
Assessment was seen as crucial, not only tests, but also oral and day-to-day assessment. It was felt to be important to assess at the end of a block of lessons to see if pupils have understood what has been taught. The formal examination system needs to encourage pupils to come up with their own judgments and analyses, as well as recall information.

IV. PRESENTATIONS ON CURRENT DEVELOPMENTS AND ISSUES IN HISTORY TEACHING IN THREE OTHER EUROPEAN COUNTRIES

4.1 Ms Susan BENNETT (United Kingdom), Harald Skram (Norway), and Cristina del Moral (Spain) gave presentations on aspects of the teaching of history in their countries. The full texts of these presentations are given in Appendices 1 – 3. Points that were stressed in the presentations were as follows.

- There are different ways of approaching curriculum and assessment systems and that countries need to adopt solutions which are appropriate to their needs.
- All countries have changed the way in which they teach history and this will continue to happen – there is no one right answer.
- History is a construct based on evidence and the teaching methods used in lessons should help pupils understand this.
- History can support the development of pupils' values and beliefs but it can also be misused for political purposes.
- Using critical thinking and interactive methods can help develop democratic values and prevent the misuse of history.

- Problem-based teaching helps develop pupils' critical thinking skills.
- In problem-based teaching, the teacher sets up situations that require pupils to analyse and come to their own conclusions.

V.   WORKSHOPS AND DISCUSSIONS

During the workshops, the resource people showed a number of activities. The working groups drawn from the reports of Ms Tamar Uzunashvili, Ms Nana Berelidze, Ms Maia Inasaridze, and Mr Temur Mardaleishvili set these out below, together with comments. Quotations from the working groups' reports are shown italics.

5.1   Activities

5.1.1   *Using sources*
Ms Susan BENNETT showed some ways of using sources. Group members were given some portraits (Cromwell, James I, Elizabeth I). Participants were not told which people the portraits portrayed. They worked in pairs to get as much information as possible from the picture. They then wrote down the criteria that they used (the ability of perception, imagination, making conclusions, thinking, analysing, assessing, etc.). The pairs then assessed each other's work using the criteria they had devised. Each criterion was estimated with marks (the highest mark was 5) and the total sum of marks gives the final assessment.

Participants then discussed other ways of evaluating the portraits (information about style, dress, pose, character) and as sources (reliability, usefulness, typicality). They looked at pictures and portraits of Lenin and Stalin, some of which had been altered to show Lenin and Stalin favourably. They then discussed the issue of the reliability and usefulness of sources. It was agreed that unreliable sources could be useful for finding out about periods in the past.

Participants felt that the method used could help pupils develop their skills in observation, analysis and problem solving. The demonstration of models of assessing the pupils' knowledge and skills caused a great deal of interest. Participants agreed that the important factor in this system of assessment was that the pupils themselves assess their work.   They felt that this method increased the objectivity of assessment. The main issues were as follows.

- *How to determine outcomes which can help teachers decide what methods to use?*
- *How to assess these results?*
- *How to plan future activities based on these results?*

One group concluded that:

- *the teacher, together with the pupils, can create the assessment criteria for different ages.*

5.1.2 Using textbooks

Mr Harald Frode SKRAM showed how to use a textbook as a source. In many cases, he said that it is desirable to use old textbooks with new ones. Through the use of this method, the pupils not only become more active but they work in the same way as a historian. By using old and new textbooks, pupils can compare different interpretations of the same theme. They can also assess the conclusions in textbooks. The teachers can observe how well the pupils express themselves.

This kind of work develops in pupils the ability of expressing their own ideas about the matters and the teacher has a chance to watch the development of pupils' skills in a dynamic way.

5.1.3 Exploring ideas and attitudes using newspapers

Mr Harald Frode SKRAM presented a model of producing newspapers to help develop pupils' analytical thinking and their creativity, as well as their ability to interpret historical facts and sources and be tolerant of others' opinions.

Group members, working in the same way as the pupils in class, had to present the front page of a daily newspaper. Then the members exchanged their newspapers and made critical notes. The newspaper was written for pupils and not for just for teachers.

After this exercise, the group concluded the following:

- *being in different situation, having a different ideology helps pupils to assess this or that situation better;*
- *in writing the newspaper, pupils have to classify the main and the secondary issues;*
- *the pupils' writing style is improved;*
- *pupils can express their own opinions.*

5.1.4 Structuring and analysing ideas

Ms Susan BENNETT showed some activities designed to help pupils structure their ideas. She said that, when planning lessons, it is important to know the purpose of the lesson. The activities were designed to help pupils analyse cause and effect, discuss different views and to use different sources.

The first activity, about the Great Fire of London, was designed to help pupils analyse causes and relate them to a question. Working in pairs, group members were given envelopes containing cards. One had the question "Why was not it possible to stop the Great Fire of London?" Other cards had possible reasons as to why the fire got out of control. Pupils placed the question in the centre of the format and put the answers around it. Some answers may not answer the question. The most important reasons were placed closest to the question. Then the causes had to be sorted into types – things to do with the buildings, things to do with people etc.

The second activity involved putting pictures of castles into chronological order and then creating a graph with time on one axis and technological advance on the other. The third activity involved looking at different interpretations of the causes of the Second World War by three different historians and how events might support the different arguments.

5.1.5 Empathy

Mr Harald Frode SKRAM showed two activities designed to help pupils develop their empathetic understanding. Group members were given the following situation. **The year is 1919. You are 16 years old and the son/daughter of a shoemaker living in Tbilisi.** The task was as follows.

Task: Write an account of an ordinary day in your life. How do you work and live, what problems are you thinking about, what hopes do you have for the future?
If you are a man - write the account as the daughter.
If you are a woman - write the account as the son.

The second task was about living conditions. Group members were given the following situation. **Norway, the year is 1927. The country is very poor. People cannot buy food. The system of checks (coupons) for food is imposed in the country.**

Task: Is it possible to live with food checks (coupons) in the present situation?

To understand the situation in 1927, the teacher asks the pupils to live with that rules for a week and describe their emotions and impressions in their diaries.

The exercises and the tasks help the pupils imagine themselves as different people and develop in them a feeling of empathy.

After presenting different approaches to lessons'planning, it was concluded that if we want to prepare pupils for life, develop in them a feeling of tolerance, empathy, understanding others' positions, we must not teach them subjects as axiomatic truth but teach them interpretation of facts.

5.2   Discussions

5.2.1   Issues discussed included the following.
- How should informative source (textbooks, illustrations, photos, documents, etc.) be turned into the means for the development of simple research skills?
- How should the following stages be developed while working on the source: interest - research – conclusion?
- How could contrasting sources, photos (even family photos), role play and simulations for analysing historical processes, help to develop problem-solving skills and empathy?
- How could such pupils' skills as classification and systematisation of informative material be developed?
- How could present textbooks help to form the right stance and attitudes?

5.2.2   Participants studied the history textbooks of other countries, and compared them to Georgian ones. They considered the ideas of the three resource people and concluded that:

- although the traditions and mentality of the country are significant in determining the content of history curricula and textbooks, it is also important not to forget those values of humankind, those democratic tendencies that will promote tolerance and co-existence of people and countries;
- the role of practising teachers in creating curricula and textbooks is very important;
- the state determines the objectives and directions of the curriculum.

5.2.3   Ms Cristina DEL MORAL presented some teachers' support material, which prompted many questions and discussions. The following conclusions were made.
- *Using information technologies makes the teaching and learning more effective.*
- *The part of teacher and pupil is exchanged. By helping the teacher, the pupil becomes more active and involved.*
- *Various materials and information become accessible.*
- *The pupils themselves can make different versions of the magazines.*

VI. EVALUATION AND REVIEW

6.1 In the final plenary session, participants discussed some of the results of the seminar.

6.2 It was noted that there are different approaches to the construction of textbooks. In Spain, they are thematic; in England, they are structured around key questions. Facts and issues can be grouped chronologically or by theme. But textbooks do not provide ready-made solutions to the problems of history teaching. A multi-faceted approach should be used. Radio and television programmes can be used as well as newspapers and the Internet.

6.3 It was agreed that students should be helped to see that facts can be interpreted in different ways. They should develop understanding of other people's views and learn to compare and contrast viewpoints and come to their own conclusions. In particular, they should be taught how to compare ideologies and see how ideologies influence viewpoints. The newspaper exercise was thought to be particularly helpful here because it helped to develop creativity as well as helping students understand different viewpoints.

6.4 It was agreed that it was important for Georgia to develop methods of history teaching appropriate to its needs. There were no "off the peg" solutions, although it was always possible to get good ideas from others.

6.5 Ms Maia INASARIDZE suggested, in her concluding remarks, that it would be important for those at the seminar to consider further the following issues?

- How could new approaches be integrated into history teaching in Georgia?
- How should lessons be planned?
- How could history teaching help to develop such pupils' skills as independent thinking?
- How could interactive learning approaches be used in a classroom?
- How could access to new resources be provided?
- What should be done to set up a project to develop teaching materials similar to those produced by EUROCLIO in Latvia and Estonia?
- What steps should be undertaken to develop a retraining programme for teachers?

6.6 In her final summing up, Ms Tatiana MILKO said that the problems and issues discussed at the Seminar were common to all countries. Participants had heard about similar problems in Norway, Spain and the United Kingdom. The most important thing was to help pupils find their place in the world. They have to learn to respect other people's views, especially the views of the opponent, and learn to find solutions through a dialogue.

6.7   Ms MILKO also said that it was important to involve young teachers and pupils in development work. Pupils involved in a project in the Russian Federation had commented that the textbooks on offer were boring and contained too many facts.

6.8   Ms MILKO ended by thanking the Ministry of Education for its work in setting up such a well-organised Seminar. She also thanked the participants for their hard work and good ideas.

VII.   RECOMMENDATIONS BY THE GENERAL RAPPORTEUR

At the end of the Seminar, Ms Susan BENNETT, the General Rapporteur made some recommendations to enable the participants to take forward the work of the group. These are as follows.

- Members of the Seminar might usefully form an "expert" group of teacher trainers and disseminate the ideas discussed to other Georgian history teachers.
- Setting up a collaborative project along the lines of that involving EUROCLIO and the history teachers associations in Latvia and Estonia would help enhance expertise in curriculum design, textbook and resource writing.
- The model used in the Seminar, i.e. of involving participants in activities and then getting participants to reflect on them, was one that might usefully be used in regional seminars.
- Funding permitting, it would be helpful if the Council of Europe could organise regional seminars to take forward the results of the Seminar involving history teaching specialists from other countries in the South Caucasus.

VIII.   CONCLUSIONS

8.1   As many of the participants commented, this was an enjoyable and useful seminar, characterised by its warm and productive atmosphere. Everyone listened attentively to the ideas put forward. In particular, they enjoyed seeing the differences between countries and also identifying links and connections, such as those between Spain and Georgia: both countries which had emerged from repressive regimes and developed their democratic values and institutions.

8.2   On the way down from the mountains, the coach stopped at the ancient church of Ananuri. Here four of the participants sang a Georgian song in the church. The blending of the four voices in harmony was a fitting image to end the Seminar. For here was unity out of diversity – a mirror of the harmony of the days spent together in the mountains.

APPENDIX I

THE MAIN ELEMENTS OF CURRICULA ON HISTORY TEACHING FOR SECONDARY AND UPPER-SECONDARY SCHOOLS AND HOW IT REFLECTS THE METHODS OF ASSESSMENT OF PUPILS' KNOWLEDGE AND SKILLS: THE EXAMPLE OF THE UNITED KINGDOM

Presentation by Ms Susan BENNETT, United Kingdom

1.   INTRODUCTION

1.1   I want to start by asking you to imagine two pupils aged 16. One pupil can list a large number of dates, facts and bits of information from a long period of history. The other knows less in outline but can use information from selected historical periods to answer complex questions. He or she can analyse sources and can make judgments about different interpretations of history. Which of these pupils is better equipped to live in the global world of the 21st Century, where so often we need to evaluate confusing and sometimes biased information? Who is better equipped to be a citizen of a modern democracy?

1.2   These are important questions. What we choose to teach, how we teach and assess determines the knowledge, skills and understanding pupils acquire. Each country needs to decide what it thinks are the purposes of history education and what kind of young people it hopes will emerge from its education system. Because countries are so different, the system in one is not necessarily appropriate for another. What a country decides pupils should be taught will be related to its value systems. The curriculum will also need to take account of the professionalism and training of teachers, the amount of money that can be devoted to education and the infrastructure available.

1.3   I have been asked to talk about the United Kingdom history curriculum and examination systems. These are complex and I have tried to describe them simply. But what I want to do is not only describe the system but to share some of the lessons we have learnt over the last 10 years. In doing so, I want to show both the strengths and the weaknesses of our system.

2.   CURRICULUM AND EXAMINATION STRUCTURES IN THE UNITED KINGDOM

2.1   The United Kingdom is in fact a disunited kingdom. It is made up of four parts and each has a separate education system. The Scottish system has always been different – a feature that goes back to the Act of Union with England in 1707. The curriculum and the examination systems in England, Northern Ireland and Wales are similar but reflect local needs. For example, the Welsh history curriculum has a strong emphasis on Welsh history. Because of the similarities

between them, I will concentrate on the situation in England, Northern Ireland and Wales.

2.2   The curriculum and examination system in England, Northern Ireland and Wales is as follows:

i   There is a national curriculum in England from 3-16 (to 14 for some subjects). The English Parliament, the Welsh or Northern Ireland Assembly, depending on the country, approve their respective national curriculum. The national curriculum was introduced in England in 1986 and it has been revised twice already. History is compulsory for all pupils 5-14 (6-14 in Northern Ireland).

ii   Between 14 and 16, some subjects are compulsory (at present – English, mathematics, science, a modern foreign language, technology, information and communications, technology, citizenship, careers education, sex education, physical education, and religious education). History is an optional subject, studied by about half of all pupils. (The United Kingdom is one of the few countries in Europe not to make history compulsory for pupils until 16.) At 16, most pupils take an examination called GCSE; typically, they will take about eight subjects for GCSE.

iii   The legal school leaving age is 16, some pupils leave school at 16, many now stay in education until 18 or 19. From 16, pupils are free to choose what to study, some follow academic courses, others vocational courses or a mix of both. After one year's study, pupils can gain an advanced supplementary level qualification, and, after two years study, an advanced level qualification. History is the fourth most popular A-Level subject. About six percent of all pupils studying A-levels choose to study history.

iv   Independent Examination Boards, three in England, one in Wales and one in Northern Ireland set GCSE and AS and A level examinations. Schools can choose which examination boards to use. Schools have a wide choice of what content to study for history, e.g. modern history or 16th and 17th Century history. The Qualifications and Curriculum Authority sets the standards and regulates the Examination Boards.

2.3   What pupils have to learn is listed in the national curriculum and in what are called examination specifications. These describe:

• the knowledge, the understanding and skills to be taught;
• content, i.e. the periods, topics, themes through which the knowledge and skills are taught.

20

2.4 In the curriculum for lower secondary pupils in England, i.e. pupils aged 11-14, there are five different aspects of knowledge and skills:

i Chronological understanding – this is about the vocabulary and conventions that describe the passing of time;

ii Knowledge of people, events and changes in the past – this is about using knowledge to describe, analyse and explain events, beliefs, changes and periods;

iii Historical interpretation - this is about understanding why and how events have been interpreted in different ways;

iv Historical enquiry – this is about using a range of sources of information and carrying out enquiries;

v Organisation and communication - this is about being able to recall, select and prioritise historical information and communicate it.

2.5 Between 11-14, pupils are taught the knowledge, understanding and skills through prescribed content studies - three British studies, a European study and two world studies. These are:

- Britain 1066-1500;
- Britain 1500-1750;
- Britain 1750 –1900;
- A European study before 1914;
- A world study after 1900.

2.6 The only specified events pupils have to be taught are the two World Wars, the Holocaust, the Cold War and their impact on Britain, Europe and the wider world. (The curriculum does not name any one person about whom pupils have to learn.) The state does not regulate or approve textbooks so teachers can choose from a variety of books published by commercial publishers.

2.7 The assessment of pupils at 14 is made by teachers in the form of a judgment about where pupils are on a scale called an attainment target that describes steps in pupils' progression. There are eight levels and a description of exceptional performance. At 14, the average pupil would be expected to use their knowledge to:

- Describe past societies and periods and make links between them;
- Give reasons for, and results of, events and changes;
- Describe and begin to analyse why there are different interpretations of events, people and changes;
- Use and evaluate sources to reach conclusions;
- Select and organise information.

2.8   To help teachers, we publish examples of work at different levels. These are also available on a web site: www.ncaction.org.uk

2.9   What have we learned about writing history curricula?

- There is too much content so there must be criteria for selection. At 14, pupils have a main thread of British history and some European history. Because it is thought that pupils living in the 21st Century need to know about the main events of 20th Century world history, more time is given to this period.
- We have stopped prescribing content in detail, leaving the choice about which specific events and people to teach to teachers.
- There are broad criteria to help teachers choose content, eg pupils must study the experiences of men, women and children in the past and learn about the social, cultural, religious and ethnic diversity of societies studied.
- To help teachers, we provide guidance about planning, teaching, assessment and standards.
- Progression and standards is about using knowledge – it is about the interplay of knowledge and skills, not about knowing more and more facts.

2.10   The examination system for pupils studying for GCSE and AS and A levels is also based on two sets of descriptions:

i   Assessment objectives, which set out the knowledge understanding and skills against which pupils are assessed. Broadly speaking, at GCSE and AS and A level, pupils must demonstrate their ability to:

- recall, select and deploy knowledge to describe, explain and analyse events, periods, people and changes;
- comprehend, analyse, evaluate and interpret sources;
- comprehend, analyse and evaluate interpretations of history.

ii   Content to be studied.

2.11   At both GCSE and AS and A level there are prescribed criteria for content. These include studying:

- key events, people, changes and issues;
- the key features of the periods, societies and, where appropriate, the diversity of the societies and the lives of men and women;
- an element of British history;
- history on at least two different scales, e.g. local, national, European, international and global;
- at A level, a study of history over a long period of time -at least 100 years

2.12   The examination boards make this more specific but give teachers less choice of content. About 54% of pupils study modern history for GCSE. They might study the following content:

- International history 1945-1991;
- Britain in the Second World War;
- Russia 1914-1941;
- Germany 1918-1939.

2.13   These would be tested through written examinations, including essay writing and source-based questions. A typical question might be as follows:

This question is about the Soviet Union after the fall of Khrushchev:
Détente, Perestroika, Glasnost

- Choose two items from the list above and describe briefly how they affected the lives of Soviet citizens - 6 marks
- Why, by the early 1980s, was there growing criticism in the Soviet Union of Brezhnev's domestic policies - 8 marks
- Why did Gorbachev fall from power in 1991 - 11 marks
  Total 25 marks

Pupils would also do a coursework assignment on, for example the changing role and status of women since 1900.

2.14   The papers are set by the Boards, taken by pupils in school and sent away to be marked. The markers are given mark schemes for each question and the marks are added up and graded on a scale of A – G. Descriptions of the grades and examples of pupils' work are used to help the grading.

2.15   A similar system is found at AS and A level. Pupils study six modules -three for AS level and a further three for A level. Again, the most popular option is modern world history studied by about 63% of pupils. A typical course might be:

- The origins and consolidation of totalitarian regimes 1918-1939;
- Britain 1929-1951;
- Inter-War America 1919-41;
- Russia and the USSR 1881-1985;
- Britain 1895-1918;
- A personal study based on an aspect of a topic already studied.

2.16   The studies are designed to balance breadth and depth. The modules are examined through written papers, some of which test a pupil's ability to use sources.

A typical essay question might be:

- To what extent was the rise of the Nazis to power in the period 1930-1933 due to the impact of the economic crises, which began in 1929?

2.17   Examiners use mark schemes for individual questions based on progression in the assessment objectives. The question marks are added up and the papers are then graded using grade descriptions and examples of pupils' work. Pass grades are A – E. Pupils below E are graded at N and U.

2.18   The strengths of the examination system are that:

- it is fair and independent;
- the results are accepted by all universities and employers and enable pupils to go on to higher education and get jobs.

2.19   In terms of the way we teach history, the strengths are:

- it balances knowledge and skills. The way that the skills are described requires upper secondary pupils to learn to make judgments based on the evaluation of evidence derived from sources and to communicate their understanding effectively. Like good academic historians, pupils need to know that some judgments are provisional;
- it uses different types of assessment – including the evaluation of sources, essays, personal studies, structured questions, and more independent enquiries;
- it tests knowledge of different types of history, e.g. in outline, in depth, local, national, international;
- it allows pupils to study history over long periods and in depth but does not require them to know history as we say from Plato – NATO.

2.20   The weaknesses are that pupils:

- do not get a broad chronological understanding;
- often concentrate too heavily on Western European history;
- repeat content, eg pupils can study the same content at 14, 16 and 18 (The second world war is studied frequently).

2.20   However, although teachers in England would wish to see some changes in both the curriculum and examination system, they are broadly in favour of the ways in which knowledge, understanding and skills are described and support the standards set out in the grade descriptions and exemplified by pupils' work. There are some people who want to change the content to include more studies of the background current issues, e.g. the history of Islamic States, the history of the Balkans and African history. Given that 5% of British citizens have

cultural roots outside the United Kingdom, this is particularly important. There is also a great interest among teachers about planning what to teach, how best to teach it and motivate students so that they enjoy history and get better at it.

HOW TO USE INTERACTIVE METHODS WHEN TEACHING HISTORY IN SECONDARY SCHOOLS: THE EXAMPLE OF NORWAY

Presentation by Mr Harald Frode SKRAM, Norway

1. INTRODUCTION

1.1 Let us first look at a picture:

Showing a reproduction of Magritte's "La Trahison des images" ("The Betrayal of Pictures") - the painting of a pipe and the text "Ceci n'est pas une pipe").

The Belgian artist Magritte made this picture and the text in French says: This is not a pipe. Magritte was absolutely right: This is not a pipe - this is a picture of a pipe. And that is something quite different.

1.2 In the same way (showing a history textbook): This is not history – it is a book about history, which is quite another thing.

2. PROBLEM-BASED TEACHING

2.1 We want the pupils to acquire facts and develop intellectual skills in history education. The curriculum is supposed to give guidelines about what knowledge and what skills they should learn. Sometimes, the directions in the curriculum are too vague for the teacher who works in a classroom - it is necessary to define more precisely the guidelines before they can be applied directly. At the same time, the next question to arise for the teacher is: how can the teacher make it possible for the pupils to acquire facts at the same time as they develop skills?

2.2 Let us take as a point of departure an ordinary chain of development:

I wonder about something
- I make an inquiry;
- I reach a conclusion.

Textbooks are full of conclusions that historians (and others) have arrived at. Because these persons had the necessary authority and the conclusions seemed convincing, they are established as facts in society.

2.3   By tradition, school - and especially history in school - has been a place where pupils learn established facts and acquire knowledge. History textbooks are full of facts. Today, the demands must be extended. Facts - yes, the pupils must learn some of them. But as important is that they learn the first two links in the chain: Wondering and raising questions and formulating problems - and know how to conduct an inquiry and investigate.

(Some will say: Textbooks are not just collections of facts, they also give explanations for why this or that happened. Quite right. But, for the pupils, these explanations are also "facts", when we as teachers demand that the pupils must be able to reproduce them. For example the causes that led to the First World War.)

2.4   What happens when I face a question (given by others or formulated by myself)? I dig into my bank of memories. If I find the answer there, then the question is a "remembrance-question" for me. If I do not remember, but know where to look it up (encyclopaedia, dictionary, database, textbook…), then it is still a "remembrance-question".

2.5   If it is a question I am not able to find the answers to in my memory or just look up, I must take a different route. First, I dig up the relevant facts from my memory and acquire some other facts by asking or looking up. Then, I use old and new facts as raw material in a process of thoughts after certain rules and methods - and arrive at a conclusion. Then I am faced by a "reasoning-question".

2.6   Still, there may only be one correct answer (and it could be of value to arrive at that - because now there is a greater likelihood that I will remember it in the future), but of greater value is the process I go through. As I apply the rules for thinking, I become more secure and may reach higher levels. I also gradually learn how to ask questions that may lead to fruitful reasoning.

2.7   It is "problem-based teaching" when I give the pupils questions/tasks that make them reason - and when I enable them to ask reasoning-questions themselves. The intention is not that each pupil should reinvent gunpowder anew or rediscover history all by him/herself. The intention is that the pupils should train his/hers abilities to solve tasks/questions/challenges in a logical and effective way.

2.8   "Problem-based teaching" is always relative to the pupil's earlier learning (what he/she remembers and what skills can be applied "automatically") and relative to information close at hand (look up the textbook, ask the person next to you...).

2.9   Let us look at an example: What is the currency of Japan? (Participants give the correct answer: Yen!)

2.10 (Holding out two banknotes and passing them around.) How will you then explain that I have here one banknote, resembling a little the dollar-banknote with the text: "The Japanese government. One peso" and another banknote with the text: "The Japanese government. 100 rupees"? And they are both genuine and the result of historical events.

(After some guessing and some mistakes, the participants conclude that they are evidence of the Japanese expansion and occupation of The Philippines and Burma during the Second World War.)

2.11 For some of you, this was a "remembrance-question" where you found pieces of information in your memory-bank about countries that use peso and rupee as currency and their relationship to Japan in history and made the link. But for your pupils, who have not much information about WWII, this may work as a reasoning-question. It will force them to seek information from the textbook, encyclopaedias, etc, in order to think out the answer.

2.12 There is no guarantee that questions, which start with "why", will produce "problem-based teaching". Rather the contrary. It is not "problem-based teaching" to take up a problem such as the Fall of the Roman Empire, if the textbook or teacher at length talks about the degeneration of the aristocracy, the storms of barbarians, lead-poisoning by pipes for drinking-water, and so on - while the pupils just receive. Neither is it "problem-based teaching" if a textbook or the teacher provides the pupils with two or more theories about why the Norse population in Greenland disappeared. That the theme is problematic does not in itself make "problem-based teaching". Nor is it "problem-based teaching" when the lesson involves discussion of opinions and arguments. The term "problem" has nothing to do with what kind of theme we deal with. "Problem" is also not necessarily connected to the style of teaching.

2.13 "Problem" connects to the task the pupil faces - that the pupil must himself/herself think and reason and exercise methods in order to find the answers or solve the task. Our task as teachers is to form the assignments so they will constitute "problem-based teaching" for pupils - makes starting points for reasoning and stimulates the thinking-processes in the pupils. And we must make certain that the task is solvable for the pupils, which means that we must provide the pupils with adequate sources. The sources must not turn the task into a remembrance-question, but give information the pupil needs to reason. "Problem-based teaching" using reasoning-questions develops intellectual skills in the pupils.

3. THE TEXTBOOK AS A SOURCE IN HISTORY-TEACHING

3.1   Of course we may let the pupils work with "authentic" sources (document translated into the pupils' language). But there are limits as to how often and how long we can let the pupils work with such material - as a rule, it will be when we go for learning in depth. More often, we should train the pupils to handle the type of material they usually get their information from - survey-books, newspapers, encyclopaedia, textbooks, etc.

3.2   In principle EVERYTHING that provides information to a problem is a source. And not only in texts but in a wide range of things: pictures, persons, stamps, coins, ICT, cartoons, and so on - and sounds (there is much good history in some songs).

3.3   One of the least esteemed sources in history teaching is the textbook. For me, the history textbook is one of the most important sources, as long as we use it just as a source. What makes it difficult is that we look upon the textbook as something that should be learned more or less by heart, to be remembered. And then the textbook will not function as a source (neither will a peace-treaty if we require that pupils reproduce it). The point is that the textbook must be used in problem-based teaching. The task for the pupils must be formed so they find information in the textbook that they can use in reasoning, not just to find an answer.

3.4   If you are able to use the textbook as a source, you will have a great advantage by also using the old (communist) textbooks. Then you have two valuable contrasting sources (old and new) and may put them together, make the pupils find out what is different in the two and reflect on why they are different. Not to find out which one is true or false, but as two different interpretations of the past, two points of views about history. Do not throw away old textbooks. Keep them and use them.

4. DIFFERENT WAYS TO PROBLEM-BASED HISTORY-TEACHING WITH THE TEXTBOOK AS A SOURCE

4.1   To solve a task, the pupils should use the textbook together with other sources in the same way to find information that is relevant to the problem (assignment). But it is also possible to use the textbook as the only source in "problem-based teaching", for example:

   a. Let the pupil extract the essence of a chapter/section/passage/topic/theme (for instance in the form of a "line of time with the five most important years/events marked") - and state the reason as to why this is the essence.

b. Let the pupils show the relationship between an event and what has happened earlier (in the same culture) or "at the same time" (influences) with other cultures. If desired, let the pupils find parallels in other times/cultures.

c. Let the pupils structure a chain of events and explain how they are connected in the textbook. Or how the author weighs the importance of different factors in the process of their development.

d. Let the pupils make an overview of the fundamental institutions of a society or culture in the economic, social, political and cultural sectors ("ESPC"). Of course, they must give reasons for why these are the most important institutions.

e. It is possible to ask the pupils to find how a change in one sector has an impact on another sector (new technology on the social or political sector; introduction of agriculture on the social structure etc).

f. Let the pupils find in the narrative of the development of a society/culture when new institutions/phenomena occur and consider their impact.

g. It is possible to let the pupils rewrite (or make an article, or newspaper) a passage in the textbook from the viewpoint of a certain ideology or point of view (examples: The crusades as seen by the Arabs; the outbreak of the war as seen by the pacifist; the growth of the town as seen by a peasant…).

5. EVALUATION AND EXAMINATION

5.1 In Norway, we have worked on producing criteria to evaluate the intellectual skills that pupils demonstrate in their investigations and inquiries. We have tried to pinpoint six or seven intellectual skills and to describe them, usually in four levels with examples. An old version has been translated into English as "Aspects of students mastery of history". This is work that is still going on.

5.2 Examinations in history are done in the following way: The pupil receives a problem or is given a theme and must formulate a problem him/herself. Then the pupil may work one, two hours up to 48 hours and may make use of notes, textbooks, encyclopaedias, libraries, ICT, etc. and then present orally the answers and explain how he/she went about finding information and makng use of the information. From spring 2004, all pupils in oral examination will have 48 hours to work on the problem (given or formulated by the pupil). Examination aims at letting the pupil exercise reasoning and reflection.

6. SOME CONSEQUENCES FOR THE ROLE OF THE TEACHER

6.1   Most teachers feel history teaching as an enormous pressure for time. It is difficult to demand "problem-based teaching" in addition to all that is already going on in history teaching. New ways of working must be instead of the traditional ways. In history teaching, I, as the teacher, am no longer the centre of the universe. My role has changed to be a trainer, a coach that exercises the thinking, not the remembrance, of the pupils. Believe me – it is a much more rewarding role than the traditional one.

APPENDIX III

HOW TO USE INTERACTIVE METHODS WHEN TEACHING HISTORY IN SECONDARY SCHOOLS USING TEXTBOOKS AND OTHER MATERIAL: THE EXAMPLE OF SPAIN

Presentation by Ms Cristina DEL MORAL, Spain

1.   INTRODUCTION: INTERACTIVE LEARNING

1.1   First and foremost, someone could argue that the title of my present lecture "The interactive teaching of history" should be considered as a pleonasm in itself. If we look at the dictionary, we would find that the term interaction corresponds to the next definition: "reciprocal action or influence between two or more objects, agents, forces, functions etc". And now, please, tell me: Can you think of an activity more interactive than teaching itself? In fact, teaching is interactive by definition. Teaching is interactive or it is not. In fact, the more interactive teaching is, the more easily it attains its target.

1.2   At this stage, I would like to stress that teaching should no longer be seen as a unilateral activity, but a combination of different interactions.

- *Between teachers and their students*
  We should definitively obliterate the monolithic image of what the French call "le cours magistral". Teachers should adapt themselves and their discourse to their audience. In a nutshell, he or she should interact. And he/she should do so, not only because interaction is much better for his or her didactic purposes, but also - and I consider this a key-factor in a young democracy like Georgia – because, by doing so, he/she is breaking the dogmatic image of teachers as someone who cannot be discussed. In other words, he or she is fostering active participation and laying the grounds for a healthy democracy in the future.

- *Between students and their textbooks*
  The interaction between students and their textbooks should be complemented with other fundamental sources such as historical documents, photographs, films, music, literature, art, monuments, museums, family records etc. The teacher's role is that of encouraging a wider interaction possible between students and the sources.

- *Between students*
  Interaction between students should not be dismissed. Let us consider it in a third way. Teachers should encourage open discussion between students. Teachers should not consider themselves as owners of all answers or recipients of all questions. They should learn to delegate or if you permit me a sporting image: they should learn "to pass the ball" and "to play with the rest of the team".

1.3   Having said that, let us analyse now, what goals should be achieved by teaching of history:

- Students should gain a wide knowledge and understanding of facts and events within a chronological framework.
- They should learn to respect the proving value of sources.
- They should seek objectivity as their ultimate aim.
- They should understand that history itself is submitted to constant analysis and re-interpretation and, therefore, no one possesses the monopoly of truth.
- They should learn that their relationship with interactivity is necessary and compulsory for them to attain the first goal mentioned.

1.4   Against that background, when dealing with teaching history, there is a wide consensus nowadays on stating that any sort of interaction is valuable, especially when the next three principles are combined.

- *Participative teaching:* discussions, working groups, analysis of maps, oral history data recollection, vision of and commentary on transparencies, group visiting to places of artistic value and historical significance. These elements play an important role in allowing history to escape from the prison of books and, therefore, become a part of each student's life.

- *Meaningful teaching:* the teaching of history should be connected with our daily life and with students' previous experiences, because we all live immersed in a never ending history that hits the headlines everyday, a history that can be retraced in buildings and streets everywhere as well as in the organisation of our fields, and which is also preserved in the memories of those who share their lives with our students. The history teacher should be able to integrate that reality in his or her teaching and bring history to every student's life.

- *Interdisciplinary teaching:* social and scientific issues are becoming progressively intermingled nowadays. For instance, teaching history without making some kind of reference to statistics is no longerconceivable; mixing art, urbanism and geometry together has become normal. Combining subjects, from their lowest levels onwards, makes them more interesting and easier for students to understand. The outcome of creating educational centres, where different subjects are linked together, is that maths, urban geography and the history of art become part of the same programme, or that sport could become somehow meaningful when practised in an area full of artistic richness.

1.5   In a nutshell, "to be or not be" interactive is not the question anymore. Teaching history is an interactive activity (in) itself.

1.6   Having said that, let us go back to concepts. As you remember, I began my presentation by quoting a definition of interaction as the "reciprocal action or influence between two or more objects, agents, forces, functions etc". However, if we go back to our dictionary, we will find out a quite new definition of the adjective "interactive" which has been brought recently into our daily lives thanks to the emergence of new technologies. According to this, "interactive is refers to a programme that enables an interaction between a computer and its user".

1.7   If we focus on this aspect, we would be able to analyse the current relationship that exists nowadays in Europe, and particularly in Spain, between the so-called new technologies, especially computers, and the teaching of history, and we would also learn how innovations in this area are coming about. That is why we are meeting here today.

2.   THE SPANISH SITUATION

2.1   Since the early 1990s interactive teaching has been a highly topical issue within the Spanish education system.

2.2   When the use of computers for teaching purposes began, some teachers thought that their dream had come true since they could finally have all historical data collected and immediately accessible. Nevertheless, other groups of teachers thought that their use was a waste of time, nothing but a game.

2.3   The question is not whether we should be fo or against including new technologies in the education system. Everyone agrees on that. As far as new technologies are concerned, the key-point is to lay down the role they should play within a process, the main factors of which are: the relationship between teacher and student, the educational environment within the school community, the good choice of educational contents and their adaptation to those aims that should be attained, the didactic methodology, the classroom organisation and the adaptation of educational contents to each student's age.

2.4   Using an instrument without efficiency and imagination makes it almost useless for didactic purposes. It is worthwhile remembering what happened with videotapes and language laboratories. Teachers and students enthusiastically welcomed the massive introduction of these tools in the Spanish educational establishments. However, after some years, experience taught us that only by using them consciously, are teachers able to make them interesting and appreciated by students. Paradoxically it may seem, students generally find a traditional history lesson more interesting than the mere exhibition of tedious videotape.

34

2.5   It is matter of fact that, in every Spanish school the teacher makes use of a great number of educational instruments (e.g. transparencies, videos, films…). The Spanish educational establishments are well equipped. If they lack any of these instruments, they can always turn to the so-called "Centre of Teachers and Resources". These centres, scattered all over Spain, are located at a maximum distance of 30 km from each educational centre. Madrid, for instance, is provided with 20 of these centres.

2.6   However, even though educational material can easily be obtained, textbooks continue to be the most used educational instrument in Spain. The main reasons for this are first and foremost, the high standard of Spanish textbooks as far are their content; their illustrations and their complementary material. Furthermore, since the textbook market is free in Spain, each school department can choose whichever textbook it considers appropriate for their students to study. The only limit to this freedom of choice is that once a book has been chosen, the department must continue using the same book for the ensuing three consecutive years. Given the already mentioned free market, the offer is quite varied and each department can choose according to its ideological or pedagogical orientation.

2.7   Nevertheless, it is worthwhile remembering that the four most important publishing companies have the widest range of acceptance in schools. These publishing houses are not just established in Spain, but also in the most important South American countries (such as Argentina, Mexico, Peru or Venezuela) making it possible for their books to reach several million students. These publishing houses can thus afford the most important and welknown academicis in the country so that they could introduce the most recent fruits of their research. Afterwards, a selected team of teachers adapts the book to the level of understanding of these pupils for whom the books are written.

2.8   From the ideological point of view, the publishing houses are free to decide on the contents of their books. The Spanish educational authorities do not censure them. However, every single publishing house in Spain follows international guidelines, for instance those from the Council of Europe. If that were not the case, teachers would never choose their books.

2.9   On the other hand, according to the Education Law Reform (LOGSE, 1990), school departments enjoy a great deal of autonomy with regard to the selection of academic contents and distribution of time. However, in doing so, they have to respect some general orientations from national and local authorities, and they should also present a detailed programme explaining the content of each subject. The preponderance of publishing houses within the system is sufficiently proven by the fact that most teachers use the same programmes prepared by publishing houses according to each region's specificities. Those programmes are designed by groups of experts and, therefore, the task of departments is facilitated since they just have to adapt their work to them.

3. THE USE OF THE NEW TECHNOLOGIES IN SCHOOLS

3.1   The present Spanish situation shows us the following figures: 25% of Spanish homes are connected to the Internet. 27.5% of the Spanish population can be labelled as Internet users, 30% of them are between 25 and 34 years of age, while other 19% is between 14 and 19. However, most young people in Spain use the Internet to play video-games (most of them violent and with almost educational content) and for chatting. If we focus on the educational world, we would find out that the whole of secondary schools and primary schools have access to the Internet. However, in many of them, the use of computers has been restricted to the computer studies classroom and it has not become a useful instrument when dealing with others educational activities.

3.2   We should also note that, due to the growing desertion, which is taking place in Spain's country side, a great effort has been made to facilitate teachers' work and children's integration. Part of this effort is the setting up of a programme called "digital village" that tries to make up for their isolation through the use of new technologies in rural schools.

3.3   As far as teachers are concerned, 40% of them cannot use the Internet. Furthermore, according to a recent survey, only 22% would accept working with new technologies in their daily classrooms. These figures are very high if we take into account the fact that educational authorities have put at their disposal some educational programmes (Minerva, Mercurio and Medusa) through the Teachers' Centres and also in their own schools. These programmes are run by an institution called CENICE, run by the Ministry of Education. CENICE's mission entails preparing didactic materials for the Internet and fostering the use of new technologies.

3.4   However, it should not be forgotten that teaching history has not been an educational priority with regard to the preparation of special materials. The main effort has been made in experimental sciences, nature and maths. Having said that, it should be borne in mind that this lack has been somehow compensated with the springing up of more than 340,000 web sites related to the words "Historia de España" (Google). Some institutions also provide help to support the educational world and those have recently presented some innovative experiences in this area.

4. INNOVATIVE EXPERIENCES

4.1 Although the use of computers is not much extended when dealing with curricula subjects and the teaching of history, one should not forget that a variety of Spanish institutions and programmes support the work of those interested in using or learning to use this didactic instrument.

4.2 Apart from the already mentioned CENICE, supported by the Ministry of Education which gives courses in computing and prepares didactical materials, other institutions such as some museums eg: the Prado, the Thyssen gallery, the Archaeological museum of Madrid and, especially some private foundations such as "La Caixa's foundation" foster the creation of additional material for teachers.

4.3 These programmes were aimed at designing support materials for issues, which are considered especially important or difficult withincurricula. Among them, we should highline AIDS, historical towns and citizenship studies. We should also stress the importance of some interactive games for instance: "Climatic Disaster", "Cimcity", "The Nile, a Trip Across Egypt", "Polizón", "Caesar III", "Age of Empires", "Conquest of the New World"in the development of pupils' skills.

4.4 I have worked as evaluator of one of these experiences "www. euroaventura.net" which provided material for the study of the euro and by extension for the study of European economics, culture, social reality, politics and music. The issue was interesting and useful for young students between 12 and 16 years, who are following compulsive secondary education. This web site reports on current issues is up-dated weekly by a group of experts. It also gives access to the European press and offers a collection of useful links for classroom work. It can also provide learning resources aimed at other subjects such as foreign languages, philosophy, and history of art.

4.5 This web page is divided in open but well-structured spaces, which allow teachers to add what they consider to be didactically interesting at any stage. In order to motivate young students, the web page is equipped with interactive games and different pastimes aimed at extending their knowledge and developing their research skills. The use of chats - under the supervision of an expert on each subject - at a scheduled hour everyday allows several classrooms in different places to connect to the Internet at the same time. Both teachers and students have welcomed this innovative experience.

5.   THE USE OF NEW TECHNOLOGIES IN SCHOOLS: ADVANTAGES AND RISKS

5.1   Having said that, let us now see, what are the main advantages but also the main risks of using new technologies in schools:

Advantages:

- Increases the educational offer;
- Gives more time to teachers, who instead of focusing in the "What" can also spend more time in the "How" and in the "Why";
- Allows teachers to change their roles: instead of being mere vehicles for passing on knowledge to their pupils they can become learning guides;
- Allows the reciprocal exchange of information and opinions with people who are not placed within the student's immediate reality. The young student is a virtual citizen of the world;
- Fosters the ability for discussion and analysis.

Risks:

- Derives into an exacerbation of individualism;
- Presents the information in the Internet according to the encyclopaedic positivist trend: recollection of events with scarce connection among them or interpretation;
- Derives into simple autodidactism;
- Provides dispersion.

5.2   In order to avoid these risks, teachers should change their roles and become:

- guides to find relevant information and to learn how to organise it;
- dynamic encouraging questions and answers in the classroom;
- webmasters to boost the reticular relationship through links with other pages and databases;
- chat promoter.

In a nutshell, he or she should be the professional behind the decision on using the Internet.

5.3   It has been widely stated that the ability to work in a team is one of the most appreciated skills in the labour market today. Therefore, organising our classrooms as an educational space, where cooperation becomes essential to everyone's learning, means preparing our students for their future professional careers. It is also worthwhile remembering that fostering solidarity and co-operation when researching is the best way to gain a real knowledge.

5.4 Conceptual research means doing research into cultural heritage - texts, historical documents and all types of different data – within a previous framework. The Internet offers the widest range of possibilities in this area and can be a never-ending source of information. The teacher's role is that of orient students in their search.

5.5 Empirical research means searching for information on the ground: polls, interviews, museum visits. The Internet should be used for "virtually walking" to places where we cannot physically go.

5.6 Creative research means mixing up the aesthetic pleasure with the learning process by means of pieces of theatre, art expositions of personal variations on them. In this context, the Internet can be used to exchange information and as a source of inspiration.

5.7 Learning by discovering is facilitated by the analysis of documents, each of which presents a different view (ideological, evolving through time and/or space) on some issue. In this way, the Internet's offer - due to its quantity and variety of format - surpasses all others.

5.8 Encouraging critical analysis through group discussions and teacher's orientations on the enormous quantity of documents and data presented to the student.

6. CONCLUSION

6.1 From what we have already said, we should conclude that turning our back on the Internet at the beginning of the 21st Century is not only absurd but impossible. If we want the teaching given in our secondary school educational centres to be in accordance with the challenges of the so called "Information Society" for our students in the future, we must follow necessarily take the next five lines:

6.2 A new technology school space to foster interactive learning within an academic framework should be created. It should include free-of-charge school activities, information, instruments, interactive games and links to similar web sites.

6.3 It is essential that teachers' formation be accomplished by means of groups of work with special tutors. The introduction of new technologies in the daily school practice should run parallel to this formation process.

6.4 The creation of groups of teachers and students where they can exchange their views, discuss scientific and professional issues and create a truly educational community out of the school walls.

6.5 Provide schools with enough computers and make them a part of everyday school life.

6.6 Even though this may seen idealistic nowadays, I am certain that we will regard these proposals as something absolutely normal in a not too distant future. The compromise and demanding attitude of teachers and students will surely force our educational administrations to find the means to comply with these needs.

PROGRAMME OF THE SEMINAR

Sunday 16 November 2003

Arrival of the participants

Monday 17 November 2003

10.00 - 11.00   **Plenary Session**

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Opening of the Seminar by: Ms Maia INASARIDZE, Director, Institute for the In-service Training of Teachers, Tbilisi

Ms Tatiana MILKO, Programme Officer, History Education Section, Council of Europe.

11.00 - 11.30   Break

11.30 - 13.30   **Plenary session**

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Presentation on "Preparation of the new curricula and textbooks on history teaching in secondary schools in Georgia: results and future development" by Ms Naira MAMUKELASHVILI, History teacher, Tbilisi

Presentation on "New methods in teaching history in present-day schools: challenges and future developments", by Ms Nana BERELIDZE, History teacher, Telavi

Presentation on "The assessment of pupils' knowledge and skills in history teaching in secondary schools: challenges and future development", by Ms Tamar UZUNASHVILI, History teacher, Tbilisi

Discussion with all the participants

13.30 - 14.30   Lunch

14.30 - 16.30   **Plenary Session**

               Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

               Presentation on "The main elements of curricula on history teaching for secondary and upper-secondary schools and how it reflects the ways of the assessment of pupils' knowledge and skills: the example of the United Kingdom", by Ms Susan BENNETT.

               Presentation on: "How to use interactive methods when teaching history in schools and how these methods could help to assess pupils' knowledge and skills: the example of Norway", by Mr Harald Frode SKRAM.

               Presentation on: "How to use interactive methods when teaching history in secondary schools using textbooks and other teaching materials: the example of Spain", by Ms Cristina DEL MORAL.

               Discussion with all the participants

16.00 – 16.30   Break

16.30 – 18.00   **Working group Session**

               Working group N°1

               Session on the preparation of the new curricula and new system of assessment of pupils' knowledge and skills when teaching history in secondary and upper-secondary schools

               Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

               Rapporteur: Mr Temur MARDALEISHVILI, Deputy Director, Institute for the In- service Training of Teachers, Tbilisi

               Resource person: Ms Susan BENNETT

Working group N°2

Session on the use of textbooks and other teaching materials in history teaching in secondary and upper-secondary schools

Chair: Ms Naira MAMUKELASHVILI, History teacher, Tbilisi

Rapporteur: Ms Maia INASARIDZE, Director, the Institute for the In-service Teacher Training, Tbilisi

Resource persons: Mr Harald Frode SKRAM
                    Ms Cristina DEL MORAL

19.30   Official dinner

Tuesday 18 November 2002

10.00 – 11.30   **Working Group Session**

Working group N°1

Session on the use of textbooks and other teaching materials in history teaching in secondary and upper-secondary schools

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Rapporteur: Mr Temur MARDALEISHVILI, Deputy Director, Institute for the In-service Training of Teachers, Tbilisi

Resource persons: Mr Harald Frode SKRAM
                    Ms Cristina DEL MORAL

Working group N°2

Session on the preparation of the new curricula and new system of assessment of pupils' knowledge and skills when teaching history in secondary schools

Chair: Ms Naira Mamukelashvili, History teacher, Tbilisi

Rapporteur: Ms Maia INASARIDZE, Director, the Institute for the In-service Teacher Training, Tbilisi

 Resource person: Ms Susan BENNETT

11.30 – 12.00   Break

12.00 – 13.30	**Working Group Session on the use of different interactive methods in teaching history in secondary and upper-secondary school**

Working group N°1

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Rapporteur: Ms Nana BERELIDZE, History teacher, Telavi

Resource person: Mr Harald Frode SKRAM

Working group N°2

Chair: Ms Maia INASARIDZE, Director, Institute for the In-service Training of Teachers, Tbilisi

Rapporteur: Ms Naira MAMUKELASHVILI, History Teacher, Tbilisi

Resource persons: Ms Susan BENNETT
Ms Cristina DEL MORAL

13.30 - 15.00	Lunch

15.00 - 16.30	**Continuation of the Working Group Session on the use of different interactive methods in teaching history in secondary and upper-secondary school**

Working group N°1

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Rapporteur: Ms Nana BERELIDZE, History teacher, Telavi

Resource persons: Mr Harald Frode SKRAM
Ms Susan BENNETT

Working group N°2

Chair: Ms Maia INASARIDZE, Director, Institute for the In-service Training of Teachers, Tbilisi

Rapporteur: Ms Naira MAMUKELASHVILI, History teacher, Tbilisi

Resource person: Ms Cristina DEL MORAL

16.30 - 17.00   Break

17.00 – 18.00   **Continuation of the Working Group Session on the use of different interactive methods in teaching history in secondary and upper-secondary school**

Working group N°1

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Rapporteur: Ms Nana BERELIDZE, History teacher, Telavi

Resource person: Mr Harald Frode SKRAM

Working group N°2

Chair: Ms Maia INASARIDZE, Director, Institute for the In-service Training of Teachers, Tbilisi

Rapporteur: Ms Naira MAMUKELASHVILI, History teacher, Tbilisi

Resource person: Ms Cristina DEL MORAL

19.30   Dinner

Wednesday 19 November 2002

10.00 – 11.30   **Plenary Session**

Chair: Mr Nugzar MOLASHVILI, History teacher, Tbilisi

Presentation of the conclusions and recommendations by the rapporteurs of the working groups

Comments by the Council of Europe specialists

Comments of the General Rapporteur

Comments by the participants

11.30 - 12.30   Break

Plenary Session

Closing speeches:

Ms Tatiana MILKO, Programme Officer, History Education Section, Council of Europe

Ms Maia INASARIDZE, Director, Institute for the In-service Training of Teachers in Tbilisi

12.30 – 14.00   Lunch

Departure of the participants

APPENDIX V

QUESTIONS FOR DISCUSSION IN THE WORKING GROUPS

1. What are the aims of teaching national, regional and world history in secondary schools in the 21st Century?

2. How could curricula help to develop new interactive methods in teaching history as well as new approaches in the assessment of pupils' knowledge and skills?

3. How could multi-perspective and comparative approaches be developed when teaching history in present-day secondary schools?

4. How could pupils be helped to develop critical thinking when learning history and the ability to analyse different sources of information such as television and newspapers?

5. How could work with historical sources be organised during history lessons?

6. How could textbooks be used in interactive methods in teaching history in secondary schools?

7. How should history be taught in the context of the present-day information environment?

8. How could interactive methods help to develop a dialogue between teachers and pupils when teaching history in secondary schools?

9. What kind of questions and tasks should be used when teaching history through interactive methods?

10. How should independent creative pupils' work in history be developed?

11. How should history lessons be planned when using interactive methods?

APPENDIX VI

LIST OF PARTICIPANTS

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