

2000



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

CC-ED/HIST (98) 52

The Secretary General's New Initiative

Seminar on

"The preparation, publication and use of new textbooks and teaching resources"

Arkhangelsk, Russian Federation,

28 June – 1 July 1998

Report

Strasbourg

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Report by

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I. INTRODUCTION

The Seminar in Arkhangelsk is a part of the Programme on Teaching History in the Russian Federation in the framework of the Secretary General's New Initiative. The Council of Europe started to implement this Initiative in 1996, and it is directed towards supporting the reform of history teaching in the States of the ex-Soviet Union, which are now members of the Council of Europe and signatories of the European Cultural Convention.

The Council of Europe's programmes on education, stated Ms. Alison Cardwell, Administrator of the Council of Europe's Directorate of Education, Culture and Sport, in her opening presentation, are aimed at promoting:

- the protection of human rights, fundamental freedoms and pluralistic democracy;
- strengthening the confidence and mutual understanding between the peoples of Europe;
- realisation of the full scope of the personal and professional potential of Europeans throughout their lives.

Since the 1950s, history teaching has been a priority in the activities of the Council of Europe, and the value of history as a subject is considered to be unique from the point of view of the self-determination of people on the basis of democratic values, peace and accord.

The Council of Europe has three fundamental principles in its approach to history teaching:

- history without propaganda;
- history without preconceived opinions;
- history based only on facts.

The work of the Council of Europe in implementing its projects on history is carried out in close cooperation with influential non-governmental organisations, such as the European Standing Conference of History Teachers' Associations (**EUROCLIO**), the Georg Eckert Institute for International Textbook Research and the European Educational Publishers' Group (the EEPG).

During the last two years, the Council of Europe and the Ministry of General and Professional Education of the Russian Federation began organising national seminars in different regions of the Russian Federation for more complete and concrete discussions on different aspects of the reform history teaching.

The Seminar in Arkhangelsk is the second in the series of three regional seminars planned for 1998. The other two are:

- the Seminar on "The initial and in-service training of history teachers in the Russian Federation", which was held in Ekaterinburg, at the end of April;
- the Seminar on "The teaching of history in multicultural societies and boarder areas", which will be held in Khabarovsk, in September.

The Seminar in Arkhangelsk was organised together with the Council of Europe, the Ministry of General and Professional Education of the Russian Federation, the Administration of Arkhangelsk region, Pomorsky M.V. Lomonosov State University and with the support of the Austrian organisation "KulturKontakt", which implements programmes of cooperation in Central and Eastern Europe, and, since 1997, has actively participated in seminars on history organised by the Council of Europe.

II. AIMS AND PROGRAMME OF THE SEMINAR

The aims of the Seminar were to:

- analyse the changes, which were made in the preparation, use, publication and evaluation of textbooks of history in the Russian Federation and other European countries since the educational reforms;
- discuss criteria and features of a "good textbook";
- discuss the issues and problems, arising from the use of textbooks in class;
- look for the best means of cooperation between publishers, historians, researchers, authors and teachers in the preparation, publication, use and evaluation of history textbooks;
- determine perspectives for the development of a history textbook and other teaching resources for teaching history in the near future.

The Programme (see Appendix IV) included:

- presentations and discussions during plenary sessions;
- work in groups.

More than 80 participants took part in the Seminar (see Appendix V), including ministry officials, history teachers, historians and teachers from higher education establishments, four representatives of publishing houses and magazines; three organisers of publishing and other projects; eight representatives of initial and in-

service teacher training institutions. Among the participants of the Seminar were about 70 from Arkhangelsk, the Arkhangelsk region and other neighbouring northern regions. The presence of local participants and representatives of different regions of the Russian Federation and invited by the Council of Europe helped the discussions on the questions related to the regional context as well the discussions of these questions as they are taught in different regions of Russia and other European countries.

The Seminar was opened by:

Anatoliy YEFREMOV, Head of the Administration of Arkhangelsk region;

Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport of the Council of Europe;

Erika PRATCHNER, Coordinator "KulturKontakt", Austria;

Vladimir BATSYN, Head of International Cooperation of the Ministry of General and Professional Education of the Russian Federation;

Pavel BALAKSHYN, Mayor of Arkhangelsk;

Alexander TARAN, Director General of the Department of Education in the Administration of the Arkhangelsk region.

III. PRESENTATIONS DURING THE PLENARY SESSIONS

Maitland STOBART (United Kingdom), consultant of the Council of Europe, gave the introductory presentation on "History textbooks and teaching resources in Europe: old problems and new opportunities". It was based on the Council of Europe's work and his own experience.

Textbooks, Mr Stobart argued, are not an end in themselves because their purpose is to serve the curriculum, the teachers and the learners. Therefore, they cannot be seen in isolation from: the aims and content of curricula; history teachers and their perceptions of history. If we want to change history education in schools, it is not enough just to change the textbooks.

With very few exceptions, textbooks are no longer mere books of text. Over the years, they have become increasingly sophisticated through the addition of a wide range of illustrations, source material, and exercises for pupils. Whatever the elements, they should be relevant, support and complement each other, and form a coherent and integral part of the learning package which is the textbook.

Mr. Stobart listed a number of long-standing concerns about history textbooks:

- **the selection of content.** Authors are obliged to be selective, and there is, thus, a danger of compression, distortion and omission. Should authors declare their criteria for selection so that the inclusions and omissions are clear and explicit?
- **the age-group of the learners.** Textbooks should be adapted to the age-group of the pupils who will use them. Some school textbooks, which have been written by university historians, have proved to be too demanding or too encyclopaedic because the authors are used to an older age-group and may be concerned about the risk of over-simplifying, for the younger reader, complex events and issues. What is the expertise expected of the textbook writer?
- **bias**, which can take many forms - the bias of ignorance, bias through proportion and disproportion, bias through omission, bias through the use of incorrect terminology and emotive language etc. How can textbook authors be made aware of their unconscious assumptions, enthusiasm, prejudices and idiosyncrasies?
- **the timelag between the latest historical research and the content of history textbooks;**
- **the form of history textbooks in multicultural or multinational societies.** As history textbooks are usually written for a national mass readership, their authors may find it difficult to reflect ethnic, cultural and religious diversity both within and between regions in a country. How should textbooks reflect the historical experience of immigrants, migrants, refugees and minorities (including indigenous populations, Gypsies, and the Jewish communities in Europe)?

History teachers across Europe, Mr Stobart pointed out, are faced with a wide choice of textbooks. Many are excellent, while others are less good and some are even poor. Buying textbooks represents a considerable financial investment, and, before making a choice, education authorities, schools and teachers have to consider the crucial question: what are the features of a good history textbook? Mr Stobart drew attention to the checklist of questions for evaluating and choosing history textbooks, which had been prepared at the Council of Europe Seminar on "The preparation and publication of new history textbooks for schools in European countries in democratic transition" (Warsaw, November 1996).

In conclusion, Mr. Stobart noted that the traditional history textbook is facing a radical challenge from the New Information Technologies. Thanks to these Technologies, teachers and pupils now have access to an unparalleled range and quantity of texts, pictures, maps, diagrams, film and sound material. It seems likely

that, in the near future, schools will be able to subscribe to special on-line services and download the material which interests them. Schools, teachers and pupils will, thus, be able to produce their own "textbooks" or databases from a variety of sources. Furthermore, a considerable amount of material on history is available on the Internet, and textbook authors and teachers should apply to it the same rigorous questions about authenticity, reliability and accuracy that they apply to traditional sources.

Ludmila ALEXASHKINA (Russian Federation), Head of the History Teaching Laboratory, Russian Academy of Pedagogical Sciences, gave a presentation on "Modern history textbooks for schools of Russia: historical problems and pedagogical approaches". She mentioned that, in the 1990s, the educational literature on history for schools in Russia was renewed. This was for a number of reasons, the most important of them are: changes in the social sciences, including changes in Russian historical thinking, and a changeover to a new structure of school history education. This structure changes the former linear course of studying history into concentric circles:

- a) an introductory course on history (primary school);
- b) basic courses on history in the 5th - 9th forms of basic school;
- c) specialised courses on history in the 10th - 11th forms.

During the 1990s, many new educational textbooks on history for secondary schools were published. Previously, "Prosveshcheniye" was the only educational publishers, but now educational documents on history for school pupils are published by "Miros", "Vlados", "Drofa", "Interpraks", "Mnemozina" and others. The publishing houses in the regional university centres of the country published quite a number of interesting editions on history.

Ludmila Alexashkina mentioned a quick evolution in the content and character of history textbooks. The "first wave" of new textbooks, which were published at the beginning of 1990s, and the textbooks of the middle of the 1990s differ greatly.

At first, there were editions on the national history of the 19th and 20th Centuries. The characteristic feature of these editions, which were published at the beginning of 1990s, was the attempt to reconsider, "rewrite" history. Their pedagogical and methodological aspects were not as good as those of textbooks written between the 1960s and 1980s.

Since the middle of the 1990s, the regulator for preparing and publishing school textbooks was the recommendations of the Ministry of Education (recommendation signature-stamp, composition of the so-called complete federal set). At this time, new textbooks appeared on most courses of national and general history, from antiquity to the present. Nowadays, in each course, there are two or three alternative textbooks, although some of them, had ad a small print-run.

For the editions published in the mid 1990s, it is typical for more carefully thought out presentation of the materials, comparison of different views on events, but not a simple change of one evaluation by an other to be included. In most books, there are now historical documents, illustrations etc. More is told about the history of culture, the way of life and everyday life of people in the past. The target group of some textbooks is defined more distinctly - for basic or for senior school. But a pedagogical form of educational editions still needs improvements.

The problem of modern history textbooks for Russian schools is still that of their methodological basis. School courses of history use, to a certain extent, a civilisational, formational and cultural approach. The cultural approach in Russian school history textbooks is used less than in the first two approaches (mainly in editions on the history of the ancient world and the middle ages, eg in the book by A.Ya. Gurevich and D.E. Kharitonovich, "History of the Middle Ages" (1995)).

According to Ludmila Alexashkina, new school textbooks should:

- describe the different historical experience of certain people and humankind as a whole, its importance for the present; combine different forms of presenting historical information:
 - a) various texts- documents, author's versions, materials, etc.
 - b) characteristics and description of events;
- inform pupils about the methods of historical analysis and historical knowledge;
- introduce a pupil into a situation of dialogue with many parties: with participants of past events, historians, who wrote about them, authors of a textbook and others;
- use image and emotional content of historical knowledge for the formation of relations, evaluations and opinions of pupils.

Larissa SOKOLOVA (Russian Federation), representing at the Seminar the Russian publishing house "Prosveshcheniye", gave a presentation on "The publishing of history textbooks for general education schools: problems, State, perspectives". "Prosveshcheniye" was the largest Russian publishing house of school textbooks, and, until recently, had the monopoly. Textbooks were mostly standard (they were published with little change for many years). There was no reason to make them attractive and competitive.

Because of its long tradition, the publishing house has great experience in preparing educational material and continues to keep the first place on the market of school textbooks. More than half of the orders coming from the regions are for textbooks published by "Prosveshcheniye".

But, entering a market situation gives rise to new problems: how to take the diversity of existing and new needs into account effectively, how to create competitive textbooks according to the new trends and requirements in teaching history?

"Prosveshcheniye" still offers one complete set of history textbooks. These are textbooks of a high level, all of them are included into a complete federal set. Among "Prosveshcheniye's" educational publications, there are complete educational and methodological sets (the idea of creating them belongs to the publishing house), consisting of a textbook, a book for teachers, a book for pupils, a reading book, pedagogical materials, visual aids, and there is also a history textbook on CD. But, if a teacher does not choose these textbooks, the publishing house cannot offer anything else.

An analysis of the situation allowed the publishing house to set up a project for creating a second complete set of history textbooks for secondary school, starting from 5th - 9th forms, linked to the very important changes in teaching history.

Larissa Sokolova dwelt principally on the new areas in the activity of a publishing house on educational material today. This is first of all an interest in working on all the issues involved in making modern textbooks: conceptual, pedagogical, organisational, marketing and financial aspects. A new condition is that of acceptance or not acceptance by teachers and pupils which actually change the system of relations between a publishing house, authors, consumers, etc. of a textbook.

A publishing house, in many respects, becomes an initiator in the process of forming the concept of a textbook, selecting the authors, the main concern of a publishing house is to what extent a textbook is necessary for teachers and pupils. A publishing house, according to Larissa Sokolova, becomes an important link, connecting history with teaching.

The basis for the project of creating a new history textbook is that of the concept worked out by the Institute of Universal History. Larissa Sokolova mentioned the following points:

- the creation of a textbook based on the best European and world experience;
- the observation of the principle of constantly developing education, taking into account the specific features regarding the age of the pupils;
- presenting the subject's content without only one evaluation, but in the context of various interpretations and positions;
- methodological unity and succession of textbooks;
- realisation of comparative and historical approach;

- changes in principles of selecting materials, accent on a joint idea of humankind's history instead of a mosaic of separate facts;
- the principle of synchronisation of events and processes in the history of Russia and Universal History.

The realisation of the project is a complicated and important task, and it, as well as other problems of a school textbook, is, in many ways, connected with the economic, political and socio-cultural situation in Russia.

Larissa Sokolova mentioned the problems of marketing and selling of textbooks in the context of the market for educational literature in Russia, which is in the process of being formed but not yet quite developed, a low level of purchasing power in the education system, and also the changes taking place in the relations of the publishing house with authors, Russian teachers and pupils. She emphasised the importance of studying the experience of preparing textbooks in Poland, Germany, and France, which is very useful for Russia in the transition to a free market for textbooks.

Sergey KUSHNIR (Russian Federation), a history teacher of Gymnasium # 159 of St. Petersburg, gave a presentation on "The use of new textbooks and additional materials of history in a modern secondary school". He mentioned that, during the last three - four years in the senior forms of the school, about 10 new history textbooks had appeared. They are constantly being used and are of great interest to pupils. He gave the example of two textbooks for senior forms, issued in St. Petersburg ("The World in a New Time" (1640-1870) Spb., 1996; "The World in a New Time" (1870-1918) Spb., 1997 - edited by A.Ya. Yudovskaya and Yu.V. Egorov). Sergey Kushnir also illustrated how new textbooks can help to solve more effectively a whole number of tasks of teaching history in school.

First of all, the contents of the textbooks give pupils the possibility to see the world of a person of this or that era through political, philosophical, culturological, religious and other aspects of history, come to understand and accept all human values, acquire a sense of citizenship. Textbooks offer great possibilities for forming democratic values and principles.

New textbooks essentially widen the possibilities for using different pedagogical forms. They include the preparation of compositions on the world of people in the last centuries, role play and personal contact with the past. A large methodological apparatus of textbooks allows individual or group work, dialogue or discussion. The content and pedagogical structure of textbooks allow problematic lessons, lesson-discussions, practical work, seminars, press-conferences, lesson-excursions to take place, etc.

A textbook together with other materials (history textbooks issued abroad, documents, sources, illustrations, films and video, etc.) broadens the possibilities for studying national history in the context of the history of Europe, in a multicultural context, in dialogue with different periods and civilisations.

Comparison during history lessons of materials, sources, textbooks, issued in different countries, is of great interest for pupils, and helps their self-determination and forming their own values.

New textbooks are also considered more effective by pupils. In the questionnaires, they mentioned that a textbook "is estimated as more effective by the pupils themselves". In the offered questionnaires, they mentioned that the "textbook does not put forward a certain point of view, but offers great freedom for creation", "the textbook helps to learn how to find the main thing, put questions and find solutions... A lot of extracts from documents give the textbook a historical reality."

Robert MAIER, Georg Eckert Institute for International Textbook Research (Germany), gave a presentation and compared two textbooks: the first "Development and Creation. Recent Time 1815-1955", published in 1960 and the second "We are Making History", published a few months ago. Robert Maier said, that the question was not to say that one of the books was "bad", and the other one "good". Both books are typical of their period. In comparison, we see the development of the pedagogics of history. More than 20 differences between the two books were mentioned. Here are some of them:

- The first book would today be called a "lead desert". Almost 90% of it is unbroken text. In the new book, there are a lot of illustrations, maps, pictures. No more than one third of it is text.
- In the older book, there is only one type of text, i.e. the author's text. In the new book, the author's text makes up only 25-30% of all the space. The old book was written by two authors. The new book was written by eight authors.
- In the older book, there are not any sources. In the new book, written sources make up more than one third of the space, and with not written sources - even two thirds.
- In the older book, each chapter is a homogeneous text, subdivided approximately into 20 paragraphs. In the new book, each chapter is divided into five parts, differing in colour and with different pedagogical functions (raising interest, preparing for research, work with sources, presenting of material, additional materials).
- In the older book, there are no questions for the pupil. He/she is not addressed at all. In the new book, there is a continuous dialogue with the

pupil, he/she is offered approximately 600 questions, requirements, tasks, ideas for further work, etc.

- In the older book, the authors try to offer an unbroken and full presentation of history. In the new book, the authors use a subject approach. In the older book, the author builds a structure according to the logic of the subject, it is built as if it were an academic book or an encyclopaedia. An attempt is made not to miss any important event. The new book is built around a pedagogical idea. The textbook contains only material which can teach pupils something, and which is useful for the future.
- In the older book, somebody else's grief, grief of the other nations is mentioned only casually, but one's "own" grief is described in detail. In the new book, there are no such differences, grief is grief, irrespective of those, concerned. In the older book, in the context of World War II, they mention circumstances which can cause unpleasant feelings towards the members of the Anti-Hitler coalition. In the new book, the corresponding topics (eg the exiling of Germans from the former eastern territories of Germany) is not mentioned at all. Instead, the authors select situations for mutual understanding between peoples. The new book tells us that the Soviet Army offered thousands of tons of food to the population of Berlin.

To summarise, Robert Maier emphasised that the old book was oriented towards understanding and remembering history's image to a pupil. The history, he/she studies, is something finished. Today, a pupil studies not history, but a certain interpretation of history. He/she will see in the history something standing nearby, but which is not closely connected with him/her. The new book is quite different. Most of the knowledge, which was considered to be an integral part 20 years ago, is omitted from the new book. The book is made in order to encourage pupils to think, develop their ability for critical thinking and their own behaviour in the present. History, according to the preface of a textbook, is like a mirror, in which we can clearly see our own problems.

When they acquire their own image of history, pupils acquire the spiritual autonomy which they need for their present and future. They learn how to put questions, learn how to deal with contradictions, learn that there are different points of view and how to combine different "truths", they learn to respect other opinions, to smooth over contradictions, and that history is not predetermined, and that they can influence it at present. So, they acquire not "dead" knowledge, but qualification, which will help them to find their place in a democratic society.

Andrzej CHRZANOWSKI, Director of WSiP publishing house (school and pedagogical publishing house, Warsaw, Poland), in his report “The preparation and publication of new history textbooks: the experience of Poland”, said that, in present-day, Poland, some of the main reasons for teaching history are to:

- deepen knowledge about the surroundings and processes;
- situate it, and historical events;
- rationalise historical consciousness;
- respect of one's own people, the state, other peoples and their cultures, awareness and human rights.

To attain these goals, we need to step outside deep-rooted traditional methods of encyclopaedic history teaching, when a pupil learns a huge mass of information: dates, facts, names etc. The alternative is the development of historical thinking, skills to understand historical processes and events, work with sources, skills to come to reach one's own values and argue in favour of them. The knowledge of dates and facts becomes a means, but not an end.

Nowadays, in Poland, a basic programme is approved by the Ministry of National Education. A teacher has the possibility to interpret it in his/her own way and to create authors' programmes.

Textbooks are also drawn up, not in accordance with the programme, but on their own basis. It allows a programme to be interpreted creatively, and also allows teachers to present their own pedagogical and methodological concepts of a textbook. Due to this, alternative textbooks have appeared, with the newest trends in pedagogy. From the WsiP's proposals, the examples are textbooks for II and III forms of the secondary school for general education, or a textbook consisting of three parts for technical secondary schools and vocational schools. In the process of education, a teacher can use both a traditional textbook or an analytical textbook, with rich materials, based on sources, and corresponding methodological aids.

In today's Poland, a teacher has a big choice of history textbooks, offered by publishing houses. There are no any formal restrictions in publishing textbooks. The only criteria - and difficulty - for a publisher is whether there are enough teachers who recommend to their pupils a textbook of a publishing house, the sale of which will provide a necessary profit.

But, each textbook is restricted in scope, and cannot cover everything. That is why a teacher and pupils have at their disposal a long list of additional literature, issued by WSiP and other educational publishing houses. These publications are based on sources and have a synthetic and monographic character.

The History of Poland is taught together with European and World History as one subject. That is why, when preparing textbooks, it is very important to co-operate with Polish and foreign historians.

Andrzej CHRZANOWSKI emphasised that the WSiP publishing house considers that school education should be free of false information, harmful ideology and stereotypes. When taking such positions, the publishing houses get support from their numerous authors. They are historians, academics, practising teachers, methodologists. Obviously, authors, especially those with great research achievements, have the right to their own views, as well as sympathies and antipathies. But, in a school textbook, it must not become indoctrination, especially from positions of a certain political opinion, discriminating between different views or even presenting hypotheses or discussion values as final truths. In Poland, to give an assignment to prepare a textbook to one or the other author, is the sole decision of the publisher. From the moment of transferring a textbook to the Ministry of National Education for approval and inclusion in the register of textbooks allowed for schools, a publisher is responsible for its content and form.

Heinz STROTZKA (Austria) represented the Academy of Pedagogical Sciences. In his report "The use of history textbooks and other educational resources in class", he emphasised the need to consider the problems of history textbooks in close connection with paradigms of historical education and their changes. In the traditional system of education, it was an axiom that knowledge was transferred from a teacher to a pupil, who acquired it through listening to, and understanding, a teacher. In a modern approach, at the forefront is the activity of a pupil, and a teacher becomes more the organiser of the educational process. In a new context, a history textbook becomes important and has a qualitatively different role from the previous one.

Still, there is the question of why, even in conditions where the educational programme and a history textbook are based on new paradigms, does a new approach to history education not always reach the "classroom" and not always reach the teacher?

Heinz STROTZKA, in this connection, emphasised the need for:

- a) **a new pedagogical model of history textbook.** It should be a multi-functional textbook, with different positions and interpretations. It should not be oriented to strictly successive, linear presentations of events, as life itself is more a picture, consisting of various combined fragments. It is necessary to seek the optimum correlation between the requirements of an academic character and a pedagogical character of a textbook, interests and their motivation, and the needs of pupils themselves should be the most important when drawing up a textbook, etc.;

- b) the new use of textbooks.** According to Heinz Strotzka, the new use of textbooks is the main problem for today. A lot depends on the teacher, how he/she can help pupils to overcome the existing stereotypes when working with a textbook. Even a new textbook can cause a problem, if it is used in the old way - as a book for reading and learning. Even when a pupil works on interesting problems, a textbook becomes a necessary help for him/her, and broadens the framework of his/her experience. The possibility of using several textbooks and different sources, as is the case in Austria, proves its value, as it prevents monopolisation of other positions and sources. Besides, the time has passed when a school was the only place of getting knowledge, and the consciousness of a pupil who came to school could be compared with “blank sheets of paper”. Nowadays, the consciousness of pupils is filled, and constantly being filled, by information from outside the school. School, in these conditions, should help a pupil to systematise the information received, help him/her to work out his/her own attitude to it. A teacher should pay more attention to the individual experience of a pupil (including work with a textbook), based on it as a source of motivation of an individual interest to history.

IV. SUMMARY OF THE DISCUSSIONS IN THE WORKING GROUPS

4.1 Participants in the Seminar were placed in working groups.

Working group #1

- Chair: Vladimir BATSYN (Moscow, Russian Federation)
- Rapporteur: Olga STRELOVA (Khabarovsk, Russian Federation)
- Resource-person: Maitland STOBART (United Kingdom)

Working group #2

- Chair: Alexander KAMKIN (Vologda, Russian Federation)
- Rapporteur: Alexey FELDT (Arkhangelsk, Russian Federation)
- Resource-person: Robert MAIER (Georg-Eckert Institute for International Textbook Research, Braunschweig, Germany)

Working group #3

- Chair: Vladislav GOLDIN, (Arkhangelsk, Russian Federation)
- Rapporteur: Natalia SKALINA (Arkhangelsk, Russian Federation)
- Resource-person: Andrzej CHRZANOWSKI (WSIP, Educational Publishers, Warsaw, Poland)

The Rapporteurs presented their reports on the results of the work of their group at the final plenary session.

4.2 The working groups were given questions for discussions (see Appendix 1) and three topics for discussion:

- the model of a good (ideal) history textbook;
- the use of new textbooks and other educational materials in teaching history;
- the organisation of co-operation between a publishing house, the author of textbooks, historian-researchers and teachers of history.

4.3 Discussions in the working groups.

During the working group discussions, the opinions of the participants in the Seminar differed. The diversity of opinions proved a complexity with many different aspects of the problems, and a different level of development in pedagogy, as well heterogeneity in a given situation, presented by participants in the Seminar.

At the same time, they found common positions, which were reflected in the conclusions and recommendations of the groups, presented by the participants.

4.4 Main conclusions and recommendations on the results of the working groups.

4.5 The participants in the Seminar came to the following conclusions:

4.5.1 The problem of a good history textbook has a social and civil importance. A present day history textbook, the values and priorities it expresses, in many aspects, determine the future of our society - this is the way to the 21st Century.

4.5.2 It is necessary to prepare a good history textbook in the context of social and cultural conditions, it cannot be created out of a real situation.

4.5.3 In this connection, two versions of requirements of a good textbook were offered: a version close to the real situation in Russia and a perspective version. The first one included the following positions:

- the necessity of **diversity** of educational books, reflecting the varying school education, levels and forms of teaching history, differences in the regions of Russia, its multicultural and multinationality aspects, age capabilities of schoolchildren, their attitude to "History", inclinations in their work and cognitive interests;

- **different functions of** textbooks, combining a traditional text, reading and reference materials, illustrations, methodological packs and appraisal. This kind of textbook is particularly necessary in schools in regions of the Russian Federation where there is a difficult financial situation;
- **the correlation** of a textbook with the minimum of history education and the programme;
- **the diversity** of educational and methodological information and, at the same time, their acquisition in accordance with a single programme;
- textbooks for all levels of education should be prepared following from each other;
- **the refusal of politicised and ideological** contents of textbooks.

A future version included the following requirements:

- **the orientation** of textbooks towards **democratic values** and priorities in civil society;
- the consideration of historical events in national, European and world contexts;
- **a dialogue form of** communication with the authors of a textbook with their young readers, which would allow the gap of generations to be overcome, encourage tolerance and respect for historical and cultural heritage;
- **the many different aims of the contents**, which is shown through the maximum of objectiveness, the absence of propaganda, the selecting of facts for a school textbook, the presentation of several points of view, values, a variety of source documents and pedagogical materials, and the setting of tasks.

Thus a good history textbook for the 20th - 21st Centuries, from the point of view of the participants in the Seminar, is a book which helps a pupil to form a multi-dimensional picture of himself/herself in a modern world, to live in multi-cultural society in accordance with democratic values; it is also a book which teaches critical thinking, openness to other opinions, respect of history, the cultural heritage of one's own country and other countries, and tries to attain high spiritual ideals.

4.5.4 A list of questions was prepared to help a teacher select a history textbook from the existing ones, on the market of educational literature. It includes the following questions:

- how effective is a dialogue of cultures in a textbook, which helps pupils understand other peoples and respect other cultures?
- how effectively can a specific textbook present a multi-faceted presentation of the modern world?
- what is on the front of a textbook: a principle of chronologically presented events, sometimes to the detriment of values or a subject organisation of material according to pedagogical tasks?
- how open are educational texts and questions for critical reflections and personal perception of the historical past?
- how effective is the integration of national history in European and world history?

4.5.5 According to the participants, the effectiveness of the use of history textbooks would be better if teachers were more ready to work with new textbooks. Although they accepted a new situation, and when approving the possibility of choosing a textbook, teachers followed some stereotypical directions, some of which are:

- the view of textbooks as being the only source of historical knowledge;
- the “sacred” perception of its contents, as something which can not be criticised;
- the textbook should only contain a certain amount of information;
- the benefits of a textbook in its sole function as being the purveyor of obligatory knowledge;
- the inevitable chaos in the minds of pupils if they use several different textbooks at the same time;
- the need for one single “right” textbook.

4.5.6 The choice of textbooks by a teacher is greatly influenced by the policy of higher education institutions in the Russian Federation, which always follow a modern paradigm in studying History. In this situation, it is necessary to co-ordinate purposes and tasks, as well as standards of history education in schools and in higher education institutions.

4.5.7 It is necessary to teach a teacher new forms of work with a textbook and additional material. In this direction, in the system of training and raising the level of skills, there should be more intensive changes. An important role in the orientation of a teacher when choosing from a number of textbooks and in working with them, can be played by institutions and other organisations through analysing and estimating new textbooks. In this respect, it is interesting to mention the

experience of the Vologda Advanced Training of Teachers' Institute. The problems of using new textbooks should become the subject of co-operation between history teachers, methodologists, academics and psychologists.

- 4.5.8 The effectiveness of joint projects, bringing together teachers, authors of textbooks, and publishers at all stages starting with the preparation, experimental tests, correction, publishing, use and including the further development of a textbook. A teacher is a participant in preparing a textbook as well as the user. At the seminar, the Vologda draft was presented by its head - Alexander Kamkin, "ISTOKY" VNIK of the Institute of Advanced Training of RAES on the creation of a regional textbook on the basis of common human values, "ISTOKY". The draft allows the textbook to be used through constant dialogue between teacher and pupils, with parents and the people.
- 4.5.9 It was mentioned that the work of Russian publishing houses has greatly changed. Publishing houses want their products to be appreciated by teachers and pupils. But the influence of teachers (and pupils) on the quality of the educational literature published is not well developed because:
- of the low purchasing power in the education system and in society;
 - the role of teachers is limited to that of user of an already finished textbook;
 - not enough well-developed organisational forms and projects involving teachers at different stages of preparation, publication and use of textbooks exist;
 - there is insufficient co-operation between teachers and the regional administration responsible for buying the books (often they do not buy what a teacher needs);
 - of exaggeration, also by teachers, of the state influence on publishing houses and the under-estimation of the meaning of public associations' activities (eg teachers' associations).
- 4.5.10 The great importance for the Russian Federation of the experience of publishing in the countries of Europe was recognised from the presentations of the speakers of the Council of Europe and KulturKontakt, Robert Maier, Andrzej Chrzanowski, Heinz Strozka, Maitland Stobart. A big advantage of the Seminar was the opportunity to talk and communicate with these speakers about the problems of publishing.

4.5.11 The participants in the Seminar reached the conclusion that it is necessary to develop additional material for teaching history. In particular, the development of the new information technologies in the Russian Federation should not be considered as only being in the future. Where conditions allow, it is necessary to develop further the information means of education. In different regions of the Russian Federation, projects at different levels been already developed. The presentation of the activity on the creation of computer systems and educational materials by the “Centroconcept” Centre of M. V. Lomonosov Pomorsky State University raised a great deal of interest.

V. GENERAL CONCLUSIONS, RECOMMENDATIONS AND PERSPECTIVES

5.1 A particular aspect and a big advantage of the Seminar in Arkhangelsk was that the topic allowed the combination of a new vision of history, of the reasons for history education with the conceptual, pedagogical, psychological, organisational and financial problems of preparing, publishing and using history textbooks. The effectiveness of the Seminar was that conversations were not devoted only to specific technical aspects of the topic, but, on the contrary, the discussion even of very specific practical questions (eg what textbook should a teacher of history choose?) was devoted to conceptual and methodological problems. Still more important was, for example, the question of the necessary unity of purposes and tasks of national history education and a joint conception of historical education.

Quite evident also was the effectiveness of consciousness (whether there are stereotyped purposes in the consciousness of a teacher, or a publisher), their influence on the development of the situation in history education, or, on the contrary, the formed opinion, that everything depends only on financing. They determined the importance of working out of a joint conceptual area, bringing to life the used notions and interpretations with conceptual and methodological directions (paradigms, values of history education). Both notions and textbooks used in different contexts can bring about completely different results in education.

5.2 Another important result of the Seminar was that its theme had brought about a new level of understanding of the state and values of history education in the context of a specific national situation. And it allowed the state of teaching history in the Russian Federation to be seen, as transitional. An important conclusion was on the heterogeneity and diversity of conditions in which a teacher works, and the need to take into account the different developmental levels both of educational practice and consciousness of teachers. The development by the participants of the Seminar of two models of a good history textbook, consideration of the need to develop teacher training in how

to work with new textbooks, discussions of a basic textbook, etc. showed the particular situation of the transition period in history education in the Russian Federation.

- 5.3 At the Seminar, the participants supported and developed the main positions and values of the Council of Europe in teaching history at school. The ideas of an ideal history textbook for schoolchildren entering the 21st Century coincided with the opinions of the Western European colleagues. We have common priorities for further development (improvement) of textbooks. But, they are carried out at different rates and inevitably in different forms.

At the Seminar, the participants also agreed with the position, expressed in the report of Mr Maitland Stobart and in the reports of the other speakers, that a history textbook alone, however good, would not change the situation in education.

There should be specific changes in the educational process as a whole, which always has national specificities and is connected with deep processes, taking place in this or that country, in this or that culture. For example, one of the specificities of the Russian situation, to our mind, is the traditionally important role of literature for a teacher, which cannot be estimated only as “minus”. It is necessary both to reconsider the great experience in publications of a teacher, and to raise the question of creating a literature of a new generation for the teacher. At the Seminar, the participants mentioned such important forms of literature as: reference books, educational materials for a teacher (a sort of a guide in how to work with a textbook), information about the textbooks published and other materials, and publications containing analyses and estimates of textbooks, materials guiding a teacher in the growing information area, publications in the form of questions and answers, the dialogue of teachers and academics, of teachers and publishers, etc.

In this connection, periodicals could take on a new role. A transition from a culture of a monologue text to a dialogue. However, a non-text culture cannot happen at once. In this situation, both teachers and pupils need support.

- 5.4 The topic of the Seminar and effectiveness in the discussions prove the need to continue and develop the organisation of regional seminars in the framework of the Council of Europe's cooperation programme. At the Seminar in Arkhangelsk, a large number of questions was raised, many of which could have been presented as separate topics for possible future seminars.

Among them, for example, were the following:

- up-to-date educational and methodological literature for a teacher;

- history textbooks and teaching history from the point of view of pupils;
- an open textbook: possibilities and perspectives;
- history education in a rural school;
- preparation, publication and use of history textbooks: different regional experiences, etc.

5.5 The Seminar in Arkhangelsk was successful and effective namely due to:

- the active and effective discussions in the working groups;
- the possibility offered for constructive communication with representatives of publishing houses and learning about publishing in the Russian Federation;
- the possibility of getting to know the experience of the Arkhangelsk region and the Northwest regions of the Russian Federation through short presentations in the working groups;
- the participation in the Seminar of academic historians from M. V. Lomonosov Pomorsky State University and the representatives of the local administration.

APPENDIX I

QUESTIONS FOR THE WORKING GROUPS

1. Is there sufficient consultation between publishers, academic historians, researchers, authors and teachers in the preparation, use and evaluation of history textbooks? If not, how can the process of consultation be established or improved?
2. What are the characteristics of a good history textbook? Please prepare a short checklist to guide history teachers in the choice of a good textbook. The checklist should cover content, text (style and vocabulary), illustrations (photographs, maps, diagrams, time charts etc) and source material.
3. Do the new textbooks meet the needs of history teachers in the Russian Federation? If they do not, what are the main problems? How can these problems be solved?
4. Do history teachers need specific training in the use of history textbooks (the pedagogy of textbooks)? If they do, what should be the form and content of such training?
5. What are the other main teaching resources which are used by history teachers in the Russian Federation? Do they fully complement the textbooks? Or are there gaps? What sort of resources other than textbooks do history teachers need?
6. What developments do the participants foresee in the preparation, form and content of history textbooks in the next five and in the next 10 years? Do textbooks have a future? Or will they be replaced by new forms of resources generated by the New Communication Technologies?

APPENDIX II

WORKING GROUPS' REPORTS

Ingrid Titova

Report by Working Group No. 1: “The model of a good textbook”

The main aims were to:

- i. devise a model for a “good textbook” in the context of particular socio-cultural conditions;
 - ii. identify general (national, European, global) trends in the development of school history textbooks and to outline the prospects for development;
 - iii. correlate the pedagogical potential offered by school textbooks and other history teaching resources in the age of new communication technology;
 - iv. establish a set of criteria for modern-day history textbooks in order to guide teachers in their choice of materials and highlight the specific features of their use in the educational process.
1. At a time of profound crisis in Russian society, it is important that school history textbooks meet a number of basic requirements:
 - There should be a variety of textbooks, reflecting the diverse nature of school education, the different levels and forms of history education, the particular features of the different regions of the Russian Federation and the multicultural and multi-ethnic nature of the country as a whole, pupils’ cognitive abilities according to their age, their attitude towards the subject of history, professional inclinations and cognitive interests.
 - Textbooks should be multi-purpose, offering a combination of traditional text, reading and reference material, illustrations, extensive methodological aids and evaluation tools. Such textbooks are particularly vital today in under-resourced schools and regions suffering severe financial difficulties.
 - Textbooks should provide the requisite minimum in terms of history education and should tie in with the school curriculum.

- There should be a variety of educational and methodological materials incorporated into a single programme so as to maintain some degree of order in today's free market in textbooks.
- There should be continuity of textbooks throughout the various stages of school history education.
- There must be no attempt to politicise history textbooks or to impose a particular ideology.

What form, then, should history education take and what should pupils be taught?

First of all, a major role should be assigned to in-serving training institutions, working in close conjunction with universities. When it comes to guiding teachers through the wide range of textbooks available, a research centre specialising in the analysis and evaluation of new textbooks would be of great assistance. Matters relating to the use of new textbooks should not be left to methodologists and teachers alone, but should be decided on a joint basis with teachers and psychologists.

Representatives from Moscow, St Petersburg, Ekaterinburg, Pskov, Severodvinsk, Novodvinsk, Nyandom, Ustyanski district and Arkhangelsk took part in the group's activities.

In conclusion, the group wishes to stress the view expressed by the participants in the discussion that Russian schools have acquired considerable experience in working with textbooks. The use of textbooks remains an integral part of the teacher's classroom activities and the principal means of educating pupils.

Report by Working Group No. 2: “The use of textbooks and other teaching resources in the educational process”

Do the new textbooks meet the needs of history teachers in the Russian Federation?

The answer which emerged in the course of the discussions was “yes”. Over the past few years, the Russian Federation has gained experience in the use of various textbooks, many of which are well suited to modern-day needs. The new textbooks make it possible to address the main tasks of history education, particularly as regards forming a complete picture of the historical process. The fact that teachers now have a choice of textbooks means they can use more than one at a time, drawing on the best that each has to offer.

As always, the amount of benefit that is derived from modern textbooks depends on the degree of preparedness of the teacher. It was observed that opinions on the new textbooks differ. Some teachers found them difficult to use in the classroom while others felt that they were too simple.

One question which arose during the discussion concerned the need to single out particular topics from history textbooks for separate treatment elsewhere, e.g. culture. Once again, opinions were divided. Some participants argued that such an approach would allow a full, comprehensive examination of topics for which there is often not enough time in the general history course, while others felt that it would lead to cultural issues, which permeate every other area including economics and politics, being squeezed out.

A highly topical issue which emerged during the discussions concerned the use of textbooks to initiate a dialogue between the teacher and pupils, parents and society at large. A vivid example of this was provided by Mr A. Kamkin (Vologda) in his account of the “Sources” programme, centred around the study of regional history, on the basis of universal values.

It was observed that there are two main problems facing teachers today:

- updating of the content of textbooks;
- the transition to the new system of teaching (the “concentric circles” approach).

The second problem, related to the transition period, calls for new standards, programmes, textbooks and methods.

Do teachers need specific training in the use of history textbooks (the pedagogy of textbooks)?

The participants in the discussions stressed the need for a teaching pack containing additional material, documentation, multi-level questions, non-standard texts, etc.

The long-term guidelines for a “good” textbook stem from the desire to:

- steer textbooks towards democratic values and the priority concerns of civil society;
- examine historical events in a national, European and global context;
- develop a dialogue between textbook authors and their readers, so as to overcome the generation gap and foster tolerance and respect for our historical and cultural heritage;
- offer multi-subject content, reflected in the objective selection of facts to be included in the textbook, in the presentation of several viewpoints and assessments, in the diverse range of source documents and teaching materials and in the problem-oriented nature of the exercises set.

Naturally, our ideas about what constitutes the ideal history textbook for pupils preparing to embark on the 21st century have much in common with those of our western colleagues.

We thus have the same priority objectives as regards the future development and improvement of textbooks. The process of attaining these objectives, however, began somewhat earlier in Western and Central European countries and, judging by the reports by Mr Andrzej Chrzanowski, Dr Robert Maier and Mr Heinz Strotzka, appears to be going well. The German, Polish and Austrian textbooks which they presented drew considerable praise from the members of the working group.

In the course of the discussions, it emerged that financial problems are not the only thing preventing Russian publishers and teachers from acquiring “good” textbooks. The process is also being hampered by the persistence of old stereotypes and narrow-minded views about:

- the textbook, as the sole source of historical knowledge;
- the “sacrosanct” nature of its contents;
- the one-dimensional, linear method of using textbooks;

- the use of textbooks as purveyors of the requisite amount of knowledge;
- the confusion that will inevitably arise in pupils' minds if they are allowed to use several different textbooks at once;
- the teachers' general inability to choose textbooks by themselves.

Discussion of the first two questions led the group to ponder the following: just how good is the new generation of Russian textbook?

The group examined this question in a wider context than that originally proposed: do the new textbooks meet the needs not just of teachers but of Russian society as a whole, as it moves down the path to democracy and integration with the outside world?

The answer to this question was provided by Dr Vladimir Batsyn, through a series of further questions:

- How important is it to adhere to the chronological-order rule when presenting historical facts in Russian history textbooks?
- How good are existing textbooks at affording pupils an opportunity to define themselves in the modern world?
- How successful are textbooks at engaging pupils in a dialogue of cultures, helping them to understand other nations and respect other cultures?
- How open are educational texts and questions to critical reflection and personal interpretation of the past?
- To what extent have textbook authors managed to integrate national history into the wider context of European and world history?

The fact that our participants had no ready answers to these questions, together with the impossibility of judging the merits of the 300-plus textbooks and other materials which make up the current "Federal stock", meant that the main questions posed by Dr Batsyn remained unresolved:

- Is it necessary to have two parallel history courses, one specialising in Russian history and the other in non-Russian history? Has the time not come to merge the two into a single

textbook on world history, of the sort found in Western European countries?

- Are Russian textbooks improving? Are they really becoming better? Towards which kind of model are they moving: one which is designed for the long-term or one which is geared to the harsh realities of the present day?

The discussion - and the failure to complete it - confirmed the need to:

- have a broad, public debate on the aims and core values of history education in the Russian Federation;
- establish clear criteria for assessing school history textbooks in keeping with Europe-wide trends and priorities;
- provide teachers with special training in how to use the new generation of textbooks;
- develop a comprehensive knowledge of the foremost foreign textbooks and their practical application in history teaching.

The participants in our group felt that the two-day seminar had been most rewarding and were grateful to the Council of Europe and Pomorsky State University for bringing them together, thereby helping to encourage fresh thinking on the preparation and use of new history textbooks.

Report by Working Group No. 3: “The main problems involved in creating new history textbooks”.

Over the two days, the working group discussed the following questions:

- Is it possible to construct an ideal, universal model for a history textbook in a country characterised by a wide variety of conditions, a multi-ethnic country with vast borders and, hence, a wide range of historically determined relations with neighbouring States, a multicultural country whose various regions, moreover, gravitate towards different global cultural centres?
- What kind of correlation can there be, in the modern era, between global, European and Russian values in the conceptual model of a history textbook?
- How wide is the gap between the theoretically constructed model of a good textbook and the selection criteria actually applied by teachers in practice?
- Should there be a single, standard, officially approved history textbook or would this be a step backwards, away from the freedom for teachers to choose textbooks?
- What kind of textbook is preferable in today’s schools: a full-length one containing a large quantity of factual material, sources, methodological aids, etc. or a slimline version, designed to perform a particular pedagogical function? Is it better to have a single, integrated textbook encompassing economic, political, cultural and religious history, or to have a number of textbooks, dealing with each subject separately?
- Do teachers need special literature and teaching aids or is it enough to have a good textbook for pupils?
- To what extent and in what ways can teachers influence the preparation and production of history textbooks?

When discussing these matters, the participants expressed different views. The very fact of this diversity of opinion testified both to the multifaceted nature of the problem and to the different levels of development of pedagogical practice itself.

At the same time, a measure of consensus was reached, which came through in the group’s conclusions and recommendations.

The participants in the working group produced the following conclusions:

- Finding a good history textbook is a matter of considerable importance to society at large. Today's history textbooks, through the values and priorities they express, will to a large extent determine the future of our society.
- In order to be any good, history textbooks must be developed in the context of particular socio-cultural conditions. They should not be produced in isolation from national realities.
- Accordingly, the group proposed two alternative sets of criteria for a good textbook, one geared to conditions in the Russian Federation today, the other more future-oriented.

The first textbooks had the following requirements:

1. There should be a variety of textbooks.
2. Textbooks should be multi-purpose, offering a combination of traditional text, reference material, illustrations, methodological apparatus and evaluation tools.
3. Textbooks should tie in with school curricula.
4. There should be a variety of educational and methodological materials, incorporated into a single programme.
5. Textbooks should offer continuity.
6. There must be no attempt to politicise the content of history textbooks or to impose a particular ideology.

The second, future-oriented version had the following requirements:

1. Textbooks should be geared to democratic values.
2. Communication between textbook authors and their young readers should take the form of a dialogue.
3. Textbooks should present a variety of viewpoints.

In the opinion of the working group participants, therefore, a good textbook is one which helps pupils to form a multi-dimensional picture of themselves in the

modern world and to live in a multicultural society in accordance with democratic values. A good textbook is also one which teaches critical thinking, tolerance for other people's points of view, respect for history and for one's own and other people's cultural heritage and which aspires to high moral values.

APPENDIX III

PROGRAMME OF THE SEMINAR

Monday 29 June 1998

09.30 - 11.00 **Plenary Session**

Chair: Dr Vladimir BOULATOV,
Rector of Pomor State University, Arkhangelsk

Opening of the Seminar by:

- i. Mr Anatoliy EFREMOV, Head of the Administration of Arkhangelsk Region
- ii. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe
- iii. Ms Erika PRATSCHER, KulturKontakt (Austria)
- iv. Dr Vladimir BATSYN, Head of International Relations, Ministry of General and Professional Education, Moscow
- v. Mr Pavel BALAKSHIN, Head the Administration of the City of Arkhangelsk

11.00 - 11.30 Break

11.30 - 13.00 **Plenary Session**

Chair: Dr Vladimir BATSYN, Head of International Relations, Ministry of General and Professional Education, Moscow

Introductory presentation on: "History textbooks and teaching resources in Europe: old problems and new opportunities" by Mr Maitland STOBART, Consultant, United Kingdom.

Round Table on "The preparation, publication and use of history textbooks in the Russian Federation":

- Presentation on "The preparation of a history textbook: new approaches and methods: author – teacher - pupil"
by Ludmila ALEXASHKINA, Head of the Laboratory of History, Russian Academy of Education, Moscow;
- Presentation on "History textbooks for the secondary school and in a free market: an overview of a publisher"
by Larisa SOKOLOVA, Head of the Department of Publications on History, Publishing House "Prosveshenie", Moscow;
- Presentation on "The use of a new history textbook in a present-day secondary school"
by Mr Sergei KUSHNIR, teacher, St Petersburg.

Discussion with all the participants

Introduction to the group work: Mr Maitland STOBART, Consultant, United Kingdom

13.00 - 14.30 Lunch

14.30 - 16.30 **Three Parallel Working Group Sessions**

i. Working Group No. 1

Chair: Dr Vladimir Batsyn, Moscow

Rapporteur: Ms Olga STRELOVA, Khabarovsk

Resource person: Mr Maitland STOBART, United Kingdom

ii. Working Group No. 2

Chair: Mr Aleksander KAMKIN, Vologda

Rapporteur: Mr Alexei FELDT, Arkhangelsk

Resource person: Dr Robert MAIER, Germany

iii. Working Group No. 3

Chair: Mr Vladislav GOLDIN, Arkhangelsk
Rapporteur: Ms Natalia SKALINA, Arkhangelsk
Resource person: Mr Andrzej CHRZANOWSKI,
Poland

16.30 – 17.00 Break

17.30 – 19.30 Visit to the “Marfa” House (Centre of Local Culture)

20.00 Dinner

Tuesday 30 June 1998

09.30 - 11.00 **Plenary Session**

Chair: Mr Vladislav GOLDIN, Vice-Rector,
Pedagogical State University, Arkhangelsk

Round Table

Presentations on:

- i. “What constitutes a good history textbook from the points of view of the Georg-Eckert Institute for International Textbook Research” by Dr Robert MAIER;
- ii. "The preparation and publication of new history textbooks: the experience of Poland" by Mr Andrzej CHRZANOWSKI, Director, Wydawnictwa Szkolne I Pedagogiczne, Warsaw;
- iii. "The use of history textbooks and teaching resources in the classroom: the example of Austria" by Mr Heinz STROTZKA, Pädagogische Akademie Salzburg, Austria.

Discussion with all the participants

11.00 - 11.30 Break

- 11.30 - 13.00 **Continuation of the parallel working groups sessions**
- 13.00 - 14.30 Lunch
- 14.30 - 16.00 **Continuation of the parallel working groups sessions**
- 16.00 - 16.30 Break and end of the parallel working groups sessions
- 16.30 – 17.30 **The rapporteurs should report to the General Rapporteur and the Secretariat on the conclusions and recommendations of their working group. They should prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the final consolidated report.**
- 20.00 Official Dinner

Wednesday 1 July 1998

09.30 - 11.00 **Plenary Session**

Chair: Dr Vladimir BOULATOV, Rector of Pomor State University, Arkhangelsk

- i. Presentation of the conclusions and recommendations of the rapporteurs of the working groups

Discussion with all the participants

- ii. Comments by the three speakers invited by the Council of Europe on the discussions held in the working groups in which they took part

- iii. Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar

Comments by the participants

- 11.00 - 11.30 Break

11.30 - 12.30

Closing speeches of the Seminar by:

- i. Ms Alison CARDWELL, Administrator, Directorate of Education, Culture and Sport, Council of Europe;
- ii. Dr Vladimir BATSYN, Head of International Relations, Ministry of General and Professional Education, Moscow
- ii. Ms Tamara ROUMIANTSEVA, Deputy Head of the Administration of Arkhangelsk Region;
- iv. Mr Pavel BALAKSHIN, Head the Administration of the City of Arkhangelsk;
- v. Dr Vladimir BOULATOV, Rector of Pomor State University, Arkhangelsk.

Lunch

Visit to Maliy Karely (Museum of Wooden Architecture)

Afternoon Departure of the participants

APPENDIX IV

LIST OF PARTICIPANTS

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Mr Vladimir BOULATOV, Rector of Pomor State University

Mr Alexander KRILOV, Vice-Rector of Pomor State University

Mr Yuriy KOUDRIASHOV, First Vice-Rector of Pomor State University

Mr Sergey GOLOUBEV, Head of the Department of World History, Pomor State University

Mr Vladislav GOLDIN, Vice-Rector, Pedagogical State University

Ms Natalia SKALINA, History Teacher, Schools N 6

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