



DGIV/EDU/HIST (2001) 05

**COUNCIL OF EUROPE**

**UNESCO INSTITUTE**  
**FOR INFORMATION TECHNOLOGIES IN EDUCATION (IITE)**

**Meeting of Experts on**  
**"History Education and the New Information Technologies"**  
**and One-day Training Workshop on "The use of the Information and**  
**Communication Technologies (ICT) in teaching/learning history"**

Moscow, Russian Federation,

5 –7 April 2001

**Report**

Strasbourg



Meeting of Experts on

**"History Education and the New Information Technologies"**

and One-day Training Workshop on

**"The use of the Information and Communication Technologies (ICT)  
in teaching/learning history"**

Moscow, Russian Federation,

5 –7 April 2001

**Report by**

**Mr Benedict WALSH**  
**United Kingdom**

The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

# CONTENTS

I.	BACKGROUND AND INTRODUCTION .....	5
II.	OPENING OF THE MEETING .....	5
III.	KEYNOTE PRESENTATION.....	7
IV.	ROUND TABLE DISCUSSION 1.....	9
V.	ROUND TABLE DISCUSSION 2.....	11
VI.	ROUND TABLE DISCUSSION 3.....	14
VII.	FINAL SESSION .....	18
 <b>APPENDIX I</b>		
	LIST OF PARTICIPANTS.....	21



## **I. BACKGROUND AND INTRODUCTION**

The Meeting of Experts was jointly organised by the Council of Europe and the Unesco Institute for the Information Technologies in Education (IITE). The Council of Europe and Unesco have a long tradition of cooperation but the present Meeting of Experts provided the first opportunity for cooperation with the IITE.

The aims of the meeting were to:

- i. discuss the role of the Information and Communication Technologies (ICT) in teaching history in secondary schools;
- ii. analyse the way in which the ICT can encourage new methods for teaching and learning history in secondary schools;
- iii. present the advantages and disadvantages in the use of ICT when teaching and learning history in secondary schools;
- iv. discuss which tools of the ICT can be used when teaching history: from the points of view of teachers and educators, as well as authors, and publishers in this area.

## **II. OPENING OF THE MEETING**

The meeting was opened by Professor Alexander Kiselev, First Deputy Minister of Education of the Russian Federation. He raised two key issues which, in his opinion, made this expert meeting one of particular importance.

The first was the ongoing need to revise history textbooks in the light of political and educational change. Political change meant that there was a need to counter the strong ideological element in history textbooks. This meant the strong Soviet influence, but also embraced the need for national histories which explored tensions and conflict whilst attempting to foster mutual respect and understanding. A number of projects were cited in this area. The joint textbook on the history of the Caucasus had reached a draft stage. There were a number of different treatments of Russian history being commissioned from various quarters. Histories of Russia were being written in Japan, and a commission on a joint history of Russia and Poland was under consideration.

The second major issue was the need to revise history textbooks in the light of changes in thinking about educational methodology and pedagogy. In Russia, as in many other states, Information and Communications Technology (ICT) was being seen as a key

feature of the future of the education system. At the heart of any such developments must be a vision of how such technologies should be used.

Mr Vladimir Dorokhin, Director General of the Ministry of Foreign Affairs, also welcomed the participants to the meeting and stressed the importance that his Ministry attaches to this work as well as the cooperation between the Council of Europe and Unesco's IITE.

Ms Alison Cardwell, Council of Europe, and Professor Kinelev, Director of Unesco's IITE, echoed these sentiments. The UNESCO IITE had a key role in developing a vision of how technological innovation could play a part in education for personal development and good citizenship of individual states and the wider community. The co-operation between UNESCO, the Council of Europe and the Russian Ministry of Foreign Affairs was of great significance as an example of inter-agency co-operation and in demonstrating the significance which all parties attached to developments in history education resources, both textbook based and electronic.

The potential benefits of electronic learning were many and exciting. Technology could make learning and resources accessible to a much wider range of people. This would include people with special needs and the disabled. In certain parts of Europe, this meant those whose lives had been disrupted by war and conflict. There was little doubt that history and the new technologies were well suited partners. Technologies could make available source material and access to visual resources such as paintings and architecture. However, making resource material available was some distance from effective and inspiring teaching and learning. Thus, it was vital that developments in delivery of historical information must be aware of the end user, and his or her needs in terms of internalising information and making use of it.

It was also acknowledged that history education could promote mutual respect and understanding. The Council of Europe had promoted the development of projects in the Baltic states and the Caucasus which were resulting in histories which might help promote these aims of respect and understanding. Technologies could enhance this process further. However, an honest assessment had to accept that history teaching could, and often did, achieve the opposite of mutual respect and understanding.



### III. KEYNOTE PRESENTATION

#### **The migration of publishing in print form to print and electronic publishing Brian Carvell, Director of the publishing house Nelson Thornes Ltd, United Kingdom, and representative of the EEPG<sup>1</sup>**

Mr Carvell's principal aim was to explain how and why his company has begun to shift the balance of its publishing from the paper to the electronic medium. His opening remarks concerned the nature of the Internet and its effect on education and learning in the most general sense. The Internet has created much greater access to information. It has created the potential for students to learn at their own pace and the attendant technology has generated software which can help with tracking and assessment of the performance of students. Technology has, of course, affected paper based publishing to a considerable degree. There are faster product cycles and improved avenues for accessing and analysing customer behaviour and attitudes. The Internet at present offers a means to add value, perhaps to existing products in the form of additional supporting information for textbooks or for electronic discussions.

In many ways, however, it is government policies and priorities which drive the process of innovation, in the United Kingdom at least. The United Kingdom and Western Europe are facing a changing economic climate with a burgeoning knowledge economy. In connection with this, governments see education as the key to tapping this new economy and are demanding rising educational standards. There are some important contextualising points in this situation. The United Kingdom is facing a teacher shortage. Internet use is growing. Estimates suggest that 60% of students accessing the Internet at home are doing so for educational purposes. At the same time, connectivity is rapidly increasing. Almost all United Kingdom secondary schools are Internet connected and there is an ongoing programme of providing broadband access to all metropolitan areas by 2004.

Such developments have naturally shaped the nature of developments in publishing. Publishers are beginning to look at homes and parents as well as schools as potential partners and markets in educational publishing. New electronic services are being created to explore this new area. Some are dedicated electronic services aimed squarely at home markets. Other services are more integrated solutions which allow great flexibility in terms of input and output from teachers, students and homes. It seems likely that the role of the teacher and school will be more and more one of facilitator as students find it increasingly easy to locate the information they need.

In this context, teachers have rightly expressed some concerns. Their most pressing concerns seem to be the authenticity and reliability of the information available to

---

<sup>1</sup> The European Educational Publishers' Group

students. They are also concerned that much of the material is not fit for the purpose for which they and their students wish to use it. In history, this is a recurring issue. When history students examine wars, for instance, they tend to analyse causes, consequences and changes which occur during wars. The majority of web sites are attractive and colourful but one dimensional analyses of battles, tactics or weaponry.

Mr Carvell's conclusion, therefore, raised the key point that electronic delivery of history resources need to be aware of the methodological rationale which underpins the teaching of history. It may be that ICT is best used to reinforce imaginative pedagogy or simply to heighten motivation. It may support individual or collaborative work. It may increase interdisciplinary approaches or simply support individual subjects. Whatever the outcomes, electronic resources must have a clear rationale if they are to deliver the value they promise.

A number of issues and points then arose in discussions and questions on Mr Carvell's presentation.

A question was raised on the figure that 60% of student use of the internet was for educational research. It emerged that, in the view of most of those present, this work was generally unfocused and often lacking any real purpose.

Another point raised was whether electronic publishing was currently a profitable enterprise. In Mr Carvell's view, the general opinion was that it was not profitable as yet, but that the business model was developing to make it so.

There was some discussion on whether the format or the content of the textbook is to become the pre-eminent issue in electronic publishing in the near future. This remained unresolved but it appeared that a number of trends did appear to be emerging. It seemed that the likely model was not one which involved dedicated internet courses, at least not for schools. A more realistic scenario was the continuing importance of the paper textbook supported by a package of electronic materials which might be online or other electronic formats. Such resources might provide additional material and or add an assessment dimension.

#### **IV. ROUND TABLE DISCUSSION 1**

##### **Experience of ICT usage in history education in the CIS and Baltic countries**

This session took the form of a series of short presentations and descriptions from contributors in a range of states.

The situation in Estonia was that the Internet was being widely used by students. Most appear to have connections to the Internet from home. The schools are all connected to the internet. The major reservations appear to centre on teacher expertise. In many cases, students are more proficient in terms of technical skills than teachers. Training exists through specific programmes to attempt to address this problem. It is clear that pedagogy is as much a concern as technical proficiency in maximising the use of ICT in history.

In Belarus, the same tensions between teaching methods and technical expertise have emerged. Graduate students and trainee teachers are generally well equipped with technical skills. At Belarus State University, computers have been used to develop programmes which essentially test student knowledge. Such programmes work closely with existing textbook resources. Most of the resources have gone into materials for older students. There have been many resources produced which develop knowledge, such as crosswords. Another popular area has been the development of computer based role plays and simulations. The most recent developments have been on looking at the ways in which computers can help learners to work as individuals, at their own pace.

In Latvia, a major amount of effort and resource has gone into developing CD-ROM resources on the history of the country. The material is generally published in English, and faces the problem of its commercial viability. Without substantial government aid, such resources would never have been created. The CD-ROM has generally been well received when teachers have been aware of it, which has not always been the case. In many cases, students have informed teachers about the resource. This is an illustration of the need for better teacher education, specifically raising awareness about the CD-ROM but also about the wider potential of ICT as a resource for history.

In Lithuania, a similar approach seems to have met with a little more success, by the simple expedient of selling a CD-ROM of Lithuanian History very cheaply! However, cost was not the sole factor. The state (with charitable aid) has funded training for teachers. The experience has shown clearly that ICT supports the teacher when the methodology is sound, and can actually hold back learning when not used appropriately. Training has stressed that development must be education led, not technology led. Lithuania has made progress, but there is a feeling that much more can be done in such areas as: the attraction of computers for boys; the problem of low ratios of computers to students; the use of resource bases with computers.

In Moldova, the position of ICT is like the position of much else – at the beginning of a long process of reform and development. Moldova is developing a new curriculum and creating new textbook resources and re-training teachers. ICT is an important element in this new curriculum. However, it has to be seen in the context of limited access to equipment, finance and technical infrastructure to maintain and upgrade equipment.

In the Russian Federation, there is a clear commitment to history as a subject because it is so central to the personal development of good citizens. This commitment to history is not matched by the extent of development of ICT resources for the subject. Some developers and publishers are blazing a trail with history resources in electronic formats. Against this, there are many factors holding back progress. The high levels of home Internet access enjoyed by students in some states is not matched in all areas of the Russian Federation. Similarly, there are variations between levels of funding and resourcing in different regions of the Russian Federation. Perhaps the key factor is engaging the teaching profession as widely as possible. In many instances, teachers are behind students in terms of their technical skills and their awareness of valuable electronic resources, particularly web sites. The really high quality practice taking place in the Russian Federation is that which is being carried out by enthusiasts. The work of these isolated enthusiasts needs to become more widespread. In the Russian Federation, the need to develop teacher awareness of ICT and to shape teaching methods to make the most of this resource is the most important single job. In order to achieve this, it seems likely that there is a need to explore the relationship between the core textbook resource which is at the heart of most lessons, the potential of electronic resources, and the teaching methods which will allow the best possible use of both.

## **V. ROUND TABLE DISCUSSION 2**

### **Practical examples of ICT usage in the classroom**

In this session, a number of presentations were given, followed by discussions of the implications of the experiences described.

The first presentation (Mr Ben Walsh) looked at the experience of using ICT in the history classroom in the United Kingdom. There are wide variations in the United Kingdom in terms of access to ICT resources and in practice. The key issue emerging is the balance between content and how students find interest, meaning and achievement from that content. This has put the responsibility on to the teacher of creating meaningful and engaging tasks which exploit the power of ICT to access and transfer information, and also the power of ICT to help students make information their own and create their own products with it. In short, this has taken the form of electronic sources of information which students use to answer a core historical question and demonstrate their understanding in different ways. One common exercise was to present students with random statements and pieces of information in a word processor file. Students can then use tools such as cut, paste, table, font size and format etc to rearrange the information into a coherent structure which answers a particular question. The advantage of such an approach is that it allows for constant experimentation with language and forms to create and recreate answers.

The word processor allows for experimentation with historical ideas. This is in contrast to many apparently interactive electronic resources which effectively close down historical questions into 'right' and 'wrong' answers. Such approaches run the risk of losing the very essence of history, which is its provisionality and the fact that views are constantly open to interpretation and re-interpretation. Other examples in common use in the United Kingdom involved the use of statistical databases. Using such databases, students can examine historical events and search for patterns. For example, a datafile showing certain key pieces of information about the Roman emperors can be used to determine pattern of authority and dissent in different centuries of the Roman empire. From the resultant graph, most students would be able to identify patterns of success and relative decline.

A final example showed how a range of resources can be used together. In the first instance, students had become familiar with the civil rights activist, Martin Luther King. They then accessed a web site on Dr King which gave a particular viewpoint on him. Students then copied sections from this web site into a word processor explaining why they strongly supported or opposed the particular statements being made. Students demonstrated their final understanding in a word processed report, or in a presentation format, summarising the main areas with which they had agreed or disagreed.

The next presentation (Dr Vasily Sukhov) explored the issue of integrating textbook and electronic resources in the teaching of history. The project described was a two stage process. The first stage involved translating the content of a successful textbook into CD ROM format. However, it was stressed that the simple translation from paper to electronic format was only one stage. The most important next step was to create a methodology through which learners could use the CD ROM to explore important questions such as 'Why did Pharaoh build the Pyramids?'. The planned structure of CD ROM and learning process aimed to allow wider questions to be tackled as well. These included such issues as why we study history at all, or why people live in states. The core point remained that the effectiveness of the resource was dependent on the originator having a clear educational aim which determined the nature of the resource.

The third presentation (Mr Alexis Chernov) looked at the experience of using ICT as a teaching tool in a Russian school. A number of contextual factors had influenced the ways in which he had developed the use of ICT in his teaching. He had been unimpressed with several pieces of software because they were unsuitable for students, or were inappropriate in terms of assessment. When authoring tools such as Microsoft PowerPoint were developed, he felt that this was the opportunity he had been waiting for. The greater part of his work had been in creating engaging and interesting presentations which allowed him to deliver a body of content in a relatively limited amount of time. PowerPoint gave him the facility to create visual stimuli and to stress key words such as civilisation in a visual and stimulating way. He has been able to use this approach in a wide variety of historical subject areas, from the origins of civilisation to the 1812 war between France and Russia. If there was one advantage he could identify above all others, it was the ability to tailor the level of the material to his particular students.

The final presentation in this session presented a different experience in a Russian school (Mr Yuri Romanov). His approach has been to use a good deal of multimedia resources, primarily to engage students in creating their own projects. Approaches in the school were broken down to give students very clear processes and structures which ensured that their searching for information was targeted and that they were aware of the potential pitfalls and weaknesses of web based information as well as its advantages. Student access to ICT resources at the school is good, and access in free time is also good. There was little doubt that the use of multimedia resources has created motivation and interest in the subject and the medium. Students' projects go to make up a portfolio of their work and the best work is selected by an assessment board to create a student profile.

After the presentations, a number of questions and points led to a general discussion. Some of the key points centred on the attitude of students to these approaches. There was a general feeling that, on the whole, students enjoy using ICT in history. It may be that they specifically enjoy using the computer, or that the computer represents a change from other types of work. Either way, it seems a justifiable activity.

One concern was raised, namely that ICT might be used as a way to squeeze wide ranging coverage of history courses into smaller allocations of curriculum time. This concern was widely echoed. It appeared that the country with the most limited allocation of time to history teaching was the United Kingdom. In the United Kingdom, many teachers were turning to ICT as a way to bolster the position of the subject and preserve or even extend its position in the curriculum.

Two further themes dominated discussion, and were closely related. The first was the role which ICT could play in helping students to develop skills of critical thinking. All of the participants agreed that critical approaches were extremely important, not least in the light of political change and the need to remove ideological influences in history education. It was further agreed that many of the approaches in the presentations could further such approaches. The process of students taking information and creating their own products and presentations which contained their thoughts was potentially central to an approach which developed critical thinking. However, the second issue discussed was critical to this point – the position of the teacher. ICT would only help to develop critical thinking if it were being used effectively as a resource to support effective teaching. It was, therefore, essential for teachers to become aware of the ways in which ICT could help them to develop such approaches. It was also important for teachers to receive training and information about teaching approaches which fostered these critical thinking approaches.

This was an approach which had been adopted in the United Kingdom's National History Curriculum and in a three year government funded project to develop the use of ICT within history education.

## **VI. ROUND TABLE DISCUSSION 3**

### **History textbook publication and the publication of textbooks on CD-ROM**

This session took up a large part of the day and played a key role in helping to develop the conclusions from the meeting. The session began with a lengthy consideration of the meaning and nature of such terms as electronic textbook. Consideration was given to forms such as the CD ROM textbook, which was effectively an electronic version of a textbook. Other media analysed included the encyclopaedia type CD ROM. Further forms discussed included the dedicated learning package becoming increasingly common in Higher Education. A final form which was looked at was the database which allowed users to seek and transfer information in various forms.

As the discussion developed, it became increasingly clear that the key issue to focus on was not the form of the resource but the use to which it was put. Experience in the United Kingdom and Germany showed that teachers mixed and matched resources according to their needs, their students, the availability of the resources and the preferred teaching styles of the teachers. Students are doing the same, perhaps to an even greater extent, via the Internet. In Belarus, many of these experiences were also common, but it was increasingly apparent that the didactic element of teaching history cannot be ignored by developers of CD ROM or other electronic resources.

Further points were raised about the ways in which electronic resources were developed. The issue was raised about developers having a particular ideological or other type of bias, but the point was made that such bias can come into any form of resource, whether paper or electronic. It is the author rather than the medium which determines balance and reliability.

Further points were also raised about the process of developing electronic resources. In the Russian Federation, the cost of such resources was a major problem, both in terms of development costs and the relatively small size of the market which could afford them. Then, there was the issue of the process by which such resources were developed. In too many cases, the teaching strategies which are fundamental to most lessons were either ignored or not supported by electronic resources. Acknowledging the pedagogical process was frequently what differentiated the really good resource from the merely interesting. An important feature of this was whether the resource allowed users to take material from the resource and create their own new products, such as PowerPoint presentations or word processed reports. This was not a major technical problem, but could sometimes involve difficulties over copyright. However, it was common too that developers were not aware that such a facility could greatly enhance teaching and learning and simply omitted the facility.



At this point, there were a number of presentations on particular projects recently developed or in production from different publishers and developers.

Ms Mette Molland of the Gyldendal Publishing House described the position of history as a school subject in Norway and the ways in which her publishing house has developed new textbook and electronic materials to support it. History in the Norwegian curriculum is a long established subject. Consequently, teaching tends to be through traditional formats of teacher exposition and heavy reliance on the textbook. There is a political will in Norway to increase levels of ICT usage in schools, and history teaching is included in that vision.

Gyldendal was looking to develop an integrated textbook and electronic resource for history teachers which would support teaching and help to change teaching methodology in history. As a general rule, Norwegian students have reasonably good ICT skills and consequently are familiar with the Internet and what it may have to offer. This presents certain problems for history teaching in Norway. In the past, the teacher has been the expert in terms of subject knowledge. With broadband access becoming increasingly common in schools, and home access to the Internet more widespread, history teachers are faced with the reality that their students can access a great deal of information independently. This has major implications for their practice. In the past, history and other liberal arts subjects have not been a high priority for the government. History as a subject is facing declining curriculum time. At the same time, the resources available are now rather dated. Textbooks which were radical 20 years ago are still in widespread use. The combination of old methods and old resources has switched many students off history, especially Norwegian history. Increasing globalisation has also added to the sense that national history is local and parochial. However, the educational climate is changing. Younger teachers, new methods of study in the universities and increasing access to the Internet are changing the landscape.

Gyldendal have decided to try to meet the new situation with a combination of textbook, CD ROM and Internet resources (links from the CD ROM). In terms of design, the textbook is focusing on the traditional strengths of the textbook in terms of core narrative, global perspectives and descriptive history. The CD ROM will fulfil several roles in relation to the textbook. At one level, it will extend the scope of the content of relevant textbook chapters, essentially providing more information or gateways to that information. In addition, it will add a pedagogical dimension with tests, quizzes and the like. Via web links, it will also set up forums for discussion on major topics. In conclusion, Gyldendal have many problems still to solve, some technical but the main ones are commercial – finding business models which will make ventures such as this one viable.

The next presentation was by Dr Alexis Kharitonov of the Russian publishing house Clisoft. He demonstrated a product which aimed to support teaching and also autonomous learning. He pointed out that the major development costs were not in programming but in the fees for authors and advisers and for copyright. He has produced courses on a range of topics including Russia / the USSR in the 20<sup>th</sup> Century. This consisted of a wide range of information in different media, including a core reader text. There were some 6,000 sources in the package of resources in total. The size and scale of this collection made it possible for users to investigate and even challenge established ideas about history. The resource was structured around a number of lessons, which were themselves geared to particular important themes and topics. Students had the option to simply follow the slide show format lessons. However, they could interrupt, go back, jump forward and also investigate particular points in greater detail. To support learners further, there was a detailed glossary and also an area which provided tests, questions and assessments. The package also had a software device which allowed users to map out a framework of materials to be used in writing a student paper. The package comes in a variety of forms and at different levels, some aimed at the general public, some at schools, some at Higher Education. In response to various questions, the core point which emerged was that the ICT medium was chosen because it was seen as the right tool for what the project was trying to achieve.

A different type of resource was demonstrated by Mr Vladimir Vikhrev of the Publishing House Mediahaus. The product was aimed at younger students and was focused on giving them interesting activities in the hope of stimulating knowledge acquisition. The particular demonstration focused on ancient civilisations, but the main point was the psychology of the resource. Essentially, the resource was based on the premise that active learning is effective learning. The resource gave plenty of opportunities to students to become involved in the tasks and activities which were set. These included activities which provided an incentive to read at some length in order to solve a particular puzzle. It also included an introduction to historical and archaeological methodology. In response to questions, it was stressed that this resource was not simply an encyclopaedia or reference tool, but was a tool for systematic learning. The exact way in which that learning would take place would, to some extent, be determined by the teacher.

The final presentation came from Dr Dmitry Rubashkin of the Publishing House Mart. This presentation echoed the points made about the main costs of multimedia publishing developments, but went further to describe the advantages to be gained from partnerships of developers with organisations which held large collections of source material. Through such partnerships, electronic resources had been developed on the History of St Petersburg, History of the Jews in St Petersburg and the City of Troy. Demonstrations of these resources, which followed, included a demonstration of the full range of multimedia products including 3D Virtual Reality reconstructions of historic sites or environments.

Questions arose about these resources in terms of the role of the teacher in the use of such a resource. This question developed into a more general discussion on the role of the teacher as a whole. What emerged was a consensus that there is no one way for the teacher to use ICT. Different teachers will make use of the technology in different ways. Some ways (eg presentation of content) see the teacher as the dominant figure. Other methods and activities see the teacher more in the role of facilitator. It was also agreed that, in order to understand these differing roles, it was important for the teacher to be supported with the necessary hardware, software and training, both technical and pedagogical.

## **VIII. FINAL SESSION**

### **RECOMMENDATIONS OF THE MEETING OF EXPERTS**

It was clear from all of the discussion which emerged from the meeting that certain issues were common to all the countries involved. The single most common and heavily rated issue was that of training teachers in the use of the new technologies.

It was, therefore, generally accepted that the priorities emerging from the meeting might be summarised as follows:

- Developing teacher awareness of potential uses of ICT in history education;
- Providing teachers with the necessary technical skills;
- Disseminating examples of good practice as widely as possible;
- Guidance and information for developers of electronic resources on needs of teachers and the limitations they face.

It was acknowledged that equipping teachers and schools with the necessary hardware and software is also a high priority, and may be a higher priority in some areas. However, such a measure is beyond the capacity of UNESCO and the Council of Europe and is a matter for individual governments and authorities. Thus, based on these priorities, a list of recommendations was put forward which were generally approved by the meeting.

#### **Recommendation 1: Dedicated web pages**

The creation of web pages to provide a point of reference for all those interested in developing the use of ICT in history education. The purpose of such pages would be to:

- provide information about forthcoming events such as this meeting of experts;
- host (or provide portals to) important documents (including reports such as this one);
- link to relevant resources across Europe which provide information and advice to teachers and trainers about developing policy, training and resources for ICT in history;
- provide descriptions of examples of use of ICT in history education.

The assumption of the meeting was that the UNESCO / IITE would host such pages. Contributions to the web pages could come initially from those present at this meeting and from wider sources. It was seen as vital that the pages could and should be regularly updated. Most importantly of all, the information networks of the Council of Europe and UNESCO would be used to raise awareness of this resource as widely as possible.

### **Recommendation 2: National Pilot Projects**

The meeting of experts had made it clear that there was already in existence much good practice in use of ICT in history. The aim of National Pilot Projects would be to:

- locate and codify good practice in respective national areas;
- research, adapt and modify models of dissemination which already exist in Europe and beyond;
- provide advice and guidance on policy to national governments and authorities with responsibility for education;
- disseminate good practice in its various forms. This is likely to be in the form of training, advice, classroom resources.

Models for National Pilot Projects exist specifically for history and ICT in Germany and in the United Kingdom. Development models for other subjects or other areas within history also exist even more widely throughout Europe. Such projects are likely to be the responsibility of national governments, but UNESCO and the Council of Europe may be able to provide assistance in some forms.

### **Recommendation 3: Regional Pilot Projects**

It was widely recognised that, within the countries represented at the meeting, there were very large regional differences in terms of governmental structure, the devolution of decision-making and funding on education, language, access to ICT resources, approaches to history curricula etc. It was, therefore, felt to be imperative that, where appropriate, national pilot projects should be complemented by regional pilot projects. Such regional projects would embrace the same core aims as the national projects. Their role would be primarily in adapting and translating the processes, models and materials generated in national projects to regional needs.

**Recommendation 3: Further co-operation in the area of use of ICT in history education**

The meeting of experts recognised the unique roles occupied by UNESCO and the Council of Europe in bringing together diverse experiences and expertise to achieve common aims. The meeting was anxious that further possibilities for such co-operation between respective governments and the agencies should be explored. Possible examples discussed were:

- the development of electronic educational resource pack(s) using similar models to existing UNESCO / Council of Europe textbook projects;
- a general handbook of broad principles for use of ICT in history education.

After approving the recommendations, the meeting closed.

## **APPENDIX I**

### **LIST OF PARTICIPANTS**

#### **Specialists and Invited Speakers**

##### **Keynote presenter**

Mr Brian CARVELL, Publishing Director, Nelson Thornes and representative of the EEPG, Delta Place, 27 Bath Road, CHELTENHAM, GLOUCESTERSHIRE GL53 7 TH, United Kingdom

Tel: +44 1242 26 71 00

Fax: +44 1242 22 19 14

E-mail: [Bcarvell@nelsonthornes.com](mailto:Bcarvell@nelsonthornes.com)

Ms Mette MOLLAND, Editor, GYLDENDAL Publishing House, P. boks 6860 St Olavs Plass, 0130 OSLO, Norway

Tel: +47 22 03 43 32/41 00

Fax: + 47 22 03 41 62

E-mail: [mette.mollnad@gyldendal.no](mailto:mette.mollnad@gyldendal.no)

Mr Benedict WALSH, Head of the Historical Association Education Committee, 16 Osborne Crescent, STAFFORD ST17 0AD, United Kingdom

Tel: +44 1785 25 79 50/44 1785 22 38 00 EXT 3101

E-mail: [bwalsh@ms.webfactory.co.uk](mailto:bwalsh@ms.webfactory.co.uk)

##### **Russian Federation**

Acad. Alexander CHUBAR'YAN, Director of General History, Russian Academy of Science, Moscow

Tel: +07 095 9381009

Fax: +07 095 938 22 88

e-mail: [worldhis@ignl.msk.ru](mailto:worldhis@ignl.msk.ru)

Prof. Leonid BORODKIN, Head of the Association "History and computer", Vorobjovy Gory, Moscow State University, Moscow 119899

Tel /Fax: +7 095 939 11 65

e-mail: [borodkin@uuhist03.msu.ru](mailto:borodkin@uuhist03.msu.ru)

Prof. Nur KIRABAEV, Peoples' Friendship University of Russia, Moscow

Tel: 7 095 433 20 00

E-mail: [Kirabaev@mail.pfu.edu.ru](mailto:Kirabaev@mail.pfu.edu.ru)

Dr Sergey KUVSHINOV, Russian State University For the Humanities, Moscow  
Tel: +7 095 250 69 74  
E-mail: [kuvshinov@rsuh.ru](mailto:kuvshinov@rsuh.ru)

Prof. Alexis MASLOV, Peoples' Friendship University of Russia, Moscow  
Tel: +7 095 434 12 12  
E-mail: [maslov@maslov.msk.ru](mailto:maslov@maslov.msk.ru)

Prof Vladimir KOZMENKO, Peoples' Friendship University of Russia, Moscow  
Tel: +7 095 433 23 12

Prof. Tamara ADAMYANTS, Institute of television and radio broadcasting Workers' professional skills improvement, Moscow  
E-mail: [tevv@aga.ru](mailto:tevv@aga.ru)

Dr Vasily SUKHOV Head of laboratory, Moscow Pedagogical University  
E-mail: [abdulaev@online.ru](mailto:abdulaev@online.ru)

Mr Alexis CHERNOV, Teacher of history, School 46, Moscow  
E-mail: [elior@online.ru](mailto:elior@online.ru)

Dr Alexis KHARITONOV, CLIOSOFT Publishing House, Moscow  
E-mail: [clio@mail.ru](mailto:clio@mail.ru)

Mr Vladimir VIKHREV, "MEDIAHOUS", Moscow  
E-mail: [yvv@ipi.ac.ru](mailto:yvv@ipi.ac.ru)

Dr. Vladimir TIMOFEYEV, Russian National Multimedia Centre, Moscow  
Tel: +7 095 917 23 37  
E-mail: [mmedia@rnmc.ru](mailto:mmedia@rnmc.ru)

Mr Nikolay SELIVANOV, Russian State University For the Humanities, Moscow  
E-mail: [energy@rsuh.ru](mailto:energy@rsuh.ru)

Dr Dmitry RUBASHKIN, "Mart", SPb., Moscow  
E-mail: [dmitry@mart.spb.ru](mailto:dmitry@mart.spb.ru)

Ms Tamara TULIEVA, Ministry of Education, Chistiey Proudye Street 6, 101856 Moscow  
Tel: +7 095 923 12 86



Ms Elena BOBROVA, Portal 1812, Russian State University For the Humanities,  
Moscow  
E-mail: [ftad@rsuh.ru](mailto:ftad@rsuh.ru)

### **Armenia**

Mr Yuri NAVOYAN, Head of the Diaspora Department, Ministry of Education and  
Science of Armenia, 13 M.Khorenatsi Str., Yerevan  
Tel/Fax: +3741581391  
E-mail: [spyurg@freenet.am](mailto:spyurg@freenet.am)  
*Apologised for absence*

### **Azerbaijan**

Mr Baba CASIMOV, Chief of Department “Analysis and Prognosis”, Ministry of  
Education, 49 Khatai Str., 370016 Baku  
Tel/Fax: +99412938097  
E-mail: [edu-min@azeri.com](mailto:edu-min@azeri.com)  
*Apologised for absence*

### **Belarus**

Ms Elena BALYKINA, Belarus State University, 6 ap20 Krasnoarmeyskaja str., 220030  
Minsk  
Tel: +375 17 222 36 07  
Fax: +375 17 226 01 75  
E-mail: [balykina@hist.bsu.unibel.by](mailto:balykina@hist.bsu.unibel.by)

### **Estonia**

Ms Eda MARIPUU, History Teacher, Member of the board of experts Estonian ICT  
“Tiger leap” Foundation, Muhu Comprehensive School, Liiva sjk, 94 701, Saare mk.,  
Tel: +372 45 48 974 (work) +372 45 98 361 (home)  
Fax : +372 45 48 978  
E-mail: [mart.maripuu@mail.ee](mailto:mart.maripuu@mail.ee)

### **Georgia**

Mr George MACHABELI, Head of Foreign Department, Ministry of Education, 52,  
Uznadze Str., Tbilisi  
Tel/Fax : +995 32 95 70 10 / +995 32 95 48 69  
*Apologised for absence*

### **Latvia**

Mr Valdis KLISANS, History Expert, Desk Officer, Centre of Curriculum and Examination, Valnu street 2/604, 1050 Riga  
Tel: +371 7814453 / +371 7522036  
Fax: +371-7223801  
E-mail: [isec@izm.gov.lv](mailto:isec@izm.gov.lv)

### **Lithuania**

Mr Svajunas MACIULEVICIUS, Ziezmariiai secondary school, Zasliu str. 21, 4240 Ziezmariiai  
Tel: +370 56 58358  
E-mail: [Svajus@ziezmariiai.lm.lt](mailto:Svajus@ziezmariiai.lm.lt) / [Svajus@hotmail.com](mailto:Svajus@hotmail.com)

### **Moldova**

Ms Galina GAVRILITSA, Head of Department, Ministry of Education and Science, 7, Ap 87, str. Jinta Latina, Chisinau 2044  
Tel: +373 2 23 27 80  
Fax: +373 2 24 88 55  
E-mail: [galina\\_gavrilita@yahoo.com](mailto:galina_gavrilita@yahoo.com)

### **Ukraine**

Ms Raisa YEVTUSHENKO, Leading Specialist, Department of Secondary Education, Ministry of Education, 10Peremoha Av., 252135 Kyiv  
Tel: +380 44 216 12 41  
Fax: +380 44 274 10 48/216 16 07  
*Apologised for absence*

### **Observers**

Dr Falk PINGEL, Deputy Director, Georg Eckert Institute for International Textbook Research, Celler Str. 3, 38114 Braunschweig, Germany  
Tel: +49 531 59099-0/53  
Fax: +5909999

Ms Tamara EIDELMAN, EUROCLIO, Teacher of History, School 1567, Moscow  
E-mail: [euroclio@atom.ru](mailto:euroclio@atom.ru)

Ms Yulia KUSHNERIOVA, EUROCLIO, Teacher of History, School 1567, Moscow  
E-mail: [1567kab21@mail.ru](mailto:1567kab21@mail.ru)

Prof. Victoria UKOLOVA, Head of the History Expert Council, Ministry of Education,  
Chistiey Proudny Street 6, 101856 Moscow  
Tel: +7 095 434 91 57

Prof. Lubov SEMENNIKOVA VOROBOVY GORY, Moscow State University,  
Moscow 119899  
E-mail: [lisem@spa.msu.ru](mailto:lisem@spa.msu.ru)

Mr Victor BELIAVSKY, Director, Humanities Education Centre, Moscow  
Tel: +7 095 911 04 28  
E-mail: [CGO@fipc.ru](mailto:CGO@fipc.ru)

Mr. Sergey MIRNOV, IIO RAO, Teacher of history, school 57, Moscow  
Tel: +7 095 246 00 50  
E-mail: [ijo\\_rao@mail.ru](mailto:ijo_rao@mail.ru)

Prof. Alexander ORLOV, Moscow State University, Moscow  
Tel: +7 095 203 95 93

Dr Kirill MITROFANOV, Moscow City Pedagogical University  
Tel: +7 095 959 55 51  
E-mail: [cyr-g-m@aport200.ru](mailto:cyr-g-m@aport200.ru)

Prof. Rafael ARSLANOV, Peoples' Friendship University of Russia, Moscow  
Tel: +7 095 434-23-12

Dr Tatiana PON'KA, Peoples' Friendship University of Russia, Moscow  
Tel: +7 095 434 23 12

Dr Kaleria SAVRUSHEVA, Peoples' Friendship University of Russia, Moscow  
Tel: +7 095 434 23 12

### **COUNCIL OF EUROPE**

Ms Alison CARDWELL, Administrator, Directorate General IV: Education, Culture and  
Heritage, Youth and Sport  
Educational Policies and European Dimension Division  
Activities on the reform of history teaching and the preparation of new history textbooks  
in Central and Eastern Europe  
Conseil de l'Europe - 67057 Strasbourg Cedex  
Tel: +33 (0)3 88 41 26 17 - Fax: +33 (0)3 88 41 27 50/56  
E-mail: [alison.cardwell@coe.int](mailto:alison.cardwell@coe.int) - Internet: <http://culture.coe.fr>

**IITE**

Professor Vladimir KINELEV, Director of the IITE, 8 Kedrova St. (Bld. 3), 117292  
Moscow

Professor Valery MESKOV, Consultant

Mr Yury KUZMIN, Administrative Officer

**Organising Committee**

Mr Lev GORDON, Programme Specialist IITE

Ms Irina OBUKHOVA, Programme Specialist IITE



