



**Activities for the Development and Consolidation
of Democratic Stability (ADACS)**

Seminar on

**"New history textbooks and teaching
resources: aims, preparation and
use in the classroom"**

Petrozavodsk, Republic of Karelia
Russian Federation

16-18 June 1999

Report

Strasbourg

Seminar on

"New history textbooks and teaching resources: aims,
preparation and use in the classroom"

Petrozavodsk, Republic of Karelia, Russian Federation,

16 – 18 June 1999

Report by

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

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I. INTRODUCTION

The Seminar on "New history textbooks and teaching resources: aims, preparation and use in the classroom", organised by the Council of Europe in conjunction with Petrozavodsk State University (PSU), the Education Information Centre of the PSU and the Ministry of General and Professional Education of the Russian Federation and with the generous participation of Austria's "KulturKontakt" and the Nordic Council of Ministers, was held in Petrozavodsk, from 16 - 18 June 1999.

The seminar was attended by representatives, mainly from the north-west region of Russia (Moscow, Velikiy Novgorod, Pskov, Vologda, Archangel, Nizhniy Novgorod, Tver, Irkutsk).

Other participants included members of the State Duma and the Legislative Assembly of the Republic of Karelia, representatives of the Ministry of Education, the Ministry of Education of the Republic of Karelia, the publishing house "Prosveshcheniye" and the journal "History Teaching in Schools", speakers from the Petrozavodsk State University, teacher trainers of the Karelia Institute for In-service Teacher Training and teachers from schools in Petrozavodsk and various parts of Karelia.

The seminar is part of the programme entitled "Activities for the Development and Consolidation of Democratic Stability", which was drawn up and is being implemented by the Council of Europe, as well as of the Council of Europe's education programme.

The priorities of the Council of Europe's education programme include:

- history teaching;
- education for democratic citizenship in schools and higher education establishments;
- the learning and teaching of modern languages;
- school links and teacher exchanges.

History and history teaching occupy a special place in the Council of Europe's work because history is an irreplaceable and unique means of enabling the above-mentioned goals to be achieved.

In her opening presentation, Ms Alison Cardwell re-emphasised that "from the outset, the Council of Europe stated that the purpose of its work on history textbooks was not to use history as propaganda for European unity but to try to eliminate the traditional mistakes and prejudices and to establish the facts", so that history and

history teaching should not be used for the purposes of unscrupulous policies aimed at kindling inter-ethnic and religious hatred or fostering feelings of cultural or racial superiority.

Ms Cardwell pointed to the need to involve teachers from all educational establishments in the work of preparing and publishing new history textbooks, as they are in direct touch with pupils and can adapt the language and content of textbooks to the ages of pupils.

According to Ms Cardwell, if a textbook is to be interesting, a balance must be struck between:

- text;
- maps;
- photographs;
- extracts from historical documents;
- tasks and possibly tests for pupils.

History textbooks should have the following aims:

- awakening pupils' interest in history and encouraging them to look for further information elsewhere;
- developing their critical thinking skills;
- developing their reasoning skills and covering not just military and political history but also cultural, scientific, social, economic and spiritual history.

Ms Alison Cardwell's presentation and Ms Tatiana Minkina-Milko's paper on "The experience of the Council of Europe in the preparation of new history textbooks in the Russian Federation" provided the seminar's participants with information on two regional initiatives: the "Tbilisi Initiative" and the Black Sea Initiative on History.

"The Tbilisi Initiative" entails the preparation and publication of a textbook on the history of the Caucasus, including Armenia, Azerbaijan, Georgia and the Russian Federation.

In autumn 1999, the authors of the textbook will meet in Moscow to discuss the work done so far.

The Black Sea Initiative on History is concerned with the production of a teaching pack for history teachers. A meeting on "The Greeks in the History of the Black Sea" will be held in Greece in December 1999.

II. AIMS AND TASKS OF THE SEMINAR

The aims and tasks of the seminar were to:

- define the role and function of history textbooks in the educational process;
- define the main objectives of history teaching;
- identify positive developments in the preparation, use and publication of new textbooks as well as any outstanding problems;
- discuss the place occupied by other educational resources in history studies in schools as well as their role in the teaching of history;
- examine and discuss problems arising during the use of new textbooks and other teaching resources in the learning process;
- examine the problems of teaching history in rural schools;
- identify the role of the new information technologies in the learning process and their relationship with history textbooks.

The seminar programme (see Appendix I) provided for:

- presentations and discussions in plenary sessions;
- group work.

III. SUMMARY OF THE MAIN TALKS AT THE PLENARY SESSIONS

3.1 Dr Robert Maier, representing the Georg-Eckert Institute for International Textbook Research (Germany), gave a presentation on "The role of history textbooks in history teaching in present-day European schools", in which he outlined the results of a survey of 32,000 pupils carried out during 1994-95 in 27 countries for the purpose of identifying the role of textbooks in history lessons and ascertaining pupils' attitudes towards history textbooks.

The survey showed that:

- textbooks occupied a central place in history lessons in almost all European countries;
- pupils in all countries did not enjoy working with textbooks;
- in spite of everything, pupils nonetheless trusted history textbooks.

Thus, "the school textbook is still one of the main teaching resources", despite all attempts to depict it as a relic of the old education system.

Dr Maier singled out what he considered to be the principal merit of a school textbook, namely its multi-functionality, enabling modern history textbooks to offer a set of varied resources and contain not only the author's text but also:

- excerpts from literary works;
- excerpts from memoirs;
- primary-source materials;
- pictures;
- maps;
- chronological tables;
- suggestions for work;
- further reading guides;
- terminological glossaries etc.

In Dr Maier's opinion, the school textbook was a useful resource or tool enabling teachers to attain their goals, but it was not sufficient in itself because, as its scope was limited, it could not effectively elucidate events in today's world.

Modern textbooks were not simply receptacles of information and knowledge, but should be used to teach how to study. Acquiring this skill was of paramount importance for the pupils' future, and a teacher's professionalism was primarily reflected in how effectively and comprehensively he or she used that tool.

According to Dr Maier, the use of a range of different information media enabled the content and form of lessons to be made more productive and varied.

In principle, any of the mass media could be used, depending on the goals teachers set themselves. On the basis of these goals, it was possible to use:

- printed material, whenever the focus was on the process of acquiring analytical and reasoning skills;
- sound, for intensifying emotional impact;
- pictures, which helped children to imagine and experience history more deeply;
- films: these were the most comprehensive means of depicting and illustrating people's social relationships in specific historical periods;
- the Internet.

For Dr Maier, the modern school textbook "includes all innovations and does not represent a straitjacket for either pupils or teachers but simply serves as a guide and a source of alternative propositions encouraging personal research".

3.2 Mr Heinz Strotzka, representative of the Pädagogische Akademie in Salzburg (Austria) gave a presentation on "The use of history textbooks and other teaching resources in present-day secondary schools: the example of Austria".

Mr Strotzka singled out several problems in his presentation:

The choice of textbook

In Austria, textbooks are selected by teachers, who have the problem of making the right choice, as various types of textbook are available in the country:

- traditional textbooks, mainly containing the author's text and an insignificant quantity of additional materials;
- textbooks that combine the traditional contents of textbooks with drawings, diagrams, maps, sources etc. The relationship between the text and the material may vary, the former accounting for about half of the total volume. In some textbooks, the material serves to illustrate the text; in others it is self-contained;
- a third type of textbook contains mainly "stories" for younger pupils;

- a fourth type, which is linked to the third, comprises materials for individual work in the form of games, quizzes, detection-style tasks etc. It has a recreational character and represents an attempt to solve the problem of motivation which concerns many teachers in Austria.

The use of textbooks in class

According to many research findings, school pupils did not enjoy working with textbooks. In Mr Strotzka's view, if pupils were to be interested in working with textbooks, it was first of all necessary to present them with an intriguing question so that they would use a textbook to search for the answer. His own professional experience had shown that pupils looking for the answer to a problem they had been set were prepared to read lengthy texts.

The problem of competition between textbooks and other teaching resources

Mr Strotzka, referring to pupils' fascination with computers, CD-ROMs and the Internet, expressed the view that, in the interactive process, a structure should be developed in which various information units were combined to form a whole. He was convinced of the need to encourage a critical attitude towards new information systems, believing that history teaching would, in the future, be primarily linked to the problem of selecting and critically evaluating material. This was not a simple task and would entail a change in the role of teachers, who would have to:

- evaluate directly all available material;
- get used to the fact that they were not the main sources of information.

The problem of the syllabus

Mr Strotzka identified three possible methods of organising teaching:

- chronological;
- illustrative;
- thematic, which enables the selected theme to be examined in various historical and geographical contexts.

The current Austrian syllabus was based on the chronological principle, which created a series of problems, as use of this approach meant that many pupils did not realise, for example, that the Greek and Roman civilisations had existed simultaneously. In addition, the geographical context was becoming narrower: the history of Byzantium, Asia and Africa received practically no attention, while the history of eastern Europe, especially Russia, was totally ignored.

A new syllabus, based on the thematic approach, was currently under discussion in Austria. It did not prescribe specific themes, but allowed the teacher some freedom of choice. Not all Austrian teachers welcomed changes to the syllabus, and their main argument was undoubtedly cogent, that is to say subjects that were intrinsically linked to each other were being artificially separated.

However, it was important to consider the advantages of this method. Pupils could see how specific themes changed according to the circumstances and specificities of a historical period.

3.3 The Norwegian representative, Mr Asle SVEEN, gave a presentation on "The preparation, publication and class use of history textbooks in present-day secondary schools: the example of Norway".

Mr Sveen quoted from a 1996 regulation on history teaching in upper secondary schools, in which the goals and pattern of education were clearly defined. He then described the structure of the history syllabus and its main objectives as well as the problems faced by textbook publishers and authors.

Like Austria, Norway had a system for monitoring textbooks. There were four main publishing houses competing in this sector of the market.

Textbooks were mainly written by university lecturers or schoolteachers with a Master's degree in history, either individually or jointly.

While Austrian pupils were supplied with textbooks free of charge, Norwegian pupils had to pay for them out of their own pockets: this amounted to US\$ 700 and placed a considerable burden on family budgets.

The task of selecting textbooks was the responsibility of a school board made up of representatives of pupils, teachers and the school administration as well as local politicians and other school employees; in reality, however, the choice was made by teachers.

Mr Sveen believed that a teacher's role should evolve from that of instructor and examiner to that of study organiser, since it was important for pupils to learn how to work both independently and in groups with their classmates.

Some people in Norway considered that, as a result of the emergence of the Internet and information technologies, textbooks would become things of the past.

Mr Sveen, like Norwegian publishers, disagreed: textbooks might have to change, but their survival was not threatened.

3.4 Ms Larisa SOKOLOVA, representative of the publishing house "Prosveshcheniye", gave a presentation on "New history textbooks for secondary schools in the Russian Federation: a publisher's overview".

Ms Sokolova believed that publishing houses were becoming the links between historical science and the practice of history teaching in schools.

Having regard to the recommendations of the Archangel Seminar, her own publishing house had concluded an agreement with Archangel and Nizhniy Novgorod on the appraisal of history textbooks by higher and secondary education teachers with a view to improving textbook quality.

3.5 Ms Tatiana Agarkova, Director of the Centre for Educational Innovation, Petrozavodsk State University, gave a presentation on "The use of history textbooks and other teaching resources in present-day secondary schools: the example of Karelia", in which she emphasised that the problem of textbooks was still a major one among the many others in history teaching and was of great importance to teachers, pupils, parents and society alike.

Ms Agarkova recalled that there had previously been the concept of "teaching and methodological resource pack", which had included:

- a textbook;
- a reader;
- an atlas and contour maps;
- a set of teaching materials;
- a teacher's handbook.

Among these items, present-day teachers usually only have a textbook, which they therefore expect to offer everything that was formerly to be found in the resource pack.

She drew attention to such negative phenomena as teachers' refusal to use textbooks in their lessons and their tendency to replace the point of view of a textbook's author by their own, which they claimed to represent the truth.

Due to the economic crisis, a primary question arising was that of a textbook's affordability for pupils.

In Karelia's forest settlements, where the majority of parents were unemployed, many schools were faced with the serious problem of textbook affordability.

Ms Agarkova pointed out that:

- teachers in Karelia were sufficiently proficient in the techniques of using historical sources in both class and out-of-class activities;
- considerable experience of working with archival sources had been accumulated in the republic; a number of teachers used excursions, archaeological expeditions and local-history materials for more advanced historical studies;
- there was some experience of making use of the periodical press for history teaching; however, it was impossible to develop this experience in many areas, because periodicals were not published regularly, libraries were being shut and no photocopying facilities were available. The same applied to the use of literary works in history teaching, as such works were expensive and indeed unaffordable for the average pupil. Teachers had to contend with these various problems single-handed and were clearly not in a position to solve them.

No teacher would deny the value of additional teaching materials or be unwilling to work with documents and historical literature and have material to distribute for class and out-of-class work - the problem was how to supply teachers and pupils with all these things.

Petrozavodsk University was attempting to solve this problem by involving students in practical activities aimed at preparing teaching materials for pupils and teachers. The best of these resources were being published by the university to help students and young teachers. It regarded this approach as highly promising, as it enabled two needs to be met simultaneously:

- carrying out wide-ranging theoretical and methodological work with students;
- assisting young teachers in the republic.

Teaching with the help of new information technologies was considered very important, and computer programmes were being written for schools. It was planned to develop distance learning as well as consultations and exchanges of experience among teachers via the Internet. Such a project was feasible provided the necessary funding was available.

In Ms Agarkova's opinion, there was another important arrangement that fulfilled a multitude of teaching and educational functions, that is to say the organisation of pupils' work with home archives.

Radio lessons and materials for educational role-games could be of great help to teachers. A teacher's handbook for organising independent pupil activities was to be published in 1999, based on work with documents, popular scientific literature, graphs and sketches. The history of individual families was also studied alongside regional history.

Teachers from Karelia were also taking part in the creative process: they were working on the compilation of programmes and teaching aids concerning ethnic and local history.

The key to solving many of the above-mentioned problems lay in the pooling of the efforts of academics, leading methodologists, the republic's teachers, publishing houses and textbook authors.

IV. SUMMARY OF THE WORKING GROUP DISCUSSIONS

The seminar programme included discussions by three working groups, which focused their attention on the following topics:

Group 1: "The use of history textbooks and other teaching materials in present-day secondary schools in rural areas"

Chair: Ms Galina Tun, Petrozavodsk

Rapporteur: Ms Tatiana Pasman, Pskov

Resource person: Mr Asle Sveen, Norway

In discussing this theme, the group's members considered three questions:

- the specific nature of history teaching in rural schools;
- taking account of the specific features of rural schools in the preparation of textbooks and educational aids;
- ways in which history teachers compensate for the lack of content and methodology in instructional literature.

In a lively discussion, various views were expressed and the following conclusions reached:

- the specific situation regarding history teaching in rural schools was characterised by:
 - a. the limited nature and inadequacy of basic and auxiliary teaching resources;

- b. a lack of requisite information about the latest achievements in pedagogy, psychology, methodology and historical research.

A solution to this problem lay in two-pronged action by education authorities:

- **the dissemination of information on all teaching literature published in Russia and abroad;**
- **the equipping of schools with computer technology and selected books;**
- **due to the specific nature of work in rural areas, it was necessary to develop and utilise distance in-service training arrangements for teachers in rural schools.**

The group members viewed the role of history textbooks in the educational process from two angles:

- a. **the textbook as an instrument for systematising knowledge;**
- b. **the textbook as a teaching medium constituting a single source of knowledge.**

Rural teachers felt a need for additional material to be published, such as:

- a. exercise books;
- b. books for teachers;
- c. readers;
- d. documentary and historical resource packs.

The contributions made by two periodical publications - the newspaper "Istoriya" and the journal "History Teaching in Schools" - were assessed favourably.

Group 2: "The preparation of new history textbooks"

Chair: Mr Alexander Shevyrev, Moscow

Rapporteur: Ms Sveltana Maksimova, Nizhniy Novgorod

Resource person: Dr Robert Maier, Germany.

The members of the second group discussed the following topics:

- the strong and weak points of contemporary textbooks;
- standards and textbooks;
- regional textbooks;
- the need for new textbooks to reflect changes in the education system.

The group identified the following shortcomings in new textbooks:

- use of complex language;
- a surfeit of information;
- misorientation of questions and control exercises for pupils;
- insufficient treatment of aspects of daily life.

The strong points included:

- updating of contents;
- the variety of additional material available for teaching history;
- the multifunctionality of textbooks.

The group reached the following conclusions:

- in the long-term, it was **preferable for textbooks to be kept separate from additional materials**; in the current circumstances, however, the **optimum alternative was a teaching resource pack**, which should include maps, source materials, illustrations, photographs, questions and exercises, tests and tables.
- **standards were essential**, but they should be brought into line with each other;

- **regional textbooks** were important for achieving the aims of history studies, but the **problems associated with them needed to be discussed at a separate seminar.**

All the group's members remarked on the value of holding such seminars and expressed their gratitude to the organisers.

Group 3: "A history textbook and other teaching resources"

Chair: Mr Alexander Kozhanov, Petrozavodsk

Rapporteur: Ms Marina Erokhina, Pskov

Resource person: Mr Heinz Strotzka, Austria.

The third group mainly concentrated on:

- the chief aims and methods in history teaching in present-day Russian schools;
- problems concerning additional teaching material.

In discussing the first set of questions, the group agreed that the general purpose of history studies was to generate historical consciousness, encourage historical thinking and impart a knowledge of the fundamentals of historical science.

However, the prioritisation of the aims of history studies was variable:

- in some cases, the main aim was to create a system of knowledge;
- in others, it was to provide certain value-based guidelines;
- in yet others, it was to inculcate an ability to work independently with various types of historical sources, to determine one's own position in relation to historical facts etc;
- lastly, it might be to impart clear perceptions of the past.

The priority given to this or that aim depended on the pupils, their ages, their future plans and their interests.

In conclusion, the group stressed the need to:

- **publish thematic materials for teachers**, which included information units (new information, historical documents, etc) enabling the

historiographic and source-study components of lessons to be strengthened;

- **enhance the training and educational functions of school and local-history museums**, as well as the materials in their possession;
- **develop** a methodology for the **use of audio and video materials in lessons**;
- **develop information technologies and teaching resources**, although, unfortunately, the financial situation of present-day schools did not yet allow these to be widely used.

The participants remarked on the undeniable usefulness of such seminars and expressed the hope that they would continue.

The three groups' discussions made it possible to cover a wide range of problems concerning the use of history textbooks and other teaching and methodological materials in present-day rural schools, the preparation of new textbooks and their relationship with other information sources.

The presentations by Alison Cardwell, Tatiana Minkina-Milko, Robert Maier, Heinz Stroztko and Asle Sveen provided a basis for the discussion of these problems.

The seminar's intensive and fruitful proceedings led to the following conclusions and suggestions:

- **being a fundamental teaching resource, the textbook undoubtedly occupies a dominant position in the educational process.**

However, its role and position are slowly but surely changing. Instead of being the sole standard basis of education, **it is becoming one of many teaching instruments, used in conjunction with a growing number of auxiliary materials.**

Two views emerged on this question. Some regarded the textbook as but one element of the educational process, to be used in association with supplementary instructional materials, whilst others preferred to regard it as a complete resource package.

Although significant progress has been observed in both the content and the form of textbooks and teaching aids, **the current (and perhaps eternal) problem is the same as in the past, namely that of selecting suitable material for textbooks and adapting textbooks to different age groups of pupils and to the particular needs of specialised schools and classes.**

For this purpose, it is desirable that textbook authors should either themselves be familiar with child psychology and pedagogy or call on specialists in this area to advise them.

For the first time, mention was made of the need for **thorough psychological research into the nature of modern children's perceptions of the diverse information offered in textbooks and other teaching materials.**

The seminar participants believed that textbooks would be more effectively used if teachers were better prepared for working with them. The transition from a monologue style in textbooks to a culture of dialogue could not take place overnight. Teachers **needed support.**

For this reason, the system of in-service training must undergo considerable changes in order to consolidate the efforts being made in this direction by in-service training institutes, higher education institutes and the various kinds of methodological associations and voluntary organisations, especially associations of history teachers.

It has become necessary to discuss the problem of conformity between regional and federal standards for school history teaching with a view to eliminating any inconsistencies.

It is necessary to develop co-operation between authors of teaching and methodological packs, publishing houses, methodologists, history teachers and everyone involved in historical research, in order to take advantage of the latest pedagogical experience.

The positive work of the "Prosveshcheniye" publishing house was noted: the firm is always open to co-operation with anyone interested in improving the quality of textbooks and pedagogical aids.

All authors of history textbooks should have a clear and intelligible conceptual position. It is precisely this that determines a textbook's function. If authors focus attention on "knowledge", then the main function will be one of information and systemisation. If they subscribe to the active approach, the main function will be one of development, methodology and organisation.

It would be preferable for authors of textbooks and teaching materials to advise history teachers on methods of differentiating between teaching material according to pupils' varying degrees of knowledge, bearing in mind the diversity of methodological decisions involved in the teaching process and the need for different types of teaching and pedagogical materials and resources.

The seminar participants drew attention to the inadequate preparation of teaching aids for the "second concentric circle" (= upper secondary education): existing textbooks do not take account of the problematic and theoretical features specific to history education.

The problems of rural schools require particular discussion.

In the opinion of the seminar participants, **the multi-functional textbook, combining a traditional text with an anthology, references, documents, illustrations, methodological** guidance and assessment tools, was preferable for rural schools in regions in a difficult financial situation.

It would be desirable if textbook authors paid attention to this wish on the part of teachers in rural schools.

An important conclusion was reached on the wide variety of conditions in which rural teachers work and **the need to take account of differing levels of development both in educational practice and in teachers' and pupils' consciousness.**

Rural teachers have to contend with a catastrophic shortage of requisite teaching resources as well as an information vacuum.

In addition, it was emphasised that only a quarter of pupils had textbooks.

Supplying schools with textbooks, teaching packs and professional periodicals was a problem shared by all.

The seminar participants considered that, whilst this problem was mainly a matter for higher state authorities, it could also be tackled in other ways. One such approach was the conclusion of direct contracts with publishing firms for the supply of textbooks and other teaching aids; this would substantially reduce the cost of book production. Another possibility was the preparation of teaching aids by higher education institutes (following Karelia's example), etc.

A series of questions raised at the seminar might be adopted as subjects for further seminars. They included in particular:

- the working out of a system of criteria for modern teaching packs;
- questions of methodology in the teaching of historical subjects;
- the fostering of humanist values in history teaching.

An initial meeting of textbook authors, publishing houses, higher education lecturers and teachers from vocational colleges and schools was held in Archangel in June 1998. While the topics discussed and conclusions reached at the Petrozavodsk Seminar were similar, it differed from its predecessor in that:

- **for the first time, the problems of rural schools were included in the discussions;**
- **it took place on the threshold of Russia's transition to a 12-year education system.**

The problems dealt with at the Petrozavodsk Seminar and the results show the effectiveness of holding regional seminars in the framework of the Council of Europe's education programmes as well as the need to continue and develop them, as pointed out by all the participants.

Such seminars provide an excellent opportunity to discuss sensitive issues and draw up practical recommendations for the Russian Federation's Ministry of General and Professional Education as well as local authorities. They stimulate the creativity of history teachers, as demonstrated at the Archangel Seminar, where the wish to set up an association of history teachers was expressed (such a body is now functioning).

The decision as regards the preparation of regional textbooks for the primary, middle and higher stages of school education, together with the requisite companion materials, was a further positive outcome of the seminar.

The Council of Europe seminars facilitate closer contacts between publishing houses, authors of textbooks and teaching aids and teachers in general educational establishments.

The exchange of experience both amongst the Russian participants and between them and their foreign colleagues contributes to a search for solutions to common problems, widens horizons and improves teaching quality in educational establishments of all types and forms.

The Petrozavodsk Seminar proved successful and productive thanks to the considerable amount of preparatory work done by its organisers, the high quality of the presentations in the plenary sessions and the lively discussions held by the working groups.

APPENDIX I

PROGRAMME OF THE SEMINAR

Wednesday 16 June 1999

7. 00 – 10.00 Arrival of the participants

12.30 – 14.00 Lunch

14.30 – 15.30 **Plenary Session**

Chair: Dr Anatoliy LOPOUHA, Vice-Rector,
Petrozavodsk State University

Opening of the Seminar by:

- i. Mr Nikolay TCHERNENKO, Head of the
Government of Karelia
- ii. Mr Andrey DYOMIN, Head of the Administration
of the City of Petrozavodsk
- iii. Mr Valeriy GOURTOV, Vice-Rector of
Petrozavodsk State University
- iv. Ms Alison CARDWELL, Acting Head of the
Technical Co-operation and Assistance Section,
Council of Europe
- v. Ms Tamara TULIAEVA, Leading Specialist,
Ministry of General and Professional Education of
the Russian Federation, Moscow

15.30 - 16.00 Break

16.00 - 18.00

Plenary Session

Chair: Dr Anatoliy LOPOUHA, Vice-Rector,
Petrozavodsk State University

- i. Presentation on: "The experience of the Council of Europe in the preparation of new history textbooks in the Russian Federation" by Ms Tatiana MINKINA-MILKO, Programme Officer, Technical Co-operation and Assistance Section, Council of Europe;
- ii. Presentation on: "New history textbooks for secondary schools in the Russian Federation: an overview of a publisher" by Ms Larisa SOKOLOVA, Publishing House "Prosvesheniye", Moscow;
- iii. Presentation on: "The role of a history textbook in teaching history in present-day European schools" by Dr Robert MAIER, Georg Eckert Institute for International Textbook Research, Germany.

Discussion with all the participants

18.00 - 19.00

Cultural Programme

19.00

Dinner

Thursday 17 June 1999

8.30

Breakfast in the Hotel

9.30 - 11.00

Plenary Session

Chair: Dr Anatoliy LOPOUHA, Vice-Rector,
Petrozavodsk State University

- i. Presentation on: "The use of a history textbook and other teaching resources in present-day secondary schools: the example of Karelia" by Ms Tatiana AGARKOVA, Director of the Centre for Educational Innovation, Petrozavodsk State University;

- ii. Presentation on: "The use of a history textbook and other teaching resources in present-day secondary schools: the example of Austria" by Mr Heinz STROTZKA, Pädagogische Akademie, Salzburg.

Discussion with all the participants

11.00 - 11.30

Break

11.30 – 13.00

Plenary Session

Chair: Dr Anatoliy LOPOUHA, Vice-Rector,
Petrozavodsk State University

- i. Presentation on: "The preparation, publication and class use of history textbooks in present-day secondary schools: the example of Norway" by Mr Asle SVEEN.

Discussion with all the participants

Introduction to the group work: Ms Alison CARDWELL,
Acting Head of the Technical Co-operation and Assistance
Section, Council of Europe.

13.00 - 14.30

Lunch

14.30 - 16.00

Three Parallel Working Group Sessions

- i. Working Group No. 1

Chair: Ms Galina TUN, Petrozavodsk
Rapporteur: Ms Tatiana PASHMAN, Pskov
Resource person: Mr Asle SVEEN, Norway

- ii. Working Group No. 2

Chair: Dr Alexander SHEVYREV, Moscow
Rapporteur: Dr Svetlana MAKSIMOVA, Nijniy
Novgorod
Resource person: Mr Heinz STROTZKA, Austria

iii. Working Group No. 3

Chair: Mr Alexander KOJANOV, Petrozavodsk
Rapporteur: Ms Marina EROHINA, Pskov
Resource person: Dr Robert MAIER, Germany

16.00 - 16.30	Break
16.30 - 18.00	Continuation of the parallel working groups sessions
19.00	Official dinner

Friday 18 June 1999

8.30 – 9.00	Breakfast in the Hotel
09.30 - 11.00	Continuation of the parallel working groups sessions
11.00 - 11.30	Break
11.30 - 12.30	Continuation of the parallel working groups sessions
12.30 - 14.00	Lunch
14.00 – 16.00	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 report of the Seminar.
16.00 - 16.30	Break

16.30 – 18.00

Plenary Session

Chair: Dr Anatoliy LOPOUHA, Vice-Rector,
Petrozavodsk State University

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

Discussion with all the participants

- ii. Comments by the three experts 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

Closing speeches of the Seminar by:

- i. Ms Alison CARDWELL, Acting Head of the Technical Cooperation and Assistance Section, Council of Europe;
- ii. Ms Tamara TULIAEVA, Leading Specialist, Ministry of General and Professional Education of the Russian Federation, Moscow;
- iii. Ms Ludmila KOSUK, Head of the Education Committee of the Administration of the City of Petrozavodsk
- iv. Professor Victor VASILIEV, Rector of Petrozavodsk State University

19.30

Dinner

Departure of the participants

APPENDIX II
QUESTIONS FOR THE WORKING GROUPS

Working Group 1

**"The use of history textbooks and other teaching resources
in present-day secondary schools in rural areas"**

Chair: Ms Galina TUN, Petrozavodsk

Rapporteur: Ms Tatiana PSMAN, Pskov

Resource person: Mr Asle SVEEN, Norway

- i. What are the specific features when teaching history in rural areas? What difficulties do you encounter?
- ii. What are the most urgent needs of history teachers in rural schools?
- iii. How do you see the role of a history textbook when you teach history in your schools?
- iv. What other resources could you use to help teach history in your secondary school? Please, share your own experiences.
- v. What history textbooks and teaching resources are at your disposal? Are they suitable for teaching history in rural schools?
- vi. What is your point of view on using alternative history textbooks in secondary schools in rural areas?
- vii. From your point of view, what are the best history textbooks used in secondary schools today and why?
- viii. If you do not have access to history textbooks and recent teaching materials, how do you teach history and with what materials?

Working Group 2

"The preparation of new history textbooks"

Chair: Dr Alexander SHEVYREV, Moscow

Rapporteur: Dr Svetlana MAKSIMOVA, Nijniy Novgorod

Resource person: Mr Heinz STROTZKA, Austria

- i. What are the strong and weak features of history textbooks now in use in secondary schools in the Russian Federation?
- ii. What is the role of a new history textbook when teaching and learning history in present-day secondary schools in the Russian Federation?
- iii. What new qualities should a history textbook have? (eg maps, sources, illustrations, questions, etc.). Give your own ideas.
- iv. Should new history textbooks be linked to the standards and curricula for history teaching, and, if yes, how?
- v. How should new history textbooks reflect the changes in the secondary education system (now 12 years)?

Working Group 3

"A history textbook and other teaching resources"

Chair: Mr Alexander KOJANOV, Petrozavodsk

Rapporteur: Ms Marina EROHINA, Pskov

Resource person: Dr Robert MAIER, Germany

- i. What are the main aims in teaching history in present-day secondary schools in the Russian Federation?
- ii. What does "a history textbook" mean from the point of view of an author, teacher, educator and pupil?
- iii. What are the new methods for teaching history which could be used in present-day secondary schools in the Russian Federation?
- iv. What other teaching resources, besides a history textbook, could be used in teaching history in present-day secondary schools?
- v. What teaching resources could be used to provide interactive methods in teaching history in secondary schools?
- vi. Give examples of using different teaching resources from your experience.
- vii. From your point of view, which are the best history textbooks in use in secondary schools today and why?
- viii. Is there a future for the traditional history textbook?
- ix. What role could the New Information Technologies play in teaching history? Can they replace history textbooks?

APPENDIX III

LIST OF PARTICIPANTS

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