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**Activities for the Development and Consolidation
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Seminar on

“New history textbooks for secondary schools:
approaches, perspectives and systems of evaluation”

Yaroslavl, Russian Federation,

10 – 12 April 2000

Report

Strasbourg

Seminar on

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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.

CONTENTS

I.	INTRODUCTION	5
II.	SUMMARY OF THE BASIC REPORTS.....	8
III.	SUMMARY OF DISCUSSIONS IN THE WORKING GROUPS.....	17
APPENDIX I PROGRAMME OF THE SEMINAR.....		27
APPENDIX II LIST OF PARTICIPANTS.....		31

I. INTRODUCTION

The seminar on "New history textbooks for secondary schools: approaches, perspectives and systems of evaluation", organised by the Council of Europe in conjunction with the K.D. Ushinskiy State Pedagogical University in Yaroslavl and the Ministry of Education of the Russian Federation, with the participation of the Austria's KulturKontakt, took place in Yaroslavl, from 10 - 12 April 2000.

Taking part in the seminar were representatives of the Federal Ministry of Education, representatives of the Regional Education Department, representatives of the publishing houses "Prosveshcheniye" ("Enlightenment") and "Prepodavaniye istoriy v shkole" ("History teaching in schools") and of in-service teacher training institutes, university lecturers, and teachers from municipal and village schools.

The participants came from Moscow, Saint Petersburg, the Republic of Kareliya, the Republic of Mari El, Vladimir, Novgorod, Arkhangelsk, Pskov, Tver, Nizhniy Novgorod, Kirov, Ivanovo, Rostov, Kostroma.

The seminar was a further phase in a programme planned and implemented by the Council of Europe to develop and consolidate democratic stability.

The seminar's basic aim was to discuss new approaches, perspectives and systems of evaluation for the preparation of new history textbooks for secondary schools.

When opening the seminar and welcoming the participants, Vladimir AFANASYEV, Rector of the K.D. Ushinskiy State Pedagogical University in Yaroslavl, noted the topical nature of the issues discussed in the teaching of history in schools today and also of the problem of creating and assessing a new generation of history textbooks for Russian schools. Participants in the seminar had an excellent opportunity to exchange ideas and mutually enrich one another's point of view.

Nikolay VORONIN, Deputy Governor of Yaroslavl region, congratulated those who had produced the preparatory work for the seminar, thanked foreign colleagues for their cooperation and pointed out that a good knowledge of history could help society avoid a lot of mistakes, hence the great importance of overcoming subjective viewpoints when creating history textbooks for schools.

Valeriy VELICHKO, Deputy Mayor of Yaroslavl, emphasised that one of the most important tasks of history teaching in schools was to help young people embarking on their lives to understand the present through the past. The

study of history should no longer be considered as the gathering of knowledge for mandatory learning by heart but rather as the result of the views, constructions and interpretations of historians that were never fully closed and remained open to debate. The problem was not that there should be a great diversity of textbooks; the point was that they should be good. That was why the seminar in Yaroslavl was so important and relevant.

V.K. BATSYN, Deputy Head of the Directorate of Regional Policy, in his welcome on behalf of the Federal Ministry of Education, noted that the seminar was continuing the programme of co-operation with the Council of Europe which had been a fixture since December 1996. History textbooks for schools were one of the most important components in a large set of resources which helped to instil pupils with a civic identity, with a deep-seated cultural and historical memory and enabled them to situate themselves, their country and the world in a historical context. New history textbooks were required to foster a democratic, pluralist and responsible social conscience. This was particularly important in that history was the only school discipline whose multiple functions made it a universal means for achieving a multitude of goals, uniting the interests of the state, society and people. The experience gained by the Council of Europe and the Russian Federation provided opportunities for analysing and defining approaches in the creation of new textbooks – in terms of the purposes of history teaching, its content and structure, and in terms of technologies, ranging from the traditional "paper" version to computer-based teaching materials and courses. Obviously, there were too many questions to be dealt with by one seminar. But, even the setting of priorities would constitute a vital contribution to our common goal, namely a transition to a teaching policy based on recommendations democratically established by a broad base within the profession.

Johann SCHUSTEREDER, of KulturKontakt, Austria, said that KulturKontakt regularly contributed to the Council of Europe's seminars and was also involved in work to reform history teaching in the north-west of the Russian Federation. He stressed the importance of the issue of textbook assessment criteria, pointing out that the seminar was a unique opportunity for the participants to exchange views and information.

Alison CARDWELL welcomed the participants on behalf of the Secretary General of the Council of Europe and thanked the Ministry of Education of the Russian Federation, the authorities of the Yaroslavl region, the city of Yaroslavl and Yaroslavl State Pedagogical University for the organisation of the first history teaching seminar to be held in the year 2000 in the Russian Federation, and also thanked the Austrian organisation KulturKontakt for continuing to contribute unstintingly to the work of the Council of Europe on the reform of history teaching in the north-west area of the Russian Federation. She further noted that the Russian Federation widely participated in co-operation programmes with the Council of Europe,

particularly those linked to the reform of history teaching. In the last two years, the efforts of the programme had focused on:

- teaching curricula and standards in history teaching;
- the preparation and publication of new history textbooks;
- initial and in-service training of history teachers.

When presenting the work of the Council of Europe in this area, Ms CARDWELL described the outcome of the Regional Conference of Ministers of Education (Tbilisi, Georgia, March 2000), whose participants had voiced support for the efforts of the Council of Europe in the reform of history teaching.

In addition to the Council of Europe's work in the Russian Federation, it was pointed out that the Russian Federation also actively participated in two regional initiatives on history teaching:

- the Black Sea Initiative on History;
- the Tbilisi Initiative.

The Black Sea Initiative on History was launched with the aim of involving Black Sea countries in a common effort to reform history teaching: Bulgaria, Georgia, Moldova, Romania, the Russian Federation, Turkey and Ukraine. Each country was making a significant contribution to this work, and the regional dimension of this initiative was of key importance.

"The Tbilisi Initiative" was a project aimed at preparing and publishing a common textbook on the history of the Caucasus region, which was being written by teams of authors from Armenia, Azerbaijan, Georgia and the Russian Federation.

The point of this Initiative was to arrive at a form of history teaching viewed in a more positive light by the secondary schools involved and using a method more suited to them. What was important was that today's children were the future citizens of democratic States and they had to learn to live together, as good neighbours. The common textbook would be an educational aid, supplementing existing textbooks on national history.

II. SUMMARY OF THE BASIC REPORTS

Tatiana MINKINA-MILKO (Council of Europe), in her presentation on **"Council of Europe activities concerning the preparation of new history textbooks in the Russian Federation"**, drew attention to the dynamics involved in discussing the preparation of a "new generation" of textbooks in the Russian Federation.

These issues had previously been discussed at:

- a Seminar on "The preparation, publication and use of new textbooks and teaching resources" (Arkhangelsk, 28 June - 1 July 1998)
- a Seminar on "New history textbooks and teaching resources: aims, preparation and use in the classroom" (Petrozavodsk, 16 - 18 June 1999)

Each of these seminars had made an important contribution to consideration of the process of history teaching reform in the Russian Federation. The Council of Europe was carrying out a substantial, ongoing project in this area.

The participants in the Yaroslavl seminar had the task of defining the future thrust of those efforts.

Aleksey LUBKOV, the Pro-Rector for Scientific Work of Moscow State Pedagogical University, in his presentation **"On conceptual approaches to the teaching of history in the 12-year school"** said that, in January 2000, the all-Russian Congress of Teaching Professionals had adopted "a blueprint for the structure and content of general secondary education (in the 12-year school)". The adoption of that document signalled a transition to a new phase in training for the 12-year school. In 1998, the Ministry of Education of the Russian Federation had laid down basic guidelines for an inter-higher training institute scientific programme on "The academic and methodological problems of teaching content (pre-school, general, secondary, primary, vocational)". As part of that programme, an all-Russian conference dealing with theoretical and practical aspects had been held in Moscow in May 1999 and had been attended by the heads of national education organisations, lecturers from higher training institutes and other further training systems and schoolteachers representing over 20 Russian regions.

The problems of history teaching had been discussed in the section on "The unity and continuity of history and humanities in schools". One special focus of the discussions had been on how to achieve unity in methodological processes and approaches for the teaching of history courses. While noting that it was useful to have a choice of variants in curricula and teaching resources, several participants had said that it was problematic for teachers to make an

informed choice in this connection. When discussing the structure of history teaching in schools, the participants had pointed out that a transition to a concentric system was taking place without proper preparation, without appropriate methodological back-up and without the necessary further training for teachers. A situation had arose in which history and social science had made the transition to a concentric system while the other core curriculum disciplines retained their linear structure. This had damaged the system of cross-disciplinary links, especially where history, literature and geography were concerned.

The blueprint authors had advocated the following basic conceptual principles for history teaching in schools:

- priority given to the study of national history, perceived in a context of world development; continuity between levels of history teaching in the context of establishing a system of continuous education;
- a greater educational role for history studies. The main task of history teaching, in the eyes of the blueprint authors, was to study the basic trends in and normality of the development of society, from its beginning to the present day. The authors had explained their approach in drafting the blueprint;
- the unity of teaching, education and development of pupils;
- combining the unified requirements for the basic preparation of pupils with variable teaching content and differentiated study models;
- harmonisation of the methodological approaches to history teaching in schools;
- academic activities;
- historical methods.

All this, in the author's view, could make it possible to reform the structure and content of history teaching in schools and in so doing avoid a subsequently unhealthy radical break with established forms of history teaching.

Andrey SOKOLOV (Yaroslavl), in his presentation on **"The aims of history teaching in schools and the problems of preparing new history textbooks"**, stressed that the question of history textbooks for schools was a major aspect of the current big issue, namely determining the way forward for history teaching in schools. That was why it was so important to understand the aims and tasks of school history teaching. Critical thinking, the ability to reach one's own conclusions and ultimately civic responsibilities were formed not by historical knowledge but by the manner in which it was acquired; what was important, was orienting study towards the development of the socially significant qualities of an individual and inquiring, creative activities in history lessons.

It was very important to involve western experts in the discussion of this issue, since the experience of the west was important not in terms of adopting certain recipes but in terms of analysing how concepts of school history teaching had developed. It was precisely in the sphere of history teaching that conflict, between a primitively grasped, narrow patriotic approach and a broader view geared to the individual, was constantly apparent.

It would be useful to settle the question of whether the term "new generation" textbooks could be applied to the textbooks that had been published in Russia in the previous 10 years. Although these were less politicised, more interesting and more diverse, they were based on standards which still relied heavily on the traditional educational paradigm. The most fundamental methodological flaw in the national system of history teaching was the conviction that the purpose of history was to "draw lessons from the past". It was important to realise in this connection that Russian historical science had always been dominated by an "objective" approach and the assumption that it was possible to acquire objective historical knowledge. Replacing the formative principle in state standards with the civilisation principle barely altered the essence of the situation: the conception of civilisations was also based on objectivism. Within teaching methods, the drive to assimilate "lessons" had meant that the developing paradigm had not come to the fore.

Larisa SOKOLOVA, of the publishers "Prosveshcheniye", Moscow, in her presentation on **"Criteria for selecting and assessing school history textbooks"** said that school textbook policy had changed substantially over the last 10 years. A considerable number of new textbooks and pedagogical literature had been produced but it was difficult to find a school library containing all the textbooks appearing on the federal list.

History textbooks had undergone major changes but it could not be said that the resulting books were a "new generation". To date, no State standard for history teaching had been adopted. Teaching contents were governed by

the requirements of the moment; textbook authors were guided by their own socio-political and academic views.

Producing a modern textbook lay solely in the power of a team of authors including academic historians and methodological experts. Widespread review and discussion of the future textbook by teachers and pupils were also necessary.

The "Prosveshcheniye" publishing house's initiative to produce a set of textbooks on general history jointly with the academics of the General History Institute was presented to the participants. Each textbook, forming part of a unified series of general history textbooks, would be accompanied by a pack of study materials and resources consistent with a unified method.

The report explained how the publishing house worked with the author on the writing of a textbook:

- presentation of a plan/resume and specimen chapters;
- expert analysis of editorial material, with the involvement of reviewers;
- assessment by the editor of the entire text;
- conclusion of the author;
- review of the textbook by history specialists, methodologists and teachers;
- further work on the textbook by the author;
- editing, production of illustrations and maps.

This was the first phase of assessment for the textbook. The second phase of assessment was an expert appraisal at the Ministry of Education, a seal of approval and inclusion on the federal list:

- a panel of experts selected reviewers and sent the manuscript for expert appraisal;
- the panel of experts then held a sitting, attended by the authors and publishers.

The textbook received the Ministry's seal of approval if all the reviews were favourable.

The third phase of assessment was when the textbook was issued to schools and evaluated by teachers and pupils.

The teacher should be entitled to choose a textbook and be in a position to exercise that entitlement. At present, teachers were in a difficult situation, not always knowing what textbooks were available and not able to work as they should with new textbooks since the necessary resources were

lacking. Therefore, the problem at hand was to write and publish a new generation of informative teaching and pedagogical literature and graphic aids.

It was necessary to return to the system of experimental textbooks. This would result in a reduction in publishers' proposals, since it would require material investment and delay profits, and consequently a shift from the textbook's role as a commercial object to its study functions.

Yuriy SHCHETINOV (Moscow State University), in his presentation on **"Preparing new history textbooks for schools: the criteria for content selection and drafting"**, was the author of the federal textbook "Russia in the 20th Century" for the 10th and 11th grade pupils in general education establishments and explained the objectives underlying the textbook which are to:

- develop coherently and extend the principle of historicism and objectivity and to restrict value judgments as far as possible, through the conscious refusal of any forms of politicisation and a deliberate effort to teach pupils to learn the facts of Russian history without "anger and passion" but simply as they stood, without conjecturing or fitting them into the usual ideological patterns;
- help pupils elucidate links of cause and effect among themselves, discover the inner logic of the historical process and find out why given events occurred, what prompted the efforts and actions of historical players and what the consequences were for the country and the nation;
- pose pointed and discussion-oriented questions concerning Russia's tumultuous history in the 20th Century, create situations on the pages of the textbook in which pupils could plunge into an atmosphere of intensive academic research undertaken by national and foreign historians into Russia's past, perceive clashes of opposing points of view concerning certain facts and attempt to define their own viewpoints in agreement or at variance with the textbook authors and other historians.

The methodology underlying the textbook was aimed at active forms of learning. It was presented as a comprehensive all-round network of questions and tasks, sustaining an ongoing dialogue between the authors and pupils. In addition, the methodology, constructed on multiple levels, allowed for pupils of differing ability.

Michael RILEY, United Kingdom, gave a presentation on **"The preparation of new history textbooks: criteria for selecting content and outlining material, the role of the textbook in the classroom – an author's viewpoint"**, which pointed out that the production of textbooks for English schools was based entirely on free market principles. Every year, publishers

released a wide range of new history textbooks, and the teachers were free to choose what they preferred. Teachers continued to exercise their professional judgment in selecting the most appropriate sources of knowledge for their pupils.

The context for textbooks covering pupils up to 14 years of age was the English National Curriculum, which provided the statutory framework for the teaching of English schoolchildren between 5 and 16 years of age. However, history (like geography, art and music) was not a compulsory subject beyond the age of 14. This meant that the National Curriculum applied only to children aged between 5 and 14 years.

The National Curriculum for history laid down a clearly defined structure for the work of publishers, authors and editors. The rationale set out in the new curriculum for 2000 necessarily underpinned their approaches.

Pupils were required to:

- carry out historical inquiries;
- select and evaluate sources;
- analyse the features of different periods and societies;
- find out about the social, cultural, religious and ethnic diversity of the societies of the past;
- explain the reasons for and results of events and changes;
- identify trends;
- consider the significance of events, people and changes;
- select and organise historical information;
- communicate their understanding using a range of techniques.

When producing history textbooks, there were three key elements to consider: rigour, motivation and accessibility. A rigorous history textbook taught children to think and the framing of chapters around history-related questions and tasks taught children historical inquiry processes. Pupils had to undertake purposeful historical investigations. Different working methods were used: writing analytical essays or narratives, holding debates and conferences, preparing presentations, e-mails etc. It was important that the textbook was accessible to pupils of differing abilities.

Arild THORBJØRNSSEN, Norway, gave a presentation on "**The new system of selection and evaluation of history textbooks for secondary and upper secondary schools**", which briefly described the situation in Norway where textbooks were concerned.

There was a system of governmental approval for textbooks which were prepared and published by various private publishing houses and sold on the free market, and it was considered that teachers were the best textbook authors.

Authors had to have a clear understanding of the syllabus and decide on:

- the main perspective of the presentation;
- the main themes of the book;
- which themes required more thorough treatment than others;
- methodological ideas or suggestions for teachers and pupils;
- the complexity of language used.

For the purposes of governmental approval, the manuscript was sent to the National Centre for the Development of Teaching Material, where independent consultants made an expert appraisal in the light of certain standards, including:

- the pedagogical presentation of the content;
- the question of gender equality;
- the correctness, clarity and suitability of language used in terms of pupil age-group.

Additional teaching materials and resources for teachers were published, in some cases on the Internet.

The problem of choosing textbooks was important, since textbooks had too great an impact on the educational process and many teachers were dependent on them to plan and carry out their lessons. Therefore, it was important that teachers and headteachers were sufficiently competent for decisions concerning the choice of textbooks.

The Norwegian Ministry of Education had initiated a project entitled "The selection, assessment and quality development of textbooks and other kinds of teaching materials", aimed at:

- obtaining knowledge on how schools selected textbooks and other teaching materials;
- shedding light on why certain publications were used and who influenced the decisions (teachers, headteachers, local boards of governors, parents, pupils);
- shedding light on how textbooks stimulated differentiation and adjustment between teaching and project work;
- developing methods for assessing the quality of textbooks;
- encouraging discussion of criteria for selection, assessment and quality development of textbooks;

- evaluating how curricula targets were met in textbooks;
- evaluating how the selection and use of textbooks were influenced by the aims of curricula.

In addition, there was an ongoing project on "Reviewing textbooks" aimed at fostering public awareness of the importance of textbooks.

Each country had to find its own way in developing and selecting textbooks, in line with its own needs, situation and traditions. The best means of selecting, assessing and developing good textbooks was by open democratic processes and decisions.

Heinz STROTZKA, Austria, in his presentation on "**The selection and evaluation of history textbooks for secondary schools: the example of Austria**", described the different types of history textbook. Some presented fact-ridden texts while others combined various types of information in the form of pictures, sources, diagrams, maps and author's text.

The criteria for selecting a textbook depended on the style of teaching. It had to be established how the textbook would be used by the pupil.

There were two approaches to textbook use. The first was teacher-oriented, in which the teacher planned all activities with great care and the pupils were mainly receivers of well presented information. There was a certain competition between teacher and textbook as sources of information.

With the second approach, the work was mainly done by the pupils independently or in groups and the textbook was used as one but by no means the only source of information. In this case, the teacher acted as adviser to the pupils and played something of a background role in the learning process, while the textbook served as a tool in that process.

In Austria, textbooks were chosen by teachers who would be teaching a certain class but the requirements of the pupils as regards textbooks should never be overlooked; their criteria could differ considerably from those of the teachers.

Textbooks had an official character, and the textbooks available in a given country indicated what kind of history the state expected to be taught.

H. STROTZKA described the notion of "national autobiography" introduced by the German methodologist, Wolfgang Jacobmeyer, and concluded that it denoted a certain function suggesting how a country wished to pass on its heritage to the next generation. This was usually a success story, in which defeats were only temporary.

One of the major requirements of history teaching at present was multiperspectivity. For too long, history teaching had produced or confirmed images of various enemies, which was none other than mental preparation for violence. There was precious little willingness to accept that friend and foe were on the same footing. Teachers and authors had to accept a bipartisan view and use contradictory sources considered from different viewpoints. This enabled pupils to make up their own minds, and if they decided in favour of the national viewpoint, they had to admit that another view of a given historical phenomenon was possible.

As had been pointed out, textbooks now had to vie with other means of transmitting information, particularly with the new electronic media. When using hypermedia in the teaching process, it had to be borne in mind that this powerful medium played on many senses and there was an obvious danger of manipulation.

III SUMMARY OF DISCUSSIONS IN WORKING GROUPS

Working Group 1

"What is the new generation of history textbooks?"

Chair: M. Ye. YERIN, Yaroslavl
Rapporteur: A.S. KHODNEV, Yaroslavl
Expert: M. RILEY, United Kingdom

Participants in the group discussed the following questions:

1. What does "new-generation textbooks" mean to a history teacher?
2. Could "new-generation textbooks" be considered as books implementing the following principles:
 - The approach towards the study of materials is one of comparative history; Russian history is studied in the context of world history;
 - Subject matter is not considered from a single viewpoint, historical alternatives are taken into account;
 - Material is selected to reflect a chronology of events, in order to provide a complete picture of the history of humankind (re-weighting of factual material); a problem/theme-related approach with the onus on teaching pupils to work alone;
 - A balance of federal, regional and national components;
 - Continuous, permanent education, catering for the different pupil age-groups;
 - Emphasis on the best national and world teaching practices;
 - Methodological continuity in the teaching of school history courses;
 - A pronounced practical slant, a correlation of textbook content with that of textbooks for adjacent humanities subjects.
3. What is a "new methodological model for textbooks"?
4. What is preferable: creating different textbooks for schools as a whole or preparing specialised textbooks, covering pupils in mathematics colleges, agricultural colleges etc?

5. Is it possible to speak of a "new generation of textbooks" without using the "new information technologies"?

In the course of their discussions, the participants arrived at the following conclusions:

Some seminar participants were inclined to accept the current offer of textbooks as it stood. The reference criteria were the choice of variants, indication of historical alternatives, even-handed treatment of events, processes and personalities, replacement of a formative approach with a civilisation-based approach. Emphasis was laid on the key positive differences from the politicised and ideologised textbooks of the soviet era.

Possible shortcomings of the present textbooks included:

- the low level or absence of illustrations;
- poor printing of illustrations;
- poor aesthetic quality of the textbooks, which did not stimulate interest in history or a desire to study it;
- fragments of published documents frequently taken out of context.

Other participants thought that only those textbooks using the new information technologies could be considered as new generation textbooks, since the new generation of textbooks was intended for the new generation of pupils, who were the children of the information society and new technologies era.

In the course of the discussions' the participants arrived at a clear-cut understanding that the issue of new-generation history textbooks and the development of national education concepts in general and history teaching in particular were inter-linked.

Strong interest was shown in the concept of education suggested by colleagues from Pskov, the essence of this being:

- education as a gateway to the world;
- education as comprehension of the values of existence;
- education as the discovery of one's own image;
- education as an awakening of spirituality.

This approach placed emphasis on the world-outlook function of school history teaching.

Most of the group's participants set store by:

- the importance of maintaining school history studies as a means of civic education, teaching young people to live in society and developing a sense of tolerance in them;
- the continued systematisation of history teaching;
- a balance of content and development (harmony of knowledge) within history teaching;
- the revival of the tradition of a comprehensive teaching process (publication of methodological recommendations for teachers, creation of new visual aids etc);
- the inclusion of elements of source study in school history teaching in order to develop pupils' ability to grasp and interpret information from a critical viewpoint (including the ability to navigate through the cyberspace of the Internet).

Among the problems on which no consensus was reached, the following stood out:

- The problem of devising a state educational standard for history taking account of the new approaches. The view was expressed that the present state standard was a scarcely revamped version of the soviet standard which did not encourage the creation of new-generation textbooks. It was suggested that the experience of several European Union States should be borne in mind, where associations of teachers were the initiators of improvements to national standards.
- The problem of the balance between national and general world history in courses. Views were divided. Some worked on the principle of preserving a special Russian history course as the most important means of instilling patriotism. Others were inclined to abandon the existing dual system and introduce a single general world history course, within which there would be a special focus on Russian history.
- The problem of co-operation between federal, national and regional components in school history teaching. To resolve this problem, the following variants were suggested:
 - the creation of a special textbook on national history for each of the Russian Federation's 89 constituent entities;

- the creation of a general textbook covering an entire region with a common culture and history (eg the Northern Caucasus, the Far East region, etc);
- the creation of a general basic textbook, to be supplemented by special books dealing with the history of a *kray* or region.

When discussing a "new methodological model for textbooks", the participants agreed on the following:

- a methodology that evolved in its purpose;
- a shift in the balance between authors' texts and documentary/methodological means in favour of the latter;
- the educational series produced by the publishing house "Miroslav" was a sufficiently interesting variant, requiring expert appraisal.

Working Group 2

"A system for evaluating history textbooks"

Chair: A. B. SOKOLOV, Yaroslavl
Rapporteur: S.G. VOSKRESENSKIY, Yaroslavl
Expert: A. THORBJØRNSSEN, Norway

Participants in the group discussed the following questions:

1. Does the current system of textbook evaluation suit teachers? What do they know about it?
2. How is the declared free choice of textbooks by teachers implemented in practice?
3. Which of the evaluation criteria listed below is the most important?
 - well-researched and objective author's concept;
 - suitability of the textbook for pupil age-groups;
 - appearance, design and illustrations in line with present-day requirements;
 - printing in line with health and technical standards.
4. In your opinion, is it important for the evaluation of a textbook for it to fit into the system of textbooks and that there is continuity between study courses (implementation of the principle of continuous permanent education)?
5. Does the availability of resources supplementing the textbook influence the teacher's assessment of the book?

In the course of their discussions, the participants arrived at the following conclusions:

- a) it should be not two historians but two methodologists and practising teachers who are involved in reviewing a textbook;
- b) there should be a mandatory system of approval for textbooks in the regions, with the involvement of a broad circle of practising teachers.

Textbooks should be evaluated by professionals. A system of public discussion of textbooks, seeking to ideologise or tailor them, should not be encouraged. Systematic and complete information should be provided on new textbooks and teaching resources released by publishing houses. Trial copies of textbooks should be supplied to the Institute of Further Teacher Training and methodological centres to be approved *in situ*. A recommendation could be made to the editorial staff of the *Prepodavaniye istoriy v shkole* ("History

teaching in schools") journal to regularly publish reviews of new textbooks together with the results of teaching trials held for the approval of textbooks in the regions.

The most important criterion for evaluating a textbook should be its accessibility, which was the result of combining theoretical and pedagogical material. It was necessary to recommend a smaller volume of information but with a higher content.

All textbooks should evolve and a set of different textbooks was also necessary.

Working Group 3

"New methods of preparing textbooks"

Chair: G. N. KOCHESHKOV, Yaroslavl

Rapporteur: B. P. FEDYUK, Yaroslavl

Expert: H. STROTZKA, Austria

Participants in the group discussed the following questions:

Which method of textbook creation do you think is most successful:

1. The creation of a set of textbooks by the same authors covering each successive course (eg A.A. Danilov, L.G. Kosulin, *Istoriya Rossiya s drevneyshikh vremen do XX veka* (the history of Russia from ancient times to the 20th Century); *Istoriya Rossiya*, grade 6-7; *Istoriya Rossiya*, grade 8; *Istoriya Rossiya*, grade 9)?
2. An entire series of textbooks being written by a single team of authors?
3. A Ministry of Education order on the creation of a new line of textbooks (eg *Istoriya stran i narodov* – "the history of countries and peoples" - by A.A. Danilov and L.G. Kosulin)?
4. A publishing house commission for a unified series of textbooks (eg on foreign history)? The creation of a team of authors, discussion of content outline, review and discussion of conception and methodology.
5. Publication of prize-winning textbooks (eg from the competition announced by the World Bank)?

What correlation must there be between the state standard and general history textbooks for secondary school and for the history department of a pedagogical institute?

- The attitude of higher education institutes to new history textbooks for schools. Technologies familiarising future teachers with textbook use.
- Publicity and textbooks; material resources of schools and problems of textbook renewal.
- Teaching teachers to work with new textbooks; new-generation pedagogical literature for teachers.

- Textbooks in Council of Europe member States: content, ways in which teachers and experts influence textbook creation, publishing activity, publicity.
- General (national, European, world) trends in the development of history textbooks for schools and higher education institutes.

The group's participants pointed out that, despite the great number of existing textbooks, there was no real variety of history teaching aids at present, for the following reasons:

- principles for the writing of new-generation history textbooks had yet to be fully worked out. Most of the existing textbooks either laid emphasis, as before, on facts and dates or were so complex in their composition, as to be incomprehensible not only to pupils but also to teachers;
- the average school was not in a position to provide all pupils with the necessary complement of textbooks. By transferring this item of expenditure to municipal budgets, regional bodies of national education had in effect deprived themselves of the right to choose. The choice of textbooks purchased in wholesale batches was now determined not by their quality but by the willingness of the publishing house to take payment in kind. As for the possibility of funding from parents, they were prepared, as a rule, to contribute no more than 8-10% of the price.

It was necessary to consider the possibility of state subsidies for the publication of textbooks for rural schools and for permanent and supplementary education classes, as well as textbooks for specialised classes.

In the light of these considerations, the working group participants made the following suggestions:

- The Ministry of Education should be asked to petition the government for a return to the practice of funding a basic set of textbooks from the federal budget;
- It was necessary now and in the future both to use the practice of publication commissioning for the preparation of textbooks (for traditional teaching) and create textbooks on a competitive basis (for permanent and remedial education classes, as well as specialised classes);

- Commissions for textbooks should be given to teams of authors which would have to include academic specialists and experienced teachers and methodologists;
- It was not a good idea to commission a single team of authors to prepare textbooks for an entire course;
- Teaching resource packs had to follow a uniform concept;
- The methodological component of textbooks had to correspond to the new requirements of pedagogical practice;
- To supplement existing teaching resource packs, it would be useful to publish readers, since the inclusion of extracts from documents in a text often distorted their meaning;
- In the preparation of a textbook, a balance should be struck between the provision of information and methods aimed at encouraging independent thinking in pupils;
- The content and form of textbooks should be largely adapted to the age of the pupils;
- The content of textbooks should be geared to pupils' interests and queries.

The intensive and constructive efforts of the participants yielded the following conclusions:

- In the present situation, the textbook was the chief means of study for pupils and the issue of what was required of a contemporary history textbook as well as its assessment was of topical interest to the seminar participants;
- In the regions of Russia, a system of new textbook approval was necessary, with further appraisal by independent experts. This would make it possible to involve teachers to a greater extent and improve methodological standards in history teaching in regional schools.

Textbooks should contain material comprehensible for pupils. Theoretical material should be combined with a historical source element and an illustrative element, which had been taking on greater importance in recent years. The methodological system underlying a textbook should be implemented on the basis of new teaching technologies, which would ensure its future development.

It was necessary to create textbooks covering regional and ethnic components of school history studies. A major role could be played here by the regional institutions of higher education, which were capable of creating not only textbooks on local history but also additional collections of documents, computer programmes on education and collections of tests as tangible supplements to federal textbooks.

Schools should be provided with textbooks intended for pupils of differing levels where the learning of history was concerned. This task was closely linked to the problem of textbook affordability, and if the present situation was to change, a decision was required at state level.

It was necessary to develop all forms of work with teachers on the new technologies and methods of working with textbooks and other study resources.

The seminar had achieved its stated objectives: the participants had arrived at sufficiently detailed formulations of both critical and constructive viewpoints, which would be taken into account in the preparation of new textbooks.

The seminar participants thanked the Council of Europe for making it possible to hold these seminars on topical problems of history teaching in schools. It was particularly important that they were being held in different regions of Russia, which made it possible to involve local teachers and representatives of the pedagogical community.

The Yaroslavl seminar had been successful and fruitful thanks to the considerable organisational efforts of the seminar organisers, the high quality of presentations during the plenary sessions and active group discussion.

APPENDIX I

PROGRAMME OF THE SEMINAR

Monday 10 April

8.30 – 9.30	Breakfast
9.00 – 10.00	Registration of seminar participants
10.00 – 11.30	Plenary session Chair: V.V. Afanasyev, Rector of the K.D. Ushinskiy State Pedagogical University, Yaroslavl

The seminar was opened by:

A.I. Lisitsyn, Governor of the Yaroslavl *oblast*
V.V. Velichko, Deputy Mayor of the city of Yaroslavl
Alison Cardwell, Council of Europe
Johann Schustereder, KulturKontakt, Austria

Presentations by:

T.D. Minkina-Milko, Council of Europe:
"The work of the Council of Europe in the preparation of new history textbooks in the Russian Federation"

A.V. Lubkov, Pro-Rector for Scientific Work of the Moscow State Pedagogical University
"Conceptual approaches to the teaching of history in the 12-year school"

11.30 – 12.00	Coffee break
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12.00 – 13.30	Plenary session
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Chair: M.V. Novikov

A.B. Sokolov, Dean of the History Department of the K.D. Ushinskiy State Pedagogical University, Yaroslavl:
"The aims of history teaching in schools and problems of preparing new history textbooks"

L.A. Sokolova, "Prosveshcheniye" publishers, Moscow:
"Criteria for selecting and assessing school history textbooks"

Yu.A. Shchetinov, Lecturer at the History Faculty of
Moscow State University:

"Preparing new history textbooks for schools: criteria for
content selection and drafting"

Discussions

13.30 – 15.00

Lunch

15.00 – 16.30

Three Working Groups:

Working Group n° 1

"What are history textbooks?"

Chair: M. Ye. Yerin, Yaroslavl

Rapporteur: A.S. Khodnev, Yaroslavl

Expert: M. Riley, United Kingdom

Working Group n° 2

"A system for evaluating history textbooks"

Chair: A. B. Sokolov, Yaroslavl

Rapporteur: S.G. Voskresenskiy, Yaroslavl

Expert: A. Thorbjørnsen, Norway

Working Group n° 3

"New methods of preparing textbooks"

Chair: G. N. Kocheshkov, Yaroslavl

Rapporteur: B. P. Fedyuk, Yaroslavl

Expert: Heinz Strotzka, Austria

16.30 – 17.00

Coffee break

17.00 – 18.00

Continuation of Working Groups

19.00 – 23.00

Official dinner

Tuesday 11 April

8.30 – 9.30

Breakfast

10.00 – 11.30

Plenary session

Chair: M.V. Novikov

Michael Riley, United Kingdom:

"The preparation of history textbooks: criteria for the selection of contents, presentation of the materials, the role of the textbook in the classroom: an author's view point"

Arild Thorbjørnsen, Norway:

"Selection and evaluation of history textbooks for secondary and upper secondary schools by teachers and pupils in Norway"

Heinz Strotzka, Austria:

"The selection and evaluation of history textbooks for secondary schools: the example of Austria"

Discussion

11.30 – 12.00	Coffee break
12.00 – 13.30	Working groups
13.30 – 15.00	Lunch
15.00 – 16.30	Continuation of working groups
16.30 – 17.00	Coffee break
17.00 – 18.30	Presentation of written summaries by group rapporteurs to the General Rapporteur, T.I. Agarkova, and the seminar organisers, setting out the conclusions and recommendations of the respective working groups.
19.00	Supper

Wednesday 12 April

8.30 – 9.30	Breakfast
10.00 – 12.00	Plenary session Chair: M.V. Novikov

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

Discussions

Comments by Council of Europe speakers on the discussions in the working groups

Report by the General Rapporteur, T.I. Agarkova, setting out the conclusions and recommendations of the seminar

Comments by participants

Seminar closed by:

Alison Cardwell, Council of Europe

Johann Schustereder, KulturKontakt, Austria

V.K. Batsyn, Ministry of Education of the Russian Federation

V.V. Velichko, Deputy Mayor of the City of Yaroslavl

Vladimir Afanasyev, Rector of the K.D. Ushinskiy State Pedagogical University, Yaroslavl

13.00 – 14.30

Lunch

14.30 – 18.00

Visit to the resource centre of the History Department of the Yaroslavl State Pedagogical University
City tour

18.00 – 18.30

Supper

Departure of participants

APPENDIX II

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