

DELIVERABLE

Project Acronym: Europeana 1914-1918
Grant Agreement number: 270894
Project Title: Europeana 1914-1918: Remembering the First World War – a digital collection of outstanding sources from European national libraries

D4.4 Report on Users' Requirements

Revision: 1.1
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Project co-funded by the European Commission within the ICT Policy Support Programme		
Dissemination Level		
P	Public	x
C	Confidential, only for members of the consortium and the Commission Services	

Revision History

Revision	Date	Author	Organisation	Description
1.1	30.07.2012	Thorsten Siegmann	SPK	Following the recommendations received at the 1 st Review meeting, Chapter 2 “Final results of the user survey” has been moved to D2.3.

Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

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1. Executive Summary

Europeana Collections 1914-1918 will create by 2014 – the centenary of the outbreak of the First World War - a substantial digital collection of material from national library collections of ten libraries and two further partners in eight countries that found themselves on different sides of the historic conflict. The project consortium will make available to Europeana 425,000 especially relevant items that will be selected with help from specialists and target user groups according to agreed quality criteria.

To make the content and ideas of the project accessible to a broad audience the Europeana Collections 1914-1918 project is going to develop or contribute to different tools to explore the WW1-content. Within these tools could be a Virtual Exhibition published at the Europeana portal (to be agreed with Europeana), a Learning Microsite and further tools. Chapter 2) of this Deliverable presents a first analysis of the basic requirements for the set up of the Learning microsite which focuses on the experiences of other sites by the British Library. The purpose of this piece of research is to investigate how a Learning Microsite could benefit History teachers and students. In the first instance, it looks primarily at current practices of History teaching in the UK, and the resources available to teachers and students. Based on initial consultation with educational experts, the report discusses what is lacking from the current body of resources and how the project materials could help fulfil teachers' needs. Considering the requirements of teachers and students and taking into account potential collection material that could be presented, the report concludes with a number of recommendations for the Europeana World War One microsite. This report is the first stage of the WP Leader's consideration of the Learning microsite concept; further work will focus on the ways of applying the materials to a diverse European audience base, and to synthesizing linguistic differences.

2. The Learning Microsite

The British Library Learning team will develop a web-based learning site dedicated to the Europeana project. The Learning Microsites is directed to a specific target group, particularly schools, in an engaging and interactive manner. The Learning Microsite will serve as a means to illustrate the scope of the presented material, focusing on the educational potential in the collection. The Learning website will be hosted by the British Library and branded appropriately to reflect the Project's multiple stakeholders and supporters, as well as discoverable via the main project portal.

2.1 Methodology

The British Library, as WP4 leader, commissioned Andrew Wrenn, Cambridgeshire Humanities Advisor and Trustee of the Historical Association, to carry out research into First World War History teaching and to make recommendations for the direction of the website. Andrew consulted with a number of experts, including:

Geraint Brown, Advanced Skills History Teacher at Cottenham Village College, Cambridgeshire

Simon Harrison, Deputy Headteacher at Swanmore High School, Hampshire

Alf Wilkinson, Education Manager at the Historical Association and subject lead for History in the New Secondary Curriculum (2007-2010)

Dr. Paul Bracey, Senior Lecturer in Education at the University of Nottingham and Secretary of the Midlands History Forum

Anne Roe, History Advisor at Norfolk County Council

Dr. Tim Lomas, Principal School Improvement Advisor for Lincolnshire County Council, Principal Examiner and GCSE History Advisor for OCR, former Chief Moderator for AQA

Dan Lyndon, Advanced Skills History Teacher at Fortismere School, London and founder of Black History 4 Schools

Ben Walsh, OCR Senior Examiner and Deputy President of the Historical Association

2.2 Teaching History

Effective teachers of history will select a variety of interesting resources appropriately challenging for the age group and ability of pupils while still teaching the required content.

Andrew Wrenn

Cambridgeshire Humanities Advisor & Trustee of the Historical Association

2.2.1 Teaching resources

The most successful History teachers rarely depend entirely on a textbook, devise their own enquiry questions which lead learning and sift available resources carefully so that pupils are engaged and learn historically at the same time. Such teachers may be cautious in using what can be very dull exam board badged text books (according to Barbara Hibbert, until recently head of history at Harrogate Grammar School (non-selective) “*the practice of ‘badged books’ is the most pernicious thing in lowering standards of teaching.*” Effective teachers of history will select a variety of interesting resources appropriately challenging for the age group and ability of pupils while still teaching the required content. It is this model of history teaching which the history education community in the UK as a whole seeks to promote and is widely respected abroad. Websites on the First World War that provide carefully written support for teachers in how to use their resources are most useful in encouraging high standards of history teaching.

“In the best History classrooms original sources are analysed in their own right, compared with each other and used in pursuit of historical enquiry”

Andrew Wrenn

Cambridgeshire Humanities Advisor & Trustee of the Historical Association

2.2.2 Group work

In the best History classrooms original sources are analysed in their own right, compared with each other and used in pursuit of historical enquiry questions set by teachers and sometimes set by pupils for themselves. The best electronic resources support this process effectively but group work is usually something that is set up and managed by the teacher on a lesson by lesson basis. An electronic resource may suggest that an activity such as preparing a presentation using original sources or using software to edit film clips together should be completed in a group. Whether a task is actually completed in this way usually depends on how the teacher chooses to manage that particular lesson and class.

2.2.3 Range of sources

Pupils should experience analysing a complete range of original evidence, including sound recordings and film footage. They tend to respond best to a variety of different kinds of material and it would be a mistake to include only written text. There are disagreements in the history education community about how much material pupils should be presented with at one time. Sometimes written texts can become so edited down for the sake of access that pupils don't get

enough sense of what an original document really looked like or the ‘feel’ of it. Some teachers go out of their way to present the transcript of a complete original text such as Magna Carta to give pupils a fuller flavour of the whole source. Anything visual such as posters, photographs and maps engage a greater number of students with sources and many visual sources are used in exams. However, some teachers assume that a visual source is usually easier for a pupil to understand than a written one as there is less reading involved. This can sometimes be the reverse of the reality. For example, posters or cartoons using imagery can require deeper interpretation and explanation than a written source. However visual sources are useful where there is a mix of ability across a class and where all pupils can understand the source at some level. Video footage gets more use than sound recordings.

2.3 Current First World War online resources

2.3.1. The National Archives Learning Curve

The grail for busy teachers remain resources that contain or have links to the latest academic knowledge and have interesting and attractive source material set within guidance on how to use it. The most successful and well used resource to fit most of this bill has been the Learning Curve at the National Archives¹. This gives pupils and teachers access to documents and images held by the National Archives. Individual digitised sources are often accompanied by a transcription and sometimes simplification of an original text. An example of a National Archives document accompanied by a transcription is available at <http://www.nationalarchives.gov.uk/education/lessons/2538-popup.htm>.

The source material is presented carefully in the context of an enquiry question that can be taught by a teacher. Questions are set that not only interrogate the source in its own right but as part of a wider historical investigation set by the website. These enquiry questions also make use of secondary source material from the National Archives, published long after the event, that offer an ‘historical interpretation’. The inclusion of such material widens public access to archival sources relating to but not dating directly from a particular time. It also helps teachers meet the requirements of the National Curriculum and GCSE and A level examinations which specify that pupils study historical interpretations. An example of a Learning Curve enquiry that uses a range of primary source documents on the First World War but also incorporates related secondary archival material is available at <http://www.nationalarchives.gov.uk/education/greatwar/>.

Despite the popularity of the Learning Curve, Geraint Brown, Advanced Skills History Teacher at Cottenham Village College in Cambridgeshire criticizes its content for being “*too worksheet based*”. By this he is referring to the frequent requirement for learners to download a paper worksheet which records answers to questions in relation to particular sources. However, the Learning Curve offers more than this approach. For example, it also gives access to film clips and software which pupils can use to create their own documentary about the First World War. An example of a page featuring film clips is available at <http://www.nationalarchives.gov.uk/education/focuson/film/film-archive/archive.asp?catID=2&subCatID=3>.

The key to the success of the Learning Curve is that it does much more than simply offer a range of digitised images and documents from the National Archives. It:

¹ The National Archives Learning Curve - <http://www.nationalarchives.gov.uk/education/greatwar/>

- ensures that pupils can access original sources through transcriptions and simplifications
- sets them in the context of well written teacher support in student friendly language that can be used off the shelf or adapted as necessary by a busy teacher
- structures learning helpfully for pupils who may find the source for themselves, for example as part of independent research

2.3.2. BBC Curriculum Bites

Other electronic resources that are popular with teachers do not necessarily offer the same level of support to the teacher. Arguably a First World War resource that uses interactivity better than the Learning Curve is BBC Curriculum Bites². Here a few real but representative types of people involved in the British war effort have an apparently random array of artefacts and documents presented in an animated window under the name of a real individual who participated in the War or who was affected by it. By clicking on an item a new window appears quoting from a document and/or explaining the provenance of the source. Thus pupils build up a picture of the individual directly from the evidence about them.

2.3.3. BBC History

Teachers are also always on the lookout for well researched historical writing on the web that is academically up to date but also accessible enough to be understood by pupils. Many schools restrict pupil access to the web in school itself and will highlight certain web addresses they wish pupils to use for research. For example, the BBC has fairly short but concise summaries of the latest historical research from leading historians³. Some students of GCSE and A level History can also access podcasts of leading historians discussing issues or controversies if their schools are members of the Historical Association.

2.3.4. Commonwealth War Graves Commission

A popular task for teachers to set is for pupils to research the records of individual soldiers fighting in the First World War, starting with a relative in their own family or a random name on a local war memorial. Pupils can log onto the website of the Commonwealth War Graves Commission⁴ which contains a database of commonwealth casualties, from which pupils can build up a picture of how and where their soldier served. This activity, powerfully tracing the story of one individual can bring meaning to the otherwise vast and overwhelming casualty figures. In the hands of a skilful history teacher the stories of individuals researched in this way can be pulled together to create a compelling picture of British military service in the war itself.

2.3.5. YouTube

A major source of video clips for teaching from is YouTube. How well these clips are used depends on the teacher. For example, if a teacher were to use clips from the last episode of the comic BBC series *Blackadder goes forth!* (which depicts a doomed offensive with great effect) purely to

² BBC Curriculum Bites - <http://www.bbc.co.uk/schools/worldwarone/>

³ BBC History - <http://www.bbc.co.uk/history/worldwars/wwone/>

⁴ Commonwealth War Graves Commission - http://www.cwgc.org/debt_of_honour.asp?menuid=14

entertain pupils or without explanation, this would constitute poor history teaching. If however, such clips were to be used in the context of studying the point of view that the writers wished to convey, or why they took that view, that would constitute excellent teaching on interpretations of the First World War from long after the event. A technical barrier to the use of YouTube in the classroom is that some schools block access to it.

Considering these popular websites, it is evident that despite the mass of material available, there is a continuing demand for electronic resources that are interesting and innovative, provide well written support for busy teachers and are accessible to pupils working in class or researching for themselves.

2.3.6. Other online resources

In addition to the resources mentioned above, Andrew has listed the following examples of websites currently available online that are being used by teachers and pupils looking for further information about the First World War.

Battles – the Western Front

www.firstworldwar.com/battles/wf.htm

OCR Senior Examiner and Deputy President of the Historical Association, Ben Walsh comments

“Part of a much larger enthusiasts’ site on the Great War – really detailed and excellent for checking dates, chronology, ranks of officers etc. This section is organised chronologically so it should be easy to locate the battle you are looking for.”

BBC World Wars in-depth: World War One

www.bbc.co.uk/history/worldwars/wwone/

This comprehensive resource includes articles by leading historians and clear and useful animations. For teachers looking for interactive web resources that can be easily used for teaching about the First World War there are many sites that offer activities where the level of pupil engagement can be high but the actual historical learning low. One exception is the animated maps contained within the BBC resource above⁵. Another are the BBC Curriculum Bites (www.bbc.co.uk/schools/worldwarone) already cited in this report.

Historical Association: Muslim Tommies

http://www.history.org.uk/resources/secondary_resource_4063_11.html

Recently the Historical Association published a scheme of work and resources on the role of Indian and white Muslim soldiers in the British Army from 1914-1918. This made use of censored letters written home and edited for publication by David Omissi of Hull University. There were also updates for teachers on a topic where there are few resources for teaching and where teacher

⁵ For example - http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.shtml

subject knowledge is usually weak. The scheme of work itself was written for use by teachers and not to be read by pupils.

War on Land

www.iwmcollections.org.uk/onland/

According to Ben Walsh “A randomly selected collection of sound recordings and photographs from the Imperial War Museum on a number of themes, including trench warfare. It is not very appealing to look at to begin with, but it is soon fascinating and stimulating.”

BBC News: Rethinking the Somme

<http://news.bbc.co.uk/1/hi/magazine/5130386.stm>

This thoughtful article traces how and why popular thinking about the Battle of the Somme has changed.

World War 1 at Sea

www.worldwar1atsea.net/

This extensive site has a good range of information on the War at sea.

Gallipoli Association

www.gallipoli-association.org/

This is the website of the Gallipoli Association, interesting in its own right and with useful links.

2.4. Opportunities

Europeana is “an exciting opportunity to internationalise the study of the First World War away from the Western Front and look at a range of European views of the war.”

Alf Wilkerson

Education Manager, Historical Association

Teachers and other experts that Andrew consulted were excited about the possibilities that Europeana might open up for them. There was agreement that current resources tend to focus on Britain itself, the Home Front, the role of women during the war, issues surrounding volunteering, conscription and conscientious objection and fighting on the Western Front. Simon Harrison, Deputy Headteacher at Swanmore High School in Hampshire commented that “*From the resources available you would think it was only the British fighting the Germans on the Western Front with Gallipoli thrown in as a sideshow and that the only impact of the war was on British Society*”.

Alf Wilkinson, Education Manager of the Historical Association and subject lead for History in the New Secondary Curriculum (2007-2010) said Europeana was “*an exciting opportunity to internationalize the study of the First World War away from the Western Front and look at a range of European views of the war.*” He went on to suggest that Europeana could provide evidence for how the war affected other European societies which are only touched on or absent from existing resources. “*It would be nice to have more on the impact of the war in Europe for example in Germany during the Turnip Winter or Austria-Hungary as it collapsed.*”

Dr Paul Bracey, Senior Lecturer in Education at the University of Nottingham and Secretary of the Midlands History Forum (which organises local conferences for History teachers) suggested that “*the civilian perspective would be useful to know in different countries and how it changed at different times, for example in Germany towards the end of the war. There is so much more to it than recruitment, white feathers and conscientious objectors.*” About the concentration of resources on the Western Front, he went on to say “*There should be an opportunity for pupils to weigh up the significance of different fronts during the war but they need access to documents from these fronts to be able to do this.*”

Geraint Brown, Advanced Skills History teacher at Cottenham Village College in Cambridgeshire was fascinated by the possibility of comparing experience across Europe, using particular dates and publishing evidence of what was going on in particular fronts and countries at that time. “*A stop motion in time-just like photography. What were all these diverse individuals across Europe doing on a particular date?*” These could be snapshots of life in particular types of community

“authentic documents could be used for helping pupils to challenge generalisations about the war”

Geraint Brown

Advanced Skills History teacher

across Europe at the same time such as a village or a large city. Geraint went on to say that “*authentic documents could be used for helping pupils to challenge generalisations about the war for example that conditions at the various fronts were consistently awful, all the time.*” “*It would be useful to have a research trail running through documents that pupils could follow events through,*

like at the Flanders Field Museum, only do it for an individual German soldier.” Geraint is referring to the practice in some museums where visitors are given details of a particular historical individual who was caught up in events described in an exhibition, with the aim of personalising the history for a visitor. In seeing what happens to the individual a visitor is supposed to identify with events more closely. Simon Harrison commented that regimental war diaries helped trace soldiers.

Anne Roe, History Adviser for Norfolk County Council commented that *“comparative themes would be useful”*. She suggested that being able to compare evidence across countries on a particular theme would be a way of contrasting the impact of war on various European societies. *“It would be nice to see something on comparative degrees of censorship, for example of soldiers letters home or postcards from the front, recruitment posters, experience of key battles like the Somme and the treatment of myths such as the Christmas truce. Do the Germans celebrate that? I simply don’t know.”*

“Diversity – the diversity of experience of individual soldiers from different sides fighting the same battle or campaign”

Geraint Brown
Advanced Skills History teacher

Dr Tim Lomas, Principal School Improvement Adviser with Lincolnshire County Council, Principal Examiner and GCSE History Reviser for OCR and former Chief Moderator for AQA suggested themes such as ‘transport in war’ and the ‘treatment of heroes’ in different countries, *“for example were medals awarded on the same basis and for the same reasons?”*

“A key area to develop would be to illustrate the varying attitudes of colonial soldiers from different European empires fighting both in Europe and elsewhere”

Dr. Paul Bracey
Senior Lecturer in Education at the University of Nottingham and Secretary of the Midlands History Forum

A key issue for many people consulted was, in the words of Geraint Brown *“Diversity – the diversity of experience of individual soldiers from different sides fighting the same battle or campaign”*. There should be examples of many different kinds of experience from many different kinds of background. Dan Lyndon, Advanced Skills History teacher at Fortismere School in London and founder of the popular website Black History 4 Schools commented that finding original material on the experience of Black and Asian people during the First World War *“took more time to research than busy teachers have. There should be more material available such as that of Indian Muslim soldiers’ letters writing*

home on the Muslim Tommies resource of the Historical Association”. He would like to see more material published on figures like the West Indian footballer Walter Tull who was killed while serving as an officer on the Western Front or on events like the mutiny at Taranto. Tim Lomas commented *“There needs to be documentary evidence showing the broader context of colonial support for the war- not only British (and not just black experience within that context) but also the experiences of colonial troops from the French and German Empires”*. This call was supported by Paul Bracey *“A key area to develop would be to illustrate the varying attitudes of colonial soldiers from different European empires fighting both in Europe and elsewhere”*.

2.5. Collection strengths

Andrew Wrenn was given an overview of some of the collections and a list of potential items that could be included in the website. This is provided in Appendix 2.

Material on the Indian Army, photographs and Indian soldiers' letters home would plug a gap in available records about the experience of colonial troops and could be compared with similar material from troops from the French and German Empires.

Andrew Wrenn

Cambridgeshire Humanities Advisor & Trustee of
the Historical Association

The opportunity to match comparable European records, where available/applicable, was enthusiastically received by teachers. Material on the Indian Army, photographs and Indian soldiers' letters home would plug a gap in available records about the experience of colonial troops and could be compared with similar material from troops from the French and German Empires. The troop magazines for white colonial forces would be a real complement to existing material on Gallipoli. The Maori sounding titles are intriguing and might have evidence of the attitudes of these native New Zealanders so soon after colonisation. The diaries and correspondence of British generals and politicians would be of great interest, particularly in the setting of controversies about certain figures since, for example Haig and T. E. Lawrence.

There should also be opportunity for comparing these original documents with those of leaders and generals from other countries where available. It would be fascinating to compare British generals with say Falkenhayn, Ludendorf, Petain or Foch. The collection of recruitment posters, songs, propaganda and anti-war material and documents on censorship sound very interesting. The posters and propaganda dropped from balloon would go down very well in particular, especially if compared to their European equivalents. The source material on the Somme and the school boy accounts of zeppelin raids on London would be very well used. Again if there were equivalents from European collections with which to compare that would be even better.

The material on war poets is more likely to be of interest to English teachers but some collaborate with history departments to teach about the First World War in Key Stage 3. There might also be scope for comparing war poetry across European combatants. Materials on the experience of prisoners of war in this country could be contrasted with evidence of the treatment of prisoners in other countries.

2.6. Recommendations for a Learning Microsite

- Present individual sources within well written teacher support material (which can also be read by pupils) that sets challenging enquiry questions, comparing sources with each other as well as in their own right and that can also be understood and used by pupils working independently of teachers. The success of the Learning Curve at the National Archives can partly be explained by the quality of teacher and pupil support offered with their source material. Avoid hiving off teachers' notes in side panels.
- Organise source material under common themes or about key events and figures such as those cited in the body of this report.

- Ensure that digitised documents and images are accompanied by information on provenance and context and, where possible, key items may be accompanied by transcripts. This will mean that more pupils can understand the source material and that more teachers are likely to use the site.
- Ensure that there are clear links from individual sources on a theme, event or figure to equivalent material about the same theme, event or figure from all European countries included in this project (this should be no more than a click away).
- In selecting sources ensure that a variety of types of material on a theme, event or figure are included and grouped together, making the most of visual evidence. Images, films and sound clips are attractive to both teachers and pupils. Although there are few audio-visual materials in the collections we may generate bespoke accompanying material in audio-visual formats.
- Where the British Library or its partners in Europeana know of external links to other sites where relevant sources can be accessed easily, for example museum artefacts, include these links next to individual sources. If it becomes known that these links exist on the Europeana website, it is more likely that users will check this site first as their preferred port of call for researching source material on the First World War.
- Include archival material about themes, events and figures chosen but which dates from after the First World War, particularly where there has been or remained controversy, such as around the life of Haig, T.E. Lawrence or Lloyd George.
- Put in links to good summaries by historians of particular themes, events and figures. For example, to BBC on line articles, or better still, film a few select historians talking about their views or commission podcasts. Such material and links would really help make Europeana “a one stop shop” for researching the First World War.
- Include some interesting interactivity in the style of BBC Curriculum bites that would be attractive to a range of pupils and students. For example, the website could feature a virtual museum exhibition on an area of controversy where pupils navigate around the exhibition and activate links to original and later material from partner Library collections. This kind of hotspot technology is being pioneered in Holocaust education where the flat of a recently deceased Holocaust survivor was photographed before it was dismantled and hotspots were created on the 360 degree photograph. Pupils could click on these to open a window explaining about the provenance of particular images, documents or artefacts. From these pupils built a view about the life of the survivor.

2.7 Next steps

As the set up of the Learning Microsite is a process up to month 30 of the Europeana Collections 1914-1918 project, the next steps foreseen focus on the detailed analysis of technical and content related aspects, e.g.:

- Analysis of technical requirements to link newly created contextual materials (including Audio-visual materials) to the original items.

- Analysis of how best to maximise discoverability of material for different audiences; to include branding of different access routes to the materials (Virtual exhibition, learning microsite etc.).
- Analysis of contextual presentation of materials taking into account linguistic diversity of audiences
- Detailed recommendations to partners for identification of materials for learning site

Appendix 1

Background to UK Curriculum

Historically, teachers of secondary history have made use of a wide variety of printed texts, especially textbooks, in their presentation of the First World War, sometimes supplemented by playing television programmes or feature films. Depending on particular publishers and dates of publication, textbooks vary considerably in their quality. Broadly speaking until the 1960s such textbooks frequently presented the history as a single, grand narrative (usually Anglo-centric) with original material merely used to illustrate it. Examinations such as O level demanded narrative recall in answer to essay questions.

Since the advent in the UK of an innovative organisation in the 1970s, now known as the Schools History Project, there has been a strong tradition of including extracts of original source material of different kinds with questions that encourage analysis and comparisons across various sources. This change was reflected in both textbooks and exams, which also changed to include source papers and high proportions of coursework set by teachers. Reflecting the advent of the UK National Curriculum for History in 1991 and its definition of the concepts and processes of History as a discipline, more recent textbooks and some other resources have tended to present information around an enquiry question that casts historical content in terms of a problem to be investigated. For example, 'Why did the First World War break out?' rather than 'The causes of the First World War'. Source material then gets presented in the text as a way of solving a wider problem, not just analysed for its own sake.

Original material can also be included in the study of how and why later views of particular events, figures and periods have been formed, known technically as 'Historical Interpretations'. This was partly introduced in 1991 to ensure that pupils were exposed to multiple perspectives of history, not just a single narrative as often happened previously. An innovation of the last ten years also sometimes reflected in textbooks and other resources has been the study of 'Historical Significance' in its own right. In this same period much history teaching has also become more interactive with greater use of group work and with video material used more critically, broken down into clips and questioned. Print material is still widely used in history classrooms and many exam classes use textbooks written for a specific exam, sometimes by the examiners setting the exam papers.

Nevertheless more and more teachers are making use of electronic resources in their teaching, which vary considerably in quality. There is a huge amount of information on the First World War which teachers sometimes direct pupils to for research but there are also collections of original sources available. These websites have varying degrees of mediation built in, depending on the publisher. Interactive games, animations, quizzes, audio and video editing software and PowerPoint are widely used in many classrooms in relation to the First World War and other history content. Where a pupil's attention span is short and behaviour challenging, a teacher may well resort to any resource that seems to engage the pupil's interest. Thus games, animations, quizzes and video may be used indiscriminately, regardless of quality and with no guarantee that much historical learning is going on at all.

Appendix 2

Sample list of collection material provided to Andrew Wrenn.

Description of Content	Type
India Office Official Record of the Great War: Girdwood Archives photos plus misc photos; incl. paper documentation. Photos of military campaigns and military life experienced by Indian and British armies, mostly in France and Britain.	Photographs; paper
A collection of concert, theatre and sports programmes, educational prospectuses, newsletters and other documents produced by, and for, the inhabitants of the Ruhleben Internment Camp, 1914-18, held loosely and ordered in a miscellaneous fashion 146	Paper
Prisoners of War Camp (ALEXANDRA PALACE). Konzertverein Programmes of orchestral and other concerts given in the camp during the years 1916-1918. 80	Paper
John Fould's A World Requiem, written in response to WWI in commemoration of the dead, and performed at the first Festival of Remembrance in 1923. In addition to the ms score, there is some relevant correspondence, programmes and other 'ephemera' etc; <u>with</u> Vaughan Williams's Pastoral Symphony - a powerful response to the atrocities of WW1 and is one of the greatest C20th British symphonies	Paper
Songs published in GB 1914-18 10K items	Printed, paper
Histories of the First World War- Government Publications in 91 vols; covering reprints of official documents incl. maps, sketches and photos	Printed, paper
A collection of English, French, and Municipal and Local Official Posters for recruiting purposes, propaganda, and financial objects	Paper
Collection of 5 guardbooks containing: i) caricatures, satirical pieces, parodies; ii) prayers, hymns, special forms of service, forms for rolls of honour. In Memoriam cards and verses, leaflets relating to relief work, etc. issued in connection with the war; iii) poems; iv) leaflets, public documents etc. relating to final two years of WWI; v) Christmas Cards issued during the War by British and Colonial regiments, hospitals, prisoners of war	Paper, attached to guardbooks
Troop Magazines- Australia and New Zealand: Anzac Bulletin; Aussie: the Australian Soldiers' Magazine; Chronicles of the N.Z.E.F.; The desert rag; The Waitemata Wobbler; Te Whakanui; Korero Aotea; Kia-Ora Cooe; Harefield Park Boomerang;	Bound Paper
Colonial Copyright Collection- Photos of CEF troops bound for Europe	Photographs;
Lord Chamberlain play reports- correspondence and reports relating to theatrical activity during the period 1914-18; covers propaganda, objections raised to plays and censorship	Paper
Royal Literary Fund- Applications for writers seeking Financial Assistance during the War (incl. James Joyce, displaced from Trieste); includes correspondence, internal forms etc	Paper
Poetry of/rel. to the First World War: drafts of poems and related letters by: Wilfred Owen, Isaac Rosenberg; Edward Thomas; Rupert Brooke; Siegfried Sassoon; GK Chesterton...	Paper, some bound
Indian Soldiers in WWI- Censors Office - censoring Indian out-going as well as in-coming letters, both from the front and from the hospitals in England- of great sociological importance and provide vivid testimonies of how Indian soldiers and civilian personnel saw the War, France, and Britain, as well as their views on hospital arrangements in Britain.	Paper- bound- MSS and printed ephemera
Indian Army- Miscellaneous files: First World War: General ; memoranda, statistics, instructions, correspondence, etc. printed for internal distribution (sometimes Secret) .	Printed, bound
Diaries and correspondence bks of T E Lawrence (Lawrence of Arabia)	MSS, bound

Field Marshal Haig papers. Incl. 'Order of the Day' and other memoranda of operation on the Western Front	MSS, bound
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