



EHISTO

European history crossroads as pathways
to intercultural and media education

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Handbook for in-service teacher training Deliverable 8.3

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Index

Preamble: Popular History magazines in transnational perspective. A media-based contribution to intercultural education.	3
Handbook for in-service teacher training.....	5
PART 1. EHISTO-basis.....	6
1.1 The potentials of using popular history magazines in classrooms	6
1.2 Two European History crossroads: “Columbus and the ‘Discovery’ of the ‘New World’ and “The ‘Outbreak’ of World War One”	7
1.2.1 Analytical framework for work with popular history magazines.....	7
1.2.2 EHISTO Learning Objects https://media.sodis.de/ehisto/en/index.html	8
1.2.3 Outline of EHISTO LOs.....	9
PART 2. In-service teacher course design.....	11
2.1 EHISTO in-service teacher training framework.....	11
2.1.1 Objectives	11
2.1.2 Methodology	11
2.1.3 Course evaluation	12
2.2 Main module (two-day course)	12

Preamble: Popular History magazines in transnational perspective. A media-based contribution to intercultural education.

An active European citizenship has to be built upon a public awareness of common European heritage and shared values as well as on respect for diversity by integrating the many different national experiences. In this context, pupils' education and, therefore, professional training of teachers represent, once more, the ground where themes like interculturality and a critical approach to our past have to be improved, especially considering that all over Europe the history field is still characterized by national conceptions. In history didactics, the influence of extracurricular, commercial ways in which history is presented in mass media for influence upon the pupils' view of history has not yet found adequate recognition, although it is widely known that commercial public history has a very high impact on layman-recipients, and that particularly young people in particular often still lack the competencies required to critically evaluate and decode the message of history representations in mass media. Therefore, a congruous connection of the build-up of intercultural and media-critical competences in dealing with European heritage has yet to take place. It is the initial consideration of the EHISTO project that this challenge must no longer be neglected.

EHISTO links together civic, intercultural, and media-critical competencies. As examples for the purpose of dealing with mass-media conveyed culture of history, the project uses popular history magazines for the following reasons:

1. The magazines are subject to commercial conditions.
2. They represent a medium that both pupils and teachers consume, and that covers many topics, having both a high curricular connectibility as well as up-to-dateness (due to their periodicity). In addition, the magazines demonstrate curriculum-compatible mediality (text, pictorial documents, and graphics) and are easily obtainable for the use in lessons.
3. The popular history magazines in Europe are, in contrast to other commercial media products (e.g., films, video games and comics), on the one hand, strongly focused on national markets. On the other hand, the magazines from different countries have many topics in common (e.g., famous personalities; events with pan-European impact like wars, peace settlements, revolutions; transnational phenomena like migrations, cultural exchange, religions, and social and political movements).

The rationale for the EHISTO project is to explore how popular history magazines can be used in teaching of history in schools, in history teacher education, and in continuing professional development for teachers, in order to develop critical media literacy of young people. It will foster the development in young people of intercultural and media-critical competence in dealing with commercial representations of history which they will encounter outside the history

classroom, focusing in particular on the phenomenon of popular history magazines, which have become increasingly popular and available across EU countries.

The project aims to develop study packages and Learning Objects based on articles from popular magazines, and activities deriving from the study of those magazine articles. An emphasis will be placed on aspects of history which are covered in the history curricula and in popular magazines across the countries involved in the project, which can be said to represent a 'European History Crossroads', and which will therefore add an element of multiperspectivity, interculturality, and differing national perspectives to the materials and study packages to be developed.

One of the success criteria for the project is that it will make a positive contribution towards responsible European citizenship. It also aims at the development of young people who are historically and critically literate in their understanding of the ways in which history is presented in the media.

Some mention should be made of the Council of Europe recommendations for the teaching of history, as these recommendations form the theoretical framework for structuring materials and activities which might be helpful in developing critical literacy, one of the key aims of the project. It is important that these principles are kept in mind throughout the project when working on activities and Learning Objects related to history magazine articles. For the purposes of this study, we have focused on the following aspects of this guide:

- The past can be approached and represented from different perspectives.
- Historical events and personalities can be interpreted in different ways.
- It is in the nature of accounts of the past to differ for a range of reasons.
- Ideas and views about the past are time-bound and subject to change.
- Sometimes people and organisations seek to use representations of the past for their own present day purposes.
- Events in the past were often the result of complex, rather than simple causes.
- Claims about the past need to be based on the scrupulous use of available evidence, and the use of established disciplinary procedures for evaluating that evidence.
- Our knowledge and understanding of the past is often limited; claims about the past may have differing degrees of certainty or validity.
- The work of historians is usually subject to the critical scrutiny of other historians.

Handbook for in-service teacher training

This Handbook for in-service teacher training is one of the outcomes of the EHISTO *European history crossroads as pathways to intercultural and media education* project. It is intended for use by teacher instructors in both the University context and local institutions during in-service teacher training.

The handbook is made up of two parts:

- Part 1 introduces the reader to the main project outcomes both in terms of methodological approach to the development of intercultural and media-critical competencies among pupils, and in terms of didactical strategies and materials to be used in Secondary School History classrooms.
- Part 2 proposes the design of a course devoted to Secondary School in-service teachers, with the aim of providing participants with both a framework, as well as suggestions for practical use of the learning material in the EHISTO Learning Objects (LOs).

Handbook Structure

<p>Part 1 Contents</p> <p>The potential for using popular history magazines in classrooms</p> <p>Two European History Crossroads: “Columbus and the ‘Discovery’ of the ‘New World’” and “The ‘Outbreak’ of World War One”</p> <p>Analytical framework for work with popular history magazines</p> <p>EHISTO Learning Objects</p> <p>Outline of EHISTO LOs</p>	<p>Part 2 Contents</p> <p>EHISTO in-service teacher training framework</p> <p>Objectives</p> <p>Methodology</p> <p>Course evaluation</p> <p>Main module (two-day course)</p>	<p>Supporting online materials</p> <p>1. The use of popular History magazines in the classroom:</p> <ul style="list-style-type: none"> - Teaching of history in high schools across the project partners: curriculum synopses http://www.european-crossroads.de/outcomes/baselinestudy/history-curricula/; - Media critical literacy at school: current views and practices among teachers http://www.european-crossroads.de/outcomes/baselinestudy/history-teachers-view/. - Analytical framework for work with popular history magazines http://www.european-crossroads.de/outcomes/baselinestudy/analytical-framework <p>2. Two European History Crossroads</p> <ul style="list-style-type: none"> - EHISTO Learning Objects: https://media.sodis.de/ehisto/en/index.html
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PART 1. EHISTO-basis

1.1 The potentials of using popular history magazines in classrooms

An initial multinational study of magazines, syllabi, textbooks and teacher experiences suggest a number of possibilities for using popular history magazines in classrooms (see EHISTO Baseline Study: <http://www.european-crossroads.de/outcomes/baselinestudy/>). Ideas about the ways in which popular history magazines might be used to improve history education, particularly with respect to EHISTO objectives and Council of Europe guidance on good practices in history education, include the following:

- Many magazines have online features – associated websites, podcasts, and blogs: it might be good to get students using these features, especially blogs where students can post comments on articles and become actively engaged in debates and controversies about history articles.
- Popular history magazines have some flaws and weaknesses. This is an opportunity rather than a problem.
- Issues such as nationalistic bias or the furthering of particular nationalist (or classist, or sexist) agendas can themselves be, or become, the subject of scrutiny in classrooms.
- Articles can explicitly link past events to current problems and controversies so that students stop thinking of history as something that is of the past and gone, and not very important.
- Polemical articles that make simple polarisations and which oversimplify historical problems and issues, as well as nuanced articles can make students realise that polarisations and oversimplifications are common and often problematic.
- Articles can show students how history is often misused by people in the present for unethical purposes.
- They can draw attention to the gap between school history, public history, and popular history as told in magazines. 'They can broaden students' understanding of the breadth of history that is out there'.
- They develop students' understanding of history magazines as cultural artefacts and increase their understanding of signifiers.
- They create the opportunity to develop students' understanding of the importance of provenance and referencing ('popular magazines often do not cite the sources').
- They offer a chance to develop students' understanding of the tentative, provisional and changing nature of historical knowledge (i.e., 'To what extent do magazines acknowledge doubt and uncertainty about conclusions and findings, or present alternative possibilities?')
- They allow a chance for discussion and development of understanding of the changing 'alphabet – icon ratio' of contemporary society – use of pictures – as sources, or mainly 'decorative' and 'glossy'?

- They could possibly be used in language teaching (CLIL contexts).
- They can be used for comparison of the pros and cons of different history magazines: Are some magazines better than others? What makes a history magazine good or bad? Does it depend on audience?
- They give students practice in critiquing magazine articles for quality and reliability, and get them to think/discuss the comparative reliability of magazine articles in relation to other public sources of accounts of history – history in newspapers, in films, on television, and on the internet.
- History magazines may be fun and motivate students to read more history.

1.2 Two European History Crossroads: “Columbus and the ‘Discovery’ of the ‘New World’” and “The ‘Outbreak’ of World War One”

Columbus’ “discoveries” and the start of World War One are two topics that can be seen to represent a European ‘history crossroads’, in the sense that the topics are widely encountered, both in history classrooms and in ‘public history’ outside of school, through television, the internet, and in newspapers and magazines. Both events are commonly represented in the history curricula of partner countries (and probably across the EU in general) and often in popular history magazines as well.

1.2.1 Analytical framework for work with popular history magazines

Material from popular history magazines has been analysed using an analytical framework, and then published online as Learning Objects labelled ‘additional material’. See:

https://media.sodis.de/ehisto/wwI/de/en/additional_material_world_war_one.html
https://media.sodis.de/ehisto/columbus/de/en/additional_material_columbus.html

The material is taken from five countries, and categorized into subgroups:

1. Analysis of the title page
2. Analysis of the table of contents
3. Analysis of the editor’s foreword
4. Analysis of picture spreads at the beginning of a main topic (if there is one)
5. Analysis of the leading article about the topic
6. Self-portrayal of the magazines.

A table with a complete set of questions for each section was designed: <http://www.european-crossroads.de/outcomes/baselinestudy/analytical-framework>.

These questions mainly concern the quality of the representation of history in magazines in relation to the objectives of a meaningful teaching of history which aims at the development of a critical understanding of history. Basic questions in this regard include:

- In what way is the history represented in history magazines different from the one communicated in the schoolbooks?
- Is history represented in a multi-perspective way?

- Can different perspectives and approaches to the subject be identified?
- Is it clear enough that history is prone to change and time-bound?
- Do the history magazines provide multiple interpretations for historic events / developments?
- Is history represented in a mono-causal or multi-causal way?
- Is the interpretation source-directed?
- Do the history magazines pretend to be academic (i.e., academic appearance as a marketing strategy)? If so, in which way are they suggestive of being academic?
- What methods are used to attract readers?
- Finally, referring to national interpretations of history: Are historical topics interpreted from a national point of view? Is the “national splendour” of a country a criterion or is history exploited and utilised here in order to raise national pride?

1.2.2 EHISTO Learning Objects <https://media.sodis.de/ehisto/en/index.html>

As a result of the analysis above, five Learning Objects (LOs) were designed for teaching on both history crossroads. The result of the two European Crossroads selection and of the analysis of the magazines' articles was a set of 5 LOs about the 'outbreak' of World War One and 5 LOs about Columbus, with national starting points from five different countries in five languages. Additionally, two multinational LOs in five languages, and an additional LO in English about the British Empire were designed. In the start page you can find an overview of the LOs with links to each.

The links for the LOs with national starting points can be found by using the following links:
The “outbreak” of World War One:

[Germany: The way of presenting the beginning of World War One in popular history magazines](#)

[England: World War One](#)

[Poland: First World War](#)

[Sweden: Causes of World War One: The “outbreak” of the First World War in popular history magazines](#)

[Spain: The “outbreak” of World War One: Causes and generators](#)

Columbus and the “Discovery” of the “New World”:

[Germany: Columbus in German history magazines and comparative perspectives with England](#)

[England: Christopher Columbus - An English perspective](#)

[Poland: Christopher Columbus](#)

[Sweden: Columbus as a popular historical character. The image of Columbus in popular history magazines](#)

[Spain: The mysterious origin of Columbus](#)

Empire

[England: Empire](#)

The multinational LOs can be found in the links labelled “Multinational Comparison”

[Multinational comparison: World War One in popular history articles](#)

[Multinational comparison: Columbus in popular history articles](#)

1.2.3 Outline of EHISTO LOs

In all EHISTO pages you can select language by clicking the flag at the top. You can also select if you would like to have guidance suggestions for you as a teacher by clicking ‘Teacher’ – if this is not actively selected you will be using the default ‘Student’ interface.

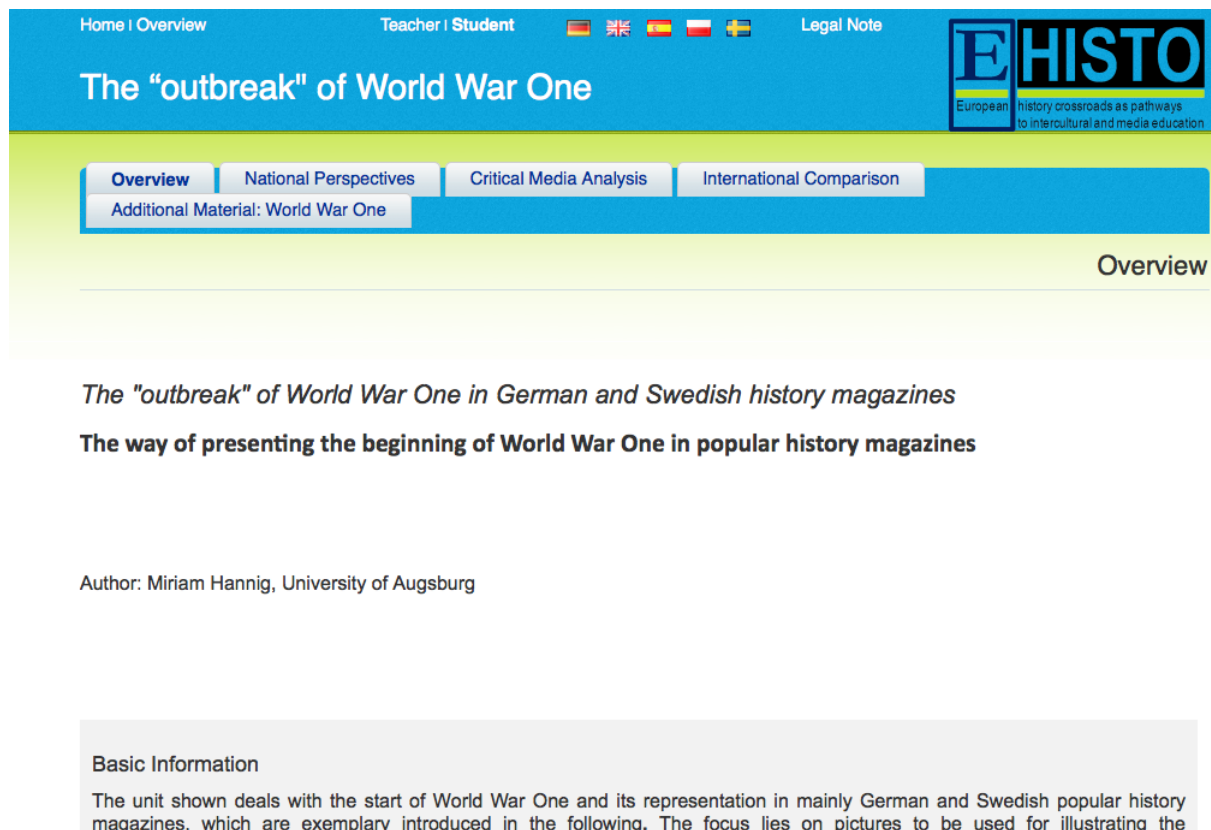


Fig.1 Example of the overview page of the German LO of “The ‘Outbreak’ of World War One”

All the national LOs start with an overview, giving a brief introduction to the topic taught in each country. Each LO is provided with clickable anchors on the top of the page labelled:

- Overview: a brief outline of the topic in syllabus and textbooks, which may influence the topic’s presentation in history teaching
- National Perspectives: with questions designed from each country’s popular history material
- Critical Media Analysis: with questions to stimulate critical thinking about the chosen national magazine articles, in terms of content and media features

- International Comparison: designed for bi-national comparison of historical perspectives and media use
- Additional Material: make available all the material from five countries, making it possible for students and teachers to elaborate freely among front pages, editorials, articles and images.

The multinational LOs start with a more general overview of the topic in popular culture and an introduction to the specific LO. The multinational LO of Columbus provides designs for teaching students: (1) to see Columbus from multiple perspectives, not least critical perspectives; (2) problematize the legacy of Columbus, and (3) see the dispute of his place of birth and learn the unclear historiography of Columbus.

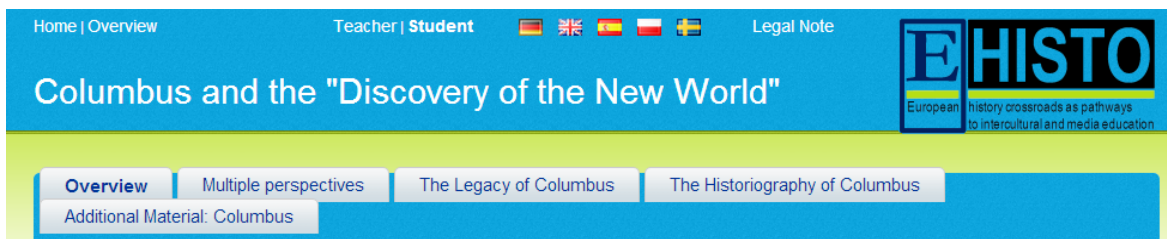


Fig. 2: Disposition of websites in the multinational LO on "Columbus and the 'Discovery' of the 'New World'"

The multinational LO of the start of World War One also emphasizes and problematizes the writing of history from different perspectives on a page designed by active in-service teachers labelled "multiple perspectives". In this LO, media critical analysis is stimulated, as well as making the link between wars in the past, present and the future (often labelled historical consciousness).

EHISTO LOs have been developed with eXeLearning (<http://exelearning.org/>), a free and multiplatform program for building LOs, as the tool to create the EHISTO Modules. A template has been developed for composing EHISTO Modules with the same appearance and structure in 5 languages (de/en/es/pl/sv).

PART 2. In-service teacher course design

This proposal for EHISTO in-service teacher training aims to transform the project outcomes into classroom practices. PART 2 of this Handbook is especially intended for teacher instructors responsible for Secondary School in-service teacher training, and to make in-service teachers aware of the possibilities of using the LOs in the history classroom.

This section includes recommendations for the development of such courses, facilitating that the main issues will be covered in order to help teachers become skilled in both production and use of history learning contents with media critical analysis and intercultural approaches.

<p>Contents EHISTO in-service teacher training framework Main module (two-day course)</p>	<p>Supporting materials On the website: EHISTO Baseline Study: http://www.european-crossroads.de/outcomes/baselinestudy/ EHISTO Learning Objects: https://media.sodis.de/ehisto/en/index.html Appendix 1. Evaluation questionnaire</p>
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2.1 EHISTO in-service teacher training framework

The course consists of a set of proposed lectures and face-to-face seminar sessions with in-service teachers to be used over two days.

2.1.1 Objectives

- Improving media analysis competencies for teachers
- Approaching transnational aspects of European History Crossroads and their didactic possibilities
- Using digital learning contents with multicultural approaches
- Evaluating the impact of media critical approaches, and transnational comparison of historical processes for improving students' learning

2.1.2 Methodology

The course is divided into thematic seminar sessions devoted to present and debate different issues related to the knowledge of the EHISTO project activities and outcomes, media critical approaches as methodological innovations for improving students' learning of historical processes and events, the use and/or development of digital learning content with media critical and intercultural approaches, and the evaluation of classroom activities with the students.

The main content for the course will be the information provided in this Handbook (Part 1), the outcomes from EHISTO project (available at <http://www.european-crossroads.de>), and other additional materials to be provided by the instructor with regard to particular requirements coming from national curricula approaches or other special needs. It is recommended that the course will be developed with the companion of a day-by-day weblog report where teachers can gain access to all the activities, materials and didactical solutions required to develop the training course. This procedure will also let teachers discuss and reflect about their experiences using the LOs.

2.1.3 Course evaluation

The course will be assessed by means of questionnaires elaborated by the EHISTO project. These questionnaires are intended to measure the impact of this training in the development of new approaches for teaching History in Secondary School levels.

2.2 Main module (two-day course)

Day 1

Course introduction

This session is addressed at presenting the course and its methodology. In the start-up phase it is recommended that the instructor start by highlighting what the syllabi say about the content and skills in focus with the LOs (available in the overview page of each national LO). A quick way to start is to present a number of front-pages to discuss what and how history is presented in popular history magazines, and why they can be used in classroom practice. (This will highlight how popularizations emphasize for instance: male history, dramatic events, and extraordinary details; common problems in public history and historiography). Highlighting these problems can make students more media critical. If most or all participants have laptops or tablets, they can do the tasks in the German LO comparing front pages and lists of content (Questions 2 and 3) https://media.sodis.de/ehisto/columbus/de/en/international_comparison_germany_england.html.

The potential for using popular history articles in history teaching is elaborated on in “History didactics’ views on the use of popular history magazines in history education” <http://www.european-crossroads.de/outcomes/baselinestudy/history-didactics-views/>.

After the first introduction, it is also important to retrieve information from the participants in order to know how long they have been teaching, their use of media in the classroom, or how familiar they are with inserting intercultural issues or transnational comparisons when teaching historical events. These questions will guide the instructor in presenting the different issues involved in this stage (estimated duration: 30 minutes).

Project presentation

This session will be devoted to the presentation of the EHISTO project, its outcomes, and the methodological aspects involved (estimated duration: 45 minutes).

Didactical uses of EHISTO Learning Objects (Media analytical competences for teachers)

This session is intended to present and discuss the value of the EHISTO Learning Objects (<https://media.sodis.de/ehisto/en/index.html>) as tools for improving multiperspectivity and media analytical competence among students.

The instructor will present the different Learning Objects, starting from those produced in their home countries, and will present the structure of such LOs (teacher/student view), didactic approaches, activities, and assessment suggestions. Showcasing the sites is recommended, focussing on media critical understanding (~20 min.) Thereafter, the in-service teachers themselves can, in small groups, select a couple of sites with media critical questions and discuss their possible usefulness in classroom practice (~20 min.) Together again in the full group, the participants' comments after using the LOs can be discussed and the session concluded (~30 min.)

Intercultural approaches to History in the classroom (Transnational aspects of European History Crossroads and its didactic approach)

The instructor will present the different Learning Objects, starting from those produced in their home countries, and will ask teachers to compare and discuss the different “national approaches” before showing the “transnational comparisons” developed in these LOs. The teachers are then supposed to use mural.ly (www.mural.ly) to paste and comment at least two sites with bi-national comparisons. (Before this, the instructor must have prepared a page on mural.ly for posting websites and comments. This can easily be done at www.mural.ly “Create Mural”, making and then sharing by creating a View Link. Participants can then just log in to the mural and copy-paste the address of the webpage. For instance, see https://media.sodis.de/ehisto/wwI/pl/en/transnational_comparison.html, and add comments by “post its” or personal comments (estimated duration: 75 minutes). To sum up the work with the full group, the instructor can show the mural to all, and discuss the comments (estimated duration: 15 min.)

Conclusions and feedback of Day 1 (15 minutes)

Day 2

Testing material designed by teachers for teaching

As a starter of Day Two, the participants are themselves supposed to “be students”. Starting with the multinational comparison of Columbus from multiple perspectives,

https://media.sodis.de/ehisto/columbus/multinational_columbus/en/multiple_perspectives.html, the participants should answer Questions 2 and 3 (~15 min.); this is a way to stimulate media critical thinking. Afterwards, give a short summary of impressions (~5 min.)

After this, the teachers are yet again supposed to “be students”. The design of teaching about the start of World War One is to be tested. (The instructor should preferably bring copies of the articles from Spain, England, Sweden and Germany, as well as pens for highlighting in different colours). Just following the instructions in the page “multiple perspectives”, https://media.sodis.de/ehisto/wwI/multinational_wwI/en/multiple_perspectives.html the in-service teachers should answer Questions 2-5. Starting in Question 3, they should be divided into three groups. As an instructor, you can just use the teachers’ interface to scaffold the teaching. (~1.5 hours).

Summing up the impressions from the exercise (20 min.)

Practice-based research

In the final session, a presentation of the results from research will be used to highlight what students may learn from using the material they have tested. A summary of current research will highlight how students can actually learn to see multiple perspectives and become more nuanced in their media-critical analysis from using this material in teaching (30 min.)

Conclusions and feedback for both days (30 min.)

What do teachers think they can use in practice? What obstacles do they see? Fill out the evaluation.

Appendix 1

Evaluation questionnaire for participants in the in-service training

I. GENERAL INFORMATIONS		
1. Please share about your background		
a) I am an experienced history teacher (teaching for more than 5 years).	Yes	No
b) I studied history as a subject at university.	Yes	No
c) I have used popular history magazines in my history class before.	Yes	No
d) I read popular history magazines regularly by myself.	Yes	No
e) My school (type, and grade(s) you teach):		
2. Please share about the in-service training		
a) Dates		
b) Places		
c) Which Learning Object did you test?		
d) Did you focus on transnational, intercultural and/or media critical aspects? Which one(s)?		
e) Did you focus on bilingual history teaching?		

II. GENERAL IN-SERVICE ASSESSMENT					
1. How would you use the Learning Objects?					
a) I would adapt it to the needs of my history class.	Yes	No			
b) I would use the tasks without any adjustments to the EHISTO website materials.	Yes	No			
2. How would you use the additional materials?					
a) I would not use it.	Yes	No			
b) I would use it as part of the Learning Object.	Yes	No			
c) I would use it to create new Learning Objects and tasks for my history class.	Yes	No			
3. How would you rate the pilot, overall?	Excellent	Very good	Good	Quite good	Not good
4. The learning outcomes of the pilot were well defined, and they were accomplished.	Fully agree	Agree	Partly	Not much	Not at all
5. How satisfied are you with the practical implementation of the training?	Very satisfied	Satisfied	Mostly satisfied	Not very satisfied	Not at all satisfied
6. How satisfied are you with the practical organization of the training?	Very satisfied	Satisfied	Mostly satisfied	Not very satisfied	Not at all satisfied

III. ASSESSMENT OF IN-SERVICE TRAINING CONTENT					
1. "European History Crossroads" and popular history magazines are an important topic of history teaching, because	Yes			No	
a) of the relevance for the historical culture, which surrounds the pupils and is part of their everyday lives.	Fully agree	Agree	Partly	Not much	Not at all
b) students need a transnational and European understanding of history.	Fully agree	Agree	Partly	Not much	Not at all
c) students need a media critical understanding.	Fully agree	Agree	Partly	Not much	Not at all
2. The training has improved my media analytical competence as history teacher.	Fully agree	Agree	Partly	Not much	Not at all
3. The training has improved my knowledge about transnational and European aspects of history.	Fully agree	Agree	Partly	Not much	Not at all
4. The training has a clearly defined structure for history teaching.	Fully agree	Agree	Partly	Not much	Not at all
If not, please explain why:					
5. Which of the following training aspects were the most interesting for you? (Feel free to add more topics of your choice)					
a) Using popular history magazines as didactic materials for teaching about historical culture.	Fully agree	Agree	Partly	Not much	Not much
b) Intercultural approaches to History in the history classroom.	Fully agree	Agree	Partly	Not much	Not much
c) Critical media skills for students in the history classroom.	Fully agree	Agree	Partly	Not much	Not much
d) Transnational and European aspects of history.	Fully agree	Agree	Partly	Not much	Not much
6. The training time was adequate for the content.	Fully agree	Agree	Partly	Not much	Not much
If not, please explain why:					

IV. ASSESSMENT OF PILOT MATERIALS AND TRAINERS					
1. How satisfied are you, overall, with the contributions of the trainers?	Very satisfied	Satisfied	Partly	Not very satisfied	Not at all satisfied
2. Were the trainers competent, persuasive and prepared?	Fully agree	Agree	Partly	Not much	Not at all
3. How satisfied are you overall with the delivery of the training?	Very satisfied	Satisfied	Partly	Not very satisfied	Not at all satisfied

4. EHISTO is offering a lot of material, which is already translated into different languages, and available for free download. Do you think this is a sustainable offer for history teachers?	Fully agree	Agree	Partly	Not much	Not at all
5. How would you rate the quality of the Learning Objects?	Excellent	Very good	Good	Quite good	Not good
Please explain why:					

V. YOUR VIEWS AND SUGGESTIONS					
1. Was the training interesting for you from a professional point of view?	Excellent	Very interesting	Interesting	Quite interesting	Not interesting
2. How did the in-service training fulfil your professional expectations?	Very satisfied	Satisfied	Partly	Not very satisfied	Not at all satisfied
3. What would you change to improve this in-service training?					
4. Will you use EHISTO materials in your future teaching of history? Please explain why:					
5. Would you recommend this EHISTO in-service training to your colleagues as a good one? Why?					
6. Final comments:					