

Main ideas

- National challenges to Russia and their impact on education
- Major challenges to Russian education and a history teacher and possible responses
- I have a dream... Ideals of history teaching in the 21. century

National challenges to Russia and their impact on education

1. Intensification of global competition

- How the country develops human potential (human capital) too
- Human capital becomes the main factor of economic development
- Impact on education
- Development from early childhood
- Special attention to talented children as well as children with special needs
- Continuous education
- Rise of teachers' salaries

2. New wave of technological changes

- Innovations diminish influence of traditional factors of growth
- Impact on education
- Innovations in different fields become a core of education
- Balance of academic knowledge and practical competence

3. Depletion of present economic model

- Depletion in Russia of the economic model based on export of natural resources and cheaper production for home market only
- Impact on education
- Innovations
- Raising creative, hardworking, active and socially responsible patriots

4. Development of new civil identity

- New civil identity is nationally based patriotism, which combines with or supersedes ethnic nationalism
- It is the key for keeping the country of 180 ethnic groups together
- Impact on education
- Upbringing is the core for all educational activities
- Patriotism, responsibility, solidarity
- Tolerance to other cultures

Major challenges to Russian education and a history teacher and possible responses

1. Conservative thinking about educational reforms

- Russians value education very high. Any reforms are considered as an attempt to limit free education
- Impact on history teaching
- Think of social impact of educational changes
- Popularize them

2. Education is not monopoly

- The loss of monopoly of formal education to raise and socialize the coming generation
- Impact on history teaching
- The school has to become a coordinator of education (family, museums, internet, etc.)

3. Post-modernist thinking

- History is only texts, narratives

- There is no way to learn what the history was in reality
- Impact on history teaching
- Historic experience is not just a discourse, talking
- It is also values behind the texts, significance behind narratives, heritage behind ruins

I have a dream... Ideals of history teaching in the 21. century

- Teachers' training is popular and different
- Proud in the country,
- Able to lead a discussion,
- Understands different approaches to teaching,
- Professionally skillful and knowledgeable,
- Flexible,
- Eager to self-educate themselves.

Teachers compete for a job at school due to high salary, social benefits and prestige.

Three sets of study environment

- info-lectures (individual chairs with pre-installed comps),
- source and evidence based `discussions (round tables)
- individual research environment in the afternoon (media-library).

All materials are preinstalled on personal I-pads and e-books

- Teachers and children have sent there their working materials.

Teaching materials

- Short-unit e-textbooks
- Large sets of activity e-tools
- source and evidence sets,
- problem solving sets,
- project and research database,
- short and full videos,
- database of heritage and contemporary issues relating to different historic events,
- exam-preparation sets.

All teaching materials are checked by

- a board of scientists,
- professional teachers' society
- public organizations.
- Criteria for selection
- problem approach
- non-biased multi-perspective view
- corresponding to the age of students *and answering their present day needs.*

Each large topic (module) has:

- at least 30 individual ways of study combining study of issues, discussing problems, researching cases.
- Each module has to have goals which are open, clear, challenging and motivating for students.

The goals must combine working with

- values,
- general skills and
- special historic skills

Cases, projects, dialogues, discussions, role games and plays are indispensable part of the curriculum.

Field trips and tours

- either to visit a unique site (work of art, architecture site, historic place, archive or library)
- or it is a way of getting new personal experience of doing something
- E-working “sheets”

Assessment of students

- Basic level of federal (national) exam
- Levels of study the subject in depth and
- personal achievements.
- Each of the parts of the assessment has its own share.

Upbringing, skills or knowledge?

- In Russia moral lessons and history ideals are considered to be more important
- The way to ideals is not an ideology, but a dialogue