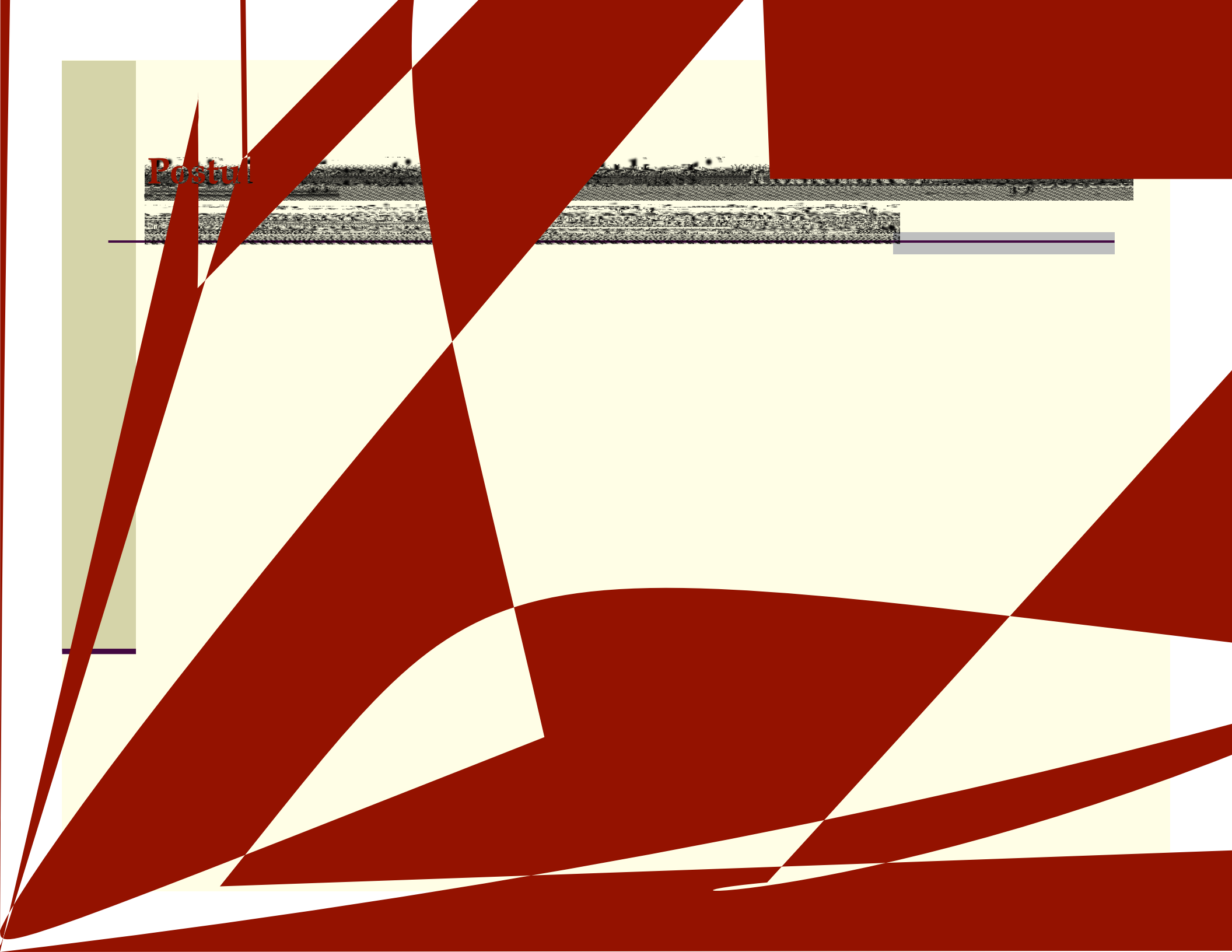
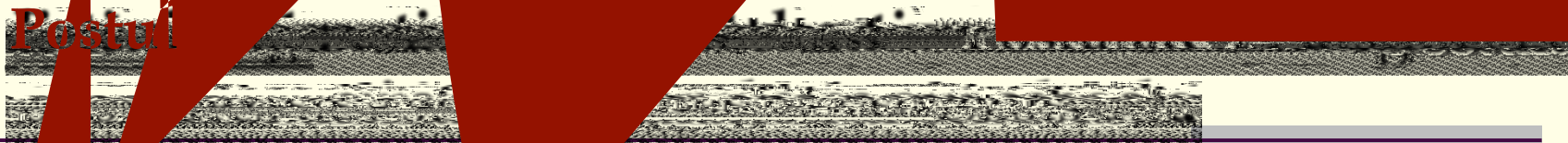
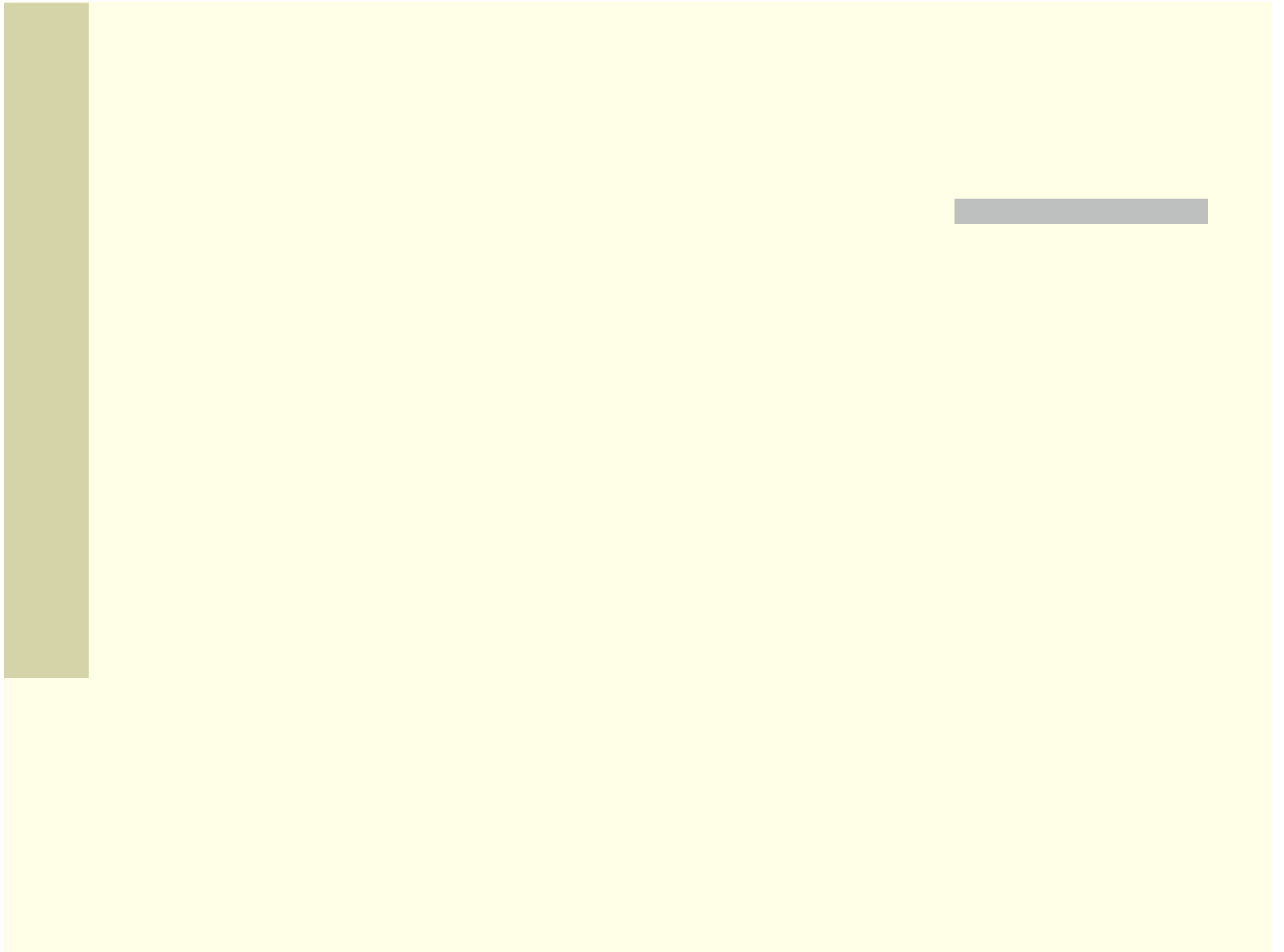




In my book, I have argued that teaching students to think historically is a long and arduous process that is likely to put educators at odd with memory-history, rigid curriculum expectations, content standards, and sometimes students themselves... Some teachers are better positioned

Postul





Graph 1 : Use of computers for task-oriented purposes by age group, by country, 2003

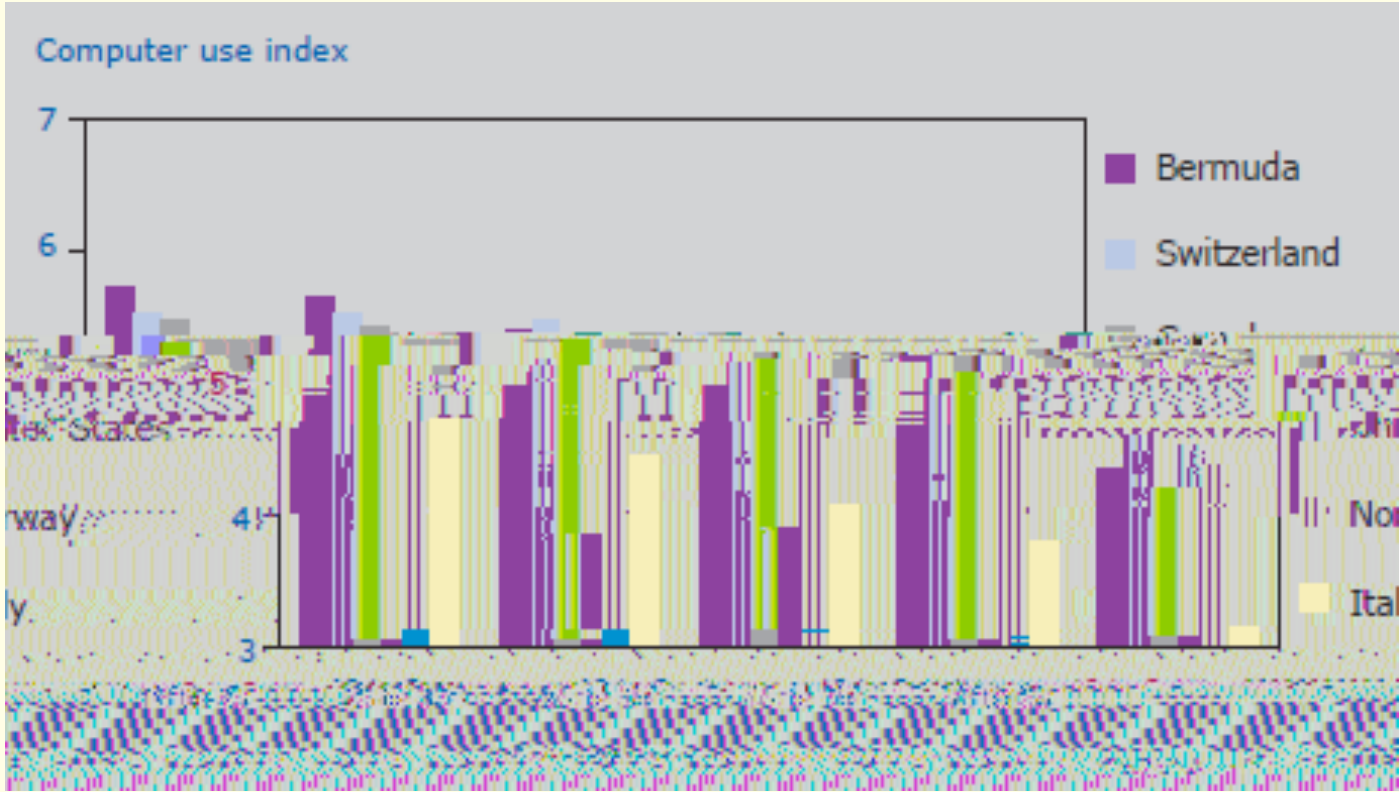
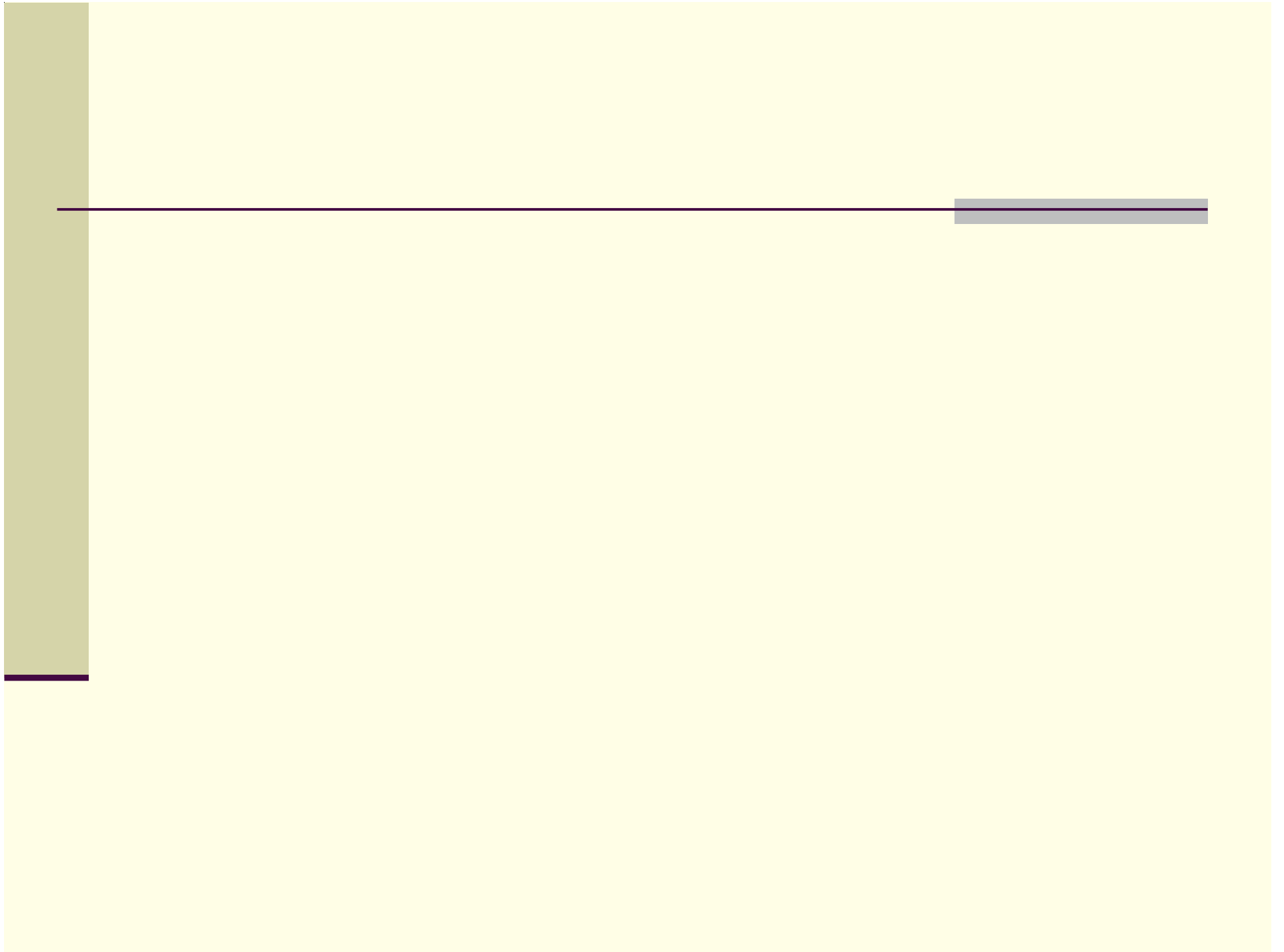


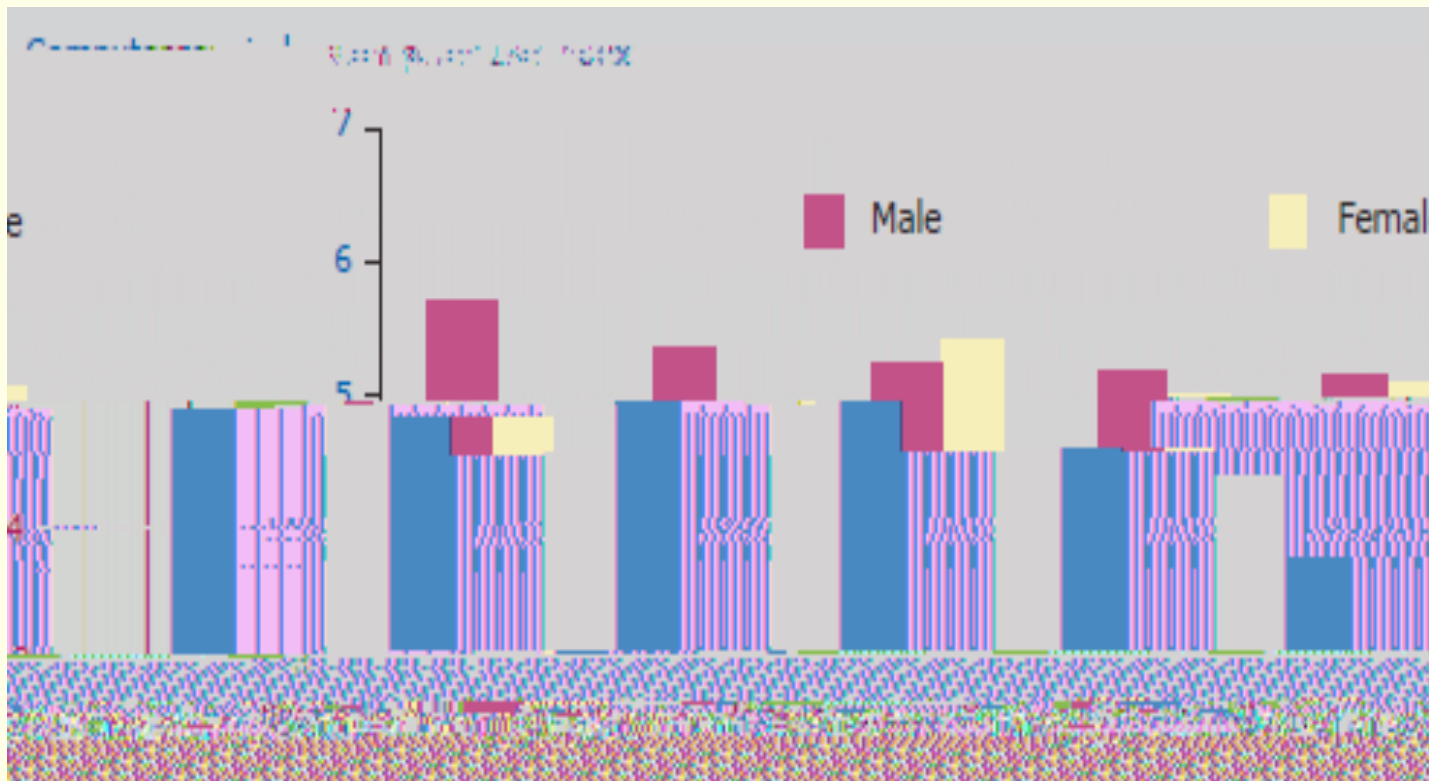
Table 2 : Purposes of computer use in a typical month, by age group, Canada, 2003

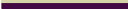
	Age group					Ratio
	16 to 25	26 to 35	36 to 45	46 to 55	56 to 65	
	% of computers users					
Use of Internet	97.9	94.1	91.2	87.4	78.5	1,2
Writing or editing text	84.8	79.5	72.9	71.0	62.4	1,4
Playing games	68.3	52.7	45.7	41.0	44.5	1,5
Reading information on a CD-ROM or DVD	65.2	63.2	60.6	54.3	41.9	1,6
Creating graphics, designs, pictures or presentations	52.2	47.4	42.4	37.8	24.5	2,1
Accounts, spreadsheets or statistical analysis	40.6	56.1	53.0	50.5	39.2	1,0
Keeping a schedule or calendar	29.1	48.4	43.2	39.1	27.5	1,1
Programming or writing computer code	17.3	14.2	12.3	8.8	5.3	3,3

Source: Statistics Canada, Adult Literacy and Life Skills Survey, 2003.



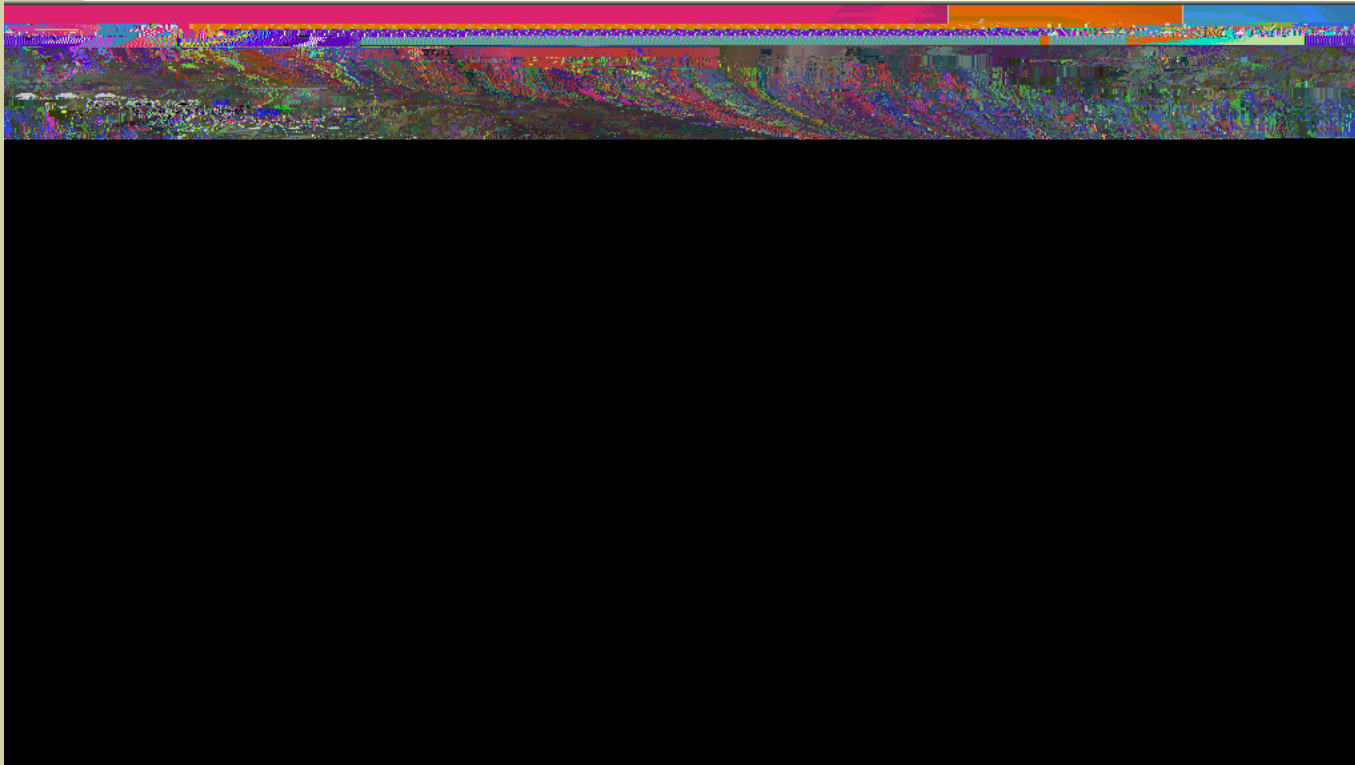
Graph 2 : Use of computers for task-oriented purposes by gender, by country, 2003





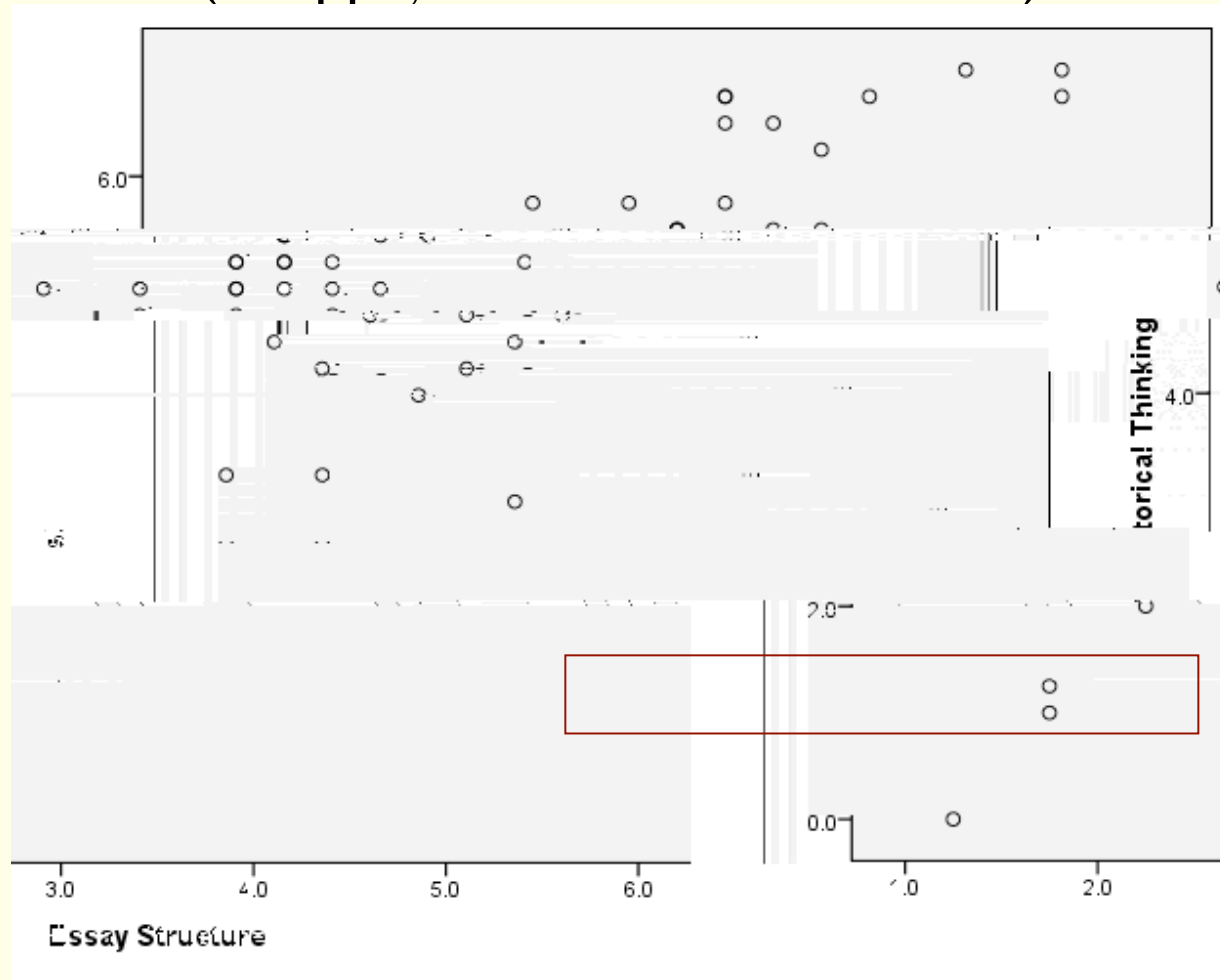


Field of history in Canada since the Digital revolution



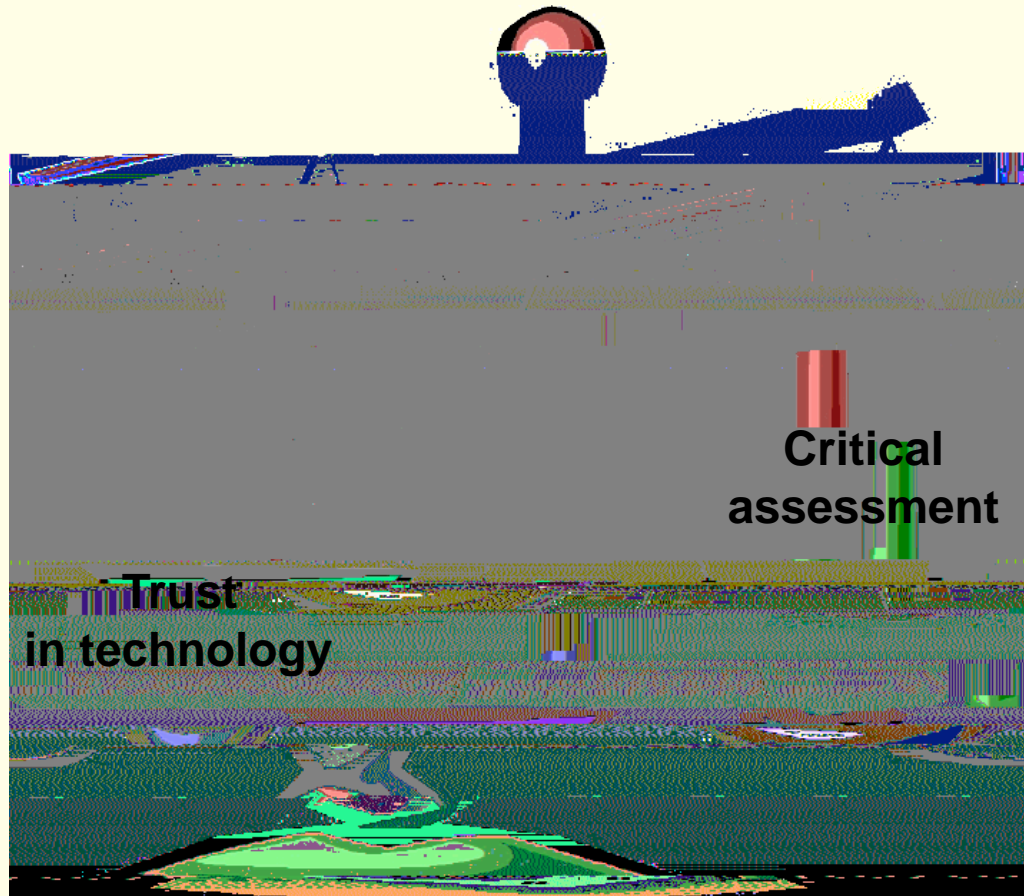
Table

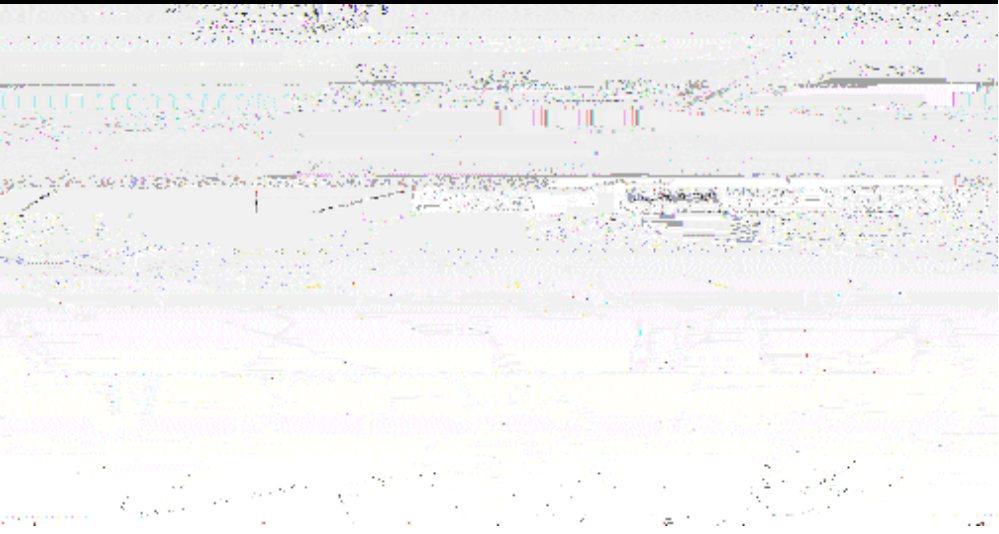
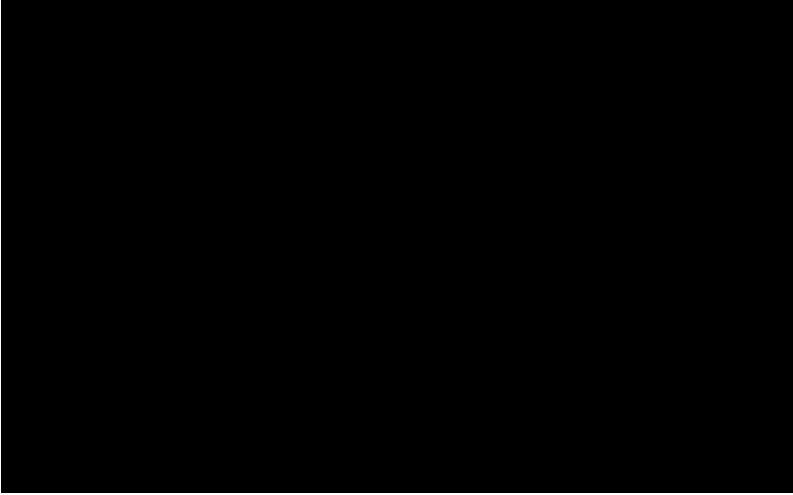
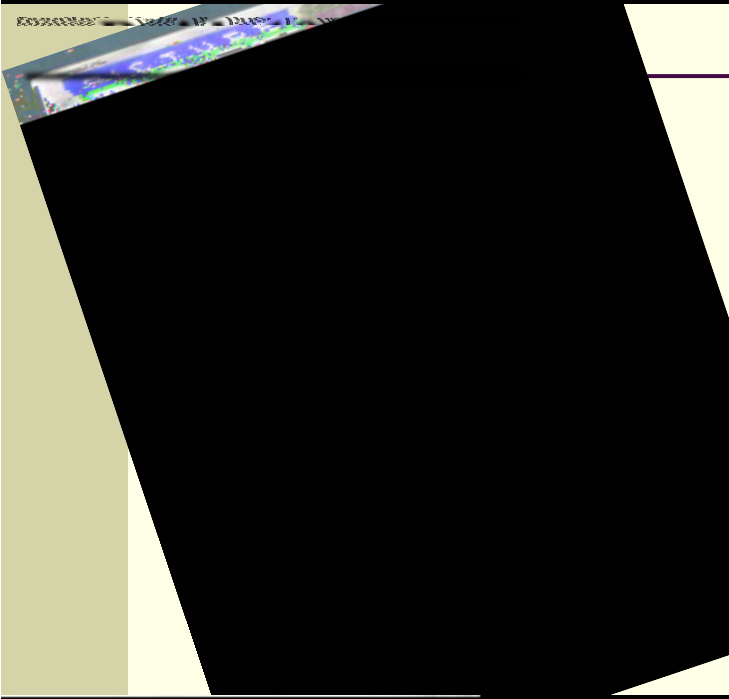
Correlations (Dieppe, Ontario school board 1)



** Correlation is significant at the 0.01 level (2-tailed).

Pan et al. (2007) observes that “college student subjects are heavily influenced by the order in which the results are presented and, to a lesser extent, the actual relevance of the abstracts. These subjects trust Google in that they click on abstracts in higher positions even when the abstracts are less relevant to the task (p. 816). « In Google We Trust. » JCMC





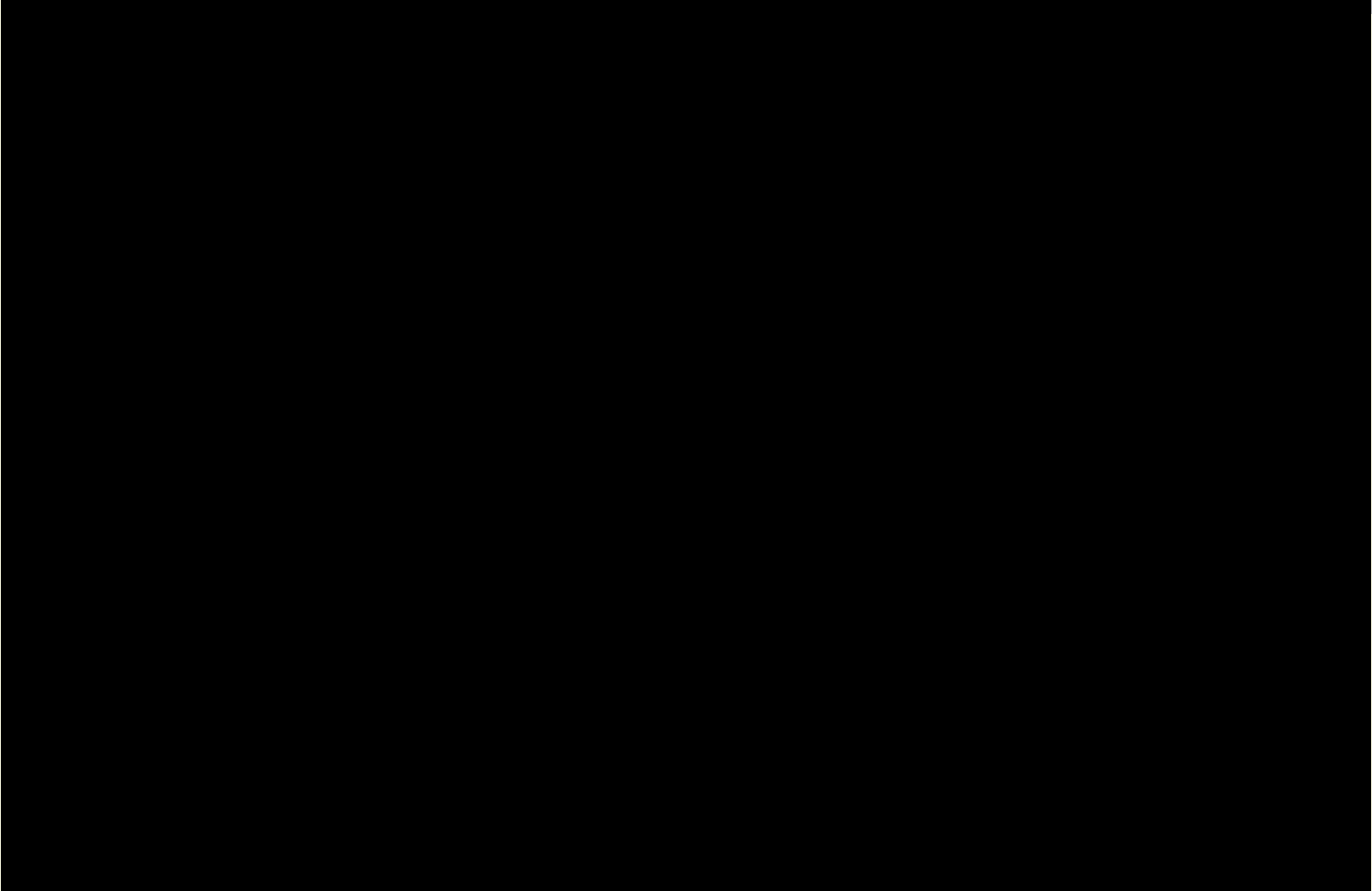
How to read a visual text in history...



National Archives of Canada
William Lyon Mackenzie King Collection
C-014160
(From captured German film files)

How to read visuals...





(HRSDC, 2004)

Teachers and ICT in the classroom:

! Factors playing against integration:

limited skills to operate and use ICT in the context of the classroom, limited access to modern and relevant equipment, preparation time and workload issues, overemphasis on traditional content (textbooks) over digital resources (ebooks), provincial examinations and school regulations, and lack of direction and strategic planning within the school system.

Teachers and ICT in the classroom:

! Digital natives and the “foreign” past

VH program favours computer engagement and focuses students attention. But many students appear disoriented when using the VH library and faced the “messiness” of the past. Unlike classroom textbooks, sources do not form a coherent story to be read and remembered.

Students’ familiarity with technology does not automatically turn them into disciplinary experts.

“I found your program pretty boring. I would have preferred to have teacher lecture me on it or read it in the text-book “(TOE-024)

A majority of students (60%), in both school boards, prefer classroom learning and computer-teacher interaction to computer learning alone.

“Over and over, I heard the same refrain from the students, which was ‘why can’t you just tell us?’. Many students found the number of sources to read, and the amount needed to read confusing and intimidating. I think that the final task they were assigned – which was a research project resulting in an argumentative essay – required either much more teacher direction than the study allowed or much more concrete direction on what to do with each source.”
(Toronto VH teacher)

Conclusion

- ! First, technology is here to stay...
- ! Second, we know very little with regard digital natives' mode of thinking and ways of processing information.
- ! Finally, what place should ICT occupy in the school system?
The needs of the schools

! Merci!/Thank you!