

## B O O K A N N O U N C E M E N T

### NEW HISTORY AND NEW TECHNOLOGY :

Present into future

Edited by Frances Blow and Alaric Dickinson

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### HISTORY AND NEW TECHNOLOGY

Suggestions and considerations

compiled by Alaric Dickinson, Frances Blow and Martyn Wild

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These two booklets will be a great help for all those historians who always wanted to know everything about computer assisted learning but never dared to ask. In fact, many history teachers and teacher trainers are diffident with regard to the use of computers in the classroom. They fear that they will be replaced by machinery and that the pupils will be fascinated by the new technique but not by the history it presents. But, as Alaric Dickinson (member of our Society) and his co-editors explain to us, pupils are fascinated indeed; the thrill, however, lasts after the novelty has long worn off. Computer assisted learning (CAL) is not invented to replace the teacher but to provide him and the pupils with another educational tool.

What is presented is not a technical manual (how to handle your classroom computer) but an introduction. It explains how we may make good use of this new and popular invention in our history lessons too. Well-prepared programs stimulate pupil activity and heighten their interest in the subject matter. The software that is needed has mainly two aspects. It may contain simulation games that ask the pupils to put themselves into the shoes of historical personages (and the machine controls their answers). It also can be used as databases. Now in history teaching we use a lot of databases, from the viva vox of the teacher, via the blackboard, to the textbook and other printed materials. However, the scope of a computerized database is so much wider that no other medium is able to supply the data in equal quantities.

Although these booklets are written for the benefit of British teachers (and contain lists of software available in the UK), I would like to see it in the hands of the members of this Society everywhere. In many countries the position of history teaching is somewhat precarious, and I am afraid that we would miss a very modern and fast bus if we neglect the educational possibilities which are to be found in computer assisted learning.

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